



Criterion-1: Curricular Aspects

Key Indicator – 1.2: Academic Flexibility

Metric: 1.2.1

Programme: MA History

Syllabus	https://www.du.ac.in/uploads/RevisedSyllabi1/Annexure-67.%20History%20Department%20CONSOLIDATED%20FILE%20OF%20PG%20COURSES%20--%20Core-Elective%20and%20Open%20Elective%20courses,%20MA1+2-15JULY2019.pdf
Minutes of Executive Council	https://www.du.ac.in/uploads/executive_council/30082019/21072019/Minutes%2020.07.2019%20as%20on%2001.08.2019.pdf
Annexure of the Executive Council Minutes	https://www.du.ac.in/uploads/executive_council/30082019/21072019/annexures/Annexure-67.%20History%20Department%20CONSOLIDATED%20FILE%20OF%20PG%20COURSES%20--%20Core-Elective%20and%20Open%20Elective%20courses,%20MA1+2-15JULY2019.pdf
Highlighted Portions of Minutes and Syllabus where programme and courses were approved	Attached

**MINUTES OF THE MEETING OF THE EXECUTIVE COUNCIL HELD ON
SATURDAY, THE 20th JULY, 2019 at 11.00 A.M AND CONTINUED UPTO
11:00 P.M. ADJOURNED THEREAFTER AND RESUMED ON SUNDAY,
THE 21st July 2019 at 11:30 A.M. IN THE COUNCIL ROOM,
UNIVERSITY OF DELHI, DELHI-110007**

No. 2

P R E S E N T

1.	Prof. Yogesh Kumar Tyagi	Vice-Chancellor - Chairman
2.	Prof. J.P. Khurana	Director, South Campus
3.	Prof. C.S. Dubey	Officiating Director, Campus of Open Learning
4.	Sh. T. S. Kripanidhi	Treasurer
5.	Prof. Neeta Sehgal	Officiating Proctor
6.	Prof. Namita Ranganathan	
7.	Prof. Sathyabhama Das Biju	
8.	Prof. Syed Ali Karim	
9.	Dr. Anula Maurya	
10.	Dr. I. S. Bakshi	
11.	Dr. InderJeet Singh	
12.	Dr. J. L. Gupta	
13.	Dr. Rajesh Kumar Jha	
14.	Dr. V.S. Negi	
15.	Sh. Rajesh Gogna	
16.	Sh. Yogender Singh Mathur	
17.	Ms. Indira Chandrasekhar	

SPECIAL INVITEES

1. Prof. Kavita Sharma
2. Prof. M.K. Pandit
3. Prof. Pankaj Arora
4. Prof. Rajeev Gupta
5. Prof. Vinay Gupta
6. Dr. Payal Mago
7. Dr. Satish Kumar

Prof. Tarun Kumar Das - Registrar - Secretary

WELCOME

28/- At the outset, the Council welcomed the following who have become members of the Executive Council:-

<u>STATUTE 5(1)(viii)(b)</u>	-	Dean of the Faculties
1. Prof. Syed Ali Karim	-	Dean, Faculty of Arts

APPRECIATION

29/- The Council placed on record its deep sense of appreciation of the services rendered by the following as member of the Executive Council:-

<u>STATUTE 5(1)(viii)(b)</u>	-	Dean of the Faculties
1. Prof. Mohan	-	Dean, Faculty of Arts

30/- The Council expressed condolence on the sad demise of Smt. Sheila Dixit, former Chief Minister, Govt. of NCT of Delhi, and Prof. G.K. Das, Professor of English (Retd.) and former Director, South Delhi Campus, University of Delhi. The Council observed silence as a mark of respect for the departed souls.

31/- The Minutes of the meeting of the Executive Council held on 01-02.07.2019 (**Appendix-I**) were confirmed.
(Six Members dissented on the date of eligibility for promotion of faculty members)

32/- The Action Taken Report on the decisions made by the Executive Council at its meeting held on 01-02.07.2019 was noted. (**Appendix-II**). Following matter was considered and approved:

32-1/ Disciplinary Matter with respect to E.C. Resolution No. 21-VII dated 01-02.07.2019.

32-2/ No matter was raised for discussion in Matter arising out of the Minutes of the Executive Council meeting held on 01-02.07.2019.

33/- The Executive Council approved the following recommendations made by the Academic Council at its meeting held on 15/16.07.2019. The Council further resolved that the consequential amendments to the relevant Ordinance of the University be made accordingly:

33-1/ the recommendations of the Standing Committee on Academic Matters made at its meeting held on 20.08.2018 under the Chairmanship of Prof. J.P. Khurana, Pro-Vice-Chancellor, University of Delhi in respect of the following faculties regarding revision of courses under Choice Based Credit System (CBCS) be accepted.

Sr. No.	Faculty	Courses
1.	Commerce & Business Studies	<u>Department of Commerce</u> 1. Master of Commerce (M.Com.) (Annexure-1) 2. Master of Business Administration (International Business) MBA(IB) (Annexure-2) 3. Master of Business Administration (Human Resource Development) MBA(HRD) (Annexure-3) <u>Department of Financial Studies</u> 1. Change of the nomenclature of the course from MBA (Financial Management) to MBA (Finance) and 2. Master of Business Administration (Finance) (MBA) (Finance) (Annexure-4)
2.	Applied Social Sciences and Humanities	1. MBA (Business Economics) (Annexure-5) 2. Conversion formula for the award of Diploma/ Advance Diploma/ Degree/ B. Voc. Course be modified in consultation with the Examination. (Annexure-5A) 3. Introduction of new course curriculum of Bachelor of Business Administration (Entrepreneurship) (BBA (Entrepreneurship)). (Annexure-6)
3.	Music & Fine Arts	<u>Department of Music</u> 1. M.A. Hindustani Music (Vocal/Instrumental-Sitar/ Sarod/ Guitar/ Violin/ Santoor) (Annexure-7) 2. M.A. Karnatak Music (Vocal/ Instrumental (Veena/ Violin) (Annexure-8) 3. M.A. Percussion Music (Table/Pakhawaj) (Annexure-9) 4. Scheme of Examination 2 year Diploma Course in Harmonium (Annual Mode).(Annexure-10) 5. Revision of syllabus of subsidiary subject of BFA Applied Arts course. (Annexure-11)

33-2/ the recommendations of the Standing Committee on Academic Matters made at its meeting held on 24.08.2018 under the Chairmanship of Prof. J.P. Khurana, Pro-Vice-Chancellor, University of Delhi in respect of the following faculties regarding revision of courses under Choice Based Credit System (CBCS) be accepted.

Sr. No.	Faculty	Courses
1.	Science	<u>Department of Anthropology</u> 1. M.Sc. Anthropology (Annexure-12) 2. M.Sc. Forensic Science (Annexure-13)
		<u>Dr. B.R. Ambedkar Centre for Biomedical Research</u> 1. M.Sc. Biomedical Science Course (Annexure-14)
		<u>Department of Botany</u> 1. M.Sc. Botany (Annexure-15)
		<u>Department of Environmental Studies</u> 1. M.A./M.Sc. Environmental Studies (Annexure-16)
		<u>Department of Geology</u> 1. M.Sc. Geology (Annexure-17)
		<u>Department of Physics & Astrophysics</u> 1. M.Sc. Physics (Annexure-18)

		<u>Department of Zoology</u> 1. M.Sc. Zoology (Annexure-19)
		<u>Department of Home Science</u> 1. M.Sc. Food and Nutrition (Annexure-20) 2. M.Sc. Human Development and Childhood Studies (Annexure-21) 3. M.Sc. Development Communication and Extension (Annexure-22) 4. M.Sc. Resource Management and Design Application (Annexure-23) 5. M.Sc. Fabric and Apparel Science (Annexure-24) 6. Post-Graduate Diploma in Dietetics and Public Health Nutrition – PGDDPHN (Annexure-25) 7. Post-Graduate Diploma in Health and Social Gerontology – PGDHSG (Annexure-26)
		<u>Pt. Deendayal Upadhyaya National Institute for Persons with Physical Disabilities (Divyangjan)</u> 1. Master in Prosthetics and Orthotics (MPO) two year duration (Annual) (Annexure-27) 2. Bachelor in Prosthetics and Orthotics (BPO) 4½years duration (Annual) (Annexure-28) 3. Introduction of new course curriculum of Part Time Bachelor in Prosthetics and Orthotics condensed course (only for three batches) two years duration (Annual) excluding internship. (Annexure-29)
2.	Inter-disciplinary & Applied Sciences	<u>Department of Bio-Chemistry</u> 1. M.Sc. Biochemistry (Annexure-30)
		<u>Department of Electronics</u> 1. Master of Science (Electronics). (Annexure-31)
		<u>Department of Genetics</u> 1. Master of Science (Genetics) (Annexure-32)
		<u>Institute of Informatics & Communication (IIC)</u> 1. Master of Science in Informatics (M.Sc. Informatics) (Annexure-33)
		<u>Department of Plant Molecular Biology</u> 1. Master of Science in Plant Molecular Biology and Biotechnology (PMBB) course. (Annexure-34)
		<u>Department of Microbiology</u> 1. Master of Science in Microbiology. (Annexure-35)
		<u>Department of Biophysics</u> 1. M.Sc. Biophysics (Annexure-36)
3.	Mathematical Sciences	<u>Department of Mathematics</u> 1. M.A./ M.Sc. Mathematics (Annexure-37)
		<u>Department of Operational Research</u> 1. Master of Operational Research course (MOR) (Annexure-38)
		<u>Department of Computer Science</u> 1. Introduction of new elective course MCS-210 (Deep

		Learning) (Annexure-39) and MCA-526 (Deep Learning) (Annexure-40) in M.Sc. Computer Science, MCA courses 2. Master of Computer Applications (Annexure-41) 3. M.Sc. Computer Science (Annexure-42)
		<u>Department of Statistics</u> 1. M.A./M.Sc. Statistics (Annexure-43)

33-3/ the recommendations of the Standing Committee on Academic Matters made at its meeting held on 28.08.2018 under the Chairmanship of Prof. J.P. Khurana, Pro-Vice-Chancellor, University of Delhi in respect of the following faculties regarding revision of courses under Choice Based Credit System (CBCS) be accepted.

Sr. No.	Faculty	Courses
1.	Arts	<u>Department of English</u> 1. M.A. English (Annexure-44)
		<u>Department of Persian</u> 1. M.A. Persian (Annexure-45)
		<u>Department of Hindi</u> 1. M.A. Hindi (Annexure-46)
		<u>Department of Psychology</u> 1. M.A. Psychology (Annexure-47) 2. M.A. Applied Psychology (Annexure-48)
		<u>Department of MIL & Literary Studies</u> 1. M.A. in Tamil (Annexure-49) 2. M.A. in Bengali (Annexure-50) 3. M.A. in Comparative Indian Literature (Annexure-51)
		<u>Department of Philosophy</u> 1. M.A. Philosophy (Annexure-52)
		<u>Department of Germanic & Romance Studies</u> 1. M.A. in Italian Studies (Annexure-53) 2. M.A. in French Studies (Annexure-54) 3. M.A. in German Studies (Annexure-55) 4. M.A. in Hispanic Studies (Annexure-56)
		<u>Department of Slavonic & Finno Ugrian Studies</u> 1. M.A. Russian (Annexure-57)
		<u>Department of Library & Information Science</u> 1. Post-Graduate courses B.LISc. and M.LISc. (Annexure-58)
		<u>Department of Urdu</u> 1. M.A. Urdu (Annexure-59)
		<u>Department of Arabic</u> 1. M.A. Arabic (Annexure-60)
		<u>Department of Sanskrit</u> 1. M.A. Sanskrit (Annexure-61)
		<u>Department of Buddhist Studies</u> 1. M.A. Buddhist Studies (Annexure-62)
2.	Social Science	<u>Department of Adult Continuing Education & Extension</u> 1. M.A. Lifelong Learning & Extension (Annexure-63)

		<u>Department of East Asian Studies</u> 1. M.A. East Asian Studies (Annexure-64) 2. Passing criteria of part time Certificate/ Diploma/ Advance Diploma course: (Annexure-65) a. Certificate Course in Chinese Language (part-time) (CP-1) b. Certificate Course in Japanese Language (part-time) (JP-1) c. Certificate Course in Korean Language (part-time) (KP-1) d. Diploma Course in Chinese Language (part-time) (CP-2) e. Diploma Course in Japanese Language (part-time) (JP-2) f. Diploma Course in Korean Language (part-time) (KP-2) g. Advanced Diploma Course in Chinese Language (part-time) (CP-3) h. Advanced Diploma Course in Japanese Language (part-time) (JP-3) i. Advanced Diploma Course in Korean Language (part-time) (KP-3)
		<u>Department of Geography</u> 1. M.A. Geography (Annexure-66)
		<u>Department of History</u> 1. M.A. History (Annexure-67)
		<u>Department of Political Science</u> 1. M.A. Political Science (Annexure-69)
		<u>Department of Social Work</u> 1. M.A. Social Work (Annexure-70)
		<u>Department of Sociology</u> 1. M.A. Sociology (Annexure-71)
		<u>Department of Economics</u> 1. Introduction of syllabus of Basic Computational Techniques for Data Analysis paper of Department of Economics in B.A. Programme (CBCS) SEC IV (6 th Semester). (Annexure-72)
3.	Law	1. Bachelor of Law (LL.B.) (Annexure-73)

33-4/ the recommendations of the Standing Committee on Academic Matters made at its meeting held on 11th July, 2019 and 14th July, 2019 under the Chairmanship of Prof. J.P. Khurana, Pro-Vice-Chancellor, University of Delhi in respect of the following faculties/ Centre regarding revision/introduction of courses under Choice Based Credit System (CBCS) be accepted.

Sr. No.	Faculty	Courses
1.	Mathematical Sciences	<u>Department of Mathematical Sciences</u> 1. B.Sc. (Hons.) Mathematics (Annexure-74) 2. B.Sc. (Programme) Physical Sciences/Mathematical Sciences. (Annexure-75) 3. B.A. (Programme) Mathematics based papers. (Annexure-76) 4. B.Sc. (Programme) Analytical Chemistry. (Annexure-77)

		5. Generic Elective (GE) for Honours Courses. (Annexure-78) 6. Generic Elective (GE) for B.A./ B.Com. Courses. (Annexure-79) <u>Department of Statistics</u> 1. B.Sc. (Hons.) Statistics. (Annexure-80) 2. B.A. (Programme) Statistics based papers. (Annexure-81) 3. B.Sc. (Programme) Mathematical Sciences. (Annexure-82) <u>Department of Computer Science</u> 1. B.Sc. (Hons.) Computer Science Programme. (Annexure-83) 2. B.Sc. Programme Physical/ Mathematical Sciences. (Annexure-84) 3. B.A. (Programme) Discipline Course in Computer Application. (Annexure-85) 4. General Electives for Hons./ Non-Hons. Programs. (Annexure-86) 5. MCA – Deep Learning MCA-410. (Annexure-87) 6. M.Sc. – Deep Learning MCS-210. (Annexure-88) <u>Department of Operational Research</u> 1. O.R. papers for B.Sc. Mathematical Sciences. (Annexure-89) 2. O.R. papers for B.A. Programme. (Annexure-90) 3. General Elective courses for B.A. (Hons.)/ B.Com. (Hons.)/B.Sc. (Hons.). (Annexure-91)
2	Faculty of Commerce & Business Studies	<u>Department of Commerce</u> 1. B.Com. (Hons.) (Annexure-92) 2. B.Com. (Pass). (Annexure-93) 3. B.A. (Programme) Commerce based papers. (Annexure-94)
3.	Faculty of Science	1. B.Sc. (Hons.) Polymer Science. (Annexure-95) 2. B.Sc. (Hons.) Biological Science. (Annexure-96) <u>Department of Botany</u> 1. B.Sc. (Hons.) Botany. (Annexure-97) 2. B.Sc. Programme Applied Life Sciences with Agrochemicals and Pest Management (Botany Component) . (Annexure-98) 3. B.Sc. Programme in Life Sciences (Botany Component). (Annexure-99) <u>Department of Anthropology</u> 1. B.Sc. (Hons.) Anthropology. (Annexure-100) <u>Department of Environmental Studies</u> 1. Six month Ability Enhancement compulsory course (AECC-I), Environmental Studies. (Annexure-101) <u>Department of Home Science</u> 1. B.Sc. (Hons.) Home Science. (Annexure-102) 2. B.Sc. (Hons.) Food Technology. (Annexure-103) 3. B.Sc. (Prog.) Home Science. (Annexure-104) 4. B.A. Programme Home Science based papers: (a) Nutrition Health Education. (Annexure-105) (b) Food Technology. (Annexure-106) (c) Apparel Design & Construction. (Annexure-107) (d) Human Development & Family Empowerment. (Annexure-108) <u>Department of Zoology</u> 1. B.Sc. (Hons.) Zoology. (Annexure-109)

		2. B.Sc. (Programme) Life Sciences. (Annexure-110) 3. B.Sc. (Programme) Applied Life Science with Agrochemicals & Pest Management. (Annexure-111) <u>Ambedkar Centre for Biomedical Research</u> 1. B.Sc. (Hons.) Biomedical Science. (Annexure-112) <u>Department of Geology</u> 1. B.Sc. (Hons.) Geology. (Annexure-113) <u>Department of Physics & Astrophysics</u> 1. B.Sc. (Hons.) Physics. (Annexure-114) 2. B.Sc. Physical Sciences (Discipline Physics). (Annexure-115) 3. B.Sc. Physical Sciences (Discipline Electronics). (Annexure-116)
4.	Faculty of Music & Fine Arts	<u>Department of Music</u> 1. B.A. (Hons.) Hindustani Music (Vocal/ Instrumental). (Annexure-117) 2. B.A. (Hons.) Karnatak Music (Vocal/ Instrumental). (Annexure-118) 3. B.A. (Hons.) Hindustani Music – Percussion (Tabla/ Pakhawaj). (Annexure-119) 4. B.A. (Prog.) Hindustani Music based paper. (Annexure-120) 5. Generic Elective (GE) – Hindustani Music for other Hons. Courses. (Annexure-121)
5.	Inter-disciplinary & Applied Sciences	<u>Department of Biochemistry</u> 1. B.Sc. (Hons.) Biochemistry. (Annexure-122) <u>Department of Microbiology</u> 1. B.Sc. (Hons.) Microbiology. (Annexure-123) <u>Department of Electronic Science</u> 1. B.Sc. (Hons.) Electronic Science. (Annexure-124) 2. B.Sc. (Hons.) Instrumentation. (Annexure-125) 3. Change of scheme of examination for the curriculum in M.Tech.(Microwave Electronics). (Annexure-126) <u>Department of Physical Education & Sports Sciences</u> 1. B.Sc. (P.E., H.E.& S.) Programme. (Annexure-127)
6.	Applied Sciences Humanities Social & Humanities	1. B.A. (Hons.) Multi Media and Mass Communication. (Annexure-128) 2. Bachelor of Management Studies (BMS). (Annexure-128A) 3. Bachelor of Business Administration (Financial Investment Analysis) BBA(FIA). (Annexure-129) 4. Bachelor of Business Economics. (Annexure-130) 5. B.Voc. (Retail and Logistics Management).* (Annexure-131) 6. B.Voc. (E-Taxation and E-Accounting).* (Annexure-132) 7. B.Voc. (Applied Computer Sciences).* (Annexure-133) 8. B.Voc. (Forensic Science Techniques).* (Annexure-134) 9. B.Voc. (Communication and Mass Media Production).* (Annexure-135) 10. B.Voc. (Multimedia, e-Learning and m-Learning).* (Annexure-136) * <i>Ref.: A.C. Resolution No. 11 dated 2/16 January, 2019.</i>
7.	Arts	<u>Department of Arabic</u> 1. B.A. (Hons.) Arabic. (Annexure-137)

		2. B.A. (Programme) Arabic. (Annexure-138) <u>Department of Buddhist Studies</u> 1. B.A. (Prog.) Buddhist Studies. (Annexure-139)
		<u>Department of Germanic & Romance Studies</u> 1. B.A. (Hons.) French. (Annexure-140) 2. B.A. (Hons.) German. (Annexure-141) 3. B.A. (Hons.) Italian. (Annexure-142) 4. B.A. (Hons.) Spanish. (Annexure-143) 5. B.A. (Prog.) French. (Annexure-144) 6. B.A. (Prog.) German. (Annexure-145) 7. B.A. (Prog.) Spanish. (Annexure-146)
		<u>Department of Linguistics</u> 1. B.A. Programme Linguistics. (Annexure-147) 2. M.A. Linguistics. (Annexure-148)
		<u>Department of Modern Indian Languages and Literary Studies</u> 1. B.A. (Hons.) Bengali. (Annexure-149) 2. UG Course Bengali. (Annexure-150) 3. UG Course Sindhi. (Annexure-151) 4. UG Course Tamil. (Annexure-152) 5. UG Course Telugu. (Annexure-153) 6. MIL core Courses (Assamese, Gujrati, Kannada, Malayalam, Manipuri, Marathi, Odia). (Annexure-154)
		<u>Department of Persian</u> 1. B.A. (Hons.) Persian. (Annexure-155) 2. B.A. Programme Persian. (Annexure-156)
		<u>Department of Philosophy</u> 1. B.A. (Hons.) Philosophy. (Annexure-157) 2. B.A. Programme Philosophy. (Annexure-158)
		<u>Department of Psychology</u> 1. B.A. (Hons.) Psychology. (Annexure-159) 2. B.A. (Hons.) Applied Psychology. (Annexure-160)
		<u>Department of Punjabi</u> 1. B.A. (Hons.) Punjabi. (Annexure-161) 2. And Other Honours Courses. (Annexure-162)
		<u>Department of Sanskrit</u> 1. B.A. (Hons.) Sanskrit. (Annexure-163) 2. Undergraduate Course for Sanskrit. (Annexure-164)
		<u>Department of Urdu</u> 1. B.A. (Hons.) Urdu. (Annexure-165) 2. B.A. (Prog.)/B.Com. (Prog.) Urdu. (Annexure-166)
8.	Cluster Innovation Centre	<u>Cluster Innovation Centre</u> 1. B. Tech. (Information Technology & Mathematical Innovations). (Annexure-167) 2. B.A. (Hons.) (Humanities & Social Sciences). (Annexure-168) 3. M.Sc. (Mathematics Education) (Annexure-169)
9.	Social Sciences	<u>Department of Economics</u> 1. B.A. (Hons.) Economics. (Annexure-170) 2. B.A. (Prog.) Economics. (Annexure-171) 3. B.Com. (Prog.) General Elective Course. (Annexure-172) 4. M.A. Economics (Annexure-173)

		<u>Department of Social Work</u> 1. B.A. (Hons.) Social Work. (Annexure-174)
		<u>Department of Adult Continuing Education & Extension</u> 1. Generic Elective Courses for B.A. (Hons.) Journalism. (Annexure-175)
		<u>College of Vocational Studies</u> 1. B.A. (Vocational Studies) Human Resource Management. (Annexure-176) 2. B.A. (Vocational Studies) Management and Marketing of Insurance. (Annexure-177) 3. B.A. (Vocational Studies) Marketing Management and Retail Business. (Annexure-178) 4. B.A. (Vocational Studies) Material Management. (Annexure-179) 5. B.A. (Vocational Studies) Office Management & Secretarial Practice. (Annexure-180) 6. B.A. (Vocational Studies) Small and Medium Enterprises. (Annexure-181) 7. B.A. (Vocational Studies) Tourism Management. (Annexure-182)
10.	Education	1. B.A. (Prog.) Education. (Annexure-183)
11.	Management Studies	1. Master of Business Administration (MBA) (Full Time) (Annexure-184) 2. Master of Business Administration (Health Care Administration) (Annexure-185) 3. Master of Business Administration (Executive) (Annexure-186)
12.	Medical Sciences	1. Change of nomenclature of M.Ch. Plastic Surgery to M.Ch. (Plastic & Reconstructive Surgery) (Annexure-187) 2. Change of nomenclature of MD (Radio-therapy) to MD (Radiation Oncology) (Annexure-188) 3. Amendment in the MDS Ordinance. (Annexure-189)

33-5/ the recommendations of the Standing Committee on Academic Matters made at its meeting held on 20.08.2018, 24.08.2018, 28.08.2018 and 11.07.2019 under the Chairmanship of Prof. J.P. Khurana, the Pro-Vice-Chancellor, University of Delhi in respect of the following faculties regarding revision of courses under Choice Based Credit System (CBCS) be accepted:

Sr. No	Faculty	Courses
1.	Arts	<u>Department of Punjabi</u> 1. M.A. Punjabi. (Annexure-191) <u>Department of Hindi</u> 1. B.A. (Prog.) Hindi. (Annexure-192) 2. B.Com. (Prog.) Hindi. (Annexure-193) 3. B.A. (Prog.) Prayojanmoolak Hindi. (Annexure-194) 4. B.A. (Hons.) Hindi. (Annexure-195) 5. B.A. (Hons.) Hindi Patrakarita evam Jansanchar. (Annexure-196)
2.	Law	1. LL.M. (2year/3year) (Annexure-197)

3.	Science	<u>Department of Chemistry</u> 1. M.Sc. Chemistry (Annexure-198) 2. B.Sc. (Programme) Life Science. (Annexure-200) 3. B.Sc. (Programme) Physical Science. (Annexure-201) 4. B.Sc. Applied Life Sciences with Agrochemicals and Pest Management. (Annexure-202) 5. B.Sc. Analytical Chemistry. (Annexure-203) 6. B.Sc. Industrial Chemistry. (Annexure-204)
4.	Social Sciences	<u>Department of Geography</u> 1. B.A. (Hons.) Geography and B.A./B.Sc. (Prog.) Geography. (Annexure-205)

(The above Resolution No. 33-1, 33-2, 33-3, 33-4 and 33-5 have been minuted separately also on 21.07.2019).

33-6/ The Council accepted the recommendations of Academic Council to constitute an Oversight Committee for addressing matters related to revision of Courses, if any, and other related matters.

(Four Members dissented)

33-7/ Resolved that B.Sc. (Hons.) Chemistry syllabi be approved, except Skill Enhancement Course (SEC) titled “Reactions, Reagents and Chemical Process” be referred back to the Department of Chemistry for further consideration by the Committee of Courses and Faculty of Science and the revised version of the SEC be then submitted to the ‘Oversight Committee’ for further necessary action.

33-8/ Syllabi of Undergraduate Courses of Department of English, Department of Sociology, Department of History and Department of Political Science, after incorporating suggestions of the members of the Academic Council by the respective Head of the Departments, were placed on the table. After due deliberations, it was resolved that these syllabi be referred back to the respective Departments for further consideration by the Committee of Courses and respective faculties and the revised version of the syllabi be then submitted to the ‘Oversight Committee’ for further necessary action.

(Two Members dissented)

33-9/ Resolved that NCTE letter No. NCTE-Reg/011/59/2019-US(Regulation)HQ/79745 dated 20.06.2019 from the Under Secretary, NCTE, Delhi containing NCTE Regulation 2014 and NCTE Amendments Regulations 2017, be accepted (**Annexure-206**).

33-10/ Resolved that proposed Modifications in the Ordinance IX (8) regarding Post-Graduate Courses (M.A./ M.Sc./ M.Com.) governed under the scheme of Examinations of the Choice Based Credit System (CBCS) recommended by the Committee under Co-Chairperson Prof. Kavita Sharma constituted vide University Notification No. Acad.I/Admissions/2018/456 dated 22nd February, 2018 be accepted. It was further resolved that consequential amendments to the relevant Ordinances of the University be made accordingly. (**Annexure-207**)

33-11/ Resolved that the revised curriculum of the Under-graduate and Post-graduate courses shall also be applicable for School of Open Learning and Non-Collegiate Women Education Board (NCWEB) w.e.f. academic session 2019-2020. Accordingly, the examination scheme for Under-graduate and Post-graduate shall also be applicable to both School of Open Learning and Non-Collegiate Women Education Board. Director, COL, and Chairman, NCWEB, in consultation with Dean (Examination) will work out the modalities about the conduct of examinations in semester mode and present a proposal before the Executive Council.

34/- The Executive Council considered the panel of names duly approved by the Hon'ble Dy. Chief Minister, Govt. of NCT of Delhi for nomination to the Governing Bodies of 28 Govt. of NCT of Delhi Sponsored Colleges of the University of Delhi. The panel received vide letter no. DHE-33(2)/G.B./28/Colleges/2019/2738 dated 28.06.2019 and DHE-33(2)/G.B./28/Colleges/2019/3185-88 dated 18.07.2019 Govt. of NCT of Delhi are placed at **Appendix-III**.

Members noted several discrepancies in the panel of names recommended by the Govt. of NCT (from their list), which are not as per norms and also lacked some details essential for consideration by the Executive Council. It was thus resolved to constitute a Committee to review the panel of names and make appropriate suggestions for communication to the Govt. of NCT to revise the list at the earliest.

35/- Resolved that the following panel of persons for election of the Treasurer of the University under provision of Statute (11)(J) be approved.

1. Dr. Subhash Chandra Pandey
2. Shri P.K. Mishra
3. Shri K. Satheesh Babu

(Copies of the CV/Resume are enclosed as Appendix-IV)

36/- The following decision/action taken by the Vice-Chancellor in exercise of his powers/delegated powers vest upon him other than emergency powers in the following matters were reported, recorded and confirmed:

1. Accord of approval on 17.06.2019 to the constitution of the Editorial Board consisting of the following to prepare the 96th Annual Report, (period from 1st April 2018 to 31st March 2019) of the University.
 1. Prof. Pami Dua, Dean Academic Activities & Projects - Chairperson
 2. Prof. Tarun Kumar Das, Registrar
 3. Dr. Payal Mago, Joint Dean Colleges
 4. Prof. Yogendra Singh, Dean Research, Life Sciences
 5. Prof. T. R. Seshadri, Dean Research, Physical & Mathematical Sciences
 6. Prof. Suman Kundu, Department of Biochemistry
 7. Prof. Reetesh Kumar Singh, Dean, Faculty of Commerce
 8. Prof. Sunita Singh Sengupta, Dean, Faculty of Management Studies
 9. Prof. Neera Agnimitra, Head, Department of Social Work
 10. Prof. Arun Jaganath, Department of Botany
 11. Prof. Sanjay Kapoor, Department of Plant Molecular Biology
 12. Prof. Vandana Roy, Dean, Faculty of Medical Sciences

13. Prof. Ajay Kumar, Department of Mathematics
 14. Prof. Nandita Babu, Department of Psychology
 15. Prof. Shormishtha Panja, Department of English
 16. Dr. Mukesh Mehlawat, Department of Operational Research
 17. Dr. Asani Bhaduri, Cluster Innovation Centre
 18. Dr. K. Ratnabali, Faculty of Law
 19. Capt. Parminder Sehgal, NSS Coordinator
 20. Dr. Uma Chaudhry, Bhaskaracharya College of Applied Science
 21. Dr. Surinder Kaur, SGTB Khalsa College
 22. Dr. Renu Baweja, Shivaji College
 23. Dr. Sudhir Sharma, Joint Registrar, Council
2. Accord of approval on 06.07.2019 to the extension of deputation to Dr. Sugata Bag as Visiting Professor of Economics Chair at University of Colombo, Colombo, Sri Lanka for a period of six months i.e. till 13.01.2020.

37/- Ref.: E.C. Resolution No. 4 (12) dated 28.05.2015

Resolved that the receipt of letter No. 4-11/2017-CU-II, Government of India, Ministry of Human Resource Development, Department of Higher Education dated 26th June, 2019 received from Sh. P.K. Singh, Under Secretary to the Government of India regarding amendment to Statute 9-B of the Statutes of the University related to the merger of Department of Business Economics and Department of Financial Studies into a single department named as “*Department of Finance and Business Economics*” be reported and recorded. (Copy of letter is placed at Appendix-V)

38/- The action taken by the Vice-Chancellor in appointing/ re-appointing/ nominating/ re-nominating, in the following matters were reported, recorded and confirmed:-

38-1/- In appointing the Teacher Representatives on the Governing Bodies of the colleges for a period of one year as per provisions of Ordinance-XVIII of the University. The details are placed at **Appendix-VI**.

38-2/- In appointing/Re-appointing/Extension of term of appointment in respect of Chairman/Chairperson/E.C. Nominee/Special Invitee/Ex-Officio Member/Members of the Governing Bodies of University Maintained Institution/Colleges.

For Governing Body of Dyal Singh College for a period of one year w.e.f. 04.07.2019:

1. Mr. Rajiv Nayan as Chairman
2. Dr. Varun Veer as Member
3. Prof. Shobha Sinha, as Member

38-3/- University Representatives on the Governing Body of the various Colleges for a period of one year as per details placed at **Appendix-VII**.

Any other item with the permission of Chair.

39/- Serious concern was expressed about the status of the facilities and availability of infrastructure in a few of the Trust Maintained Colleges, and it was pointed out that some of these Trusts do not regularly contribute their mandatory 5% share towards the budget of the college concerned. It is, thus, imperative that any trust that has failed to contribute its share, the process of getting 100% grant-in-aid from the UGC and converting that Trust Maintained College into a University maintained institution may be initiated.

The meeting ended with a vote of thanks to the Chair.

Sd/-
(Prof. Tarun Kumar Das)
Registrar – Secretary

Sd/-
(Prof. Yogesh Kumar Tyagi)
Vice-Chancellor – Chairman

UNIVERSITY OF DELHI
MASTER OF ARTS IN HISTORY
(MA HISTORY)

(Effective from Academic Year 2019-20)

PROGRAMME BROCHURE



MA History Revised Syllabus as approved by Academic Council on [XXXX](#),
2019 and Executive Council on [YYYY](#), 2019

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I About the Department

The Act that created the University of Delhi on 1 May 1922, gave a major share in administration and teaching to representatives from Colleges. For the next twenty years Delhi University was virtually the sum total of its small number of Colleges, St. Stephen's, Hindu and Ramjas where History was taught at the Intermediate and B.A. level. It was during the long stewardship of Sir Maurice Gwyer, Vice Chancellor from 1939-1950 that the University started assuming something of its present shape. The Delhi University Act was amended to provide a three year Honours degree, Professorial Chairs were instituted in Economics, History, Physics and Chemistry, most M.A. teaching was shifted to the Departments.

The Department of History and Economics were the two basic social science departments that date back to the late 1930s. The first holder of the Chair in History was Ishtiaq Husain Qureshi, the distinguished historian of Medieval History, who moved from St. Stephen's College to preside over the University Department, while also holding the position of Dean of the Faculty of Arts. The late 1940s saw scholars like Bisheshar Prasad (Modern History) and Parmatma Saran, the well-known historian of the 13-15th centuries who joined the department after obtaining a Ph.D from the University of London. The early 1950s saw the beginning of the practice of the Department inviting distinguished teachers from the University's constituent Colleges to lecture for post-graduate classes. Notable among these was K.M. Ashraf (Kirori Mal College) major scholar of social history of Medieval India and Mohammad Amin (St. Stephen's College) who regularly taught the history of 16-18 century India from c. 1949-1990.

The major event in the Department of the early 1960s was the induction of Romila Thapar, who moved from Rohtak University to Delhi University (c. 1964-1972), and who emerged as one of the major historians of Ancient India, before shifting to JNU. The next big expansion of the Department took place in the 1960s and early 1970s, when scholars of the stature of B.B. Misra (Modern History), K.S. Lal (Medieval History 1963-1973), R.S. Sharma (Ancient India) Parthasarathi Gupta (History of England and Europe) and Sumit Sarkar (Modern India) moved from Patna, Allahabad and Kolkata to strengthen the teaching and research in History. Other scholars were also inducted through this period – R.L. Shukla, D.N. Jha, Dilip Chakrabarti, K.M. Shrimali, Suhash Chakravarty, Aparna Basu, D. Devahuti. In the 1980s there was a further expansion of the Department, historians of the stature of Gyanendra Pandey and Shahid Amin joined our ranks. Recently, prominent scholars such as Vankat Subramaniam, Basudev Chatterji, Kesavan Veluthat, Nayanjot Lahiri, Upinder Singh, R.C. Thakran, Arup Banerjee and Anshu Malhotra have retired. We had the sad loss of Dr. Biswamoy Pati, a prolific scholar of international repute, and dearly loved by colleagues and student. An account of the recent profile of our Department would be incomplete without due recognition of our College Departments, where scholarship and careful pedagogy continue to be celebrated. The names of scholars and teachers such as Uma Chakravarty, P.S. Dwivedi, Harbans Mukhia, Dilip Simeon, D.E.U. Baker, Saleem Kidwai, Chitra Joshi, Tanika Sarkar, Shivshankar Menon, Vijay Singh, Tripta Wahi, Anil Sethi, Sumit Guha, Manoj Sinha, Indrani Chatterjee, Kumkum Roy, Partho Datta, G. Arunima, V.K. Jain, Rana

Behl and Firdos Anwar amongst so many others, too long a list to recount comprehensively here, is legendary. And our students who graduated to teach in some of the most powerful academic institutions in the world, whose love for the discipline went so far as to claim Professor Randhir Singh of the Department of Political Science as one of their own!

Major revisions in the syllabi took place in the early 1970s and again in the 1980s when the teaching of areas other than India (Europe, China, Japan in terms of areas) and newer courses on Political Thought, Social History, peasant studies were framed and scholarship strengthened. It needs stressing that the quality of post-graduate teaching in History for which our Department was known, depended crucially on a very strong base that newer, redesigned courses and first rate teaching that was imparted in our numerous undergraduate Colleges. It was this symbiosis between a strong basic training in History and the inculcation of a research oriented graduate studies that won our students international recognition, as evident from the admission of our alumni for advanced research and teaching in the leading Universities in UK and the USA.

One of the outstanding features of the Department of History has always been its scholastic plurality – its faculty members have received their academic training around the globe, they have all written differing kinds of histories and follow their own political commitments. Although the faculty does not conform to a particular research methodology, this plurality in academic interests is sustained and reproduced through debate and discussions which we pursue through well-ingrained democratic impulses. We are the richer in the range of our courses, and sharper in debate and political commitments from the need to locate our intellectual positions cogently and respectful of plurality. All this, even when we argue passionately and vehemently.

The Department of History is now a UGC sponsored ‘Centre of Advanced Studies’. Never has a bureaucratic appellation resided more comfortably as a signature of our past and our aspirations. This is a centre of learning, of reproduction of knowledge and debate and in foregrounding History we have always been aware of the multiplicity amongst our students to whom we owe the responsibility of providing the finest possible programme in the teaching and learning of our discipline. This document, the Post Graduate curricula of courses, has been crafted keeping many of our past commitments to the discipline and its practitioners in mind.

Department Highlights:

The Department of History has gained a global reputation for its intellectual contributions to the discipline. At different junctures in the past its members heralded scholarship in the field of socio-economic history of a Marxist persuasion and this impacted the field of ancient, medieval and modern history. Over the years this scholarship was considerably nuanced, again by the Department’s faculty members, and it is their work, once again, that has impacted the global academy in fields such as archaeology, numismatics, the study of religion, gender, sexuality, processes of acculturation and social formations, social and cultural history, the study of subalterns, tribes, peasantry, labour, economic history, agrarian studies, trans-regional and global studies, war, archives, language, literature, translations, printing, caste, law, intellectual history, state formations, border studies, education, medicine, art, cinema, merchants and litterateurs. It is a long list but the substance in the

claim for global reputation and impact comes from the international reach of our faculty – they are on the governing body of many renowned institutions in India, editors of peer-reviewed journals in the field, key note speakers, panel discussants, paper presenters at conferences and workshops. Our faculty members have held visiting teaching positions in Universities across the world. Our old students hold positions in the History Department of nearly every major university in the world.

The Department of History is one of the leading institutions in the field in India with a huge global footprint. Our international conferences and seminars host some of the world's distinguished scholars. Our seminar series brings students in close proximity to scholars that they study and our 'baithak' workshop series gives them an opportunity to question and learn how some of these scholars question, research and write. Our post graduate and research students are intrinsic participants in the organisation and successful conclusion of all Departmental academic activities. We hold an Annual Conference for Research Students where our MA students learn how to prepare for the Research Programme and frame their research agendas.

In its turn, the MA Programme is organised so that fresh undergraduates can expand their interests in History and learn how to become historians in their own right. This is detailed in the following section

About the programme:

The M.A. History Programme has grown in the number of courses that it offers, the number of options available to students, the type of pedagogy that we impart and evaluative interactions with our students.

The expansion in our courses reflects the new discipline of history where its association with the state and hegemonic power structures are no longer the major subjects of instruction. While we are still interested in state formations the enlarged understanding of politics to fields of power relations has meant that social, cultural, literary, religion, art and architectural fields are present with varying degrees of emphasis in these and all courses. Our courses are organised chronologically and thematically. This has the advantage of looking at aspects of human experience through new chronologies, opening up the historiographical space to questions that are epistemological and challenging to the ways in which the discipline of history has been conceptualised over time.

To underline this aspect of training, students are required to take **Two Core Courses** at the beginning and end of the MA programme. The first course eases all students into the larger conceptual milieu of the discipline – the major historiographical interventions in the discipline. Different segments of the course introduces students to specific methodologies and their variations, like Marxism or the Annales; particular rubrics chart out developments within the discipline in fields like economic, archaeological or intellectual history; other rubrics highlight specific kinds of historiographical interventions of import like the study of early Modernities or history and literature. The second course sums up the second year of MA instruction by leading students through some of the major historians writing on Ancient, Medieval and Modern History. Many of these readings might have been partially referenced in the Elective courses; in this course it is the historians methodological intent, their research and arguments that is the subject of study. The readings are divided thematically and a range of readings on Indian

History are taught keeping in mind the research interests of students. We see this course as a final completion of the Masters programme. Scheduled for the fourth semester it removes ambiguities, provides the summa of scholarship that a Post Graduate student must possess at graduation.

We have identified five Open Elective papers from which **two Open Elective Courses** will be offered to students from other disciplines each academic year. These papers range in interest and time and give students from other disciplines an insight into ways in which historians research and ask questions. Because of strained resources and extremely large classes the History Department has had to regulate the possible number of students from other departments who can take these courses. At present eight (8) students from other departments can take 'Open Elective' Courses in the Department of History. No more than four (4) students from other department can opt for any one of the two Open Elective Papers. To take these Open Elective Papers, students should register with the Department and if they wish to take two courses, then they should provide a list with their order of preference. Students will be selected in order of merit based upon their BA results. We want students to get the courses of their choice and want to be fair and transparent since seats will be limited.

The largest numbers of courses in the MA Programme are Elective courses. In **MA Part I (MA Previous)** we have **Thirty-Two (32) Elective Papers** from which a selected number will be offered each semester in the North and South Campus of Delhi University. Students of MA Part I are required to choose seven courses each academic year from this list – three (3) in Semester 1 and four (4) in Semester 2. Unique to the Department's long history and one of its strengths are the courses on non-Indian History that we offer to entering students in MA Part I. The comparative mode of teaching history is the most effective since it teaches students how scholars have questioned archives and sources of other cultures and societies. This opens them to the practice of History as a global discipline. It broadens horizons teaches them how to study the unfamiliar and makes them sensitive to the unique aspects of the South Asian experience which they study in the next year. This training provides students with the questions and the analytical rigour to contextualise their readings on Indian History. Students often make the mistake of assuming that they have a familiarity with that which is 'Indian' forgetting that their own past is a subject that has to be studied with rigour and analytical acuteness. The choices we provide are important because we want students to appreciate the vastness of the discipline today, give them the opportunity to expand their range of interests so that they are better skilled in their future endeavours. In MA Part II (MA Final) we stream students according to their preferred specialisation in Ancient, Medieval and Modern Histories. We offer fifteen (15) courses in Ancient History; twenty-two (22) courses in Medieval History; and twenty-seven (27) courses in Modern History. Not all of these courses are taught every academic year but enough are offered to give students sufficient choice. Students are required to take seven (7) Elective Courses from the many that are taught each year – four (4) courses in the third semester and three (3) in the fourth semester.

About Post Graduate Attributes:

On completion of their Post Graduate courses students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, comprehensive knowledge of the historiographical debates on the study of different aspects of human society and knowledge of the archives used by different historians in their research. The attributes expected from the graduates of the

M.A. History Programme are the following:

- 1) Ability to track the critical genealogies of historiographical interventions that shaped the discipline of History from the earliest times up to the present.
- 2) Ability to compare and differentiate significant patterns of human experience across time and between different cultures and societies.
- 3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same
- 4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones
- 5) Ability to understand teleology and anachronism and the ways in which they can hamper historical analysis
- 6) Greater ability to distinguish between that which is historical -- time-place-context driven, hence changeable and challengeable -- from that which is not.
- 7) Recognise the different registers within language systems and sources and understand the significance of their presence in literary, art and audio materials.
- 8) Possess the ability to understand that history and power are cognates and hence the silences in sources are just as revelatory as the documented evidence.
- 9) Display sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues
- 10) Possess greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values
- 11) Possess skills of the academy in using information from varied sources, displaying analytical ability, knowledge of context and ability to marshal evidence into a coherent argument.
- 12) Ability to assume responsible public roles and where they can apply the above mentioned analytical abilities in other non-familiar contexts.
- 13) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi cultural society and interact with diverse groups.
- 14) Possess the knowledge of the academy and its demands for referencing and display of independent reasoning.
- 15) Know the dangers of plagiarism.

About the process of course development involving various stakeholders at different stages:

The development of the History MA Programme was a long process. We were very sensitive to the past history of course revisions in the Department, and sensitive to how the discipline and training in it has changed over time. We kept in mind our current faculty strength, the possibilities of future growth and student-teacher ratios that would allow for interactive teaching. Most of all we wanted to be sure that our courses and their organisation could allow us the opportunity to monitor the progress of our students. Different kinds of assignments, tutorial discussions, audio and cinematic presentations, field work to archaeological and monumental sites and museums were regarded as critical in the training of students. There were long discussions in the Department Council and within its subcommittees regarding the

framing of Core and Elective courses. Drafts of possible options were circulated and debated. At the conclusion of the first draft of courses in 2018, we solicited feedback from international scholars. The useful recommendations of the Standing Committee last year, commenced another round of discussions in the Department Council and its subcommittees. Many drafts of possible options were circulated leading up to the preparation of the final drafts. This revised syllabus was sent to a different body of international and national stakeholders, alumni and ex-teachers. The final version of the MA History Programme submitted to the Academic Council is the result of more than a year's discussion, drafting and revisions on the basis of all these inputs over this period of time.

II. Introduction to CBCS (Choice Based Credit System)

Choice Based Credit System:

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enable the potential employers in assessing the performance of the candidates.

Definitions:

- (i) 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre
- (ii) 'Course' means a segment of a subject that is part of an Academic Programme
- (iii) 'Programme Structure' means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission
- (iv) 'Core Course' means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course
- (v) 'Elective Course' means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre
- (vi) 'Open Elective' means an elective course which is available for students of all programmes, including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.

- (vii) 'Credit' means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course
- (viii) 'SGPA' means Semester Grade Point Average calculated for individual semester.
- (ix) 'CGPA' is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.
- (x) 'Grand CGPA' is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversion of Grand CGPA into %age marks is given in the Transcript.

III. Programme Details:

The two year Masters Programme in History provides specialised training to students in world History and Indian History. The course builds upon the training that students have received in their B.A. The elementary objective of this training is consolidating their skills with more complex content. Hence the M.A. curriculum and pedagogy are framed with the aim to draw students into a discussion of the reasons why and how newer questions are posed by historians, how the methodology of engaging with the older questions have changed and what this learning reveals about the craft of historiography itself.

The primary objectives of the MA History are therefore many – a chance to learn how historians think, research, analyse and frame their research. The focus on World History in the first year is useful since these historiographies are remote from the experience of most students. They learn about other societies and cultures and the ways in which scholars have interrogated their sources, and challenged, fine-tuned or built upon each other's research methods and conclusions. More critically, with the emphasis on learning research methods, students discover a range of ways in which the human experiences in differing locales and contexts could be made to speak to the 'realities' of past and present in their own immediate environs.

Since the second year MA courses are more specialised students hone the skills gained in their first year in closer proximity to the sources and their readings on the ancient, medieval and modern periods of Indian history. The objective of these courses is to introduce and train students on how sources were/could be used by different scholars. The larger number of courses are thematically framed around specific subjects, regions or events. Their detailed nature foregrounds the materials upon which questions and narratives are raised.

The training deals with the question not just of 'what happened' but also how we know what happened, how a change in perspective, emphasis and/or method might play a role in determining the shape and thrust of historical knowledge, and how concerns of our present might influence the narrative of our past.. The purpose is to make the students read, describe, engage with and question diverse historiographies with a focus on appreciating how arguments are framed in all their complexities. A large number of thematic courses are designed with a

view to invite students to observe and analyse how human experiences of the same set of injunctions and institutions in the past could differ due to class, status, gender, race, region, occupation, etc. Thus the MA programme encourages the students to understand but also go beyond 'causation' and other standard questions in history. It invites them to read and reflect on the issue of how to read sources but also on the relationships between historical facts and truths. The idea is to draw attention to the thick and multiple dimensions of the experience that enfold them. How may the historians discover the language and method to articulate this complexity in meaningful ways? More critically, with the emphasis on learning research methods, students discover a range of ways in which the human experiences in differing locales and contexts could be made to speak to the 'realities' of past and present in their own immediate environs.

The objective of the diverse range of courses, readings and different kinds of assignments is to underline that learning is not transacted only orally. Especially in the domain of history, the objective is to train students how historians pose questions, read and marshal their evidence, and transcribe it into a cogent argument. The familiarity of the normal is constantly the subject of reflection and it is here that the requirement to read and write meaningfully extends materials discussed in class lectures. The internal evaluations that are an integral part of the MA curriculum place a strong emphasis upon research based writing and oral presentations. The foundations for many future research projects have their incipient formulations in these assignments.

Programme Structure:

The MA History programme is a two-year course divided into four-semester. A student is required to complete 80 credits for the completion of course and the award of degree.

		Semester	Semester
Part – I	First Year	Semester I	Semester II
Part – II	Second Year	Semester III	Semester IV

Course Credit Scheme

Semester	Core Courses			Elective Courses			Open Elective Courses			Total Credits
	No. of Papers	Credits (L & T)	Total Credits	No. of Papers	Credits (L & T)	Total Credits	No. of Papers	Credits (L & T)	Total Credits	
I	1	5	5	3	5	15				20
II				4	5	20				20
III				4	5	20	1	4	4	20+4
IV	1	5	5	3	5	15	1	4	4	20+4

- * For each Core and Elective Course there will be 4 lecture hours of teaching per week.
- * Open Electives to the maximum total of 8 credits.
- * Duration of examination of each paper shall be 3 hours.
- * Each paper will be of 100 marks out of which 70 marks shall be allocated for semester examination and 30 marks for internal assessment.

Semester wise Details of History Course

SEMESTER 1				
No. of Core Courses	CREDITS IN EACH CORE COURSE			
Course	Theory	Practical	Tutorial	Credits
Core Course 1	4		1	5
Total Credit in Core Cours	5			
No. of Elective Courses	CREDITS IN EACH ELECTIVE COURSE			
Elective Course 1	4		1	5
Elective Course 2	4		1	5
Elective Course 3	4		1	5
Total Credit in Core Course	15			
TOTAL CREDIT SEMESTER 1	20			

SEMESTER 2				
No. of Elective Courses	CREDITS IN EACH ELECTIVE COURSE			
Elective Course 1	4		1	5
Elective Course 2	4		1	5
Elective Course 3	4		1	5
Elective Course 4	4		1	5
Total Credit in Elective Course	20			
TOTAL CREDIT SEMESTER 2	20			

SEMESTER 3				
No. of Elective Courses	CREDITS IN EACH ELECTIVE COURSE			
Elective Course 1	4		1	5
Elective Course 2	4		1	5
Elective Course 3	4		1	5
Elective Course 4	4		1	5
Total Credit in Elective Course	20			
No. of Open Elective Course	CREDITS IN EACH OPEN ELECTIVE COURSE			
Open Elective Course 1	4			4
Total Credit in Open Elective Course	4			
TOTAL CREDIT SEMESTER 3	20 + 4			

SEMESTER 4				
No. of Core Courses	CREDITS IN EACH CORE COURSE			
Course	Theory	Practical	Tutorial	Credits
Core Course 2	4		1	5
Total Credits in Core Course 2	5			
No. of Elective Courses	CREDITS IN EACH ELECTIVE COURSE			
Elective Course 1	4		1	5
Elective Course 2	4		1	5
Elective Course 3	4		1	5
Total Credit in Elective Course	15			
No. of Open Elective Course	CREDITS IN EACH OPEN ELECTIVE COURSE			
Open Elective Course 1	4			4
Total Credit in Open Elective Course	4			
TOTAL CREDIT SEMESTER 4	20 + 4			

List of Core Courses

Offered in Semester 1 and 4

HSM-01 – Core Course -- The Practice of History: Semester 1

HSM New Core Course -- The Practice of Historians: Readings from Recent Historiographical Interventions in Indian History – Semester 4

List of Open Elective Courses

2 Courses offered, one each in Semesters 3 and 4

New Course	Early Indian Art And Architecture (up to c. 600 CE)
New Course	Epigraphic and Archival Records for the Study of Medieval Indian History
New Course	Political Processes and Socio-Cultural Formations C. 1000-1400
New Course	Forms of Popular Resistance in Northern India, C. 1560-1740
New Course	Cities of Empires: Istanbul, Isfahan, Agra-Delhi

List of Elective Courses on World History

MA Part I – Semesters 1-2

HSM – 02	Philosophy and Methods of History
HSM – 03	The Archive and History
HSM – 04	Historiography in the Modern West
HSM – 06	Gender and Women in Ancient Societies
HSM – 07	Society and Culture in Early Cities: Mesopotamia, China, Greece, Rome
HSM – 08	Ancient Mesopotamia
HSM – 09	Authority and Tradition in Ancient and Medieval Historiography
HSM – 10	Visual Cultures beyond Borders: South and Southeast Asia (to 1200 CE)
HSM – 11	Medieval Societies: The Central Islamic Lands ca. 600-1300
HSM – 12	Science, Religion and Techno-communities in Medieval Asia, 1500-1700
HSM – 13	History of North Africa and Spain, ca. 8 th -15 th Century
HSM – 14	Central Asia: Politics, Society and Warfare from Chingiz Khan to Timur
HSM – 15	The Ottomans I: 13-18 th Centuries
HSM – 19	South East Asian History and Anthropology
HSM – 20	Medieval Western Europe ca. 500-1400
HSM – 22	Gender in History
HSM – 23	The Conquest of America
HSM – 25	Slaves, Coolies and “Free” Labour: A Global History of Servitude 1500-2000s
HSM – 28	Revolutions and Revolutionary Thought
HSM – 31	The History and Heritage of Animals c. 1600-2000
HSM – 32	Global Environmental History, 1500-2000
HSM – 33	History of Modern France I (1760-1815)
HSM – 34	History of Modern France II (1815-1871)
HSM – 35	History of Modern France III (1871-1945)
HSM – 36	Social History of Britain, 1815-1914
HSM – 39	Emergence of Modern South Africa, 1650s to 1948
HSM – 40	Imperialism and Nationalism, c.1850-1964
HSM – 41	Fascism and Nazism in Europe and Asia, 1919-1945
HSM – 43	Approaches to Global History, 1492-2001.
New Course	Histories of Modern Sexualities and Masculinities
New Course	Religion and Ritual Practices in Ancient Societies: Select Themes and Perspectives

List of Elective Courses on Ancient Indian History

MA Part II – Semesters 3-4

HSM-301	Theories and Methods in Archaeology
HSM-305	Imaging Ancient India: Visual Arts and Archives
HSM-306	Social History of Early Indian Art and Architecture: Themes, Debates And Contexts, (ca 300 BCE To 1200 C)
HSM-307	Prehistory and Proto History of India
HSM-309	History of India: ‘Between the Empires and Beyond’— ca. 200 BCE – 600 CE
HSM-310	History of Early Medieval India – ca.600-1300 CE
HSM-311	Art and Architecture in Early Medieval India (ca. 600-1300 CE)
HSM-312	Development of Early Indian Religions and Philosophies (up to ca. 500 CE)
HSM-313	History of Early Indian Art and Architecture (up to ca. 600 CE)
HSM-314	Early Indian Social Orders: Structures and Processes (1500 BCE - 1200 CE)
HSM-316	Gender And Women in Early India
HSM-323	Monetary History of Early India
HSM-326	Political Processes and Structure of Polities in Ancient India
HSM-329	Religion and Society in Ancient Indian Literature and Art (ca1000 BCE to ca 300 CE)
New Course	Gender and Social Categorization in Ancient Indian Traditions (from earliest times to 450 CE)

List of Elective Courses on Medieval Indian History

MA Part II – Semesters 3-4

HSM-351	Structures of Authority: The Delhi Sultanate and the Making of Medieval Society in North India Ca. 1200-1400
HSM-352	History of North India, ca. 1400-1550
HSM-353	Imperial Sovereignty, Court Culture and Politics in Mughal India, ca. 1526-1748
HSM-354	The Eighteenth Century in Indian History
HSM-355	Religion and Society in Upper Gangetic Plain: 8 th To 18 th Century
HSM-356	The Economic and Social History of India ca. 1200-1800
HSM-357	History of Science, Technology, Body, and Dietary Practices in Pre-Colonial India, ca 1500-1700
HSM-358	Forms of Resistance in Northern India, ca. 1560-1740
HSM-359	Gender Relations in Mughal India

HSM-360	History of Rajasthan, ca. 1300-1900
HSM-361	Awadh and Northern India ca. 1500s-1860s
HSM-362	Political Culture: War, Society and Governance, ca. 1550-1700
HSM-363	War, Society and Politics, ca. 1700-1840
HSM-364	Eastern India in Transition: Ecology, State and Culture, ca.1200-1850
HSM-365	The Marathas: Political Engagements, Social Formation and Popular Culture Ca. 1600-1800
HSM-366	Connected Empires: Mughals, Safavids and Ottomans
HSM-367	Sultanate and Mughal Delhi, ca. 1200-1850
HSM-370	Forms of Historical Writing In Medieval and Early Modern India
HSM-372	Medieval Deccan, ca. 1300-1700
HSM-375	Sources of The Mughal Period: Reading and Interpreting Texts
HSM-377	Epigraphic, Numismatic and Archival Records for the Study of Medieval Indian History
New Course	The World of Merchants in Early Modern South Asia

List of Elective Courses on Modern Indian History

MA Part II – Semesters 3-4

HSM-401	Rise of British Power in India, 1757 – 1857
HSM-402	Strategies of Imperial Control, 1850s–1920s
HSM-403	The Colonial Economy in India: 1750-1850
HSM-404	Themes in the Economic History of India, c. 1850-1950
HSM-405	Caste and Gender Identities in Modern India
HSM-407	Select Issues in the History of Nationalism in India, ca. 1860-1917
HSM-408	Select Issues in the Study of Nationalism in India (1917-49)
HSM-409	Community and Religion in Modern India
HSM-411	Political Economy of Decolonization 1914-1950
HSM-412	Colonial Northeastern India: Economy, Society and Politics
HSM-413	Select Issues in the Study of Peasant and Tribal Movements in Colonial India
HSM-414	The Great Revolt, 1857-59
HSM-415	History of Labour, Labouring Poor and the Working Class in India, c. 1750-2000

HSM-419	The Margins of History: Tribes in Central and Western India
HSM-420	Law and Society in Colonial India
HSM-421	Language, History and Nationalism in South Asia
HSM-423	Aspects of Book History in India
HSM-428	Cultures of Intimacy in Colonial India
HSM-432	History of Education in Colonial India: Social Attitudes, Colonial State and Nationalism, (Late 18th to mid 20th Century)
HSM-433	Mahatma Gandhi: Man, Ideas, Philosophy and Practices
HSM-438	Select Problems in History and Historiography
HSM-439	Trials of Imperial Jurisprudence
HSM-440	Fiction, Fieldwork, Folklore, Film, History
New Course	History, Regions and Culture in north-east India
New Course	The World of Artisans in Indian History: 18 th to 20 th Centuries
New Course	Caste and Life Narratives in Modern India
New Course	Peasant Societies and Movements in India, 1856-1951
New Course	Business and Finance in the History of Political Economy in Modern India

Selection of Elective Courses:

In MA Part I students are allowed to take any Elective Course that is listed for teaching in that semester. The Department tries to make sure that 6-8 Elective Courses are on offer so that students have ample choice. If too many students opt for a particular Elective Course and enrolment is too high, the Department regulates this through a mode of capping.

In MA Part II students are asked to choose the period of their specialisation – ancient, medieval or modern. At least five (5) of the seven (7) Elective Courses that they are required to take have to be within the periods of their specialisation. The other two courses can be from another period but they can opt for only one course in each of the two semesters. For example, a student specialising in Ancient History can take one course (out of the two permitted) from either the Modern or the Medieval stream in each of the two semesters 3 and 4. The same kinds of options are available to students from Medieval and Modern Histories.

Teaching:

The faculty of the Department is primarily responsible for organizing lecture work for MA Programme in History. The instructions related to tutorials are provided by the respective registering units under the overall guidance of the Department. Faculty from some other Departments and constituent colleges are also associated with lecture and tutorial work in the

Department. There shall be 90 instructional days excluding examination in a semester. The History Department does not have a requirement for an MA dissertation.

Eligibility for Admissions:

Admission to the MA Programme in History is according to two modes:

1) Direct, merit bases admission. In the 2019 academic year, 175 seats will be filled in this mode across the statutory categories..

2) Entrance Examination: In the 2019 academic year, 177 seats will be filled in this mode across the statutory categories.

3) The eligibility criteria for 2019 is the follows:

a) Direct Admission under Merit Category -- B.A. (Hons.) Examination in History from University of Delhi: 60% marks and above in the aggregate or equivalent grade

b) Under Entrance Examination Category:

i) B.A. (Hons.) Examination in History from University of Delhi and other Universities: 55% marks and above in the aggregate or equivalent grade

ii) B.A. (Hons.) in any Honours subject other than History from other than Delhi University: 60% marks and above in the aggregate or equivalent grade

iii) BA Programme with/without History from Delhi University or other recognised as equivalent; B.Com. (Pass/Hons.) B.Sc.: 60% marks and above in the aggregate or equivalent grade

iv) Master's Degree (Other than History) from Delhi University or other recognised as equivalent.: 60% marks and above in the aggregate or equivalent grade

4) The course coverage for the Entrance Test will be based on the knowledge that students should have gained after completing a BA in History (Honours) and BA History (Programme). Since it is a post-graduate degree we expect students to demonstrate knowledge of recent historiographical trends and familiarity with the writings of the major historians writing on Indian and World History. We will follow the template of the Delhi University UG syllabus in the History Honours and Programme available on the University website

Assessment of Students' Performance and Scheme of Examinations:

1. English shall be the medium of instruction although some teachers also teach bilingually. There are increasing number of readings available in Hindi. Students can write their assignments and examinations in either Hindi or English.

2. Assessment of students' performance shall consist of:

a) All theory papers – Core, Elective and Open Elective will have an end of term examination worth 70% marks.

b) All internal evaluation will be worth 30%. These can be in the form of one or two research papers, a quiz and a research paper or a mid-term examination or any combination of these. The details of the forms of assessment are included with each paper and all assessment will be based on Learning Outcomes for the course.

Pass Percentage & Promotion Criteria: as per University rules.

Part I to Part II Progression: The Department of History follows the University rules and does not have any separate policy in this regard.

Conversion of Marks into Grades: as per University rules:

Grade Points: Grade point table as per University Examination rule

CGPA Calculation: As per University Examination rule.

SGPA Calculation:

Grand SGPA Calculation:

Conversion of Grand CGPA into Marks: As notified by competent authority the formula for conversion of Grand CGPA into marks is: Final %age of marks = CGPA based on all four semesters $\times 9.5$

Division of Degree into Classes: Post Graduate degree to be classified based on CGPA obtained into various classes as notified into Examination policy.

Attendance Requirement: The Department of History does not enforce any formal attendance requirement on Post Graduate student.

Span Period: No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of four years from the date of admission to the Part-I/Semester-I of the [XXX](#) Programme.

Guidelines for the Award of Internal Assessment Marks in the MA History Programme (Semester Wise):

The Department of History does not give marks for attendance. A maximum of 30% marks are awarded for all the different kinds of assessment across all the courses. The following assessment guideline is used in the evaluation of research papers and examinations: It is a basic guideline to enable greater congruence in evaluation across examiners.

70% and above – regard as Distinction

qualities of the 1st division (below) plus:

- shows clear evidence of wide and relevant reading and an engagement with the conceptual issues
- develops a sophisticated and intelligent argument

- shows a rigorous use and a sophisticated understanding of relevant source materials, balancing appropriately between factual detail and key theoretical issues. Materials are evaluated directly and their assumptions and arguments challenged and/or appraised
- shows original thinking and a willingness to take risks

60-69% -- 1st division

qualities of the 2nd division (below) plus:

- shows strong evidence of critical insight and critical thinking
- shows a detailed understanding of the major factual and/or theoretical issues and directly engages with the relevant literature on the topic
- develops a focussed and clear argument and articulates clearly and convincingly a sustained train of logical thought
- shows clear evidence of planning and appropriate choice of sources and methodology

50-59% -- 2nd division

- shows a reasonable understanding of the major factual and/or theoretical issues involved
- shows evidence of planning and selection from appropriate sources,
- demonstrates some knowledge of the literature
- the text shows, in places, examples of a clear train of thought or argument
- the text is introduced and concludes appropriately

40-49% -- 3rd division

- shows some awareness and understanding of the factual or theoretical issues, but with little development
- misunderstandings are evident
- shows some evidence of planning, although irrelevant/unrelated material or arguments are included

0-39% -- Failure

- fails to answer the question or to develop an argument that relates to the question set
- does not engage with the relevant literature or demonstrate a knowledge of the key issues
- contains clear conceptual or factual errors or misunderstandings

CORE COURSES

**HSM-01 – Core Course
The Practice of History**

Course Objectives:

This Core Paper aims to introduce students to important issues related to historical method by giving them a broad overview of significant, including recent, historiographical trends. The aim is to acquaint students with important historiographical interventions and issues related to the historian's craft. This course is taught in the first semester and provides the basic foundations in the practice of history that will be manifest in different ways through all the papers in the MA History programme. **This course is team taught and seven themes will be taught each year.**

Course Outcomes:

By the end of the course the student should be able to:

- Identify the major historiographical paradigms that have impacted on the writing of History.
- Distinguish between the major arguments of different types of historiographical interventions.
- Identify the important contexts of these historiographical interventions.
- Within each of these historiographies – like Marxism, gender or environmental history – the student will be able to identify the debates and shifts amongst historians. They will be able to avoid flattening their rich complexities within rudimentary typologies of 'schools'.
- Learn that the simple recounting of 'facts' is always imbedded in particular historiographical narratives, a subject to which they will be introduced in this course and further reinforced in the Elective MA History papers.

Course Content:

Unit 1: (2 Week): Pre-modern historical traditions

Unit 2: (2 Week): Modern historiography: documents and the archives

Unit 3: (2 Week): Cultural history

Unit 4: (2 Week): Marxism

Unit 5: (2 Week): Annales

Unit 6: (2 Week): Gender

Unit 7: (2 Week): Archaeology

Unit 8: (2 Week): Art and history

Unit 9: (2 Week): The environment

Unit 10: (2 Week): Oral history

Unit 11: (2 Week): Intellectual history

Unit 12: (2 Week): Connected histories: peoples regions, commodities

Unit 13: (2 Week): Economic History

Unit 14: (2weeks): History and Literature

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (2 Week): This unit will discuss pre-modern historical traditions, either from antiquity or the Middle Ages when notions of human agency, causation and time were quite different.

Marincola, John, (1997). *Authority and Traditions in Ancient Historiography*, Cambridge: University Press, pp. 3-19, 3- 127, ('Introduction' 'Myth and History')
Wiseman, Timothy Peter. (1991). *Historians and Imaginations: Eight Essays on Roman Culture*, Exeter: Exeter Press, pp. 1-37, (Chapters: "The origins of Roman

Historiography”, “Roman Legend and Oral Tradition”).

Khalidi, Tarif. (1994), *Arabic Historical Thought in the Classical Period*, Cambridge: Cambridge University Press, pp 1-100

Robinson, C. ,(2003), *Islamic Historiography*, London Cambridge University Press

Unit 2: (2 Week): This unit discusses the emergence of modern historiography with its claims to objectivity, the search for reliable documents and the formation of archives. It problematises many of these developments placing them in the context of the formation of nation states, industrialisation and colonialism.

Butterfield, Herbert. (1965). *The Whig Interpretation of History*. London: W.W. Norton.

Collingwood, R.G. (1994). *The Idea of History*. Exford: Oxford University Press.

Stoler, Ann. (2002). “Colonial Archives and the Arts of Governance”, *Archival Science*, Vol 2, pp. 87-109.

Momigliano Arnaldo. (1979), “A Piedmontese View of the History of Ideas”, in *Essays in Ancient and Modern Historiography*., Oxford: Basil Blackwell.

Poovey, Mary. (1998). “The Modern Fact, the Problem of Induction, and Questions of Method” in *A History of the Modern Fact: Problems of Knowledge in the Sciences of Wealth and Society*, Chicago: University of Chicago, (Chapter 1).

Unit 3: (2 Week): The unit will discuss cultural history which received a huge impetus in the twentieth century in part through dissatisfaction with a naive empiricism and under the influence of anthropology and literary criticism.

Burke, Peter, *Varieties of Cultural History*, Cornell University Press, 1997.

Burke, Peter (2008). *What is Cultural History?* Cambridge: Polity Press.

Geertz, Clifford (1973). “Deep Play: Notes on The Balinese Cockfight” in *The Interpretation of Cultures*, New York.

Paul Rabinow, 1986 ‘Representations Are Social Facts: Modernity and Post-Modernity in Anthropology’, essay in *Writing Culture, The Poetics and Politics of Ethnography*, University of California Press,.

Connerton, Paul. (1989). *How Societies Remember*. Cambridge: Cambridge University Press.

Thompson, E.P. (Jan 1977) ‘Folklore, Anthropology and History’, *Indian Historical Review*, III, no. 2, pp. 247-66

Unit 4: (2 Week): Marxism is perhaps the most significant historiographical intervention in the twentieth century and it will be taught partly through the political philosopher’s own writings and the many histories that reside under his name.

Marx, Karl. (1844). ‘A Contribution to the Critique of Hegel’s Philosophy of Right’ -

Marx, Karl. (1869). ‘The Eighteenth Brumaire of Louis Bonaparte’ - 1869

Engels, F. (1884). ‘Origin of the Family, Private Property and the State’

All available at: <http://www.marxists.org/archive/index.htm>

Bottomore, Tom. (ed.). (1979). *Karl Marx*, Oxford: Blackwell.

Thompson, Edward. (1993). *Customs in Common: Studeis in Traditional Popular Culture*. New York: The New Press.

Unit 5: (2 Week): This unit will examine the intervention of the Annales historians, at one time a definable ‘school’, but by the 1980s organised more amorphously. Their research methodology and enormous impact will be the subject of this unit.

Bloch, Marc, *The Historian’s Craft*, with an Introduction by Peter Burke (Manchester University Press, 2004).

Peter Burke, *The French Historical Revolution: The Annales School 1929-89*, Stanford

University Press, Stanford, 1990

Ginzburg, Carlo and John Tedeschi, Anne C. Tedeschi. (1993). 'Microhistory: two or three things that I know about it', *Critical Inquiry*, 20, 1, pp. 10–35.

Carrard, Philippe. (1992). *Poetics of the New History: French Historical Discourse from Braudel to Chartier*. Baltimore: John Hopkins Press.

Ladurie, Emmanuel Le Roy, (1980). *Montaillou: The Promised Land of Error*. Translated by Barbara Bray. London: Penguin.

Unit 6: (2 Week): This unit will consider the enormously influential impact that gender and its politics has made on the field of history.

Morgan, Sue (Ed.), (2006). *The Feminist History Reader*, London: Routledge,. ("Introduction")

Scott, Joan. (1999). "Gender: A Useful Category of Historical Analysis," in *Gender and the Politics of History*, New York: Columbia University Press

Butler, Judith. (2007). *Gender Trouble: Feminism and the Subversion of Identity*, New York: Routledge, ("Chapter 1")

Burton, Antoinette, (2003). *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*, New York: Oxford University Press, pp. 3-30 [Chapter1: "Memory Becomes Her: Women, Feminist History, and the Archive"].

Wiesner-Hanks, Merry. (2007). 'World History and the History of Women, Gender and Sexuality', *Journal of World History*, 18 (1), March 2007: 53-67.

Unit 7: (2 Week): The theme of this unit will be Archaeology, a critical component of history especially in its ability to draw out aspect of the human posts not easily accessible in textual records.

Colin Renfrew and Paul Bahn, *Archaeology: Theories, Methods and Practice* (5th edition, Thames and Hudson, 2008).

Fritz, John, and Fred Plog. (1970). "The Nature of Archaeological Explanation." *American Antiquity* 35:405–12.

Salmon, Merrilee. (1982). *Philosophy and Archaeology*. New York: Academic Press.

Unit 8: (2 Week): The dyad Art and History will be explored in this unit and the methodologies that scholars have developed to historically analyse visual materials.

Haskell, Francis, *History and its images: art and the interpretation of the past* (New Haven and London, Yale University Press, [1993] 3rd reprint edn. 1995).

Adams, Laurie Schneider. (1996). *The Methodologies of Art. An Introduction*. New York: HarperCollins.

Webb, Ruth. (2008). "Ekphrasis." In *Grove Art Online.Oxford Art Online*. <http://www.oxfordartonline.com> (accessed August 22, 2008).

Johnson, Ellen H. (1995). *Modern Art and the Object. A Century of Changing Attitudes*. New York: Icon Editions..

Preziosi, Donald. (2009). *The Art of Art History: A critical anthology*. Oxford: Oxford University Press.

Karlholm, Dan and Keith Moxey. (Eds.). (2018). *Time in the History of Art: Temporality, Chronology and Anachrony*. New York: Routledge, Studies in Art Historiography, ("Introduction, Chapter 1, Chapter 4 and Chapter 10").

Unit 9: (2 Week): The environment and its history has come to be an important aspect of historical studies and some of its major contributions will be studied in this unit.

Alice, Roberts. (2009). *The Incredible Human Journey: The story of how we colonized our planet* London: Bloomsbury.

Alier, Joan Martinez, Padua, Jose Augusto and Rangarajan, Mahesh (Eds.). (2010). *Environmental History as if Nature Existed* Delhi, Oxford University Press.
Coates, Pete. (1996). "Clio's New Greenhouse". *History Today*, 46, 8, pp. 15-22
McNeill, J. R. (2010). "The State of the Field of Environmental History." *Annual Review of Environment and Resources* 35, pp. 345–374.

Unit 10: (2 Week): The theme of Oral history and its research methodologies is the subject of this unit.

Portelli, Alessandro. (1990). *The Death of Luigo Trastulli and Other Stories: Form and Meaning in Oral History* New York: CUNY Press.
Benison, Saul. (1960). "Reflections on Oral History." *The American Archivist* 28:1, pp. 71-77
Confino, Alon. (1997). "Collective Memory and Cultural History: Problems of Method." *The American Historical Review* 102: 5, pp. 1386-1403.
Thompson, Paul, with Joanna Birnat. (2017 revised edition). *The Voices of the Past: Oral History*. New York: Oxford University Press.
Henige, D. (1982). *Oral Historiography*. London: Longman
Vansina, Jan. (1985). *Oral Tradition as History*, London, James Currey Publishers.

Unit 11: (2 Week): The complex development of the History of Ideas to Intellectual history and its important aspects is the subject of this unit.

Arthur O. Lovejoy, "Reflections on the History of Ideas", *Journal of the History of Ideas*, vol. 1, no. 1, 1940, pp. 3-23
Baumer, Franklin L. (194). "Intellectual History and its Problems". *Journal of Modern History*, vol. 21, no. 3, pp. 191-203
White, Hayden. (1987). "The Value of Narrativity in the Representation of Reality (Chapter 1)" in *The Content of the Form: Narrative Discourse and Historical Representation*, Baltimore: Johns Hopkins University Press.

Unit 12: (2 Week): The Connected histories of peoples regions, commodities has come to possess a specific meaning in the making of fluid transnational connections and the making of modernity.

Subrahmanyam, Sanjay. (1997). "Connected Histories: Notes towards a reconfiguration of Early Modern Eurasia," *Modern Asian Studies*, Vol. XXXI, (3), 1997, pp. 735-62.
Subrahmanyam, Sanjay. (2004). "Hearing Voices: Vignettes of Early Modernity in South Asia, 1400-1750," *Daedalus*, vol. 127, no. 3
Subrahmanyam, Sanjay. (1992). "Iranians Abroad: Intra-Asian elite migration and early modern state formation," *The Journal of Asian Studies*, Vol. LI, (2), pp. 340-362.
van Schendel, W., & de Maaker, E. (2014). "Asian borderlands: introducing their permeability, strategic uses and meanings." *Journal of Borderlands Studies*, 29(1), 3-9

Unit 13: (2 Week): This unit will examine the critical intervention of economic history in the shaping of history as a specialised intervention and as an intrinsic part of history writing more generally.

Pomeranz, Kenneth. (2000). *The Great Divergence China, Europe, and the Making of the Modern World Economy*. Princeton: Princeton University Press.
Mintz, Sidney. (1985). *Sweetness and Power*. Stanford: Stanford University Press.
Scott, James. C. (1976). *Moral Economy of the Peasant*. New Haven: Yale University Press.

Unit 14: (2weeks): This unit discusses the relationship between History and Literature a particularly rich field of research recently.

Foucault, Michel. 2002. *The Order of Things: An archeology of the Human Sciences*, Routledge, London.

Eagleton, Terry. 2013. *How to Read Literature*, Yale University Press, London.

Gossman, Lionel. 1990. *Between History and Literature*, Harvard University Press, Cambridge.

Pollock, Sheldon. 2006. *The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Pre-Modern India*, University of California Press, Berkeley.

Mignolo, Walter D. 1995. *The Darker Side of the Renaissance: Literacy, Territoriality, and Colonization*, The University of Michigan, Ann Arbor.

Suggested Readings:

- Alier, Joan Martinez, Padua, Jose Augusto and Rangarajan. (2010). Mahesh eds. *Environmental History as if Nature Existed* Delhi, Oxford University Press
- Aymard, Maurice and Mukhia, Harbans (Eds.). (1989). *French Studies in History*, vol. I Orient Longmans, New Delhi.
- Bloch, Marc. (2004). *The Historian's Craft*, with an Introduction by Peter Burke. Manchester University Press.
- Burke, Peter. (1997). *Varieties of Cultural History*, Ithaca: Cornell University Press
- Carr, E.H. (2008 reprint). *What is History* (also available in Hindi) Delhi: Penguin.
- Davis, Natalie Zemon *The Return of Martin Guerre*, Cambridge: Harvard University Press
- Haskell, Francis. (1995). *History and its images: art and the interpretation of the past* New Haven and London, Yale University Press.
- Portelli, Alessandro, (1990). *The Death of Luigo Trastulli and Other Stories: Form and Meaning in Oral History* New York: CUNY Press.
- Renfrew, Colin and Paul Bahn. (2008). *Archaeology: Theories, Methods and Practice* Thames and Hudson,).
- Alice, Roberts. (2009). *The Incredible Human Journey: The story of how we colonized our planet* London, Bloomsbury
- Sarkar, Sumit. (1995). *Writing Social History*, New York: Oxford University Press
- Stern, Fritz. (Ed.) (1973). *Varieties of History: from Voltaire to the Present*, New York, Vintage.
- Thompson, E.P. (1991). *Customs in Common: Studies in Traditional Popular Culture* New York: The Free Press
- Thompson, E.P. (Jan 1977) "Folklore, Anthropology and History", *Indian Historical Review*, iii, no. 2,
- Walach Scott, Joan. (1988). *Gender and the Politics of History* (New York, Columbia, 1988). Parts I-II

Facilitating Teaching Learning Outcome:

By the end of the course students should have a more precise sense of the major historiographical interventions – the major scholars, what ideas intertwined their research, how can one differentiate one from the other – all of this to have a degree of clarity regarding some of the major historiographical schools of thought in the Academy. Select readings, periodic class presentations, and mid-term assignments will reinforce the details presented in class lectures. The assignments in reading and writing will help students develop their critical abilities to verbalise their opinions coherently. The themes selected for discussion may include the ones

mentioned here, and may vary from year to year; more themes may be added to the list. Select readings have been given here; detailed readings will also change depending on the instructors and will be circulated at the beginning of the course.

Assessment:

There mode of evaluation of students enrolled in this course is in two parts:

- 1) There will be a mid-term examination when four units of the course are completed, around the eighth Week of the course worth 30 marks..
- 2) There will be a final semester examination of three hours. Students will be required to answer four out of eight questions worth 70 marks.

HSM-NEW PAPER CORE COURSE 2 -- MA FINAL

**The Practice of Historians:
Readings from Recent Historiographical Interventions in Indian History**

Course Objectives:

The objective of this Core Paper is to provide students with a firm grasp on the major historiographical interventions in Indian history through a critical, detailed reading of significant works of history produced during the twentieth century. The course will be taught in the fourth semester and will provide students with a common foundation of readings that all Post Graduate students of History are expected to have mastered by the conclusion of the MA Programme. The course will be team-taught, each instructor selecting a body of readings which they will teach. The books included in the suggested reading list provide a general guide of the texts that teachers will use but it is not exhaustive. The readings have also not be segregated according to themes since many of these books are wide-ranging and can be placed under multiple rubrics. Teachers will have the initiative to frame the readings under each rubric. In the 14 weeks of instruction, approximately 14-21 books would be taught.

Course Outcomes:

By the end of the course the student should be able to:

- Identify the major historians whose work has had a significant impact on the writing of Indian History.
- Distinguish between the major arguments of these historians.
- Identify the important historiographical concerns of these historians and contextualise them within large global trends in the academy.
- Identify how different historians have contributed to the narratives that comprise Indian history.
- Be able to identify how different historians used their sources – sometimes the same range of sources but with contrasting epistemologies and conclusions.
- Explain the relationship between History and Historiography

Course Content:

Unit 1: (3 weeks): Political Histories

Unit 2: (3 weeks): Social Histories

Unit 3: (3 weeks): Economic histories

Unit 4: (3 weeks): Ideologies and Cultural practices

Unit 5: (2 weeks): Religion, religious practices and religious organisation

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: 3 weeks): This unit will discuss the writing of conventional political histories in the nineteenth century and cover the later more complex understanding of politics, state formations, governance and governmentality. The readings for this unit will be selected from the suggested readings below.

Unit 2: (3 weeks): The teaching of Social History also started in the nineteenth century but it was not a subject that was foregrounded in histories of India until the twentieth. The readings for

this unit will be selected from the suggested readings below.

Unit 3: (3 weeks): The unit will discuss Economic Histories which has a very vibrant beginning since it was an integral part of the nationalist critique of colonialism, as well as colonial apologia. This unit will chart the shifts in its methodology from the nineteenth century to the present. The readings for this unit will be selected from the suggested readings below.

Unit 4: (3 weeks): Like social histories, ideologies and cultural practices have also had a very long history of development and have become particular rich sites of historiographical intervention in the twentieth century. The readings for this unit will be selected from the suggested readings below.

Unit 5: (2 weeks): Religion, religious practices and religious organisation had a very early intellectual development, sometimes as a discipline only vaguely related to history. Through the twentieth century this has become a subject of great interest to historians.

Suggested Readings:

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- Barbara Metcalf (ed.), *Moral Conduct and Authority : The Place of Adab in South Asian Islam*. Berkeley: University of California Press.
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- Benton, Lauren and Ross, Richard J. (2013). eds. *Legal Pluralism and Empires 1500-1850*, New York, New York University Press.
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- Viswanathan, Gauri. (1990). *Masks of Conquest: Literary Study and British Rule in India*, London, Faber and Faber.
- Wink, Andre (2007). *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth-Century Maratha Svarajya*, Cambridge: Cambridge University Press.
- Wink, Andre. (1997). *Al-Hind, the Making of the Indo-Islamic World: Vol. I-III*, Leiden: Brill,
- Witzel, Michael (1997) *Inside the Text, Beyond the Text: New Approaches to the Study of the Vedas*. Cambridge: Harvard University Press.
- Wright, H. Nelson, (1974). *The Coinage and Metrology of the Sultans of Delhi*, Delhi: Oriental Books Reprint Corporation.
- Yamazaki, G. (2005), *The Structure of Ancient Indian Society: Theory and Reality of the Varna*

System, Tokyo.

Facilitating Teaching Learning Outcome:

By the end of the course students should have a more precise sense of the major historiographical interventions – the major scholars, what ideas intertwined their research, how should the student differentiate one from the other; what are the major historiographical schools of thought. Select readings, periodic class presentations, and mid-term assignments will reinforce the details presented in class lectures. The assignments in reading and writing will help students develop their critical abilities to verbalise their opinions coherently. Please note that only a select number of books from the suggested list will be taught each year. The list of books will be constantly updated. This paper will be team-taught and the instructors will have the freedom to select the books that they will teach.

Assessment:

There mode of evaluation of students enrolled in this course is in two parts:

- 1) There will be a mid-term examination when four units of the course are completed, around the eighth week of the course worth 30 marks..
- 2) There will be a final semester examination of three hours. Students will be required to answer four out of eight questions worth 70 marks.

OPEN ELECTIVE COURSES

HSM-NEW
OPEN ELECTIVE COURSE 1
EARLY INDIAN ART AND ARCHITECTURE (up to c. 600 CE)

Course Objective:

The course studies the early evidence of Art and Architecture up to 600 CE. It is concerned with identifying the early forms of this culture and its transitions over time. As a part of the social world and its culture, the paper is also interested in developing the patronage networks that sustained this cultural activity and the ways in which this was discussed in the textual materials of the time.

Learning Outcomes:

At the end of the course, students would be:

- Be familiar with the major developments in sculpture, painting and architecture during the early period of Indian history
- Understand the nomenclature- stylistic, dynastic and regional that is used to denote certain time periods and art production related to these.
- Able to trace the intertwined nature of art, religion and society in the period.
- Able to analyze art on basis of its materiality
- Recognise the patterns of patronage and related developments.

Course Content:

Unit 1: (Weeks 1-2): Pre-historic Rock-art: paintings: purpose, content and form.

Unit 2: (Weeks 3-4): Art and Architecture of the Harappan Civilization: urban planning and architecture, seals, bronzes, pottery, terracottas, beads, jewellery, toys.

Unit 3: (Weeks 5-7): Early forms of architecture (up to 400 CE):

- a. Architectural types as evidenced in art and archaeological remains, texts and inscriptions: vernacular architecture, city gates and fortifications, free-standing pillars, palace remains, *bodhi*gharas, shrines, etc.
- b. *Stupas, chaityas and viharas*: architectural features, relief sculptures and modes of narration (select case studies from Bharhut, Sanchi, Amaravati, Nagarjunakonda, Sannati, Barabar and Nagarjuni hills, Udaygiri-Khadagiri, Bhaja, Bedsa, Karle, Pitalkhora, Nasik, etc.);
- c. Patterns of patronage;
- d. Materials and methods: relationship of wood and other perishable materials to stone architecture; tools and techniques of artists; signatures of artists.

Unit 4: (Weeks 8-9): Early temples in stone: Form, Iconography and Ritual, c.400-600 CE

- a. Structural temples in stone: select case studies;
- b. Cave temples: eg. Ajanta, Elephanta, Badami: architecture and iconographic programme;
- c. Temple rituals and politics.

Unit 5: (Weeks 10-11): Modes of representation in early Indian sculpture, c. 320 BCE-600 CE

- a. Images of gods and humans: *yaksha-yakshi*, *shalabhanjika*, and *mithuna* images, Bodhisattvas and Buddhas; Jaina images, *mukhalingas*, anthropomorphic Brahmanical deities; personification of nature and attributes of gods; early attempts at royal portraiture;
- b. Flora, fauna, and hybrid or 'grotesque' forms;
- c. Motifs, symbols and their meanings;
- d. Early Indian terracottas.

Unit 6: (Weeks 12-14): Paintings: Ajanta and Bagh: context, content, technique, and form; development of the aesthetic canon: relationship of text to practice.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1): Introduction to the course. Analysing sources: material, epigraphic, textual. Materiality and art; provenance of styles; tools and techniques of artists; signatures of artists.

Agrawala, Vasudev Sharan. (1965). *Indian Art (A History of Indian Art from the earliest Times up to the third century AD)*, Varanasi: Prithivi Prakashan, Vol. I.

Coomarswamy Ananda K. (1923). *Introduction to Indian Art*. Madras: Theosophical Publishing House.

Huntington, Susan L., (1985): *The Art of Ancient India*, Weatherhill, New York, Tokyo.

Elkin, James, (2008): "On Some Limits of Materiality in Art History," 31: *Das Magazin des Instituts für Theorie* [Zürich] 12: 25–30. Special issue *Taktilität: Sinneserfahrung a'ls Grenzerfahrung*, edited by Stefan Neuner and Julia Gelshorn.

Unit 2: (Weeks 3-4): Pre-historic Rock-art: paintings: Regional dispersal; purpose, content and form

Neumayer, Erwin, (2010). "Pre-historic Rock-art: paintings: Regional dispersal; purpose, content and form." in *Rock Art of India*, Oxford University Press.

Blinkhorn James, Boivin Nicole, Taçon Paul S.C. and Petraglia Michael D., (2012) "Rock Art Research in India: Historical Approaches and Recent Theoretical Directions" in *A Companion to Rock Art*, Edited by Jo McDonald and Peter Veth. Blackwell Publishing Ltd., Chapter 11.

Mathpal, Y., (1984). *Prehistoric Paintings of Bhimbetika*, Abhinav Publishers Delhi: pp 93-153 and 185-197.

Unit 3: (Weeks 5-7): Art and Architecture of the Harappan Civilization: urban planning and architecture, seals, bronzes, pottery, terracottas, beads, jewellery, toys.

Sharma, D.P, (2007), *Harrapan Art*, Delhi: Sharada Publishing House ,.

Kenoyer, Mark J., (1991). "Ornaments Style of the Indus Valley Tradition: Evidence of recent Excavations at Harappa, Pakistan," *Palaeorient*, Paris: pp 79-98.

Kenoyer, Mark J., (2013). *Connections and Complexity: New Approaches to Archeology of South Asia*, Left California: Coast Press, Ch. VI

Possehl, Gregory, (2002, *The Indus civilization: A Contemporary Perspective*, Maryland: Rowman Altamira, pp 99-126.

Atre, Shubahngna, (1987). *The Archetypal Mother: A Systematic Approach to Harappan Religion*, Pune: Ravish Publishers, pp 1-22.

Unit 4: (Weeks 8-9): Early forms of architecture (up to 400 CE): Architectural types as

evidenced in art and archaeological remains, texts and inscriptions: vernacular architecture, city gates and fortifications, free-standing pillars, palace remains, *bodhigharas*, shrines, etc:

Dhaky, M.A., Meister, Michael et al (1988). *Encyclopedia of Indian Temple Architecture, Foundations of North Indian Style*. Vol .I (North India) Vol 1, Part 1, Chapter 1 and 2.

Coomaraswamy, A K, (1930). *Early Indian Cities and City Gates*, Eastern Art: pp 1-2 and 208-235.

Meister, M and Coomaraswamy, A.K., (1988). "Huts and Related Temple types, *Anthropology and Aesthetics*, No.15 Spring, pp. 5-26.

Ray, Amita, (1964). *Villages, towns, and secular buildings in ancient India: c. 150 B. C.- c. 350 A. D.* Calcutta: Firma K L Mukhopadhyaya.

Unit 5: (Weeks 10-11): This unit will discuss Monumentality and *Stupas, chaityas and viharas*: architectural features, relief sculptures and modes of narration (select case studies from Bharhut, Sanchi, Amaravati, Nagarjunakonda, Sannati, Barabar and Nagarjuni hills, Udaygiri-Khadagiri, Pitalkhora, Karle, etc.)

Dehejia, Vidya. (1997). *Discourse in Early Buddhist Art : Visual Narratives of India*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.

Dehejia, Vidya. (1972). *Early Buddhist Rock Temples*, Cornell University.

Deshpande, M N. (1959) "The Rock Cut caves of Pitalkhora in the Deccan, " *Ancient India*, no 15, 1959: pp 66-93

Knox, Robert, (1993). *Amaravati: Buddhist Sculpture from the Great Stupa*, Dover Publications.: pp 7-42.

Stone, Elizabeth Rosen, (1994). *The Buddhist Art of Nagarjunakonda*, Delhi: Motilal Banarsidas.

Zin, Monika, (2016). "Buddhist Narratives in Amravati" in *Amravati: The Art of an Early Buddhist Monument in Context*, Ed. Shimada A. and M. Willis. (Eds.), London: The British Museum, pp 46-58

Unit 6: (Weeks 12-14): The unit will study Cave temples: eg. Ajanta, Elephanta, Badami: architectural and iconographic programme.

Berkson, Carmel, Wendy Doniger O'Flaherty, George Michell, (1983). *Elephanta, the Cave of Shiva*, Ithaca: Princeton University Press.

Tarr, Gary, (1970). "Chronology and Development of the Chālukya Cave Temples", *Ars Orientalis*, Vol. 8, pp. 155-184.

Kramrisch, Stella, (2007). *The Presence of Shiva*, Delhi: Motilal Banarsidass Publishers, pp. 443-468.

Suggested Readings:

- Barlingay, S.S. 2007. *A Modern Introduction to Indian Aesthetic Theory: The development from Bharata to Jagannatha*, New Delhi: D.K. Printworld.
- Berkson, Carmel, Wendy Doniger O'Flaherty, George Michell, 1983. *Elephanta, the Cave of Shiva*, Princeton University Press.
- Coomaraswamy, A.K. 1956. *The Transformation of Nature in Art*, New York: Dover Publications (also 2004 reprint of 1934 edn, Munshiram Manoharlal).
- Dehejia, Vidya, *Unseen Presence: The Buddha at Sanchi*, Marg Publications.
- Ghosh A. ed. 1996 (reprint of 1967), *Ajanta Murals*, New Delhi: Archaeological Survey of India.

- Gupte, R.S. 1972. *Iconography of the Hindus, Buddhists and Jains*, Bombay: D.B. Traporevala Sons and Co.
- Huntington, Susan L. 1985. *The Art of Ancient India*, New York and Tokyo: Weatherhill.
- Knox, Robert, 1993. *Amaravati: Buddhist Sculpture from the Great Stupa*, Dover Publications.
- Meister, M W ed. 1992. *Ananda Coomaraswamy: Essays in Early Indian Architecture*, New Delhi.
- Neumayer, Erwin, 2010. *Rock Art of India*, Oxford University Press.
- Ray, Niharranjan, 1974. *An Approach to Indian Art*, Chandigarh: Panjab University Publication Bureau.
- Schlingloff, Dieter, 1999. *Guide to the Ajanta Paintings: Narrative wall paintings, Vol. 1*, Delhi: Munshiram Manoharlal Pub.
- Settler, S. 2003, "Footprints of Artisans in Indian History: Some Reflections on Early Artisans of India," *Proceedings of the Indian History Congress*, General President's Address, 64th session, Mysore, pp. 1-43. Shah, Priyabala, ed., 1958. *Citrasutra of the Visnudharmottara Purana, third khanda*, Baroda.
- Singh, Upinder, 2009. *A History of Ancient and Early Medieval India: from the Stone Age to the 12th century*, Delhi: Pearson Longman.
- Spink, Walter, 2005-2007. *Ajanta: History and Development, Vols. I to V*, Leiden and Boston: Brill.
- Williams, Joanna G. 1982. *The Art of Gupta India: Empire and Province*, Princeton University Press.
- Willis, Michael, 2009. *The Archaeology of Hindu Ritual: Temples and the establishment of the gods*, Cambridge University Press.
- Zimmer, Heinrich. 1984. *Artistic Form and Yoga in the Sacred Images of India*, Princeton: Princeton University Press.

Facilitating Teaching Learning Outcomes:

The course will be taught through lecture presentations based on chronological and thematic rubrics. Besides classroom teaching, there will be field work with visits to museums to help the students acquaint themselves with the materiality of the objects that they study. Besides this they will also be familiarized with the archives of images that they can use as resources for their study. There will be discussions, presentations by students so that they develop a conceptual understanding of the history of early Indian art and architecture.

Assessments.

Students enrolled in the course would have their work assessed in two modes.

1) Term Paper/test of 25 Marks

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-NEW COURSE
Open Elective 2
EPIGRAPHIC AND ARCHIVAL RECORDS FOR THE STUDY OF MEDIEVAL
INDIAN HISTORY

Course Objective:

The aim of the course is to acquaint students with the latest researches in the field of archival and epigraphical records. Students will know how the archival sources have altered and/or added to our understanding of medieval history of the subcontinent, which is most often studied on the basis of literary sources. It will familiarize them with the state's actions apparent in issuance of imperial documents and the functioning of religious institutions.

Learning Outcomes:

At the end of the course the students would be:

- Familiar with the major repositories and collections of the archival records from pre colonial times.
- Able to cull the data from some of the major catalogues, private collections and the religious institutions who have maintained these records.
- Learn about the inscriptional data in Arabic, Persian and Sanskrit spread throughout the sub-continent and the way this data has been compiled by the Archeological Survey of India, other government and research agencies, and independent bodies.
- Learn about the mints, minting techniques and mint towns
- Learn how to decipher the legends on the coins and the way these have been analysed and interpret in current scholarship.
- Familiar with major coin hoards in Indian museums and their catalogues.
- Able to develop some interest in the *shikasta* script, palaeography and codicology.
- Learn about the nature of the large number of records that have survived at different Museums, Archives and Libraries across the subcontinent.

Course Content:

Unit 1: (week 1-2): Persian and Arabic manuscripts and inscriptions of the Sultanate period.

Unit 2: (week 3-4): Sanskrit inscriptions.

Unit 3: (week 4-6): Imperial orders and edicts by princes and nobles: *farmans*, *nishans* and *parwaneas*.

Unit 4: (week 7-8): Edicts from the imperial *harem*.

Unit 5: (week 9-10): Local documents and papers in the *qazis* ' establishments.

Unit 6: (week 11-12): Documents in the *khanqahs* and sufi hospices.

Unit 7: (week 13-14): Documents in the temples and *maths*.

Unit 1: (Week 1-2): This unit will discuss the importance of archives, inscriptions and coins as repository of differing kinds of evidence for historical analysis.

Farooqui, N.R. (2017). "An Overview of Ottoman Archival Documents and their Relevance for Medieval Indian History", *Medieval History Journal*, Vol. 20., Issue I, April. pp. 192-229.

- Aziz, Sana. (2017). "The Colonisation of Knowledge and Politics of Preservation: National Archives of India," *EPW*, vol. 52, Issue 50.
- Tirmizi, S.A.I. (1968). *Ajmer Through Inscriptions*, New Delhi: Indian Institute of Islamic Studies, pp. 11-24.
- Siddiqui, I.H. (2012). "Money and Social Change in India during Medieval Times" in S.Z.H. Jafri (ed.) *Recording the Progress of Indian History: Symposia Papers of the Indian History Congress, 1992-2010*, 433-458.
- Prasad, Pushpa. (1990). *Sanskrit Inscriptions of Delhi Sultanate, 1191-1526*. OUP, Delhi, pp. xv- xxxii.
- Raza, S. Jabir. (2014). 'Coinage and Metallurgy under the Ghaznavid Sultan Mahmud', in *Proceedings of Indian History Congress, Vol 75, Platinum Jubilee*, pp. 224-231

Unit 2 (Week 3-4): This unit shall examine the Sanskrit inscriptions from the regions of Delhi and Gujarat and contextualize them within their socio-political milieu.

- Bendrey, V.S. (1944). *A Study of Muslim Inscriptions*, Bombay: Karnatak Publishing House, pp. 1-30.
- Prasad, Pushpa. (1990). *Sanskrit Inscriptions of Delhi Sultanate, 1191-1526*. OUP, Delhi, pp. xv- xxxii.
- Prasad, Pushpa. (2011). "Artisans in Medieval India: through Nagari Inscriptions", *Proceedings of the Indian History Congress, Vol. 72, Part-I*, pp. 246-263.
- Sircar, D.C. (1965). *Indian Epigraphy*, Delhi: Motilal Banarsidas, [portions of some Chapters].

Unit 3 (Week 5-6): This unit would focus on the working of the imperial chancellery, the actual procedures for issuing the orders and the internal checks against the possibilities of any fraud.

- Srivastava, K.P. (ed.), (1974). *Mughal Farmans [1540 to 1706]*, vol.1, Uttar Pradesh State Archives, Lucknow, 1-71.
- Mohinuddin, Momin. (1971). *The Chancellory and Persian Epistolography Under the Mughals*, Calcutta: Iran Society, pp. 1-44.
- Husain, Iqbal (2013). *Studies in Polity, Economy and Society of the Trans-Gangetic Valley Fifteenth-Nineteenth Centuries*, Delhi: Primus, pp. 261-271; 103-12; 122-138 (Specific chapters on "Akbar's Farmans: A Study in Diplomatic", "Sixteenth and Seventeenth Centuries Documents from the Firangi Mahal Collection [With a Calender of Select Documents]", "A Calender of Khairabad Documents: Sixteenth-Nineteenth Centuries").
- Jafri, S.Z.H. (2016). "Madad-i Ma'ash: Farmans of Aurangzeb from Awadh", in *Awadh from Mughal to Colonial Rule: Studies in the Anatomy of a Transformation*, New Delhi: Gyan Pub. House, pp. 59-74.

Unit 4 (Week 7): This unit will look at the position of the women in the imperial households during the Sultanate and Mughal times; their role in the administration through the surviving inscriptions/ archival documents and coin hordes.

- Tirmizi, S.A.I. (1979). *Edicts from the Mughal Harem*, Delhi, Idarah-i Adabiyat-i Delli, pp. 1-131.
- Habib, Irfan. (1969). 'The Family of Nur Jahan during Jahangir's Reign', *Medieval India, A Miscellany vol.1*, Bombay: Asia Publishing House.
- Habib, Irfan. (2012). 'Exploring Medieval Gender History' in S.Z.H. Jafri (Ed.) *Recording the Progress of Indian History: Symposia Papers of the Indian History Congress*, Delhi: Primus Books, pp. 263-276.
- Moosvi, Shireen. (1992). 'Travails of a Mercantile Community', *Proceedings of the Indian History Congress, 52nd Session*, Delhi, pp. 400-9.

Unit 5 (Week 8): This unit will discuss the working of the administration at the provincial level and the judicial department through the surviving records from the qazi's establishments.

Husain, Zakir. (2006). 'Tughluq Period Documents- in the 'Sururu's Sudur, *Proceedings of the Indian History Congress*, Vol. 66, pp. 355-362.

Husain, Zakir. (2015). 'Suyurghal Grants to Qazis under Babur and Humayun: Newly Discovered Documents', *Proceedings of the Indian History Congress*, Vol. 76, pp. 221-252.

Jafri, S.Z.H. (1988). 'Rural Bureaucracy in Cooch Bihar and Assam under the Mughals- Archival Evidence', *Proceedings of the Indian History Congress*, pp. 277-286.

Jafri, S.Z.H. (1985). 'The Sarkar Qanungo: 16th-18th Century Documents', *Proceedings of the Indian History Congress*, pp. 417-431.

Bilgrami, Rafat M. (1984). *Religious and Quasi-Religious Departments of the Mughal period, 1556-1707*, Delhi: Munshiram Manoharlal Publishers, pp. 105-140.

Irfan Habib. (1967). 'Aspects of Agrarian Relations and Economy in a Region of Uttar Pradesh during the 16th century' in *Indian Economic and Social History Review*, IV [3], pp. 205-32

Unit 6 (Week 9-10): The unit will look at the surviving manuscript collections and their use by the modern scholars to reconstruct the history of Sufi Institutions.

Khan, Motiur Rahman. (2010-2011) 'Akbar and the Dargah of Ajmer' in *Proceedings of the Indian History Congress*, Vol. 71 (2010-2011), pp. 226-235

Jafri, S.Z.H. (1996). "A Sufi Institution in Awadh", in D.N. Jha (Ed.). *Society and Ideology in India: Essays in Honour of Professor R.S. Sharma*, Delhi: Munshiram Manoharlal Publishers, 269-290.

Jafri, S.Z.H. (2018). 'The Mughal-Nawabi Legacy under Siege in the Age of Empire(1860's-1880s): Familial Grants and the Waqf of Khanqah-e Karimia, Salon, India' in Miura Toru (ed.) *Comparative Study of the Waqf from the East: Dynamism of Norm and Practices in Religious and Familial Donations*, pp.191-216, Tokyo: The Toyo Bunko.

Unit 7 (Week 11-12): Here the emphasis will be laid on the Persian archival records at the various temples and maths in the upper Gangetic valley and will discuss some case studies undertaken by the modern scholars.

Goswami, B.N. and J.S. Grewal. (1967). *Mughals and the Jogis of Jhakbar*, Shimla: Indian Institute of Advanced Studies, pp. 1-40 ("introduction") and pp. 41-108 ("documents").

Mukherjee, Trapada and Habib, Irfan. (1987). 'Akbar and the Temples of Mathura and its Environs.', *Proceedings of the Indian History Congress*, pp. 234-250.

Mukherjee, Trapada and Habib, Irfan. (1990). 'The Mughal Administration and the Temples of Vrindaban during the reigns of Jahangir and Shahjahan', *Proceedings of the Indian History Congress*, pp. 287-300.

Ansari, M.A. (1984). *Administrative Documents of Mughal India*, Delhi: B.R. Publishing Corp., pp. 1-71.

Suggested Readings:

- Selected Volumes of *Epigraphica Indo-Moslemica* now *Epigraphica Indica* Arabic and Persian supplement Selected Volumes of the Memoirs of Archaeological Survey of India.
- Prasad, Pushpa. 1996. *Sanskrit Inscriptions of Delhi Sultanate*, Delhi: Oxford University Press, 1996

- Tirmizi, S.A.A.I. 1976. *Ajmer Through Inscriptions*, Delhi: Indian Institute of Islamic Studies.
- Modi. J.J. 1903. *The Parsis at the Court of Akbar*, Bombay: Bombay Education Society Press.
- Goswami, B.N. & Grewal, J.S.1967. *Mughals and the Jogis of Jhakbar*, Shimla: Indian Institute of Advanced Study.
- Hodivala, S.H. 1929. *Studies in Parsi History*, Bombay: Shahpurshah Hormasji Hodivala.
- Husain, Iqbal. 2013. *Studies in Polity, Economy and Society of the Trans-Gangetic Valley Fifteenth-Nineteenth Centuries*, Delhi: Primus.
- Deyell, John. 1999. *Living Without Silver: The Monetary History of Early Medieval North India*, New Delhi: OUP.
- Husain, Syed Ejaz. 2003. *The Bengal Sultanate: Politics, Economy and Coins (AD 1205-1576)*, Delhi: Manohar
- Habib, Irfan. 1960. 'The Currency System of the Mughal Empire [1556-1707]', *Medieval India Quarterly*, IV [Nos. 1-2], Aligarh.
- Raza, S. Jabir. 2014. 'Coinage and Metallurgy under the Ghaznavid Sultan Mahmud', in *Proceedings of Indian History Congress*, Vol 75, Platinum Jubilee, pp. 224-231
- Jha, Amiteshwar, (ed.), 2001. *Medieval Indian Coinages: A Historical and Economic Perspective*, India Institute of Research in Numismatic Studies.
- Gupta, Parmeshwari Lal. 1996. *Coins*, South Asia Books.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

There are three modes of assessing students who take this paper.

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
- 2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-New Course
Open Elective
POLITICAL PROCESSES AND SOCIO-CULTURAL FORMATIONS
c. 1000-1400

Course Objective:

The course focuses upon local and trans-regional experiences in social and political formations in north India and Afghanistan and the ways in which these textured the making of Sultanate regimes based in Delhi. The course also unravels the early histories of the Muslim communities in the subcontinent, their backgrounds, gradual expansion and modes of socialisation. It studies different groups of people that comprised the Delhi Sultanate and how changes in their composition textured Muslim society and the state. It pays close attention to the sources that provide information on these processes, studying the discursive practices, authorial location of the literati, and how their investments in state and society produced an unusual synchronic reportage filled with elisions.

Learning Outcomes:

At the end of the course, students would be:

- Familiar with the different kinds of sources available for writing histories of various aspects of life during the 13 – 15th centuries
- Have a firm grasp on the politics and major events in the history of the slave, Khalaji and Tughluq regimes.
- Learn the various historiographical interventions in the study of this period and their epistemological locations.
- Discover the multiple nodes of power that shaped Muslim society and the heterogenous nature of medieval society.
- Learn that politics and authority are an integral aspect of social and cultural life.
- Investigate how medieval taxonomies are quite different from modern ones, and learn how notions of family, social networks, service, freedom/unfreedom, for instance, were quite different in the 13-15th centuries.

Course Content:

Unit 1: (Week 1-2): Historiographical debates regarding ‘transitions’ to the Sultanate period.

Unit 2: (Week 3-4): Overview: geopolitical contexts; continuities and changes in the 13th and 14th centuries

Unit 3: (Week 5-6): The *ahl-i qalam* (people of the pen), their social-intellectual backgrounds; their narratives of the Muslim community and the Sultanate.

Unit 4: (Week 7-8): The military elites, their social and political backgrounds, cultures of political service, aristocratic aspirations and new identities

Unit 5: (Week 9-10): Sufis, Sufism and their structures of authority

Unit 6: (Week 11-12): Political economy of the Sultanate, regional solidarities, endogenous histories of Islam and the Muslim community

Unit 7: (Week 13-14): Contextualizing the Sultanate in the History of India

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES: Most of the essential readings for this course are available online, see:

<https://sites.google.com/site/lmudelhisultanate/>

- Unit 1: (Week 1-2):** This unit will cover the historiographical background of the Delhi Sultanate
- Sharma, R.S. (1997). "How Feudal was Indian Feudalism" in Hermann Kulke, ed., *The State in India, 1000-1700*, Delhi: Oxford University Press, pp. 48-85.
- Chattopadhyaya, B.D. (1997). "Political Processes and the Structure of Polity in Early Medieval India", in Hermann Kulke, ed., *The State in India, 1000-1700*, Delhi: Oxford University Press, pp. 195-232.
- Hardy, Peter. (1966). *Historians of Medieval India: Studies in Indo-Muslim Historical Writing*, London: Luzac & Co., pp. 3-19, 122-131
- Hardy, Peter. (1994). "Approaches to Pre-Modern Indo-Muslim Historical Writing: Some Reconsiderations in 1990-91", in Peter Robb, ed., *Society and Ideology: Essays in South Asian History presented to K.A. Ballhatchet*, Delhi: Oxford University Press, pp. 49-71.
- Unit 2 (Week 3-42):** The Ghurid context and its implications on the early Delhi Sultanate will be discussed in this unit
- Flood, Barry. (2009). *Objects of Translation: Material Culture and Medieval "Hindu-Muslim" Encounter*, Delhi: Permanent Black, pp. 15-87
- Flood, Barry. (2005). "Ghurid Monuments and Muslim Identities: Epigraphy and Exegesis in Twelfth century Afghanistan and India" *Indian Economic and Social History Review* 42, pp. 263-94
- Kumar, Sunil. (2007) *Emergence of the Delhi Sultanate*, Delhi: Permanent Black, pp. 46-63
- Habib, Mohammad. (1974). "Introduction to Elliot and Dowson's History of India vol. II", in *Politics and Society during the Early medieval Period*, ed. Khaliq A. Nizami, Delhi: People's Publishing House vol. 1, pp. 33-110
- Habib, Irfan. (1978). "Economic History of the Delhi Sultanate -- an Essay in Interpretation", *Indian Historical Review* 4, pp. 287-303
- Unit 3: (Week 5-6):** The background of the early Persian *ahl-i qalam*, their social and intellectual contexts and their writings will be discussed in this unit:
- Fakhr-i Mudabbir, trans. E.D. Ross. (1922) *Tarikh-i Fakhr al-Din Mubarak Shahi*, "The genealogies of Fakhr al-Din Mubarak Shah", in T.W. Arnold and R.A. Nicholson, eds., *'Ajab Namah: A Volume of Oriental Studies presented to E.G. Browne on his 60th Birthday*, Cambridge: University Press, pp. 392-413
- Kumar, Sunil. (2007). *Emergence of the Delhi Sultanate*, Delhi: Permanent Black, pp. 63-78, 203-237
- Ahmed, Manan. (2012) "The long thirteenth century of the *Chachnama*" *Indian Economic and Social History Review*, vol. 49, pp. 459-491
- Kumar, Sunil. (2001). "Qutb and Modern Memory" in Suvir Kaul, ed., *The Partitions of Memory: The Afterlife of the Division of India*, Delhi: Permanent Black, pp. 140-82.
- Unit 4: (Week 7-8):** This unit will discuss the Sultan, his military slaves and the political culture of the 13th century
- Jackson, Peter. (2006). "Turkish Slaves on Islam's Indian Frontier", in Richard Eaton and I. Chatterjee, eds., *Slavery in South Asia*, Bloomington: Indiana University Press, pp. 63-82;
- Kumar, Sunil. (1994). "When Slaves were nobles: The Shamsi bandagan in the early Delhi Sultanate", *Studies in History* vol. 10, pp. 23-52,
- Kumar, Sunil. (2006). "Service, Status and Military Slavery in the Delhi Sultanate of the thirteenth and early fourteenth centuries" in Richard Eaton and I. Chatterjee, eds., *Slavery in South Asia*, Bloomington: Indiana University Press, pp. 83-114
- Kumar, Sunil. (2014). "An Inconvenient Heritage: the Central Asian background of the Delhi Sultans" in Upinder Singh and Parul P. Dhar, *Asian Encounters*, Delhi: Oxford University Press, pp. 86-106

Jackson, Peter. (1975). "The Mongols and the Delhi Sultanate" *Central Asiatic Journal* vol. 19, pp. 118-156

Unit 5: (Week 9-10): This unit will introduce students to Sufis, their mystical fraternities and their organisational forms

Habib, Mohammad. (1950). "Chishti Mystic Records of the Sultanate Period" *Medieval India Quarterly* vol. 1, pp. 1-42.

Ernst, Carl. (1992). "The Textual Formation of oral Teachings in the Early Chishti Order", in *The Eternal Garden*, Albany: State University of New York Press, pp. 62-84

Ernst, Carl. (1992). "The Interpretation of the Sufi Biographical Tradition in India", in *The Eternal Garden*, Albany: State University of New York Press, pp. 86-93.

Digby, Simon (1986). "The Sufi Shaikh as a source of authority in medieval India" *Purusartha (Islam and Society in South Asia)* vol. 9, pp. 57-77 (reprinted now in Richard Eaton, ed., *India's Islamic Traditions*, Delhi: Oxford University Press), pp. 234-262

Lawrence, Bruce B. (1986). "The earliest Chishtiya and Shaikh Nizam al-Din Awliya" in *Delhi through the Ages*, ed. R.E. Frykenberg, Delhi: Oxford University Press, pp. 104-128.

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*, ed. Muzaffar Alam, Françoise "Nalini" Delvoye, et al., Delhi: Manohar, pp. 18-26

Unit 6: (Week 11-12): This unit will discuss the political economy of the Sultanate during the fourteenth century, the period of its greatest influence

Moreland, W.H. (1968). *The agrarian system of Moslem India*, Delhi: Oriental Books Reprint Corporation, pp. 21-65, and appendices B and C, 214-233

Raychaudhury, Tapan and Irfan Habib,. (1984). ed. *The Cambridge Economic History of India*, Delhi: Orient Longman, vol. 1, pp. 48-93.

Habib, Irfan. (1984). "The price regulations of 'Ala al-Din Khalaji--a defence of Zia Barani" *Indian Economic and Social History Review*, vol. 21, pp. 393-414.

Jackson, Peter. (1999). *The Delhi Sultanate*, Cambridge: University Press, pp. 171-92,

Kumar, Sunil. (2007). "Territorial Changes and the Political Geography of the Sultanate", "Politics, Society and Territorial Expansion" in Kumar, *The Emergence of the Delhi Sultanate*, Delhi: Permanent Black, pp. 278-86, 324-40.

Jackson, Peter. (1999). *The Delhi Sultanate*, Cambridge, University Press, pp. 321-325

Kolff, Dirk. (1990). *Naukar, Rajput and Sepoy: The Ethnohistory of the Military Labour Market in Hindustan, 1450-1850*, Cambridge, University Press, pp. 1-17, 71-116

Unit 7: (Week 13-14): This unit will discuss the significance of late 14th century developments on the social and political life of the Sultanate and the manner in which the Delhi Sultanate seized a narrative space in latter-day histories of India.

Jackson, Peter. (1999). *The Delhi Sultanate*, Cambridge, University Press, pp. 321-325

Kolff, Dirk. (1990). *Naukar, Rajput and Sepoy: The Ethnohistory of the Military Labour Market in Hindustan, 1450-1850*, Cambridge, University Press, pp. 1-17, 71-116

Orsini, Francesca. (2012). "How to do Multi-Lingual History? Lessons from fifteenth and Sixteenth Century North India", *Indian Economic and Social History Review*, vol 49, pp. 226-246.

Orsini, Francesca and Samira Sheikh. (2014). "Introduction" in *After Timur Left: Culture and Circulation in Fifteenth Century North India*, Delhi: Oxford University Press, pp. 1-44

Anooshahr, Ali. (2006). "Mughal Historians and the Memory of the Islamic Conquest of India", *Indian Economic and Social History Review*, vol. 43, pp. 275-300

Anooshahr, Ali. (2012). "Author of one's fate: Fatalism and agency in Indo-Persian histories", *Indian Economic and Social History Review*, vol. 49, pp. 197-224.

Kumar, Sunil. (2007) "Conclusion", in *The Emergence of the Delhi Sultanate*, Delhi: Permanent Black, pp. 352-361

Suggested Readings:

- Alam, Muzaffar, *The Languages of Political Islam*, (Delhi: Permanent Black, 2004).
- Chattopadhyaya, B.D., *The Making of Early Medieval India*, (Delhi: Oxford University Press, 1997 reprint).
- Deyell, John, *Living without Silver: The Monetary History of Early Medieval North India*, (Delhi: Oxford University Press, 1990).
- Eaton, Richard, ed., *India's Islamic Traditions, 711-1750*, (Delhi: Oxford University Press, 2003).
- Flood, Finbarr B. *Objects of Translation: Material Culture and Medieval "Hindu-Muslim" Encounter*, (Delhi: Permanent Black, 2009).
- Habib, Irfan and Tapan Raychaudhury, ed., *The Cambridge Economic History of India*, vol. 1, (Cambridge: Cambridge University Press, 1982).
- Habib, Irfan, *Essays in Indian History: Towards a Marxist Perspective*, (New Delhi: Tulika, 1995).
- Hardy, Peter, *Historians of Medieval India: Studies in Indo-Muslim Historical Writing*, (London: Luzac and Company Ltd., 1966 reprint).
- Jackson, Peter, *The Delhi Sultanate: a Political and Military History*, (Cambridge: University Press, 1999).
- Kumar, Sunil, *Emergence of the Delhi Sultanate*, (Delhi: Permanent Black, 2007).
- Lawrence, Bruce and David Gilmartin, eds., *Beyond Turk and Hindu: Rethinking Islamicate Identities in Islamicate South Asia*, (Gainesville: University of Florida Press, 2000).
- Nizami, K.A. ed., *Politics and Society during the Early Medieval Period: Collected Writings of Mohammad Habib*, (New Delhi: People Publishing House, 1974), 2 vols.

Facilitating Teaching and Learning Outcome:

The course will enable students to underline the multi-layered dynamics of Sultanate politics. It will help learners appreciate the processes and complexities involved in the making of Muslim identity, modes of dispersal of authority across ethnic and service classes and identify complex interplay of religion and politics across thirteenth and fourteenth century. The students would be encouraged to read Persian texts (in translation) so that they begin to recognize the 'voice of the author' and are trained to understand historiographical interventions that inflect the history writing of this time period.

Assessment:

Students enrolled in this course will be evaluated according to two modes:

1) Students will have to submit a paper of circa 15-20 pages (inclusive of bibliographic apparatus) on a theme designed with the help of the instructor. The term paper requires students to use source material(s) in translation to research a subject of their choice. Ideally the subject they choose to write about should not be derived from one of the historians read in this course; it should follow themes that are of interest to them in their personal life. Term papers will build upon aspects of social and cultural life that concern students and as they develop them they would be asked to explore two related but different aspects: a) how medieval taxonomies mean reorienting the modern assumptions of students and b) learn how the political suffuses different dimensions of the social and the cultural. Students are expected to meet with the instructor to develop and finalise subjects and materials on which their

papers would be based. This essay will be marked out of 25 marks.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-New Course
Open Elective 4
FORMS OF POPULAR RESISTANCE IN NORTHERN INDIA, c. 1560-1740

Course Objectives:

The course introduces students to the varied forms of protest movements and rebellions that surfaced in the political landscape of North India from the mid-sixteenth to the mid-eighteenth century. It underlines the divergent patterns of protest in Mughal India, ranging from 'everyday forms of resistance', to the 'recalcitrance' of elite service classes, revolts under the stewardship of sectarian leaders and armed peasant revolts. It also explores the memory of these revolts in oral traditions and folklores.

Learning Outcomes:

At the end of the course, the students would:

- Identify with the 'history from below' approach with reference to medieval India.
- Appreciate how social history and voice of the marginalised can be researched by differential reading of source material.
- Understand the concept of everyday forms of resistance and the ways in which it has transformed our understanding of 'politics', making the ordinary life of subalterns' part of historical studies.
- Analyse how such mobilizations throw epistemological challenge to disciplines that traditionally focus on already identified structures of power, collective actions, or political processes.
- Be able to appreciate the historiographical shifts in the understanding of the popular forms of resistance.
- Able to examine and understand the early modern South Asian histories of resistance in terms of cultural domination and subversion.
- How popular literature helps in reconstruction of the marginalized resistance.

Course Content:

Unit 1: (Week 1-2): Historiography of popular resistance.

Unit 2 (Week 3-4): The Revolts of the nobility: Changing complexion of the ruling class, c. 1560-1740;

Unit 3 (Week 5-6): Peasant Revolts: Nature of peasant revolts in Mughal India; Modes of protest; Response of the State.

Unit 4 (Week 7-8): *Zamindars'* Revolts: *Zamindar* and the Mughal administration, local uprisings and their consequences for the Mughal polity. Nature and power of the new *zamindars*; Revolts of Jats.

Unit 5 (Week 9-11): Religious forms of resistance: Raushani Movement (1585, 1611-16, 1628); Satnami revolt (1672), Sikh revolts.

Unit 6 (Week 12-14): Merchant forms of resistance.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit would explain to the students the historiography, sources and the concept of everyday forms of resistance especially non-violent form of resistance, understanding of infra politics and how it challenges the existing scholarship on popular dissent and protest.

- Scott, James C. (1985). *Weapons of the Weak: Everyday Forms of Peasant Resistance*, Yale University Press.
- Hobsbawm, E.J. (rpt. 2012). *Bandits*, London: Abacus.
- Thompson, E.P. (February 1971). 'Moral Economy of the English Crowd in the Eighteenth Century', *Past & Present*, Volume 50, Issue 1, pp.76–136.
- Ginzburg, Carlo. (1992). *The Cheese and the Worms: The World of a Sixteenth Century Miller*, John Hopkins University Press, pp. XI-XXVI; 125-126.
- Tilly, Charles. (1991). 'Domination, Resistance, Compliance ...Discourse', *Sociological Forum*, Vol. 6, No. 3, pp. 593-602.
- Mitchell, Timothy. (October 1990). 'Everyday Metaphors of Power', *Theory and Society*, Volume 19, Issue 5, pp. 545-577.
- Sivaramakrishnan, K. (September 2005). 'Some Intellectual Genealogies for the Concept of Everyday Resistance', *American Anthropologist*, Vol. 107, No. 3, pp. 346-355.
- Habib, Irfan.(Ed.). (1995). *Essays in Indian History: Towards a Marxist Perception*, Delhi: Tulika, 'Forms of Class Struggle in Mughal India', pp. 233-258.
- Mayaram, Shail. (2004). *Against History, Against State: Counter Perspectives from the Margins*, Columbia: Columbia University Press, pp. 1-18 ('Introduction').

Unit 2 (Week 3-4): This unit analyses the political formations and revolts of the nobility and princes as well as their role in shaping the nature of Mughal - centered political culture and institutions.

- Faruqui, Munis D.(2012). *The Princes of the Mughal Empire, 1504–1719*, Cambridge: Cambridge University Press, pp. 10-24, 181-234 (Chapters, 'Introduction', 'Disobedience and Rebellion').
- Chandra, Satish. (2003). *Parties and Politics at the Mughal Court, 1707-1740*, New Delhi: Oxford University Press.
- Chandra, Satish 'Mughal Rajput Relations during the Seventeenth Century-Problems of a Class Alliance' in *Essays on Medieval Indian History*, Delhi: Oxford University Press, 2003.
- Khan, Iqtidar Alam.(1968). 'The Nobility under Akbar and the Development of his Religious Policy, 1560-80', *The Journal of the Royal Asiatic Society of Great Britain and Ireland*, pp. 29-36.
- Sreusand, Douglas.E. (1989). *The Formation of the Mughal Empire*, Delhi: Oxford University Press, pp. 123-153 (Chapters, 'The Components of the Mughal Ruling Class', 'The Akbari Constitution').

Unit 3 (Week 5-6): Beyond the conventional understanding of peasant resistance this unit would emphasise upon the recent understanding of peasant challenges to the cultural forms of dominance.

- Habib, Irfan. (1999). *The Agrarian System of Mughal India, 1556-1707*, Delhi: Oxford University Press, pp. 364-405 (Chapter 9, 'The Agrarian Crisis of the Mughal Empire').
- Habib, Irfan. (1984). 'Peasant and Artisan Resistance in Mughal India' *Studies in*

International Development, No. 34.

Habib, Irfan. (1995). *Essays in Indian History: Towards a Marxist Perception*, Delhi: Tulika, pp. 109-160 (Chapter, 'The Peasant in Indian History').

Alam, Muzaffar. (1988). 'Aspects of Agrarian Uprisings in North India in Early Eighteenth Century', in Muzaffar Alam and Sanjay Subrahmanyam, (eds.), *The Mughal State, 1526-1750*, New Delhi: Oxford University Press, pp. 449-473.

Streusand, Douglas.E. (1989). *The Formation of the Mughal Empire*, Delhi: OUP, (2.3.1.), pp. 41-43, 70-71 (Chapters, 'The Armed Peasantry'; 'The Armed Peasantry and the Mughal Regime in the Provinces').

Khan, Iqtidar Alam, (2000). 'Muskets in the Mawas: Instruments of Peasant Resistance' in K.N. Pannikar (Ed et al), *The Making of History: Essays Presented to Irfan Habib*, Delhi: Tulika.

Rana, R.P. (2006). *Rebels to Rulers: The Rise of Jat Power in Medieval India, c. 1665- 1735*, New Delhi: Manohar, pp. pp. 107-181 (Chapters, 5-6).

Mayaram, Shail. (2004). *Against History, Against State: Counter Perspectives from the Margins*, Columbia: Columbia University Press, pp. 97-125 (Chapter 5).

Unit 4 (Week 7-8): This unit would engage with the position and working of the institution of zamindari in terms of agrarian relations and hierarchies and its tension and conflict with the state.

Hasan, S.Nurul. (2010). 'Thoughts on Agrarian relation in Mughal India' in Meena Bhargava (Ed.), *Exploring Medieval India Sixteenth to Eighteenth Centuries: Politics, Economy, Religion*, Part I, Delhi: Orient Black Swan.

Ali, M. Athar.(1997). *The Mughal Nobility under Aurangzeb*, Delhi: Oxford University Press.

Rana, R.P. (2006). *Rebels to Rulers: The Rise of Jat Power in Medieval India, c. 1665- 1735*, (Chapter, 'The Domain of the Zamindars'), pp. 107-121.

Alam, Muzaffar. *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-48*. Delhi: Oxford University Press.

Habib, Irfan. (1999). *The Agrarian system of Mughal India (1556-1707)*, Delhi: Oxford University Press, pp.169-229 (Chapter, 'The Zamindars').

Bayly, C.A. (1998). *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870*, Delhi: Oxford University Press.

Mayaram, Shail. (2004). *Against History, Against State: Counter Perspectives from the Margins*, Columbia: Columbia University Press, pp. 97-125 (Chapter 5).

सैयद नूरुल हसन, (1993), मुगलकालीन कृषि संबंध पर कुछ विचार , नयी दिल्ली: मोतीलाल बनारसीदास.

Unit 5 (Week 9-11): In this unit the students would deal with certain sectarian and religious movements, their ideological flavor, resulting sites of subversion and conflicts with the state.

Ahmed, Tariq. (1982). *Religio-Political Ferment in the North West Frontier During the Mughal Period: The Raushaniya Movement*, Delhi: Idarah-i Adabiyat.

Alam, Muzaffar. (2013). *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-48*, 2nd edi., Delhi: Oxford University Press, (Chapter 4, 'Mughal Power,

the Sikhs and Other Local Groups in the Punjab’).

Grewal, J.S. and Indu Banga (Ed.). (2001). *History and Ideology: The Khalsa Over 300 Years*, Delhi: Oxford University Press, pp. 35-64 (Chapters. J.S. Grewal, ‘Guru Gobind Singh and Bahadur Shah’, Muzaffar Alam, ‘Sikh Uprising under Banda Bahadur 1708-15’, Hari Ram Gupta, ‘Declaration of Sikh Sovereignty’).

McLean, Derryl N.(2002). ‘Real Men and False Men at the Court of Akbar: The *Majalis* of Shaykh Mustafa Gujarati’ in David Gilmartin and Bruce B. Lawrence (Eds.). *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*, New Delhi: India Research Press, pp. 199-215.

Unit 6 (Week 12-14): This unit focuses on the forms of merchant resistance, its nature and the specificities of protest and its consequences for the political system.

Banarsidas. (1981). *Ardhakathanak*. Translated, introduced and annotated by Mukund Lath. *Ardhakathanak: Half a Tale*, Jaipur: Rajasthan Prakrit Bharati Sansthan.

Hasan, Farhat. (2004). *State and Locality in Mughal India Power Relations in Western India, c. 1572-1730*, Cambridge: Cambridge University Press, pp. 52-70 (Chapters, ‘Order and Disorder’)

Mehta, Shirin. (2004). ‘The Mahajans and The Business Communities of Ahmedabad’ in Dwijendra Tripathi (Ed.). *Business Communities of India*, Delhi: Manohar, pp. 173-184.

Misra, S.C. (2004). ‘The Medieval Trader and His Social World’ in Dwijendra Tripathi. (Ed.). *Business Communities of India*. Delhi: Manohar, pp. 41-58.

Sushil Chaudhary. (1980) ‘The Gujarati Mahajans: An Analysis of their Functional Role in the Surat Crisis of 1669’, *Proceedings of Indian History Congress*, 41st Session, Bombay.

Tripathi, Dwijendra and M.J. Mehta. (1984) ‘Class Character of the Gujarati Business Community’ in Dwijendra Tripathi (ed.), (1984), *Business Communities of India*, Delhi: Manohar, pp. 151-173.

Gokhale, Balkrishna Govind. (1971). ‘Surat in the Seventeenth Century: A Study in the Urban History of Pre-Modern India’, *Scandinavian Institute of Asian Studies Monograph* no. 28.

Habib, Irfan. (July 1984). ‘Peasant and Artisan Resistance in Mughal India’, *Studies in International Development*, No. 34.

Suggested Readings::

- Alam, Muzaffar, *The Crisis of Empire in Mughal North India; Awadh and the Punjab, 1707-1748*, (New Delhi: Oxford University Press, 2001).
- Alam, Muzaffar and Subramaniam, (eds), *The Mughal State, 1526-1750*, (New Delhi: Oxford University Press, 1998).
- Bhadra, Gautam, ‘Two Frontier Uprisings in Mughal India’, *Subaltern Studies II*, (New Delhi: Oxford University Press, 1999).
- Champaklakshmi, R. and Gopal, S.(eds), *Tradition, Dissent And Ideology*, (New Delhi: Oxford University Press, 2001).
- Chandra, Satish, *Medieval India: Society Jagirdari Crisis and the Village*, (Delhi: Macmillan, 1992).

- Chandra, Satish, *Parties and Politics at the Mughal Court, 1707-1740*, (New Delhi: Oxford University Press, 2003).
- Habib, Irfan, *The Agrarian System of Mughal India (1556-1707)*, (New Delhi: Oxford University Press, 1999).
- Hasan, Farhat, *State and Locality in Mughal India: Power Relations in Western India, c. 1572-1730* (Cambridge: Cambridge University Press, 2004).
- Hasan, S. Nurul, *Thought on Agrarian Relation in Mughal India*, (New Delhi: People's Publishing House, 1973).
- Hobsbawm, E.J., *Bandits*, (New York: New Press, 2000).
- Khan, A.R., *Chieftains in the Mughal Empire during the Reign of Akbar*, (Shimla: Indian Institute of Advanced Study, 1977).
- Mayaram, Shail, *Against History, Against State: Counter Perspectives from the Margins*, (New Delhi: Permanent Black, 2004).
- Rana, R.P., *Rebels to Rulers: The Rise of Jat Power in Medieval India, c. 1665- 1735*, (New Delhi: Manohar, 2006).
- Scott, James C., *Weapons of the Weak: Everyday Forms of Peasant Resistance*, (Yale: Yale University Press, 1985).
- Smith, W. C., 'Lower Class Uprisings in the Mughal Empire', in Muzaffar Alam and Sanjay Subrahmanyam (eds) *The Mughal State*, (New Delhi: Oxford University Press,

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course, aims at developing a rational insight with a focused objective of comprehending the course content.

Assessment:

Internal Assessment will be a continuous process based on threefold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

1) There will be a 10 marks internal assessment exam held in mid-semester.

2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.

3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-New Course
Open Elective 5
CITIES OF EMPIRES: ISTANBUL, ISFAHAN, AGRA-DELHI

Course Objectives:

In the sixteenth and seventeenth centuries the magnificent capitals of the Ottoman, Safavid and Mughal Empires at Istanbul, Isfahan, Agra and Delhi were feted – if not always positively – as representative of the wealth of their regimes *and* their despotic, wasteful, intolerant and traditional character. This course challenges these interpretations and intersects with a more recent historiography on “connected histories” to understand the complex relationships of these cities and their respective regimes within a larger geopolitical canvass. The exchange of goods, people and ideas between Asia’s emerging ‘universal’ empires reshaped continental networks leading to the creation of new connections and new forms of alterities. The course will also take the “area studies” approach to understand specific structures and ideologies of the respective regimes in comprehending the urban morphologies as well as the economic and cultural lives of the people.

Course Outcomes:

At the end of the course, the students would

- Know the concepts, methodology and problems of ‘Connected Histories’.
- Explore the ways in which polities and societies in these empires engaged with and produced alternative imagined visions of interaction beyond given geographies.
- Develop understanding of how people in the past themselves understood and sought to influence patterns of long-distance interaction, and of how contemporaries drew comparisons between widely-separated parts of the world.
- Consequently, through the circulation and mobility of men, ideas and goods across the time and space the course will instruct students on trajectories of growth, interdependent relationships and the emergence of universal forms of knowledge across seemingly vast geographical expanses.
- Able to synthesize the histories of three empires through trade, migration and cultural encounters.
- How connected history helps in locating South Asia globally during the early modern period.
- Extend scope of connected histories into the realm of language, court cultures and power.
- Be acquainted with various sources for writing connected histories.

Course Content:

Unit 1: (Week 1-2): Understanding “Connected Histories”.

Unit 2: (Week 3-4): Sovereignty and Millennium Across the Empires.

Unit 3: (Week 5-6): The Movement of People, Circulation, and Travel Across the Empires.

Unit 4: (Week 7-8): Exchange Networks, Trade and Empires.

Unit 5: (Week 9-10): Histories of the Royal Household and the Politics of the Harem.

Unit 6: (Week 11-12): The Diffusion of Culture and Connected Metaphors Across the Empires.

Unit 7: (Week 13-14): Europeans in Asian Empires, accounts of the encounters.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will explain the theoretical and methodological framework of 'Connected Histories'.

Subrahmanyam, Sanjay. (July 1977). "Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia", *Modern Asian Studies*, Vol. 31, No. 3, Special Issue: The Eurasian Context of the Early Modern History of Mainland South East Asia, 1400-1800, pp. 735-762.

Subrahmanyam, Sanjay. (2005). "On World Historians in the Sixteenth Century", *Representations*, 91, pp. 26-57.

Subrahmanyam, Sanjay. (2011). *From Tagus to the Ganges Explorations in Connected History*, Delhi: Oxford University Press.

Goldstone, Jack A. (1998). "The Problem of the "Early Modern" ", *Journal of the Economic and Social History of the Orient*, Vol. 41, No. 3, pp. 249-248.

Starn, Randolph. (2002). 'The Early Modern Muddle', *Journal of Early Modern History* vol. 6, no. 3, pp. 296-307.

Unit 2: (Week 3-4): This unit would help students to understand connected notions of 'millenarian sovereign' and the importance of lost epistemies of predictive sciences, occults and magic in shaping a new form of kingship across these Empires.

Moin, A. Afzar. (2014). *The Millennial Sovereign: Sacred Kingship & Sainthood in Islam*, New York: Columbia University Press.

Babayan, Kathryn. (2002). *Mystics, Monarchs, and Messiahs: Cultural Landscapes of Early Modern Iran*, Cambridge: Harvard Middle Eastern Monographs.

Subrahmanyam, Sanjay. (2003). "Turning the Stones Over: Sixteenth Century Millenarianism from the Tagus to the Ganges" in *Indian Economic and Social History Review*, 40, No. 2, pp. 129-161.

Moin, A. Afzar. (2009). "Challenging the Mughal Emperor: The Islamic Millennium According to Abd ai-Qadir Badayuni" in Barbara Metcalf ed., *Islam in South Asia in Practice*, New Jersey: Princeton University Press.

Balabanlilar, Lisa. (2007). "Lords of the Auspicious Conjunction: Turco-Mongol Imperial Identity on the Subcontinent", *Journal of World History*, Vol. 18, No. 1, pp. 1-39.

Unit 3: (Week 5-6): This unit would help students in understanding circulation and mobility of people (largely elite, intellectuals and professionals) as important vectors of connected histories and the resultant cultural encounters.

Subrahmanyam, Sanjay and Muzaffar Alam. (2007). *Indo-Persian Travels in the Age of Discoveries, 1400-1800*, Cambridge: Cambridge University Press.

Subrahmanyam, Sanjay. (2014). "Early Modern Circulation and the Question of 'Patriotism' between Indian and Central Asia" in Nile Green ed., *Writing Travel in Central Asian History*, Bloomington: Indiana University Press.

Subrahmanyam, Sanjay. (1992). "Iranians Abroad: Intra-Asian Elite Migration and Early Modern State Formation", *Journal of Asian Studies*, Vol. 54, No. 2, pp. 340-363.

Subrahmanyam, Sanjay. (2011). *Three ways to be Alien: Travails & Encounters in the Early Modern World*, Brandeis University Press: Massachusetts.

Dale, Stephen Frederic. (June 2003). "A Safavid Poet in the Heart of Darkness: The Indian Poems of Ashraf Mazandarani", *Iranian Studies*, Vol.36, No.2.

Digby, Simon. (1993). "Some Asian Wanderers in Seventeenth Century India: An Examination of Sources in Persian", *Studies in History*, vol. 9, no. 2, pp.

Ahmad, Aziz. (1976). "Safawid Poets and India", *Iran*, No. 14, pp. 117-132.

Unit 4: (Week 7-8): This unit would help the students to appreciate growth of exchange networks, trade and commerce beyond the narrow technicalities of Imperial economy, and the interconnections between trade and state.

Dale, Stephen Frederic. (1994). *Indian Merchants and Eurasian Trade, 1600-1750*, New York: Cambridge University Press.

Veinstein, Gilles. (2007), 'Commercial Relations between Indian and The Ottoman Empire (late fifteenth to eighteenth centuries): A few Notes and Hypotheses' in Sushil Chaudhury and Michel Morineau (ed.), *Merchants, Companies and Trade: Europe and Asia in Early Modern Era*, Cambridge: CUP, pp. 95-116.

Prakash, Om. (2001). 'The Indian Maritime Merchant, 1500-1800', *Journal of Economic and Social History of the Orient*, vol. 17, no. 3, pp. 135-157.

Lefevre, Corinne. (2012). Europe–Mughal India–Muslim Asia: Circulation of Political Ideas and Instruments in Early Modern Times in Flüchter, Antje and Susan Richter (ed.), *Structures on the Move Technologies of Governance in Transcultural Encounter*, Hidelberg: Springer, pp. 127-145.

Subrahmanyam, Sanjay.(1995). 'Of Ijarat and Tijrat: Asian Merchants and State Power in the Western Indian Ocean, 1400 to 1750', *Comparative Studies in Society and History*, vol. 37, no. 4, pp. 750-780.

Gopal, Surendra. (2016). *Born to Trade: Indian Business Communities in Medieval and Early Modern Eurasia*, Delhi: Manohar.

Unit 5: (Week 9-10): The nuances of royal household and harem would allow students to understand gender as an important if still narrowly explored window into connected histories.

Balabanlilar, Lisa. (February, 2010). "The Begims of the Mystic Feast: Turco-Mongol Tradition in the Mughal Harem", *The Journal of Asian Studies*, Vol. 69, No. 1, pp. 123-147.

Peirce, Leslie P. (1993). *The Imperial Harem: Women and Sovereignty in the Ottoman Empire*, London: Oxford University Press.

Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal*, Cambridge: Cambridge University Press.

Mukhia, Harbans. (2005). *The Mughals of India*. Oxford: Blackwell.

Unit 6: (Week 11-12): This unit would discuss the diffusion of culture and cultural metaphors through visual representations of the universal monarch and its implications on the Safavid and Mughal empires.

Koch, Ebba. (2012). "How the Mughal padshahs referenced Iran in their visual construction of universal rule" in Peter Fibiger Bang and Dariusz Kołodziejczyk ed., *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*, Cambridge: Cambridge University Press, pp. 194-209.

Ramaswamy, Sumathi. (2007). 'Conceit of the Globe in Mughal Visual Practice.' *Comparative Studies in History and Society*, vol.49, no.4, pp.751–782.

Necipoğlu, Gülru. (1993). "Framing the Gaze in Ottoman, Safavid, and Mughal Palaces", *Ars Orientalis*, Vol. 23, Pre-Modern Islamic Palaces, pp. 303-342.

Kleiss, Wolfram. (1993). "Safavid Palaces", *Ars Orientalis*, Vol. 23, Pre-Modern Islamic Palaces, pp. 269-280.

O'Kane, Bernard. (1993). "From Tents to Pavilions: Royal Mobility and Persian Palace Design", *Ars Orientalis*, Vol. 23, Pre-Modern Islamic Palaces, pp. 249-268.

Asher, Catherine B. (1993). "Sub-Imperial Palaces: Power and Authority in Mughal India", *Ars Orientalis*, Vol. 23, Pre-Modern Islamic Palaces, pp. 281-302.

Robinson, Francis. (1997). "Ottomans-Safavids-Mughals: Shared Knowledge and Connective Systems", *Journal of Islamic Studies*, Vol.8, No.2, pp. 151-184.

Unit 7 (Week 13-14): European engagement with these empires through trade and diplomacy and their travelogues will be the focus of this unit.

Subrahmanyam, Sanjay. (2017). *Europe's India: Words, People, Empires, 1500-1800*, Cambridge: Harvard University Press.

Subrahmanyam, Sanjay. (Winter 2006). 'A Tale of Three Empires: Mughals, Ottomans and Habsburgs in a Comparative Context', *Common Knowledge*, vol. 12, Issue 1, pp. 66-92.

Subrahmanyam, Sanjay. (2005), "Taking Stock of the Franks: South Asian Views of Europeans and Europe, 1500–1800", *Indian Economic and Social History Review*, vol. 62, no.1, pp 69–100.

Subrahmanyam, Sanjay. (2005). 'European Chronicles and The Mughals' in Sanjay Subrahmanyam, *Explorations in Connected History: From the Tagus to the Ganges*, Delhi: OUP, 2011, pp. 138-179.

Subrahmanyam, Sanjay. (2005). 'Mughals and Franks in an Age of Contained Conflict' in Sanjay Subrahmanyam, *Explorations in Connected History: Mughals and Franks*, Delhi: OUP, 2014, pp. 1-20.

Hasan, Farhat. (1989–1990). 'Mughal Officials at Surat and their Relations with the English and Dutch Merchants: Based on a Collection of Persian Documents of the Reigns of Jahangir and Shah Jahan.' in *Proceedings of the Indian History Congress*, 50th Session, Delhi: Indian History Congress, pp. 284–293.

Morineau, Michel. (2007). 'The Indian Challenge: Seventeenth and Eighteenth Centuries' in Sushil Chaudhury and Michel Morineau (ed.), *Merchants, Companies and Trade: Europe and Asia in Early Modern Era*, Cambridge: CUP, pp. 243-275.

Suggested Readings:

- Bang, Peter Fibiger and Dariusz Kołodziejczyk (ed.), (2012). *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*, Cambridge: Cambridge University Press.
- Kaviraj, Sudipta. (2005). “An Outline of a Revisionist Theory of Modernity”, *European Journal of Sociology*, Vol. 46, No. 3, pp. 497-526.
- Koch, Ebba. (2001). *Mughal Art and Imperial Ideology*, New Delhi : Oxford University Press.
- Koch, Ebba. (2006). *The Complete Taj Mahal*, London: Thames & Hudson.
- O’Hanlon, Rosalind. (September 2007). “Kingdom, Household and Body History, Gender and Imperial Service under Akbar”, *Modern Asian Studies*, Vol. 41, No. 5, pp. 889-923.
- Peirce, Leslie. (2007). “The Material World: Ideologies and Ordinary Things” in Virginia H. Aksan and Daniel Goffman (ed.). *The Early Modern Ottomans: Remapping the Empire*, Cambridge: Cambridge University Press, 2007, pp. 213-232.
- Pomeranz, Kenneth and Steven Topik. (2006). *The World that Trade Created: Society, Culture, and The World Economy, 1400 to the Present*, Armonk: New York.
- Rezavi, Syed Ali Nadeem. (2002). “Iranian Influence on Medieval Indian Architecture” in Irfan Habib ed., *A Shared Heritage: The Growth of Civilizations in India and Iran*, New Delhi: Tulika, pp. 127-149.
- Sachsenmaier, Dominic. (2011). *Global Perspectives on Global History: Theories and Approaches in a Connected World*, New York: Cambridge University Press. Chapter 1.

Facilitating Teaching Learning Outcome:

Primary sources and modern historiographical debates will be introduced to students in weekly lectures. Students are expected to prepare and participate in class discussions, and to give formal presentations so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

- 1) There will be a 10 marks internal assessment exam held in mid-semester.
- 2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
- 3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

ELECTIVE COURSES

MA PART I

HSM-02
Philosophy and Methods of History

Course Objectives:

The course studies the interface between critical historical thought and evolving methods of the actual writing of history. The philosophy part of the course therefore is aimed at gaining theoretical insights, which inform the debates among historians and challenges from outside the discipline on the parameters of historical research and doing history. It, thus, seeks to apprise students of various methods of doing research in the quest for historical knowledge.

Learning Outcomes:

Having successfully completed the course, students should be

- thoroughly familiar with how historians work
- how different historians pursue research in contrasting ways
- what comprises the historians' craft
- how contending ideas about the nature and possibilities of historical knowledge can be understood
- learn the more advanced methods of historical practice and knowledge

Course Content:

Unit 1: (Week 1-2): Philosophy of History; what is history and historian's craft; subject matter of history; the knowability of the past; critical and speculative explanations in history; causation

Unit 2: (Week 3-4): Historical sources, evidence, facts and their interpretation; the question of objectivity, verifiability, generalization and historical imagination

Unit 3: (Week 5-6): Indigenous traditions of history-writing in India; Sanskrit, Persian and vernacular histories

Unit 4: (Week 7-8): Challenges to the writing of modern professional/academic history; religion, competitive ideologies, and the writing of history

Unit 5: (Week 9-10): Debates over contested identities and historical truth; history as a weapon in popular politics of public domain

Unit 6: (Week 11-12): Oral history, historical memory and the abuses of history

Unit 7: (Week 13): Intersection between literature, gender and history; the women's question and sexual minorities in history

Unit 8: (Week 14): Historical Processes and the Problems of Periodization; premodern/modern/postmodern distinctions

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will introduce students to the theoretical debates on philosophical and practical protocols of the writing of History

- Bloch, Marc. (1964) *The Historian's Craft*, reprint, New York: Vintage (Chapters 4-5).
Carr, E.H. (1961). *What is History?* Reprint, London: Penguin Books (Chapters 1 and 4)
Collingwood, R.G. (2004). *The Idea of History*, revised and reprinted, New York: Oxford University Press (Introduction and Epilegomena).
Stern, Fritz. (Ed.). (1973). *The Varieties of History*, New York: Vintage (selections).

Unit 2: (Week 3-4): This unit will look at the critical apparatus of verifying and interpreting historical sources and evidence and presenting the findings in a narrative form that is devoid of any biases and prejudices

- Ginzburg, Carlo. (1991). "Checking the Evidence: The Judge and the Historian", *Critical Inquiry*, Vol.18. No. 1, pp. 79-92.
de Certeau, Michel. (1988). *The Writing of History*, English translation by Tom Conley, New York: Columbia University Press (Chapter on "The Historiographical Operation").
Ricoeur, Paul. (1990). *Time and Narrative*, Chicago: University of Chicago Press (selections from Vol, I).
White, Hayden. (1987). *The Content of the Form*, Baltimore: The John Hopkins University Press (Chapters 1-2).

Unit 3: (Week 5-6): The vast corpus of historical writings in precolonial India in a variety of forms and languages will be introduced to the students in this unit

- Chatterjee, Kumkum. (2009). *The Cultures of History in Early Modern India: Persianization and Mughal Culture in Bengal*, New Delhi: Oxford University Press (Introduction and Conclusion).
Chatterjee, Partha. "Introduction", in Raziuddin Aquil and Partha Chatterjee, (Eds.), *History in the Vernacular*, Ranikhet: Permanent Black.
Rao, Velcheru N., David Shulman and Sanjay Subrahmanyam (2001). *Textures of Time: Writing History in South India*, Delhi: Permanent Black (Introduction and Conclusion).
Thapar, Romila. (2013). *The Past Before Us: Historical Traditions of Early North India*, Ranikhet: Permanent Black (Chapter 15).

Unit 4: (Week 7-8): This unit will examine the challenges to the writing of modern professional or academic history from the protagonists of religion and competitive ideologies leading to continuous debates and occasional wrangling among historians and other stakeholders

- Bhattacharya, Neealdri. (2008). "Predicaments of Secular Histories", *Public Culture*, Vol. 20, No. 1, pp. 57-73.
Bilgrami, Akeel. (2014). *Secularism, Identity, and Enchantment*, Ranikhet: Permanent Black (Chapters on secularism, liberalism and the academy).
Chatterjee, Partha. (2002). "Introduction", in Partha Chatterjee and Anjan Ghosh, (Ed.), *History and the Present*, Delhi: Permanent Black.
Drayton, Richard. (2011). "Where Does the World Historian Write From? Objectivity, Moral Conscience and the Past and Present of Imperialism", *Journal of Contemporary History*, Vol. 46, pp. 671-85.

Unit 5: (Week 9-10): Debates over contested identities and historical truth; history as a weapon in popular politics of public domain

Bhargava, Rajeev. (2010). *The Promise of India's Secular Democracy*, New Delhi: Oxford University Press (Chapter 4 on History, Nation and Community).

Chakrabarty, Dipesh. (2015). *The Calling of History: Sir Jadunath Sarkar and His Empire of Truth*, Ranikhet: Permanent Black (Introduction of the book).

Sarkar, Sumit. (2017). *Essays of a Lifetime: Reformers, Nationalists, Subalterns*, Ranikhet: Permanent Black (Chapter on one history or many histories).

Thapar, Romila. (1990), "Communalism and the Historical Legacy: Some Facets", *Social Scientist*, Vol. 18, No.6-7, pp. 4-20.

Unit 6: (Week 11-12): This unit will further examine public debates on questions of identity, historical memory and the abuse of history

Deshpande, Prachi. (2007). *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*, Ranikhet: Permanent Black (Introduction and Conclusion).

Kothiyal, Tanuja. (2016). *Nomadic Narratives: A History of Mobility and Identity in the Great Indian Desert*, New Delhi: Cambridge University Press (Introduction and Conclusion).

Mohan, Sanal P. (2015). *Modernity of Slavery: Struggles Against Caste Inequality in Colonial Kerala*, New Delhi: Oxford University Press (Introduction and Conclusion).

Novetzke, Christian Lee. (2009). *History, Bhakti, and Public Memory*, Ranikhet: Permanent Black (Introduction and Conclusion).

Unit 7: (Week 13): Intersection between literature, gender and history; the women's question and sexual minorities in history

Chatterjee, Partha. (2010). *Empire and Nation*, New York: Columbia University Press (Chapter on "The Nationalist Resolution of the Women's Question").

Gupta, Charu, (Ed.). (2012). *Gendering Colonial India*, Orient Blackswan (Introduction by Charu Gupta).

Kugle, Scott. (2016). *When Sun Meets Moon: Gender, Eros and Ecstasy in Urdu Poetry*, New Delhi: Orient Blackswan (chapter 1: Celestial Bodies seen from Deccan Soil).

Malhotra, Anshu. (2017). *Piro and the Gulabdasis: Gender, Sect and Society in Punjab*, Oxford University Press (Introduction).

Unit 8: (Week 14): This concluding unit will appreciate current concerns regarding conventional periodization, overlapping chronologies and difficulties with regard to time, place and sources for better understanding of independent and connected historical processes

Chakrabarty, Dipesh. (2011). "The Muddle of Modernity", *American Historical Review*, Vol. 116, No. 3, pp. 663-675.

Fletcher, Joseph F. (1995). "Integrative History: Parallels and Interconnections in the Early Modern Period, 1500-1800", in Beatrice F Manz, (Ed.), *Studies on Chinese and Islamic Central Asia: Collected Articles of Joseph Fletcher*, Aldershot: Variorum, pp. 1-35.

Richards, J.F. (1997). "Early Modern India and World History", *Journal of World History*, Volume 8, Number 2, pp. 197-209.

Subrahmanyam, Sanjay. (2010). "Intertwined Histories: *Cronica* and *Tarikh* in the Sixteenth Century Indian Ocean World", *History and Theory*, No. 49, pp. 118-145.

Suggested Readings:

- Anagol, Padma. (2008). "Agency, Periodization and Change in the Gender and Women's History of Colonial India", *Gender and History*, Vol. 20 No.3, pp. 603-27.
- Aquil, Raziuddin. (2017). *The Muslim Question*, New Delhi: Penguin Books (Chapter 6).
- Busch, Allison. (2005). "Literary Responses to the Mughal Imperium: The Historical Poems of Kesavdas", *South Asia Research*, Vol. 25, No. 1, pp. 31-54.
- Foucault, Michel. (1991). *The Foucault Effect*, University of Chicago Press (Chapter 4 on "Governmentality").
- Kaul, Shonaleeka. (2018). *The Making of Early Kashmir*, New Delhi: Oxford University Press (Introduction and Conclusion).
- Kesavan, Mukul. (2008). *Ugliness of the Indian Male and other Propositions*, Ranikhet: Permanent Black (Chapters 2 and 3).
- Nora, Pierre. (1989). "Between Memory and History: Les Lieux de Memoire", *Representations*, No. 26, pp. 7-24.
- Sarkar, Sumit. (1999). "Post-Modernism and the Writing of History", *Studies in History*, Vol. 15, No. 2.
- Smith, Bonnie. (2010). "Women's History: A Retrospective from the United States", *Signs*, Vol. 35, No.3, pp. 723-47.
- Steedman, Carolyn. (2002). *Dust: The Archive and Cultural History*, Rutgers University Press (selections).
- Upadhyay, Shashi Bhushan. (2016). *Historiography in the Modern World: Western and Indian Perspectives*, New Delhi: Oxford University Press (Chapter on Postmodernism and History).
- Zutshi, Chitralekha. (2014). *Kashmir's Contested Pasts*, New Delhi: Oxford University Press (Introduction and Conclusion).

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and reading assignments. During the course of the semester, students are required to write and present two term papers. The exercise is to ensure that students comprehend the readings and develop writing and verbal communication skills.

Assessment:

There will be two modes of evaluating students enrolled in this course:

- 1) The two term papers, 12-15 pages each, along with the presentations, will be marked out of 25 marks.

2) There will be an end semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer four out of eight questions. Marks will be awarded out of a maximum of 75 marks.

HSM 03
The Archive and History

Course Objectives:

This course will teach students how the past is narrated, recorded and remembered with a particular focus on the colonial archive. Using examples from around the world, we will think about how societies produce authoritative historical narratives about their pasts. How does power operate in the making and recording of history? Whose stories are told, whose are silenced? What constitutes authoritative historical evidence, and how do historians critically read primary sources? Students will study how the ordering of colonial archival systems determined the credibility of particular historical narratives even as they reflect the complicated, even uncertain nature of colonial knowledge and governance. We look at seminal work that has engaged with the issue of the retrieval of submerged voices from the official archive. We will consider how empires and nations remember and represent themselves through museums, memorials and other spectacles. The course ends with a consideration of non-documentary archives, focusing in particular, on the visual in the form of photography.

Learning Outcomes:

By the end of the course, students will:

- Read seminal historiographical interventions on critically reading the archive.
- Appreciate the importance of understanding the archive not as a neutral repository of data but as knowledge, embedded in value laden power relations.
- Unpack the complexities of the colonial archive.
- Understand the relationship between history and memory with a particular focus on institutions and practices of national commemoration and remembrance.
- Understand the importance of non-documentary archives by focusing on photography as an example of visual sources used by historians.

Course Content:

Unit 1: (Week 1-2): Reading the colonial archive

Unit 2 (Week 3-4): Gender and the archive

Unit 3: (Week 5-6): The archive and colonial rule

Unit 4: (Week 7-8): The archive and collective memory I: commemorations

Unit 5: (Week 9-10): The archive and collective memory II: monuments

Unit 6: (Week 11-12): Museums and History

Unit 7: (Week 13): Spectacle and Empire

Unit 8: (Week 14): On Photography

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2): This unit will study key historiographical and methodological interventions

on reading the colonial archive

- Amin, Shahid. (1987) "Approver's Testimony, Judicial Discourse: The Case of Chauri Chaura," in Ranajit Guha (ed.), *Subaltern Studies* 5, Delhi: OUP, pp. 166-202.
- Guha, Ranajit. (1983). "The Prose of Counter Insurgency", in Ranajit Guha ed., *Subaltern Studies* 2, Delhi: OUP, pp. 1-42.
- Mathur, Saloni (2000). "History and Anthropology in South Asia: Rethinking the Archive," *Annual Review of Anthropology*, 29, pp. 89-106.
- Stoler, Laura Ann. (2002). "Colonial Archives and the Arts of Governance," *Archival Science* 2, pp. 87-109.

Unit Two (Week 3- 4): This unit will discuss the use of the archive by historians to discuss the historical archive in relation to issues of gender and sexuality.

- Arondekar, Anjali. (2005). "Without a Trace: Sexuality and the Colonial Archive," *Journal of the History of Sexuality*, 14(1/2), pp. 10-27.
- Burton, Antoinette. (2003). *Women Writing House, Home and History in Late Colonial India*. Delhi: Oxford University Press, 2003, pp. 3-29, 66-100
- Guha, Ranajit. "Chandra's Death," in Ranajit Guha ed, *Subaltern Studies*, Delhi: Oxford University Press, pp. 135-165.
- Zemon-Davis, Natalie. (1990). *Fiction in the Archives: Pardon Tales and their Tellers in Sixteenth Century France*, Princeton: Princeton University Press, 1987, pp. 1-35, 76-110.

Unit 3 (Week 5-6): This unit will focus on the construction of the colonial archive and the role of native intermediaries in the process.

- Bayly, Christopher. (1993). "Knowing the Country: Empire and Information in India," *Modern Asian Studies*, 27(1), pp. 3-43.
- Cohn, Bernard. (1996). *Colonialism and Its Forms of Knowledge*, Princeton: Princeton University Press, pp. 3-16.
- Cohn, Bernard. (1987). *An Anthropologist Among the Historians and Other Essays*, Chicago: Chicago University Press, pp. 224-254.
- Dirks, Nicholas. (2001). *Castes of Mind: Colonialism and the Making of Modern India*, Princeton University Press: Princeton, 2001, 81-125.
- Edney, Matthew. (1990) *Mapping an Empire: The Geographical Construction of British India, 1765-1843*, Chicago: The University of Chicago Press, pp. 1-38, 293-319.
- Wagoner, P. (2003). "Precolonial Intellectuals and the Production of Colonial Knowledge," *Comparative Studies in Society and History*, 45(4), pp. 783-814.

Unit 4 (Week 7-8): This unit will study the role played by commemorations in the making of national identities.

- Anderson, Benedict. (1991) *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London: Verso, Introduction and Conclusion.
- Connerton, Paul. (1989). *How Societies Remember*. Cambridge: Cambridge University Press, pp. 1-71.
- Gillis, John R. (1996). *Commemorations: The Politics of National Identity*. Princeton:

Princeton University Press, pp. 3-26, 64-89, 105-126.

Hobsbawm, Eric. (1991). "Inventing Traditions," in Eric Hobsbawm and Terence Ranger (eds.) *The Invention of Tradition*, Cambridge and New York: Cambridge University Press, 1-14, 211-263.

Hobsbawm, Eric. (1991), "Mass Producing Traditions: Europe 1870-1914," in Eric Hobsbawm and Terence Ranger (eds.) *The Invention of Tradition*, Cambridge and New York: Cambridge University Press, 263-307.

Nora, Pierre. (1989) "Between Memory and History: Les Lieux De Mémoire." *Representations*, no. 26, pp. 7-24.

Unit 5 (Week 9-10): The unit looks at the relationship between monuments, official and popular memory.

Balachandran, Aparna and Sutton, Deborah. (2017). "Delhi's Coronation Park Highlights How Urban Governance Ignores Both History and the Public," *The Wire*, 28 September, <https://thewire.in/history/coronation-park-confederate-statues>

Harjes, Kirsten. (2005). "Stumbling Stones: Holocaust Memorials, National Identity, and Democratic Inclusion in Berlin," *German Politics & Society* 23, no. 1 (74), pp. 138-51.

Lahiri, N. (2003). "Commemorating and Remembering 1857: The Revolt in Delhi and Its Afterlife," *World Archaeology*, 35(1), pp. 35-60.

Rajagopalan, Mrinalini. (2017). *Building Histories: The Archival and Affective Lives of Five Delhi Monuments*, University of Chicago Press: Chicago, 2017, pp. 25-86

Young, J. (1992). "The Counter-Monument: Memory against Itself in Germany Today," *Critical Inquiry*, 18(2), pp. 267-296.

Film: *Stumbling Stones for my Family*, 2017. <https://youtu.be/FeQOuQvAi8E>

Field Work: Visit to Coronation Park, North Delhi.

Unit 6 (Week 11-12): This unit studies the role of museums in the articulation of national histories.

Anderson, Benedict. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Verso: London, pp. 163-186.

Winter, Jay. (date?). "Museums and the Representation of War," in Muchitsch Wolfgang (ed), *Does War Belong in Museums? The Representation of Violence in Exhibitions*, Bielefeld: Transcript Verlag, pp. 21-38.

Shaw, Wendy. (2007) "Museums and Narratives of Display from the Late Ottoman Empire to the Turkish Republic." *Muqarnas* 24, pp. 253-79.

Mitter, Rana. (2000) "Behind the Scenes at the Museum: Nationalism, History and Memory in the Beijing War of Resistance Museum, 1987-1997." *The China Quarterly*, no. 161 (2000).

Cummins, Alissandra. (2004). "Caribbean Museums and National Identity," *History Workshop Journal*, Volume 58, Issue 1, pp. 224-245.

Singh, K. (2002). "The Museum is National," *India International Centre Quarterly*, 29(3/4), pp. 176-196.

Unit 7 (Week 13): This unit looks at the role spectacles played in the consolidation of imperial

ideology and rule.

Breckenridge, Carol. (1989). "The Aesthetics and Politics of Colonial Collecting: India at World Fairs." *Comparative Studies in Society and History*, 31(2), pp.195-216.

Corbey, Raymond. (1993) "Ethnographic Showcases, 1870-1930." *Cultural Anthropology* 8, no. 3, pp. 338-69.

Cohn, Bernard. (1983). Representing Authority in Victorian India, in Eric Hobsbawm and Terence Ranger (eds.), *The Invention of Tradition*, Cambridge and New York: Cambridge University Press, pp. 165-210.

Mitchell, Timothy. (1989) "The World As Exhibition", *Comparative Studies in Society and History*, 31 (2), pp. 217-236.

Mathur, Saloni. "Living Ethnological Exhibits: The Case of 1886." *Cultural Anthropology* 15, no. 4 (2000): pp. 492-524.

Unit 8 (Week 14): This unit will look at seminal literature on photography as a technology of empire.

Ryan, James R. (1997). *Picturing Empire: Photography and the Visualization of the British Empire*, Reaktion: London, 1997, pp.11-27, 28-44, 140-182.

Edwards, Elizabeth. (2009) "Photography and the Material Performance of the Past." *History and Theory* 48, no. 4, pp.130-50.

Poole, Deborah. (2005) "An Excess of Description: Ethnography, Race, and Visual Technologies." *Annual Review of Anthropology* 34, 159-79.

John Tagg. (1988). *Burden of Representation: Essays on Photographies and Histories*, Basingstoke and New York: Palgrave Macmillan, pp. 1-116

Christopher Pinney. (1997) *Camera Indica: The Social Life of Indian Photographs*, Chicago: Chicago University Press, pp. 17-71.

Suggested Readings:

- Foucault, Michel (2002). *The Archeology of Knowledge*, London and New York: Routledge.
- Le Goff, Jacques (1977). *History and Memory*, New York: Columbia University Press.
- Steedman, Carolyn (2002) *Dust: The Archive and Cultural History*, New Brunswick: Rutgers University Press, 2002.
- Trouillot, Michel Rolph. (1995) *Silencing the Past: Power and the Production of History*, London: Beacon Press.
- White, Hayden (1980). The Value of Narrativity in the Representation of Reality. *Critical Inquiry*, 7(1), pp. 5-27.

Facilitating Teaching Learning Outcome:

The class will be based on Weekly lectures along with class discussions based on the readings.

Assessment:

There are three modes of assessing students who take this course:

- 1) 10 marks for participation in class discussions which will be assessed through the term.
- 2) 15 marks for a research paper. The student will be asked to analyze a primary source consisting of a document/image/monument of her choice based on her reading of secondary sources.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a total of 75.

HSM 04
Historiography in the Modern West

Course Objectives:

The object of the paper is to introduce students to the History of history writing in the Modern West. It teaches students about the evolution, growth and emergence of history writing as a discipline in the Modern West from Greco-Roman to post-modernism. To attain knowledge and understanding about various trends and schools in history writing.

Learning Outcomes:

At the end of the course, students would be:

- Able to distinguish the level of historical consciousness and types of history writing at different junctures of time in Europe and the West.
- Able to recount the different schools of history writing, their legacy and contribution in establishing history as an important discipline.
- Have knowledge of the essential characteristics of history writing, important concepts such as objectivity, authenticity, verifiability, truth, etc and complexities around such conceptions.
- Students would also have learnt the problems and limitations in some of these historiographies and the debates surrounding them.
- Students will be familiar how history as a modern discipline is different from history writing in the past.

Course Content:

Unit 1. (Week 1-2): Greco-Roman historical consciousness and History writing.

Unit 2. (Week 3): Changing historical consciousness from Christian age to enlightenment.

Unit 3. (Week 4-5): Positivism in History writing and the problem of objectivity.

Unit 4. (Week 6-7): Hegel and Marx, world spirit, historical materialism and Marx's contribution to Historiography.

Unit 5. (Week 8-9): Narrative and History writing

Unit 6. (Week 10-11): Annales, total history and Braudel's conceptualization of time.

Unit 7. (Week 12-13): Michel Foucault's key ideas, concepts and their usefulness in history writing.

Unit 8. (Week 14): Post Modernism, Eurocentricism and critique of modernity.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1. (Week 1-2): This unit will discuss meaning and definition of History, characteristics and limitations of Greco-Roman historiography and individual historians of this age and their art of history writing.

Collingwood, R.G.. (1977). *The Idea of History*, London, Oxford University press, pp. 01-21.

Finley, M.I. (1977). *The Greek Historians : the Essence of Herodotus, Thucydides, Xenophon, Polybius*, New York, Penguin.

Momigliano, Arnaldo. (1978). "Greek Historiography", *History and Theory*, Vol. 17, No. 1, PP. 1-28.

von Fritz, Kurt. (1936). "Herodotus and the Growth of Greek Historiography", *Transactions and Proceedings of the American Philological Association*, Vol. 67, PP. 315-340.

Wardman, A.E. (1960). "Myth in Greek Historiography", *Historia*, Vol. 9, No. 4, PP. 403—413.

Frank, Tenney. (1927). "Roman Historiography before Caesar", *The American Historical Review*, Vol. 32, No. 2, PP. 232-240.

McDonald, A. (1975). "Theme and Style in Roman Historiography". *The Journal of Roman Studies*, Vol. 65, pp. 1-10.

Bruce, I.A.F. (1970). "Theopompus and Classical Greek Historiography", *History and Theory*, Vol. 9, No. 1, pp. 86-109.

Unit 2. (Week 3): This unit will discuss historical consciousness where influence of religion dominated on history writing. Legacy, contribution and limitations of Christian age historiography will be discussed. At the end renaissance and enlightenment historians will be covered.

Collingwood, R.G.. (1977). *The Idea of History*, London, Oxford. pp. 23-49.

Sreedharan, E. (2004). *A Textbook of Historiography, 500 B.C. to 2000 A.D*, Orient Blackswan. pp. 43-151.

Unit 3. (Week 4-5): Nature, characteristics and limitations of positivist historians will be critically analyzed.

Carr, E.H. (1987). *What is History?*, (Ed.). By R.W. Davies, London, Penguin.

Goldstein, Leon J. (1976). *Historical Knowing*, U.S.A. Texas University Press,

Collingwood, R.G.. (1977). *The Idea of History*, London, Oxford, pp. 50-120.

Unit 4. (Week 6-7): Hegel and Marx contribution in the history writing will be discussed. This unit will be limited to some of the basic but fundamental concepts of Marx and Hegel.

Cohen, G.A. (1978). *Karl Marx Theory of History a Defense*, New Jersey, Princeton University Press.

Hobsbawm, E. J. (1968). "Karl Marx's Contribution to Historiography", in *Ideology and Social Sciences*, Vol. 16, No. 64, pp. 37-56.

Harvey, J.K. (1984). *The British Marxist Historians: an Introductory Analysis*, London, Polity

McLellan, David. (1979). *Marxism after Marx: An Introduction*, New York: Harper and Row.

Unit 5. (Week 8-9): This unit will discuss the construction of the historical narrative, its important ingredients, similarities and dissimilarities between historical and fictional narrative.

Mink, Louis O. (1966). "The Autonomy of Historical Understanding", *History and Theory*, Vol. 5, No. 1, pp. 24-47.

Mink, Louis O. (1970). "Fiction and History", *New Literary History*, Vol. 1, No. 3, PP.541-558.

White, Hayden. (1992). "Historical Emplotment and the Problem of Truth", In S. Friedlander, *Probing the Limits of Representation*, Cambridge, PP. 37-53.

Ricoeur, Paul, (1983). *Time and Narrative*, Vol 1, (Translated by Kathleen McLaughlin and David Pellauer), Chicago: University of Chicago Press.

Unit 6. (Week 10-11): The concept of "total history" and Braudel's reconceptualization of time will be discussed.

Hunt, Lynn. (1986). "The Rise and Fall of the Annales Paradigm", *Journal of Contemporary History*, Vol.21, pp.209-44,

Burk, Peter. (1990). *The French Historical Revolution: The Annales School 1929-1989*, U.K., Polity Press.

Braudel, Fernand. (1972). *The Mediterranean and the Mediterranean World in the Age Of Philip II*, Volume One, Translated From The French By Sian Reynolds, U.S.A., Harper & Row.

Berk, Peter. (2001). *New Perspective on Historical Writing*, U.S.A. Pennsylvania University Press.

Maurice, Aymard. And Mukhia, Harbans. (1988). (Ed.). *French Studies in History*, New Delhi, Orient Longman, 2 vols.

Unit 7. (Week 12-13): Key categories of Foucault's knowledge-power framework and their implications on history writing will be discussed keeping the book "Discipline and Punish" in the centre of discussion.

Dreyfus, Ubert L. and Rabino, Paul. (1983). *Michel Foucault: Beyond Structuralism and Hermeneutics*, (second ed), Chicago: University of Chicago Press.

Foucault, Michel, (1995). *Discipline and Punish*, New York, Vintage Books.

Hoy, David Couzens. (1986). *Foucault: A critical Reader*, Blackwell, Oxford.

White, Hayden V. (1973). "Foucault Decoded: Notes from Underground", *History and Theory*, Vol. 12, No. 1, pp. 23-54.

Unit 8. (Week 14): nuances of post modern history will be discussed.

Jenkins, Keith. (1997). *The Post Modern History Reader*, London, Routledge.

Chakrabarti, Dipesh, (2000). *Provincializing Europe, Post-Colonial Thought and Historical Difference*, New Jersey, Princeton University Press.

Chakrabarti, Dipesh. (1992). "Postcoloniality and the Artifice of History: Who Speaks for "Indian" Pasts?" *Representations*, Vol. 37, PP. 1-26.

Joyce, Patrick. (1991). "History and PostModernism", *Past and Present*, Vol. 133, No. 1, PP. 204-209.

Suggested Readings:

- Thomsan, J.W. (1942). *History of Historical Writing*, (in two volumes), London, Macmillan.
- Selections from Ranke, Buckle, Droysen, Fustel de Coulanges, Mommsen, Bury and Acton in Frits Stern ed. *The Varieties of History*, New York 1973
- White, Hayden. (1978). *Tropics of Discourse*, Baltimore, John Hopkins University Press.
- White, Hayden. (1987). *The Content of the Form*, Baltimore, The John Hopkins University Press.
- Sreedharan, E. (2004). *A Textbook of Historiography, 500 B.C. to 2000 A.D*, Orient Blackswan.

Teaching Learning Outcome:

The course is organized around Weekly lectures and reading assignments. Students will be asked to take part in the class discussions which will be based on the prescribed readings. Short class presentations based on the class readings will also be organized regularly. The aim and objective of the exercise will be to inculcate oratory and analytical skills among the students.

Assessment:

Students taking the course will be assessed in two modes:

- 1) They will be asked to submit two term papers each consisting of 12.5 marks each. Everyone will be allowed to submit term paper on the theme/topic of their choice after necessary consultation and approval from the course instructor.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-06
Gender and Women in Ancient Societies

Course Objective:

This course will cover a long chronological span from the pre-historic to the historical period. It will deal with some representative ancient societies of Africa, Asia and Europe. The focus of the course will be on the gender analysis of the socio-political and religious setup.

Learning Outcome:

At the end of the course, students would:

- Understand historiographical intervention in writing women into history thus visibilizing them as subjects.
- Significance of gender as a category in historical analysis particularly its intersection with class, caste, race and generational hierarchies.
- Patriarchal constructions of masculinity and femininity with reference to case study of various ancient societies.
- Structures of polity, society, economy and religion in the ancient world and the extent and nature of women's participation therein.
- Spaces within the structures where women had both agency and voice.

Course Content:

Unit 1 (Week 1-2): Introduction: Women's history. Gender as a category in Historical analysis, its contribution towards understanding social relations in ancient societies.

Unit 2 (Week 3-4): Prehistoric Ancient world: Technology, Social organization and Religious beliefs with special reference to Female Principle.

Unit 3 (Week 5-6): Ancient Egypt: Different Dynastic periods, Hellenistic Egypt.

Unit 4 (Week 7-8): Ancient Mesopotamia: Sumer and Akkad. Babylon.

Unit 5 (Week 9-10): Ancient India: Bronze Age, Vedic to first Millennium CE.

Unit 6 (Week 11-12): Ancient Greece: From Archaic to Classical up to Hellenistic periods.

Unit 7 (Week 13-14): Ancient Rome: Pre-Roman Etruscan. From Republic to Empire. Early Byzantium.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): Scholarly interventions regarding methodological and theoretical issues involved in writing New women's history and gender history.

Sanday, P.R. (1981). *Female Power and Male Dominance: On the Origins of Sexual Inequality*, Cambridge University Press, 1981

Morgan, S. (ed). (2006). *A Feminist History Reader*. London: Routledge.

Scott, J.W. (1988). *Gender and the Politics of History*, New York: Columbia University

Press, (Chs.1-2).

Lerner, G. (1986). *The Creation of Patriarchy*, Delhi: Oxford University Press.

Natalie N., Z. Davis, J.W. Scott, G. Duby, M. Perrot, P.S. Pantel. (1992). in P.S. Pantel. (Eds. et al.). *A History of Women in the West*, vol. 1, 'Introduction', Ch. 1.

Coontz. S., P. Henderson (Eds.). (1986). *Women's Work, Men's Property: The Origin of Gender and Class*, New York: Verso.

Unit 2: (Week 3-4); Analysis of women in material remains of prehistory with emphasis on evidence for Goddess cults

Gero, G and Conkey M. (eds), (1991) *Engendering Archaeology: Women and Prehistory*, London: Basil Blackwell.

Wright, R.P. (1996). *Gender and Archaeology*, Philadelphia: University of Pennsylvania Press.

Childe, G. (1981). *Man Makes Himself*, New York: Moonraker Press.

Barstrow. A. (1978). "The Uses of Archaeology for Women's History", *Feminist Studies*, 4(1), pp. 7-18.

Leacock, E. (1977). "Women in Egalitarian Societies", in R. Bridenthal and C. Koonz (Eds.). *Becoming Visible: Women in European History*, Boston: Houghton Mifflin.

Unit 3 (Week 5-6): Women in dynastic and later Hellenistic Egypt

Capel, A. and G.E. Markoe. (1996). *Mistress of the House, Mistress of Heaven: Women in Ancient Egypt*, New York: Hudson Hills Press.

Tyldesley, J. (1994). *Daughters of Isis: Women of Ancient Egypt*, London: Penguin.

Robins, G. (1993). *Women in Ancient Egypt*, Boston: Harvard University Press.

Pomeroy, S. (1984). *Women in Hellenistic Egypt*, New York: Schocken Books

Unit 4 (Week 7-8): Women in Bronze Age culture of Sumer and Akkad and in later Assyrian Babylonian phase.

Lerner, G. (1986). *The Creation of Patriarchy*, New York: Oxford University Press.

Pollock S. (1991). 'Women in a Men's World: Images of Sumerian Women,' in G. Gero and M. Conkey (Eds.). (1991). *Engendering Archaeology: Women and Prehistory*, London: Basil Blackwell, pp. 366-387.

Rollins, S. (1983). 'Women and Witchcraft in Ancient Assyria', in A. Cameron & A. Kuhrt (eds). *Images of Women in Antiquity*, London: Croom Helm.

Ruby, R. (1980). 'State Formation in Sumer and the Subjugation of Women', *Feminist Studies*, 6(1), pp. 76-102.

Bahrani, Z. (2001). *Women of Babylon: Gender and Representation in Mesopotamia*, London: Routledge.

Unit 5 (Week 9-10): Readings in this unit will look at ancient Indian women from goddess to whores. Issues of inheritance, power, work, sexuality will also be analysed from gender perspective.

Shah, S. (2009). *Love, Eroticism and Female Sexuality in Classical Sanskrit Literature, 7-13th centuries*, Delhi: Manohar.

- Shah, S. (2012). *The Making of Womanhood: Gender Relations in the Mahabharata*, Delhi: Manohar.
- Altekar, A.S. (1956). *The Position of Women in Hindu Civilisation*, Delhi: Motilal Banarasi Dass,
- Roy, K. (2010). *The Power of Gender and The Gender of Power*, Delhi: Oxford University Press.
- Roy, K. (ed). (1999) *Women in Early Indian Societies*, Delhi: Manohar.
- Mahalakshmi, R. (2011). *The Making of the Goddess: Koravai-Durga*, Delhi: Penguin.
- Ramaswami, V. (ed). (2016), *Women and Work in Pre-colonial India*, Delhi: Sage.

Unit 6 (Week 11-12): Readings in this unit will look at women and gender relations in ancient Greece.

- Pomeroy, S. (1995). *Goddesses, Whores, Wives and Slaves: Women in Classical Antiquity*, New York: Schocken Books.
- Pomeroy, S. (ed). (1991). *Women's History and Ancient History*, Chapel Hill: University of North Carolina Press.
- Cameron, A. and A. Kuhrt (eds), (1983). *Images of Women in Antiquity*, Detroit: Wayne State University Press, Chs. 1, 2, 6, 8, 13.
- Demand, N. (1994). *Birth, Death and Motherhood in Classical Greece*, Baltimore: John Hopkins University Press.

Unit 7 (Week 13-14): Readings will focus on women of ancient Rome from Etruscan to early Byzantine phase. We will also examine the complexities of gender relations.

- Richlin, A. (2014). *Arguments with Silence: Writing the History of Roman Women*, Ann Arbor: University of Michigan Press
- Veyne, P. (ed) (2003). *A History of Private Life: From Pagan Rome to Byzantium*, Cambridge: Belknap Press.
- Pomeroy, S. (1995). *Goddess, Whores, Wives and Slaves*, Schocken Books, New York.
- Brooten, B.J. (1996). *Love Between Women: Early Christian Responses to Female Homoeroticism*, Chicago: University of Chicago Press, Illinois.
- Fantham, E. et al. (eds) (1994). *Women in the Classical World*, New York: Oxford University Press, Chs. 7-13.

Suggested Readings:

- Archer, L.J., S. Fischler and M. Wyke (eds), (1994). *Women in Ancient Societies*, London: Routledge,
- Boulding, E. (2016). *The Underside of History: A View of Women through Time*, Revised Edition, vols I & II, Newbury Park: Sage.
- Brattell, C.B. and C.F. Sargent (eds.), (2017). *Gender in Cross-cultural Perspective*, 7th edition, London: Routledge.
- Burguiere, A. et al. (eds) (1996). *A History of the Family: Distant Worlds, Ancient Worlds*, Cambridge: Belknap Press.
- De Beauvoir, S. (1988). *The Second Sex*, London: Picador.

- Engels, F. (1948). *The Origin of the Family, Private Property and the State*, Moscow: Progress Publishers.
- Fine, C. (2011). *Delusions of Gender: The Real Science behind Sex Differences*, London: Icon Books.
- Horner, I.B. (1975). *Women Under Primitive Buddhism*, Delhi: Motilal Banarasadass.
- Pental, P.S. (ed). 1994). *A History of Women in the West: Ancient Goddesses to Christian Saints*, Boston: Harvard University Press.
- Smith, B.G. (ed.). (2008). *Women in World History: The Oxford Encyclopaedia*, vols. 1-4, Oxford: Oxford University Press.
- Young, S. (ed). (1999). *Encyclopaedia of Women and World Religion*, vols. 1 & 2, London: Routledge.

Facilitating Teaching Learning Outcome

The course will be organised around Weekly lectures and class discussions based on essential readings.

Assessments:

There will be two modes of evaluating students in this course.

- 1) There will be an internal assessment exam held mid-semester where students will be marked on their essay out of 25 marks.
- 2) End of term semester exam will be of 3 hours duration and students will be marked out of 75 marks.

HSM-07

Society and Culture in Early Cities: Mesopotamia, China, Greece, Rome

Course Objectives:

This course offers a theoretical introduction to urbanism in history, to the variety of approaches to the phenomenon, and to the 'endemic problem of definition'. It discusses the multiplicity of roles of cities across time and space. It then offers a select survey of the character and forms of urbanism in the ancient civilizations of Mesopotamia, Greece, Rome, China and South-East Asia. The focus will be on a cultural profiling of historical cities as physical, behavioural, ideological and symbolic spaces and an understanding of how 'ancient' cities have been studied and researched.

Learning Outcomes:

- Students will learn how urban centers are deeply imbedded in the cultural, social and political history of regions and that these have historical contexts.
- Students would have learnt to differentiate between varied and very specific character of different urban spaces in ancient societies.
- Students will understand the importance of historiographical perspectives and having a comparative and interdisciplinary approach towards the study of urbanization and how social cultural practices can reflect social complexities.
- Have ability to co-relate and work out the points of commonalities and divergences between different urban centres and their political, social and cultural practices and how they may have contributed towards social diversities.
- Understand the linkages between regions, social-cultural histories and the formation of regional and cultural identities.
- Through the study of specific case studies, understand how urbanisms brings new dimensions to our understanding of history. Reading, writing, presentations and class room discussions will build up comprehension and analytical skills of the students.

Course Content:

Unit One (Week 1-2) Definition(s) of Urbanism and Diverse Approaches to Early Urban History.

Unit Two (Week 3-4) Functions and roles of cities in ancient history, factors in economy of ancient cities.

Unit Three (Week 5-6) The origins of Mesopotamian cities

Unit Four (Week 7-8) Earliest Urban patterns in China: Prehistoric to Shang period

Unit Five (Week 9-10) Classical Greece: Economic, social, political and cultural facets of Athens, Sparta and Delphi.

Unit Six (Week 11-12) Hellenistic cities: Hellenistic 'empires' and urbanization.

Unit Seven (Week 13) Rome: General History: Kingdom, Republic, Origins of a megapolis.

Unit Eight (Week 14) Roman Empire; Rome, Pompeii, Herculaneum.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit One (Week 1-2): The unit will explore diverse definition(s) of Urbanism and problems related to Early Urban History: the archaeologist's, geographer's, sociologist's, and historian's approach will be studied.

Flannery, K. (1972). "The cultural evolution of civilizations", *Annual Review of Ecology and Systematics* 3:399–426.

May, Natalie, M. Steinert, Ulrike. (2014) *The Fabric of Cities. Aspects of Urbanism, Urban Topography and Society in Mesopotamia, Greece and Rome*, Leiden and Boston: Brill.

G. Sjoberg. (1960). *The Preindustrial City: Past and Present*, New York: Free Press.

Trigger, Bruce, J. (2003) *Understanding Early Civilizations, A Comparative Study*,

Yoffee, Norman. (2005). *Myths of the Archaic State. Evolution of the Earliest Cities, States and Civilizations*, Cambridge: Cambridge University Press.

Unit Two (Week 3-4): The unit focuses on discussions on the functions and roles of cities in ancient history, factors in economy of ancient cities, how they were different from 'modern' cities, Weber's and M.I. Finley's notions of 'consumer' cities.

Carneiro, R. (1968) "Ascertaining, testing, and interpreting sequences of cultural development". *Southwestern Journal of Anthropology* Vol. 24: 354–374

Finley, M.I. (1982) "The Ancient City: From Fustel de Coulanges to Max Weber and beyond" in Brent D. Shaw and Richard Saller, eds., *Economy and Society in Ancient Greece*, NY: Viking Press.

Finley, M.I. (1973). *The Ancient Economy*, Berkeley, Los Angeles: University of California Press.

Wirth, L. (1938). "Urbanism as a way of life". *American Journal of Sociology*. Vol. 44:1–24

Unit Three (Week 5-6): The students will trace the origins of Mesopotamian cities- The ecological and cultural backdrop, emergence of city-states, the social, cultural features of early city states up to the Sargonic period.

Pollock, Susan. (1999). *Ancient Mesopotamia: An Eden that Never Was*. Cambridge: Cambridge University Press.

Mc Adams, Robert. (1981) *Heartland of Cities*. Chicago: University of Chicago Press.

Mieroop, Marc Van de. (1997) *The Ancient Mesopotamian City*, New York: Clarendon Press

Oppenheim, A.L. (1977 edition). *Ancient Mesopotamia, Portrait of a dead civilization*. Chicago: University of Chicago Press.

Postgate, J. Nicholas (1994) *Early Mesopotamia, Society and Economy at the dawn of history*. Oxfordshire: Routledge

Unit Four (Week 7-8): The unit will focus on early Urban patterns in China; Aspects of

urbanism (Proto historic to Shang Period) religious and ceremonial centers, Anyang.

Campbell, Roderick, B. (2014) *Archaeology of Ancient China, Erlitou to Anyang*, Los Angeles: Cotsen Institute of Archaeology Press at UCLA.

Chang, K.C.(1987). *The Archaeology of Ancient China*, Yale University Press.

Cotterell, Arthur. (2008) *Imperial Capitals of China: A Dynastic History of Celestial Empire*. Pimlico.

Loewe, Michael and Shaughnessy, Edward L. (1999) *The Cambridge History of Ancient China, From the Origins to 221 B.C.*, Cambridge: Cambridge University Press.

Wheatley,(Paul. 1971). *Pivot of the Four Quarters: A Preliminary Enquiry into the Origins and Character of the Ancient Chinese City*, Edinburgh: Edinburgh University Press, also Chicago: Aldine.

Unit Five (Week 9-10): In this unit the focus will be on Classical Greece; Greek city-states; Athens, Sparta, Delphi; Economic, social, political and cultural facets of urbanism (slavery, democracy, the arts and letters).

Crouch, Dora P. (1993). *Water Management in Greek Cities*, New York: Oxford University Press.

Hansen, M.H. (2004). "The concept of the Consumption city applied to the Greek polis", in Nielsen, Thomas H. ed., *Once Again: Studies in the Ancient Greek Polis*, Papers from the Copenhagen Polis Center 7, Munich: Franz Steiner Verlag, pp.9-48.

Ste Croix, G. (1981). *The Class Struggle in the Ancient Greek World*, Ithaca: Cornell University Press.

Woods, E.M. (2015 reprint). *Peasant-Citizen and the Slave, The Foundations of Athenian Democracy*, London, New York: Verso.

Unit Six (Week 11-12): Students will get an overall introduction to Hellenistic cities and study the relationship between Hellenistic 'empires' and urbanization, taking up the specific case studies of Prienne, Ephesus and Pergamon.

Erskine, Andrew. (Ed). (2003). *A Companion to the Hellenistic World*, Pondicherry: Blackwell Publishing.

Green, Peter ed. (1993). *Hellenistic History and Culture*, Berkeley, Los Angeles: University of California Press.

Jones, A.H.M. (1984) *The Greek City from Alexander to Justinian*, London: Clarendon Press.

Nijf, Onno M.Van, Alston, Richard ed. (2011) *Political Culture in the Greek City after the Classical Age*, Leuven: Peeters Publishers

Unit Seven (Week 13): This unit will cover the General History Rome from the kingdom, to the Republic, to the transition from the Republic to the Empire. Students will also learn about the early Roman sources on urbanism and the megapolis.

Hopkins, Keith. (1980). 'Taxes In the Roman Empire' (200 B.C.- 400 A.D.) *JRS* 70 pp. 101-125;

Hopkins Keith. (1978). Economic Growth and Towns in Classical Antiquity, in ed., P. Abrams, and E.A. Wrigley. (Eds.) *Towns in Societies, Essays in Economic History and*

Historical Sociology Cambridge: Cambridge University Press pp.35-77

Huskinson, J. ed. (2000), *Experiencing Rome: Culture, Identity & Power in Roman Empire*, 2000. (Relevant Chapters)

Lomas, Kathryn. (1997). "The idea of a city" in Helen Parkins, (Ed.). *Roman Urbanism: Beyond The Consumer City*, London: Routledge.

Robinson, O.F. (2003). *Ancient Rome, City planning and administration*, Routledge. Relevant chapters.

Unit Eight (Week 14): Students will learn about the Roman Empire the economic and political bases of urbanism, Pax Romana, international trade and arts and letters.

Garnsey, Peter; Saller, Richard and Goodman, Martin. (2015) *The Roman Empire: Economy, Society and Culture*, Oakland: University of California Press.

Gibbs, Matthew; Nilolic, Milo; Ripat, Pauline (2013) *Themes in Roman Society and Culture*, Oxford University Press.

Kousser, Rachel (2015). "Monument and Memory in Ancient Greece and Rome, A Comparative Perspective" in K. Galinsky and K. Lapatin (Ed.), *Cultural Memories of the Roman Empire*. Los Angeles: Paul J. Getty Trust.

Lawrence, Ray. (1997). "Writing the Roman Metropolis" in Helen Parkins, (Ed.). *Roman Urbanism: Beyond The Consumer City*, London: Routledge.

Suggested Readings:

Abrams, P. and Wrigley E.A. ed.(1978). *Towns in Societies, Essays in Economic History and Historical Sociology* Cambridge: Cambridge University Press.

Anderson, Perry.(1985 edition).*Passages from Antiquity to Feudalism*, London, New York: Verso.

Finley. M.I. (1983 reprint) *Ancient Slavery and Modern Ideology*, London: Penguin.

Galinsky, K. and Lapatin, K. (2015). *Cultural Memories of the Roman Empire*. Los Angeles: Paul J. Getty Trust

Hammond, Mason.(1972) *The City in the Ancient World* Cambridge,MA:Harvard University Press.

Mc Adams, Robert. (1966). *The Evolution of Urban society*, Chicago:Aldine Publishing Company.

Oates, D., and Oates, J.(1976). *The rise of civilization*, Oxford: Elsevier-Phaidon.

Parkins, Helen M. (1997). *Roman Urbanism: Beyond The Consumer City*, London: Routledge.

Roux, Georges. (1992 edition). *Ancient Iraq*, London: Penguin.

Stephen Shennan. (1993). "After social evolution: a new archaeological agenda?" In Norman Yoffee and Andrew Sherratt ed. *Archaeological Theory- Who sets the Agenda? New Directions in Archaeology*, Cambridge: Cambridge University Press, pp.53-59.

Vries Jan De (1984). *European Urbanization 1500-1800*. Cambridge: Harvard Studies in Urban History, Harvard University Press.

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures, discussions, presentations based on the readings. Students will be asked to make short presentations on one book review and on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
- 2) Students will also be asked to submit and present a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks (5 marks for presentation of the paper in the class and 10 marks for the analytical and research skills in the paper).
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 08
Ancient Mesopotamia

Course Objectives:

In this paper students will learn about the period from about 9000 BCE to 1800 BCE. The material culture and social practices of ancient Mesopotamian societies will be the main focus. This would include an exploration of archaeological remains of prehistoric and proto historic rural and urban sites, based on archaeological, anthropological and art-historical sources. Along with the detailed reading of various bodies of archaeological evidence the course will entail a study of theoretical approaches and concepts used to study Ancient Mesopotamia. The course seeks to develop an understanding of ancient societies and their material culture, with the help of particular interpretative theories using interdisciplinary approach. Using this approach themes related to political histories, social ideas and institutions and religious and cultural practices Mesopotamia will be examined.

Learning Outcomes:

At the end of the course, students would:

- Should be able to relate archaeological evidence with geographical and environment changes.
- Should be able to understand the origin of agriculture in the 'Fertile Crescent'.
- Analyse the role of advanced Neolithic cultures in the processes that led to rise of civilizations.
- Trace the various factors that led to urbanization especially in southern Mesopotamia.
- Comprehend the ideologies and institutions that were instrumental in the creation of complex societies and states.
- Appreciate the cultural traits associated with ancient Mesopotamian societies.

Course Content:

Unit 1. (Week 1-2). Climatic and geographical contexts of ancient Mesopotamia. Theories and debates regarding the origins of agriculture.

Unit 2. (Week 3-4). Beginning of agriculture and agricultural transformation in prehistoric Mesopotamia: Case-study of Jarmo and other settlements on the Zagros mountains and Jericho and other settlements in the 'Fertile Crescent'.

Unit 3. (Week 5-6). Advanced Neolithic settlements and the cultures that represent them Hassuna, Samarra and Halaf Cultures.

Unit 4. (Week 7-8). Processes of urbanization in Mesopotamia, Ubaid Culture.

Unit 5. (Week 9-10). Urbanization and social complexity ^[11]_{SEP}(a) A case- study of the Uruk period: c. 4000 to 3100 BCE. (b) Jemdet Nasr period: c. 3100 to 2900 BCE.

Unit 6. (Week 11-12). Emergence of new institutions of power: Ceremonial centers and state formation in southern Mesopotamia during the 4th millennium BCE.

Unit 7. (Week 13). Ideology and representations of power: religion and legal system in Mesopotamia.

Unit 8. (Week 14). Aspects of social stratification in Mesopotamia: class and gender.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1. (Week 1-2). Climatic and geographical contexts of ancient Mesopotamia. Theories and debates regarding the origins of agriculture.

Bahrani, Zainab, (1998). "Conjuring Mesopotamia: imaginative geography and a world past," in *Archaeology under fire: Nationalism, politics and heritage in the Eastern Mediterranean and Middle East*. L. Meskell (ed.), Routledge: London and New York, pp.159-174.

Cauvin, Jacques, (2000). *The birth of the gods and the origins of agriculture*. Trans. Trevor Watkins. Cambridge: Cambridge University Press, pp. 62-72 and 105-120.

Cordova, Carlos E, (2005). "The degradation of the ancient Near Eastern environment" in *A companion to the Ancient Near East*. Daniel C. Snell (ed.). Malden MA: Blackwell, pp.109-125. [L]
[SEP]

Matthews, Roger, (2003). *The archaeology of Mesopotamia: theories and approaches*. London and New York: Routledge, pp.1-92.

Redman, C.L. (1978). *The Rise of Civilisation*, W.H. Freeman And Company, San Francisco, pp. 16-49. [L]
[SEP]

Wilkinson, Tony J. (2003). "The environmental context" in *Archaeological landscapes of the Near East*. Tucson: The University of Arizona Press, pp.15-32.

Unit 2. (Week 3-4). Beginning of agriculture and agricultural transformation in prehistoric Mesopotamia: Case-study of Jarmo and other settlements on the Zagros mountains and Jericho and other settlements in the 'Fertile Crescent'.

Braidwood, I.S, R.J. Braidwood, Bruce Howe, Charles A. Reed and Patty Jo Watson, (1983). *Prehistoric Archaeology Along the Zagros flanks*, Chicago: The University of Chicago Press, Vol. 105, pp. 1-541.

Jacob W. Gruber, (1948). "Irrigation and Land Use in Ancient Mesopotamia", *Agricultural History*, Vol. 22, No. 2, Published by: Agricultural History Society, pp. 69-77.

Redman, C.L. (1978). *The Rise of Civilisation*, W.H. Freeman And Company, San Francisco, pp. 88-140. [L]
[SEP]

Wengrow, David; 1998. "The changing face of clay: continuity and change in the transition from village to urban life in the Near East," *Antiquity* 72: pp.783-795.

Unit 3. (Week 5-6). Advanced Neolithic settlements and the cultures that represent them Hassuna, Samarra and Halaf Cultures.

Karlovsky, C.C.L. and J.A. Sabloff, (1979). *Ancient Civilizations: The Near East and Mesoamerica*, Menlo Park, California: The Benjamin, pp. 90-112.

McIntosh, J.R. (2005). *Ancient Mesopotamia New Perspective*, California: ABC-CLIO, pp. 53-61.

- Redman, C.L. (1978). *The Rise of Civilisation*, San Francisco: W.H. Freeman And Company, pp. 141-176. [L]
[SEP]
- Roux, G. (1992). *Ancient Iraq*, London: Penguin (new edition), pp.42-58.

Unit 4. (Week 7-8). Processes of urbanization in Mesopotamia, Ubaid culture

- Gates, Charles, (2003). *Ancient Cities: The archaeology of Urban life in the ancient Near East and Egypt, Greece, and Rome*, London and New York, Routledge, pp. 30-65.
- Douglas, J. Kennett and James P. Kennett, (2006) Early State Formation in Southern Mesopotamia: Sea Levels, Shorelines, and Climate Change, in *Journal of Island & Coastal Archaeology*- 1: pp.67–99.
- Redman, C.L. (1978). *The Rise of Civilisation*, San Francisco: W.H. Freeman And Company, pp. 214-278.
- Stein, G. (1994). Economy, Ritual and Power in Ubaid Mesopotamia, Prehistory Press, Monograph in *World Archaeology*, No. 18, Chieftdoms and Early State in the Near East, pp. 35-46. [L]
[SEP]

Unit 5. (Week 9-10). Urbanization and social complexity [L]
[SEP](a) A case- study of the Uruk period: c. 4000 to 3100 BCE. (b) Jemdet Nasr period: c. 3100 to 2900 BCE.

- Beatrice, L. Goff and Briggs Buchanan, (1956). A Tablet of the Uruk Period in the Goucher College Collection, *Journal of Near Eastern Studies*, Vol. 15, No. 4 (Oct., 1956), The University of Chicago Press, pp. 231-235.
- Braidwood, L. S., Braidwood R.J. and others, (eds). (1983). *Prehistoric Archaeology Along with Zagros Flanks*, The oriental Institute Chicago, Vol. 105, pp. 155-540.
- Matthews, R. J. (1988). Excavations at Jemdet Nasr, *Iraq*, Vol. 51, British Institute for the Study of Iraq, pp. 225-248.
- Oppenheim, Leo A. (1964). *Ancient Mesopotamia: Portrait of a dead civilization*, revised edition by Arica Reiner, 1977, Chicago and London: The University of Chicago Press, pp. 95-119.

Unit 6. (Week 11-12). Emergence of new institutions of power: Ceremonial centers and state formation in Southern Mesopotamia during the 4th millennium BCE:

- McIntosh, J.R (2005) *Ancient Mesopotamia New Perspective*, California: ABC-CLIO, pp. 199-232.
- Postgate, J.N. (1992). *Early Mesopotamia Society and Economy at the Dawn of History*, London: Routledge, pp. 107-153
- Pollock, S. (1999). "A changing way of life: The oikos-based economy of the third millennium" *Ancient Mesopotamia*. Cambridge: Cambridge University Press, pp. 45-77. [L]
[SEP]
- Van de Mieroop, M. (1997). "The origins and the character of the Mesopotamian city," *The ancient Mesopotamian city*. Oxford University Press: pp. 23-41.

Unit 7. (Week 13). Ideology and representations of power: religion and legal system in Mesopotamia.

- Bottero, J. (1992). "The religious system" in *Mesopotamia*. Z. Bahrani and M. Vand de

Mieroop (trans.). Chicago: The University of Chicago Press, pp. 201-231.

Cooper, Jerrold S. (2004). "Babylonian beginnings: the origin of the cuneiform writing system in comparative perspective," in *The first writing: script invention as history and process*. S.D. Houston (ed.). Cambridge: Cambridge University Press, pp. 71-99.

Oppenheim, Leo A. (1964). *Ancient Mesopotamia: Portrait of a dead civilization*, revised edition by Arica Reiner, 1977, Chicago and London: The University of Chicago Press, pp. 172-197.

Postgate, J.N. (1992). *Early Mesopotamia Society and Economy at the Dawn of History*, London: Routledge, pp. 262-280.

Unit 8. (Week 14). Aspects of social stratification in Mesopotamia: class and gender.

Gerda Lerner, (1986). *The Creation of Patriarchy*, New York: Oxford University Press, pp. 36-161.

Pollock, S and R. Bernbeck, (2000). "And they said, let us make gods in our image: gendered ideologies in ancient Mesopotamia, in *Reading the Body: Representations and remains in the archaeological record*, A. E. Rautman (ed.). Philadelphia: University of Pennsylvania Press, pp. 150-164.

Postgate, J.N. (1992). *Early Mesopotamia Society and Economy at the Dawn of History*, London: Routledge, pp. 280- 292.

Suggested Readings:

- Adams, R. McC. (1966). *The evolution of urban society*, Chicago: Aldine.
- Boserup, Ester, (1965). *The conditions of agriculture growth*, Chicago: Aldine.
- Braidwood, R. J. (1975). *Prehistoric men*, 8th ed. Scott, Foresman, Glenview, Illinois.
- Brian M. Fagan, (1977). *People of the Earth an introduction to world prehistory*. Little, Brown, University of California.
- Childe, V. G. (1957). Civilization, cities and towns, *Antiquity* 31:36-37.
- Frankfort, Henry, (1951). *The birth of civilization in the near east*, New York: Doubleday.
- Hammond, M. (1972). *The City in the Ancient World*, Harvard.
- Norman, Yoffee, (2005). *Myths of the Archaic State. Evolution of the Earliest Cities, States and Civilizations*, Cambridge: Cambridge University Press.
- Oates, D. (1976). *The Rise of Civilisation*, Oxford.
- Postgate, J. Nicholas (1992). *Early Mesopotamia: Society and Economy at the dawn of history*. Routledge: London and New York.
- Reed, Charles A. (ed). (1977). *Origin of agriculture*, Mouton, The Hague.
- Riley, C. L. (1969). *The origin of civilization*, Carbondale: Southern Illinois University Press.
- Robert, McC Adams, (1981). *Heartland of Cities*, Chicago.
- Susan Pollock, (1999). *Ancient Mesopotamia: An Eden that Never Was*, Cambridge: Cambridge University Press.
- *The Cambridge Ancient History*, 3 edition, Vol. I, Part I, London and New York, (1970). Cambridge University Press.
- Trigger, B. (2003). *Understanding Early Civilizations: A Comparative Study* CUP.
- Wright, G. Ernest, (ed.) (1965). *The Bible and the Near East*, [SEP]New York: Doubleday.[SEP]

Facilitating Teaching Learning Outcome:

This course focuses on introducing students to a very critical development in world history, the beginnings and origins of agriculture, the rise of urbanization and civilization with the concomitant evolution of state systems and complex societies. In order to ensure that students are able to assimilate various strands of archaeological, art historical and theoretical approaches, classes will be based on lectures and presentations both. The students will have to familiarise themselves with archaeological material cultural remains as well as secondary readings on the subject.

Assessment:

The performance of students will be assessed in 3 modes in this course:

- 1.) Students are expected to write a class test for 10 marks
- 2.) There will also be a take home assignment for 15 Marks
- 2.) There will be an end of semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 09

Authority and Tradition in Ancient and Medieval Historiography

Course Objectives:

The objective of this course is to help students understand the evolution of historical writing in the ancient and medieval worlds, and the intervention of historians in developing history as an academic discipline. A close study of the translated excerpts of the primary sources will be used to train students. The objective is to engage students in an in depth understanding of central issues in ancient and medieval Historiography.

Learning Outcomes:

At the end of the course students would be able to:

- Understand the historiographical traditions of different ancient and medieval civilizations of the world.
- Understand how the study of past events implies a dialogue with the modern language of historians. The narratives for the learning of History and its different interpretations do not come ready-made. The study of the past also provides a window to understand the modern world.
- Understand the perspective, method, style, content and historical context of historical traditions from different parts of the world in ancient and medieval times.
- Appreciate how various cultures looked at their pasts and responded to other cultures.
- Learn the art of story-telling, narration and construction of the past
- Learn how to analyse, evaluate and use texts and relate to style and content in pre-Modern historical literature
- Consider the manner in which authority and its role has been discussed in historical literature.
- Understand the methods of writing history and place texts within their historical contexts.

Course Content:

Unit 1: Week 1-2: Understanding historiographical traditions in different chronological and cultural contexts, their comparative features and interactions; myth, hagiography, biography and history.

Unit 2: Week 3-4: The Graeco-Roman historiographical traditions

Unit 3: Week 5-6: China: dynastic, institutional and 'private' histories

Unit 4: Week 7-8: Early India: traditional history, biographies, history

Unit 5: Week 9-10: Medieval western historiography: Biblical histories; contacts with Byzantine and Arab historiography

Unit 6: Week 11-12: Arab and Persian historians; translation and the flows of L\language

Unit 7: Week 13 -14: Medieval India: Persian chronicles; vernacular historical traditions

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (1-2 Week): This unit will cover Understanding historiographical traditions in different chronological and cultural contexts, their comparative features and interactions; myth, hagiography, biography and history.

Collingwood, R.G. (1994). *The Idea of History*. New York: Oxford University Press, pp. 205-335

Marincola, John, (1997). *Authority and Traditions in Ancient Historiography*, Cambridge: University Press, pp. 3-19, 3- 127, ('Introduction' 'Myth and History')

Philips, C.H. (Ed.). (1967). *Historians of India, Pakistan and Ceylon*. London: Oxford: University Press. pp 1-12, 102-114.

Thapar, Romila. (2013), *Past Before Us: Historical Traditions of Early North India*, Delhi: Permanent Black, pp. 2-48, 681-701.

Upadhyaya, Shahi Bhushan. (2016). *Historiography in the Modern World*, New Delhi: Oxford University Press, .pp. 1-107

Ramaswamy, Vijaya and Yogesh Sharma. (Ed.). (2008). *Biography as History*, Hyderabad: Orient Blackswan.

Unit 2- (Week 3-4): In this unit the Graeco-Roman historiographical traditions will be discussed. The basic features of histories of Herodotus Thucydides, Polybius, Xenophon, Arian, Levy, Tacitus and other historians in relation to the history and the literature of the Greek and Roman world will be analysed and evaluated.

Collingwood, R.G. (1994). *The Idea of History*. New York: Oxford University Press., pp. 14-45, ('Greco-Roman Historiography').

Nicholson, Emma Lousie. (Conference Paper). "The nature of Ancient Greek Historiography and bias with Polybius Histories"

Wiseman, Timothy Peter. (1991). *Historians and Imaginations: Eight Essays on Roman Culture*, Exeter: Exeter Press, pp. 1-37, (Chapters: "The origins of Roman Historiography", "Roman Legend and Oral Tradition").

Mellor, Ronald. (1999). *The Roman Historians*, London: Routledge, pp. 1-29.

Marincola, John. (1997). *Authority and Traditions in Ancient Historiography*, Cambridge: Cambridge University Press, pp. 128-216.

Unit 3- (Week 5-6): In this Unit China' dynastic, institutional and 'private' histories will be evaluated

Teng, S.Y., (Feb,1949), 'Chinese Historiography in last fifty years', *The Far eastern Quarterly*, Vol. 8, No. 2 Association for Asian Studies , pp.131-156.

Wu, Huaiqi, (2018). *An Historical Sketch of Chinese Historiography*, Introduction, pp.1-2, Beijing: Springer, pp.1-17 .

Anthony C. Yu, (July 1988). 'History, Fiction and the Reading of Chinese Narrative', *Chinese Literature: Essays, articles, Reviews*, Vol. 10, No. ½, pp. 1-19

Chun-Chieh Huang,(May 2007), 'The Defining Character of Chinese Historical Thinking', *History and Theory*, Wiley, Vol. 46, no. 2, pp. 180-188.

Grant Hardy , (Feb 1994) 'Can Ancient Chinese Historian Contribute to Modern World Theory? The Multiple Narratives of Ssu-Ma-Chien,' *History and Theory*, Wiley, Vol 33, No. 1, pp. 20-38

Walter T. Swingle, (July 1921) 'Chinese Historical sources', *The American Historical review*, Vol. 26, No. 4, pp. 717-725

Unit 4: (Week 7-8): In this unit Early India: traditional history, biographies, history will be discussed.

Kulke, H. and B.P. Sahu, (2018), 'Historiography', in Idem, *History of Precolonial India: Issues and Debates*: New Delhi Oxford University Press, pp. 153-169

Singh, G.P. (2003). *Ancient Indian Historiography, Sources and Interpretations*, Delhi: D.K. Printworld. pp. 1-100.

Thapar, Romila (1968) *Historical Idea of Kalhan as expressed in Rajtarangini*, pp 1-10 in M. Hasan ed., *Historians of Medieval India*, Delhi: Jamia Milia Islamia.

Thapar Romila, (1992), *Ideology and Interpretation of Early North Indian History*, in idem, *Interpreting Early India*, New Delhi, pp.1-22

Thapar Romila, (2000), 'Society and Historical consciousness, The Itihasa Purana Tradition', Idem, *Cultural Pasts: Essays in Early Indian History*, New Delhi: Oxford University Press, pp. 123-54

Thapar Romila, (2013), *The Past Before Us: Historical Traditions of Early North India*, Cambridge MA: Harvard University Press, pp.3-84

Pathak, V. S., (1966), *Historians of India: A Study of Historical Biographies*, London: Asia Publishing House, Chapter I- The beginning of historical traditions, pp. 1 -29; Chapter II- Harshacarita, pp.30-54; Chapter IV-History of Historical Narratives, pp.137-148.

Philips, C.H. ed. [1961] (1967). *Historians of India, Pakistan and Ceylon*. London: Oxford University Press. I-A(1). R.C. Majumdar, 'Idea of history in Sanskrit Literature', Pp.1-27; I-A(7). C. von Furer-Haimendorf, 'The Historical Value of Indian Bardic Tradition,' pp. 87-93; I-A(9), R.S. Sharma, 'Historiography of the Ancient Indian Social order,' 102-114.

Unit 5: (Week 9-10): In this Unit Medieval western historiography: Biblical histories; contacts with Byzantine and Arab historiography will be analysed.

Gustav Richter and M.S. Khan, (1984), 'Medieval Arabic Historiography', *Islamic Studies*, Islamic Research institute, International Islamic University, Islamabad, Vol. 23, No. 3, pp. 225-247

Duri, A. A. (1983), *The rise of historical writing among the Arabs*. Lawrence I. Conrad ed., trans. Princeton NJ: Princeton University Press, pp 1-19

Guenther Alan M. , October (1999), 'The Christian Experience and interpretation of the early Muslim Conquest and rule', in *Islam and Christian Muslim Relations* 10(3), Centre for Study of Islam and Christian Muslim Relations, Birmingham England, Tylor and Francis (Routledge), p. 363-378.

Khalidi, Tarif. (1994), *Arabic Historical Thought in the Classical Period*, Cambridge: Cambridge University Press, pp 1-100

Ralph-Jonannes Lilie, (2014), 'Reality and Invention: Reflections on Byzantine Historiography', *Dumbarton Oaks Paper*, Harvard University, Vol. 68. pp. 157-210

Unit 6. (Week 11-12): This unit will discuss Arab and Persian historians; translation and the flows of Language.

Sprengling, M., April (1939), "From Persian to Arabic," *The American Journal of Semitic Languages and Literature*, Vol. 56, No.2, pp.175-224

Cooperson, M. (2000), *Classical Arabic Biography*, Cambridge: Cambridge University Press, Introduction and conclusion

Robinson, C. ,(2003), *Islamic Historiography*, London Cambridge University Press

Noth, A., (1994), *Early Arabic Historical Tradition*, New York: Princeton Press.

Al-Azmeh, Aziz, (1990), *Ibn Khaldun; An Essay in Reinterpretation*, London: Routledge, 43-128.

Unit 7 (Week 13-14): This unit will discuss Persian chronicles; vernacular historical traditions of Medieval India.

Truschke, Audrey, (2015) 'Contested History: Brahmanical Memories of relations with the Mughals', *Journal of Economic and Social History of the Orient*. 58 pp. 419-452

Chatterjee Partha, (2018). 'Introduction to the History of Vernacular', in H. Mohibbul ed. *Historians of Medieval India*, reprint Delhi: Aakar Books.

Mantena, Rama, (2007.) 'The question of history in Pre-colonial India', *History and Theory*, Vol. 46, No. 3.

Mukhia Harbans, (2017), *Historians and Historiography During the reign of Akbar*, reprint Delhi : Aakar Books

Hardy, Peter, (1960,) *Historians of Medieval India: Studies in Indo Muslim Historical Writing*, London:Luzac. Pp. 1-50

Nizami, K.A. (1982). *On Historian of India and Historiography in Medieval India*, New Delhi, Munshiram Manohar Lal

Aquil Raziuddin, Partha Chatterjee, Ed, (2010), *History in Vernacular*, Ranikhet:Permanent Black pp.1-30

Philips, C.H. (1961),*Historians of India and Pakistan and Ceylon*, London: Oxford University Press, pp, 115-154.

Suggested Readings:

- Abbas, Fauzia Zareen, (1987), *Abdul Qadir Badauni as a Man and Historiographer*, Delhi: Idarah-i- Adabiyat-i-Delli
- Atkinson , R.F., (1978), *Knowledge and Explanation in History*, Delhi: Macmillan Publishers.
- Beasley, W. G. and E. G. Pulley Blank Editors. (1961), *Historians of China and Japan*, London,: Oxford University Press
- Carr,E.H.(2008),*What is History?* Delhi: Penguin
- Bloch Marc, (2004), *The Historian's Craft*, London:Manchester University Press,
- Mohibbul H. (2018). ed. *Historians of Medieval India*, reprint Delhi: Aakar Books

- Collingwood, R.G. [1946] (1994). *The Idea of History*. New York: Oxford University Press.
- Cooperson, M. (2000), *Classical Arabic Biography*, London: Cambridge University Press.
- David John DeVore, “Greek Historiography, Roman Society, Christian Empire: The Ecclesiastical History of Eusebius of Caesarea”, Ph.D. thesis available online: digitalassets.lib.berkeley.edu
- Dray, W.H. (Ed), (1966) *Philosophical Analysis and History*, New York: Harper and Row
- Gardiner Patrick, (1968), *The Nature of Historical Explanation*, London: Oxford University Press.
- Durrant, Stephen, Wai-ye Li and David Schaberg (2016,) (translated) *Zuo Tradition / Zuo Zhuan: Commentary on “Spring and Autumn Annals*, Washington: University of Washington Press
- Duri, A. A. (1983). *The rise of historical writing among the Arabs*. Lawrence I. Conrad ed., trans. Princeton NJ: Princeton University Press,
- *Encyclopaedia of Islam*. (1960--2004.) 12 vols. Leiden: E.J. Brill.
- Finley, M.I., (1997), *The Portable Greek Historians, The Essence of Herodotus, Thucydides, Xenophon, Polybius* London: Penguin Classics
- Garret, P.S. Olberding, (2012), *Dubious Facts The Evidence of Early Chinese Historiography*, Albany: State University of New York Press
- Grant, Hardy, (1994 Feb) ‘Can Ancient Chinese Historian Contribute to Modern World Theory? The Multiple Narratives of Ssu-Ma-Chien,’ *History and Theory*, Vol 33, No. 1, pp. 20-38
- Grant, Michael, (1970), *The Ancient Historians*, Charles Scribner Sons.
- Hardy, Peter, (1960), *Historians of Medieval India: Studies in Indo Muslim Historical writing*, London: Luzac.
- Jones, A.H.M. ed. 1968-70. *A History of Rome through the fifth century: Selected Documents* vols. 1 and 2. New York: Harper and Row.
- Kelley, Donald R. (1991). *Versions of History from Antiquity to the Enlightenment*. New Haven: Yale University Press
- Lloyd, Christopher, (1996) *The Structures of History*, Blackwell Press.
- Marincola, John, (1997) (2004), *Authority and Traditions in Ancient Historiography*, Cambridge University Press, UK, USA.
- Mehl, Andres, (2011) *Roman Historiography: An Introduction to its Basic Aspects and Development*, Hans-Friedrich Mueller (translator). Wiley-Blackwell.
- Mellor Ronald, (1999), *The Roman Historians*, Routledge, London.
- Mukhia Harbans, (2017), *Historians and Historiography During the reign of Akbar*, reprint Delhi : Aakar Books
- Nicholason, Emma Lousie, *The nature of Ancient Greek Historiography and bias with Polybius Histories*, Newcastle University, Conference Paper (PDF available) at Researchgate, pp, 1-6.
- Nizami, K.A. (1982). *On Historian of India and Historiography in Medieval India*, New Delhi, Munshiram Manohar Lal.
- Noth, A. (1994), *Early Arabic Historical Tradition*, Princeton.

- On Cho Ng. and Q. Edward Wang, (2005), *Mirroring the Past: The Writing and Use of History in Imperial China*, University of Hawaii Press.
- Pathak, V. S., (1966), *Ancient historians of India: A study in historical biographies* London, Asia Publishing House.
- Philips, C.H. ed. [1961] (1967). *Historians of India, Pakistan and Ceylon*. London: Oxford University Press
- Ralph-Jonannes Lilie, (2014), *Reality and Invention: Reflections on Byzantine Historiography*, Dumbarton Oaks Paper(Harvard University), Vol. 68.
- Ramaswamy, Vijaya and Yogesh Sharma,(2008), *Biography as History*, Hyderabad: Orient Blackswan,
- Renier, G.J., (1961) *History: Its Purpose and Method*, Allen and Unwin,
- Robinson, C. (2003), *Islamic Historiography*, London: Cambridge University Press.
- Scanlon, Thomas F. (2015), *Greek Historiography*, Willy-Blackwell.
- Shafer, R.J., *A Guide to Historical Method*, Dorsey Press, 1983
- Singh, G.P. (2003). *Ancient Indian Historiography, Sources and Interpretations*, Delhi: D.K. Printworld,
- Sprengling, M., (April 1939) "From Persian to Arabic," *The American Journal of Semitic Languages and Literature*, Vol. 56, No.2, pp.175-224, The University of Chicago Press.
- Thapar Romila, (2000,) *Cultural Pasts: Essays in Early Indian History*, New Delhi, OUP.
- Thapar, Romila, (2013), *Past Before Us: Historical Traditions of Early North India*, Delhi. Permanent Black.
- Upadhyaya, Shahi Bhushan, (2016), *Historiography in the Modern World*, New Delhi, Oxford University Press.

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. Students will be asked to present reports and participate in formal class discussions on themes and texts identified by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessments:

Students who take this paper will be assessed in two modes:

- 1) Students will have to submit a paper of circa 15-20 pages (inclusive of bibliographic apparatus) on a theme designed with the help of the instructor. The term paper requires students to use source material(s) in translation to research a subject of their choice. Term papers will build upon aspects of historiography that concern students and as they develop them they would be asked to explore two related but different aspects. Students are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. This essay will be marked out of 25 marks.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out

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of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 10

Visual Cultures beyond Borders: South and Southeast Asia (to 1200 CE)

Course Objectives:

This objective of this course is to underline the importance of moving beyond insular histories by investigating networks of interaction between South and Southeast Asia. This course undertakes a study of southern Asian connected histories through the lens of visual remains. Students will be guided to focus on the motivations and modes of communication across the Indian Ocean, highlighting early cross-cultural relationships in intra-Asian contexts. The course emphasizes three methodological objectives—the use of visual sources in historical interpretation, moving from insular to connected histories of art, and moving away from Euro-centric legacies by examining the deep histories of intra-Asian contacts.

Learning Outcomes:

- This paper will teach students about an ancient interconnected Asian world, as distinct from insulated histories, that has not been deeply investigated and theorised.
- Students usually study South Asian connections with Europe and the Mid-East. This will give them new information about Intra-Asian connections during ancient times.
- Since it comes through the discipline of Art, Architecture and History, it will introduce them to shared ideas in the South and South East Asian region which are fascinating and extremely important.
- The students will learn to examine and integrate visual and textual sources for a more comprehensive understanding of the dynamics of exchange.

Course Content:

Unit 1: Week 1: Introduction: Sources for the study of South & Southeast Asian encounters.

Unit 2: Week 2-3: Historiography of interactions between South and Southeast Asia. Debates on Indianization, Sinicization and Localization in the context of connected histories.

Unit 3: Week 4-5: Religion and popular beliefs: Spread and localization. Itinerant monks and brahmins; Hinduism, Buddhism and the beginnings of Islam.

Unit 4: Week 6-7: Trade and the emergence of early Southeast Asian polities – Funan and Srivijaya: Factors determining their rise and decline.

Unit 5: Week 8: The rise of Angkor – political formations and temple-based economy of Angkor.

Unit 6: Week 9-10: Early architecture and its transformations in Southeast Asia: archetypes, experimentation and innovation.

Unit 7: Week 11-12: Sculpture and architecture of the mainland kingdoms-1: Champa-Vietnam: Mỹ Sơn and *Đông Dưong*. Rise of the Avalokiteśvara cult.

Unit 8: Week 13: Sculpture and architecture of the mainland kingdoms 2: Cambodia. Pre-Angkorian art, Hariharālaya, Banteay Srei, and Angkor Wat – architecture and narratives.

Unit 9: Week 14: Art & architecture of the maritime kingdoms: Central and East Java:

Borobudur, Prambanan; *jatakas*, Buddha's biography, and epic narratives beyond borders.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): This is an introductory rubric that sets the span for understanding pre-modern Asian cultural interaction.

Bellwood, Peter ([1992] 1999). *The Cambridge History of Southeast Asia* vol. 1: *From early times to c.1500*, ed. Nicholas Tarling. Cambridge University Press, pp. 55-136.

Guy, John *et al.* (2014). *Lost Kingdoms. Hindu-Buddhist Sculpture of Early Southeast Asia*. New York: Met. Museum of Art, pp. 3-13.

Wolters, O.W. (1982). "Some features of the cultural matrix", *History, Culture, and Region in Southeast Asian Perspectives*. Singapore: Institute of Southeast Asian Studies, pp. 1-14.

Unit 2 (Week 2-3): This part contextualizes the course through a discussion of the historiography of interactions between South and Southeast Asia.

Kulke, Hermann (2014). "The Concept of Cultural Convergence Revisited: Reflections on India's Early Influence in Southeast Asia", 2014. *Asian encounters: Exploring connected histories*, ed. U. Singh and Parul P. Dhar, New Delhi: Oxford University Press, pp. 3-19.

Legge, J.D. ([1992] 1999). "The writing of Southeast Asian History", *The Cambridge History of Southeast Asia* vol. 1: *From early times to c.1500*, ed. Nicholas Tarling. Cambridge University Press, pp. 1-50.

Mabbett, Ian, (1977). "The 'Indianization' of Southeast Asia: Reflections on the Historical Sources", *Journal of Southeast Asian Studies*, vol. 8, no. 2, pp. 143-161.

Unit 3 (Week 4-5): This section examines the subject of religion and popular beliefs: their spread and localization in Southeast Asia.

De Casparis, J.G. and I.W. Mabbett, ([1992] 1999). "Religion and Popular Beliefs of Southeast Asia before c. 1500," in Nicholas Tarling ed., *The Cambridge History of Southeast Asia, Vol I*, Cambridge University Press, pp. 276-322.

Sen, Tansen (2015). "The Spread of Buddhism", *The Cambridge World History, vol. 5: Expanding Webs of Exchange and Conflict, 500 CE-1500 CE*, edited by Benjamin Z. Kedar and Merry Wiesner-Hanks, Cambridge: Cambridge University Press, pp. 447-479.

Unit 4 (Week 6-7): This unit focuses on the role of trade and the emergence of early Southeast Asian polities, Funan and Śrīvijaya.

Glover, Ian C. (1990). *Early Trade Between India and Southeast Asia: A Link in the Development of a World Trading System*, Occasional Papers No. 16, Centre for Southeast Asian Studies, University of Hull, second edition [ISBN 0-8598-579-4], pp. 1-45.

Hall, Kenneth R. ([1992] 1999). "Economic History of Early Southeast Asia", *The Cambridge History of Southeast Asia* vol. 1: *From early times to c.1500*, ed. Nicholas Tarling. Cambridge University Press, pp. 183-201 & 245-251.

Sen, Tansen (2014). "Maritime Southeast Asia between South Asia and China to the Sixteenth Century", *TRaNS: Trans -Regional and -National Studies of Southeast Asia*, Volume 2, Issue 01, pp. 31-59.

Unit 5 (Week 8): This unit studies the factors leading to the rise of Angkor and examines the political formation and temple-based economy of Angkor.

Hall, Kenneth R. ([1992] 1999). "Economic History of Early Southeast Asia", *The Cambridge History of Southeast Asia* vol. 1: From early times to c.1500, ed. Nicholas Tarling. Cambridge University Press, pp. 229-240.

Stark, Miriam (2006) "From Funan to Angkor: Collapse and Regeneration in Ancient Cambodia", *After Collapse: The Regeneration of Complex Societies*, ed. Glenn M. Schwartz and J. Nichols, Tucson: University of Arizona Press, pp. 144-167.

Stark, Miriam (2019). "Universal Rule and Precarious Empire: Power and Fragility in the Angkorian State", *The Evolution of Fragility: Setting the Terms*, ed. Norman Yoffee, Cambridge: University of Cambridge, pp. 161-181.

Unit 6 (Week 9 -10): This unit investigates the early architectural landscape of Southeast Asia, its archetypes and transformations.

Datta, Sambit and David Benyon (2014). *Digital Archetypes: Adaptations of Early Temple Architecture in South and Southeast Asia*. England: Ashgate, pp. 71- 130.

Dhar, Parul Pandya (2018). "Monuments, Motifs, Myths: Architecture and its Transformations in India and Southeast Asia", in Shyam Saran (Ed.). *Cultural and Civilizational Links Between India and Southeast Asia: Historical and Contemporary Dimensions*, Palgrave Macmillan, pp. 325-345.

Guy, John (1991). "The Mahābodhi Temple: Pilgrim Souvenirs of Buddhist India", *The Burlington Magazine*, Vol. 133, No. 1059, pp. 356-367.

Unit 7 (Week 11 & 12): This unit dwells on the sculpture and architecture of ancient Champa-Vietnam, specifically the sites of Mỹ Sơn and *Đông Dương*.

Dhar, Parul Pandya (2014). "Buddhism, Art and Ritual Practice: *Đông Dương* at the Intersection of Asian Cultures", in U. Singh and Parul P. Dhar, (Ed.). *Asian encounters: Exploring connected histories*, Delhi: Oxford University Press, pp. 111-136.

Dhar, Parul Pandya (2016). "Early Temples of Campā, Vietnam: Shaping an architectural language". In Parul Pandya Dhar and Gerd J.R. Mevissen (Eds.). *Temple Architecture and Imagery in South and Southeast Asia. Prāsādanidhi: Papers presented to Professor M.A. Dhaky*, Delhi: Aryan Books International, pp. 30-51.

Le Bonheur, Albert (1997). "The Art of Champa", in Maud Girard-Geslan, (Eds.). *Art of Southeast Asia* by New York: Harry N. Abrams Inc. Publishers, pp. 251-308.

Trần Kỳ Phương, Vo Van Thang and Peter Sharrock. (Ed.), (2018). *Vibrancy in Stone: Masterpieces of the Đà Nẵng Museum of Cham Sculpture*. River Books, London and Bangkok, pp. 19-44, 57-70, 136-47.

Unit 8 (Week 13): This unit focusses on the pre-Angkorian and Angkorian sculpture and architecture of ancient Cambodia.

Roveda, Vittorio (2003). *Sacred Angkor: the carved reliefs of Angkor Wat*, Bangkok: River Books, pp. 23-56.

Sahai, Sachchidanand (2012). *The Hindu Temples in Southeast Asia. Their role in social,*

economic and political formations. Simla and Delhi: IAS and Aryan Books International, pp. 29-134, 161-196.

Zéphir, Thierry (1997). “Khmer Art”, in Maud Girard-Geslan (Eds. et al). *Art of Southeast Asia*, New York: Harry N. Abrams Inc. Publishers, pp. 151-250.

Unit 9 (Week 14): This unit studies the art & architecture of the maritime kingdoms: Central and East Java:

Dhar, Parul Pandya (2007). “*Kāla-Makara-Toraṇas*: Javanese expressions of a shared motif”, in H. P. Ray (Ed.), *Sacred Landscapes: Shared Traditions, Multiple Histories*, New Delhi: IIC and Manohar, pp. 257-281.

Klokke, Marijke J. (1997). “Indonesian Art”, *Art of Southeast Asia* in Maud Girard-Geslan (Eds. et al). New York: Harry N. Abrams Inc. Publishers, pp. 333-365.

Levin, Cecilia (2000). “The Ramayana, Ramakatha and Loro Jonggrang”, *Narrative Sculpture and Literary Traditions in South and Southeast Asia* (Studies in Asian Art and Archaeology, Vol. 23), Marijke Klokke ed. Leiden, Boston, Köln: Brill, pp. 59-72.

Saran, Malini, “A system of knowledge-transmission: The narrative in Indonesia,” in H. P. Ray (Ed.), *Sacred Landscapes: Shared Traditions, Multiple Histories*, New Delhi: IIC and Manohar, pp. 349-372.

Suggested Readings

- सिंह, रघुनाथ, *दक्षिण पूर्व एशिया (कम्बुज, थाई, बर्मा, मलाया)*. वाराणसी: ज्ञानमंडल लिमिटेड.
- Bellina, Berenice (2014). “Southeast Asia and the Early Maritime Silk Road”, *Lost Kingdoms. Hindu-Buddhist Sculpture of Early Southeast Asia*, John Guy et al. ed. New York: Met. Museum of Art, pp. 22-24.
- Chutiwongs, Nandana, 2002 [1984]. *The Iconography of Avalokiteśvara in Mainland Southeast Asia*, Delhi: Aryan Books International and IGNCA.
- Coedès, G. 1968. *The Indianized States of Southeast Asia*. Ed. by Walter F. Vella, Translated by Susan Brown Cowing. Canberra: Australian National University Press. (French edn. 1964).
- Dhar, Parul Pandya (2010). *The Torana in Indian and Southeast Asian Architecture*. New Delhi: D.K. Printworld.
- Dhar, Parul Pandya (2019). “Pride and Penitence of an anti-hero: Rāvaṇānugraha as motif and metaphor in India and Campā,” in *Champa: Territories and Networks of a Southeast Asian Kingdom*, edited by Andrew Hardy, Arlo Griffiths and Geoff Wade, Paris: EFEO, pp. 355-373.
- Filliozat, Jean, (2003 [1983]), “The Rāmāyaṇa in Southeast Asian Sanskrit Epigraphy and Iconography,” in K.R. Srinivasa Iyengar, ed., *Asian Variations in Rāmāyaṇa*, Delhi: Sahitya Akademi (reprint), pp. 192-205.
- Kulke, Hermann, Kesavapany, K., and Sakhuja, Vijay. 2009. *Nagapattinam to Suvarnadwipa: reflections on the Chola Expeditions to Southeast Asia*. Singapore: Institute of Southeast Asian Studies.
- Levin, Cecilia (2011). “The Grand Finale: The Uttarakanda of the Loro Jonggrang Temple Complex”, *From Lanka Eastwards: The Ramayana in the Literature and visual arts of Indonesia*, ed. A. Acri, H. Creese & A. Griffiths, Leiden: KITLV Press, pp. 149-78.

- Mabbet, Ian (1986). “Buddhism in Champa,”, *Southeast Asia in the 9th to 14th Centuries*, Marr, David G. and Milner, A. C. ed, Singapore and Canberra: Institute of Southeast Asian Studies and the Research School of Pacific Studies, Australian National University.
- Manguin, P.-Y., A. Mani and G. Wade, (2011). *Early interactions between South and Southeast Asia: Reflections on cross-cultural exchange*, Singapore and India: ISEAS and Manohar), pp. xiii-xxxi.
- Skilling, Peter, (2014). “Precious Deposits: Buddhism seen through inscriptions in early Southeast Asia”, *Lost Kingdoms. Hindu-Buddhist Sculpture of Early Southeast Asia*, ed. John Guy. New York: Met. Museum of Art, 58-62.
- Vickery, Michael, (2009). “A Short History of Champa”. In Hardy, Andrew, Mauro Cucarzi and Patrizia Zolese eds., 2009, *Champa and the Archaeology of My Son*. Singapore: NUS Press, pp. 45-60.

Facilitating Teaching Learning Outcome:

The course is structured around lectures and discussions based on select readings. The students need to be thorough with the essential readings. Regular presentations and participation in classroom discussions will be a necessary component of the course to ensure that students are able to develop the necessary visual and literary skills to interpret the varied dimensions of the connected histories of pre-modern Asian cultural encounters.

Assessments

There will be two modes of assessing students in this paper:

- 1) Students will be required to submit a term paper of approximately 3500 words, complete with citations and bibliography on a pre-discussed relevant theme. This term paper will be marked out of 25 marks.
- 2) An end of term semester examination of 3 hours duration will take place wherein marks will be awarded out of a maximum of 75 marks.

HSM 11

Medieval Societies: The Central Islamic Lands ca. 600-1300

Course Objectives:

The objective of the course is to chart the history of the Muslim communities in the Central Islamic Lands from 600-1300 CE, developing the internal history of the Muslim community and its larger geo-political contexts. While teaching students about the changes within the Muslim community it focuses upon the contexts in which transitions could be appropriated within relatively stable revelatory and exegetical traditions. The material contexts in which these debates concerning society and belief were located provide the larger frame of analysis for the course.

Learning Outcomes:

At the end of the course students would be able to:

- Recount the chronology of the major political formations that impacted the history of the Central Islamic Lands across 600-1300 CE.
- They would be able to contextualise these developments within larger transitions in the religion of Islam and the Shari‘a from its revelation to its scholastic explorations in the ninth and tenth century.
- They would learn how these scholastic traditions and the politics of Empire reoriented an early Arabic exclusiveness to a more inclusive Islamic orientation.
- They would learn how to consider questions relating to ideological and social multiplicities and adherence to scriptural traditions whose histories are sometimes obscured.
- The paper also teaches students some of the great contradictions faced by Muslim jurists – the question of sovereignty and temporal authority in Islam, or the possibilities of continuing interpretation of the Holy Law.
- Debate how subjects pertaining to religion, ideology, culture are not epiphenomenal to material structures that reproduce social formations.

Course Content:

Unit 1: (Week 1-2): The Arabian peninsula in the seventh century, Qur'anic revelation and the Rashidun Caliphate.

Unit 2: (Week 3-4): The Marwanid settlement and the ‘Abbasid Caliphate.

Unit 3: (Week 5-6): The expansion of the Muslim community:

Unit 4: (Week 7-8): The Evolution of the Shari‘a and establishing a new socio-political order.

Unit 5: (Week 9-10): Unity in the face of political divisions – the rise of Sultanates.

Unit 6: (Week 11-12): Social formations in the 9th through the 13th centuries – the city and the countryside.

Unit 7: (Week 13): Changes in the central Islamic lands with the intrusion of the Mongol-Steppe order.

Unit 8: (Week 14): Overviews: Towards a Comparative Study: Islamdom and western Christendom in the 12th century.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES: Most of these readings are available online, see: <https://sites.google.com/site/duma1centralislamiclands/>

Unit 1: (Week 1-2): This Unit will consider the bedouin traditions of pre-Islamic Arabian peninsula, its mercantile links and larger geo-political, Semitic and Iranian contexts of the region. It will also focus on the revelation of the Quran, the role of the Prophet, the creation of the ummah, migrations, and Sufyanid tribal political formulations.

Hodgson, Marshall G. (1974). *The Venture of Islam: Conscience and History in a World Civilisation*, vol. 1, *The Classical Age of Islam*. Chicago: University of Chicago Press, pp. 56-67; 146-222;

Lewis, Bernard, Ch. Pellat and J. Schacht (Eds et al). (1956-2002) *Encyclopaedia of Islam, Second Edition* s.v. "Djihar", "Hilf", "Himaya", "Kabila";

Crone, Patricia. (2004). "The Rise of Islam" in *Meccan Trade and the Rise of Islam*, New Jersey: Gorgias Press, pp. 231-252;

Crone, Patricia. (1980). *Slaves on Horses: The Evolution of the Islamic Polity*, Cambridge: Cambridge University Press, pp. 29-36;

Hinds, Martin. (1971). "Kufan Political Alignments and their background in the mid-seventh century A.D." *International Journal of Middle East Studies*, vol. 2, pp. 346-367

Unit 2: (Week 3-4): This unit will consider the Marwanid political arrangement; the Abbasid takeover; the "revolution" and its participants; 'Abbasid absolutism; political hegemony and material prosperity.

Hodgson, Marshall G. (1974). *The Venture of Islam: Conscience and History in a World Civilisation*, vol. 1, *The Classical Age of Islam*. Chicago: University of Chicago Press, pp. 223-314;

Sharon, Moshe. (1970). "The Advent of the Abbasids" Telaviv: Hebrew University, PhD Dissertation Abstract.

Humphries, Stephen. (1999). "Modern Historians and the Abbasid Revolution: the Art of Interpretation" in *Islamic History: A Framework for Inquiry*, London: I.B. Tauris, pp. 104-127;

Lewis, Bernard, Ch. Pellat and J. Schacht (Eds et al). (1956-2002) *Encyclopaedia of Islam, Second Edition*, s.v. "Hashimiyya"; "Mawla",

Goitein, S.D. (1966). "The origin of the Vizierate and its true character" in *Studies in Islamic History and Institutions*, Leiden: E.J. Brill, pp. 168-196;

Crone, Patricia. (1980). *Slaves on Horses: The Evolution of the Islamic Polity*, Cambridge: Cambridge University Press, pp. 43-91..

Unit 3: (Week 5-6): This unit will introduce the complex adjustments of the early Muslim Community to the temporal governance of the Marwanids and 'Abbasids. the processes of acculturation and conversion, and the challenge posed by the *Shu'ubiyya*; and the *mihna*.

Grabar, Oleg. (1973). "The Symbolic Appropriation of the land" in *The Formation of*

Islamic Art. New Haven: Yale University Press, pp. 45-74

Wendell, Charles. (1971) "Baghdad Imago Mundi and other foundation lore"

International Journal of Middle Eastern Studies 2, pp. 99-128;

Lewis, Bernard, Ch. Pellat and J. Schacht (Eds et al). (1956-2002) *Encyclopaedia of Islam, Second Edition*, s.v. "Shu'ubiyya"

Bulliet, Richard. (1994). *Islam: the View from the Edge*, New York: Columbia University Press, pp. 37-66

Hurvitz, Nimrod. (2002). "The *Mihna* (Inquisition) and the Public Sphere" in Miriam Hoexter, Shmuel N. Eisenstadt and Nehemia Levtzion (Eds.). *The Public Sphere in Muslim Societies*. Albany: State University of New York Press, pp. 17-29

Unit 4: (Week 7-8): This unit will discuss the long evolution of the Shari'a, the context of the juridical debates, the piety-minded opposition; the emergence of the science of jurisprudence (*'ilm al-fiqh*), the four schools of law *madhabs*, and *taklid*; the 'ulama, and the conundrum facing 'Abbasid authority.

Hodgson, Marshall G. (1974). *The Venture of Islam: Conscience and History in a World Civilisation*, vol. 1, *The Classical Age of Islam*. Chicago: University of Chicago Press, pp. 315-358;

Crone, Patricia. (2004). "From Caliphal to Prophetic sunna: the 'Abbasids" in *God's Rule: Government and Islam*, New York: Columbia University Press, pp. 80-96;

Schacht, Joseph. (1964). *An Introduction to Islamic Law*, London: Clarendon Press, pp. 6-75;

Hallaq, Wael B. (1984). "Was the Gate of Ijtihad Closed", *International Journal of Middle Eastern Studies*, vol. 16, pp. 3-41;

Fadel, Mohammad. (1997). "Two Women, one Man: knowledge, power, and gender in medieval sunni legal thought, *International Journal of Middle Eastern Studies*, vol. 29, 185-204.

Unit 5: (Week 9-10): This unit will discuss the rise of the Sultanates and the new role for the 'Abbasids in the Ummah: al-Mawardi's theory of the Caliphate. It will also discuss what historians describe as the Shi'i century; the different Turkish Sultanates: Ghaznavids and Seljuqs; and the emerging administrative structures and social transformations: ghulams, iqta', madrasa.

Hodgson, Marshall G. (1974). *The Venture of Islam: Conscience and History in a World Civilisation*, vol. 1, *The Classical Age of Islam*. Chicago: University of Chicago Press, pp. 473-495,

Hodgson, Marshall G. (1974). *The Venture of Islam: Conscience and History in a World Civilisation*, vol. 2, *The Expansion of Islam in the Middle Periods*. Chicago: University of Chicago Press, pp. 12-61;

Gibb, H.A.R. (1962). "al-Mawardi's theory of the Caliphate" in S.J. Shaw and W.R. Polk (Eds.). *Studies on the Civilization of Islam*, Boston: Beacon Press, pp. 151-165;

Busse, Heribert. (1973). "The revival of Persian Kingship under the Buyids" in D.S. Richards, (Ed.). *Islamic Civilisation 950-1150*. Oxford: Bruno Cassirer, pp. 47-69.

Tor, D. G. (Nov. 2002). "Historical Representations of Ya'qub b. al-Layth: A

Reappraisal" *Journal of the Royal Asiatic Society*, vol. 12, No. 3, pp. 247-275;
Bosworth, C.E.(1968). "Nizam al-Mulk and the zenith of the great Seljuq empire" in J.A. Boyle (Ed.).*Cambridge History of Iran vol. 5, The Saljuq and Mongol Periods*, Cambridge: Cambridge University Press, pp. 66-87;
Lewis, Bernard, Ch. Pellat and J. Schacht (Eds et al). (1956-2002) *Encyclopaedia of Islam, Second Edition*, s.v. "ghulam", "Nizam al-Mulk"
Kumar, Sunil. (1985). "The value of the Adab al-Muluk as a Historical Source: An insight into the Ideals and Expectations of Islamic Society in the Middle Period (945-1500 C.E.)", *Indian Economic and Social History Review* vol. 22, pp. 307-27.

Unit 6: (Week 11-12): This unit will discuss the social and cultural life under the Sultanates with a primary emphasis on the areas historically known as Sham (Syria), Jazira (Iraq), Khurasan, Transoxania and Afghanistan. It will focus on interpretations of the cultural hegemony of the town, city life, agrarian relations and the delicate balance of power between the Amir and the Ra'is (the urban notables).

Hodgson, Marshall G. (1974). *The Venture of Islam: Conscience and History in a World Civilisation*, vol. 2, *The Expansion of Islam in the Middle Periods*. Chicago: University of Chicago Press, pp. 62-151;
Bulliet, R. (1972). *The Patricians of Nishapur*, Cambridge, MA: Harvard University Press, pp. 3-81;
Havemann, Axel. (1989). "The Vizier and the Ra'is in Saljuq Syria: the struggle for urban self-representation", *International Journal of Middle Eastern Studies*, vol. 21, 233-242
Lapidus, Ira M. (1969). "Muslim cities and Islamic Societies" in *Middle Eastern Cities: A Symposium on Ancient, Medieval and Modern Middle Eastern Urbanism*, Berkeley: University of California Press, pp. 47-79.

Unit 7: (Week 13): This unit will discuss the challenge posed to the Central Islamic Lands by the Mongol invasions and the nature of the new ordering of the Pax Mongolica.

Krader, L. (1968). *Formation of the State*, New Jersey: Englewood Cliffs, pp. 82-103;
Jackson, Peter (1999). "From Ulus to Khanate: the Making of the Mongol States, c. 1220-1290" in R. Amitai-Preiss and D.O. Morgan (Eds.). *The Mongol Empire and its Legacy*, pp. 12-38;
Smith jr, John M. (1970). "Mongol and Nomadic Taxation" *Harvard Journal of Asiatic Studies* vol. 30, pp. 46-85;
Petrushevsky, P. (1968). "The socio-economic condition of Iran under the Il-Khans" in J.A. Boyle (Ed.).*Cambridge History of Iran vol. 5, The Saljuq and Mongol Periods*, Cambridge: Cambridge University Press, pp. 484-494.

Unit 8: (Week 14): This unit will review the modes in which historians sometimes carry out comparative analysis and a historiographical warning in the carrying out of such analysis innocent of the politics involved.

Hodgson, Marshall G. (1974). *The Venture of Islam: Conscience and History in a World Civilisation*, vol. 2, *The Expansion of Islam in the Middle Periods*. Chicago: University of

Chicago Press, pp. 329-68;

Stern, S.M. "The Constitution of the Islamic City" in A.H. Hourani and S.M. Stern (Eds.). *The Islamic City: a Colloquium*, Oxford: Bruno Cassirer, pp. 25-50;

Bulliet, Richard. (1990). "A Society Without Wheels" in *The Camel and the Wheel*, New York: Columbia University Press, pp. 216-236.

Said Edward W. (2003). *Orientalism*, London: Penguin Books, pp. 1-28, 201-225, 284-324.

Suggested Readings

- Asad, Talal. (1993). "The Construction of Religion as an Anthropological Category", in *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. Baltimore: Johns Hopkins University Press, pp. 27-54.
- Berkey, Jonathan P. (2003). *The Formation of Islam: Religion and Society in the Near East, 600–1800*. Cambridge: Cambridge University Press
- Binder, Leonard. (1955). "Al-Ghazali's Theory of Islamic Government". *Muslim World*, vol. 45, pp. 229-241.
- Biran, Michal. (2007). *Chinggis Khan*. Oxford: One World.
- Bosworth, C.E. (1963). *The Ghaznavids: Their Empire in Afghanistan and Eastern Iran*. Edinburgh: Edinburgh University Press.
- Cahen, Claude. (1975). "Tribes, Cities and Social Organisation", in R.N. Frye (Ed.). *Cambridge History of Iran: From the Arab Invasion to the Seljuqs*, vol. 4, Cambridge: Cambridge University Press, pp. 305-328.
- Cook, Michael. (1983). *Muhammad*. Oxford: Oxford University Press.
- Cooperson, Michael. (2005). *Al-Ma'mun*. Oxford: One World.
- Daniel, Elton. (1979). *The Political and Social History of Khurasan under Abbasid Rule, 747-820*. Chicago: Bibliotheca Islamica.
- Davis, Kathleen. (2008). *Periodisation and Sovereignty: How Ideas of Feudalism and Secularisation Govern the Politics of Time*. Philadelphia: University of Pennsylvania Press.
- Donner, Fred M. (1981). *The Early Islamic Conquests*, Princeton: Princeton University Press.
- Gibb, H.A.R. (1962). .). *Studies on the Civilization of Islam*, S.J. Shaw and W.R. Polk (Eds.), Boston: Beacon Press.
- Goitein, S.D. (1966). *Studies in Islamic History and Institutions*, Leiden: E.J. Brill,
- Hallaq, Wael B. (1997). *A History of Islamic Legal Theories: An Introduction to Sunni usul al-fiqh*. Cambridge: Cambridge University Press.
- Irwin, Robert. (Ed.). (2010). *The New Cambridge History Of Islam, vol. 4: Islamic Cultures and Societies to the End of the Eighteenth Century*. Cambridge: Cambridge University Press.
- Karamustafa, Ahmet T. (2007): *Sufism: The formative period*. Edinburgh: Edinburgh University Press.
- Kennedy, Hugh. (1981). *The Early Abbasid Caliphate: A Political History*. London: Croom Helm.
- Kennedy, Hugh. (2004). *The Prophet and the Age of the Caliphates: The Islamic Near East from the Sixth to the Eleventh Century*. London: Pearson.

- Khalidi, Tarif. (1994). *Arabic Historical Thought in the Classical Period*. Cambridge: Cambridge University Press.
- Kister, M.J. (1980). *Studies in Jahiliyya and Early Islam*. London: Variorum
- Lambton, A.K.S. (1969). *Landlord and Peasant in Persia: A Study of Land Tenure and Land Revenue Administration*. London: Oxford University Press.
- Lambton, A.K.S. (1981). *State and Government in Medieval Islam. An Introduction to the Study of Islamic Political Theory*. London: Oxford University Press.
- Lassner, Jacob. (1980). *The Shaping of Abbasid Rule*. Princeton: Princeton University Press.
- Makdisi, George. (1981). *The Rise of Colleges: Institutions of Learning in Islam and the West*. Edinburgh: Edinburgh University Press.
- Marsham, Andrew. (2009). *Rituals of Islamic Monarchy Accession and Succession in the first Muslim empire*. Edinburgh: Edinburgh University Press.
- Paul, Jurgen. (1994). *The State and the Military: The Samanid Case*. Bloomington: Indiana University Press.
- Peacock, A.C.S. (2010). *Early Seljuq History: A New Interpretation*. London: Routledge.
- Rosenthal, E.I.J. (1958). *Political Thought in Medieval Islam*, Cambridge: Cambridge University Press.
- Shaban, M.A. (1970). *The Abbasid Revolution*. Cambridge: Cambridge University Press.
- Vryonis, Speros. (1971). *The Decline of Medieval Hellenism in Asia Minor and the process of Islamiization from the Eleventh through the Fifteenth Century*, Berkeley: University of California Press.
- Waldman, Marilyn. (1980). *Toward a Theory of Historical Narrative: A Case Study in Perso-Islamicate Historiography*. Columbus: Ohio State University.
- Young, M.J.L., J.D. Latham and R.B. Serjeant. (Eds.). (1990). *Religion, Learning And Science in the 'Abbasid Period*. Cambridge: Cambridge University Press.

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. There is a lot in this course that will be new to students – in terms of information (names, places, Arabic terms), concepts (notions of authority, service, associations, knowledge, beliefs) and historiography (orientalism, prosopography) – and the readings will need to be carefully contextualized with the lectures. Hodgson's work is a lot more than a text-book; it charts out a method on how to study Islamicate societies (for the meaning of the term, see Hodgson). Read it carefully. Students will be asked to present reports and participate in formal class discussions on themes and texts identified by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessments:

Students enrolled in this course will be evaluated according to three modes:

- 1) The first will be a class quiz worth five marks, in mid-September. This will consider the new Arabic vocabulary that was taught in the first 6-8 Week of the course. Students will be asked to

explain the meaning of the terms and their historical significance. The quiz will ask for the meanings of 10 terms/names and will be out of 5 marks.

2) The second will be a 'take home' essay on one specified question (**no** choices) immediately after the mid-term break, worth twenty marks. Students will have 48 hours to write their essay of 1500 words (there will be negative marking for longer and shorter essays). Essays will not be accepted after the deadline. This is an 'open book' exam, meaning that students are allowed to consult their books and notes: 20 marks.

3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 12

Science, Religion and Techno-communities in Medieval Asia, 1500-1700

Course Objectives:

The objective of the course is to introduce students to various aspects of science and technology in medieval Asia. The paper introduces students to how various communities in Asia engaged with the idea of science, technology and medicine. This course moves away from the conventional Eurocentric narratives and brings into discussion the non-European societies that had cultivated their own language of rational thoughts and knowledge production. The objective of the course is to familiarize students with developments in the field of science and technology in the medieval period. It will also teach them about the economic and ideological contexts within which science and technology came to be defined and understood in the non-European world and before the colonial era.

Learning Outcomes:

At the end of the course, students would be:

- Familiar with a number of geo-political regions that include medieval Turkey and early modern China. The scientific and technological developments in these regions will be very useful to make a comparative historical analysis of human thinking and knowledge production.
- Able to understand how medieval societies perceived science and technology.
- In a position to locate the social and cultural histories of medieval period through the prism of 'science' and 'rationality.'
- Familiar with a variety of 'science communities', cutting across religion and ethnicities.
- Learn about the social and intellectual engagements with 'distant' communities within Asia and their interconnectedness and 'familiarity' across regions and communities.
- Comprehension of a range of diverse readings that deal with a variety of scientific, technological and social turns in the medieval period that led to the birth of 'modern' science, technology, and medicine.

Course Content:

Unit 1 (Week 1-2): History of Science and Technology: A Theoretical Understanding

Unit 2 (Week 3-4): Translation and Transition: Exchange of Ideas in the Medieval World

Unit 3 (Week 5-6): Medicine, Hygiene and Body in Medieval Asia

Unit 4 (Week 7-8): Privilege and Patronage: Technology and Empire Building

Unit 5 (Week 9-10): Religion, Science and Society in Arab World

Unit 6 (Week 11-12): Technology in the Indian Ocean: Trade, War and Power in South Asia.

Unit 7 (Week 13): Accommodation and Assimilation: Science and Technology in Plural Societies.

Unit 8 (Week 14): Review Week

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit-1: (Week 1-2): This unit will introduce students to the historiography of science and technology in the Middle Ages.

Bala, Arun. (2006). *The Dialogue of Civilizations in the Birth of Modern Sciences* New York: Palgrave Macmillan, pp. 1-62.

Habib, Irfan. S and Raina, Druv. (2006). eds. *A Social History of Science: Themes in Indian History*, Delhi: Oxford University Press, pp. 1-70

Latour, Bruno. (1993). *We Have Never Been Modern*, Cambridge: Harvard University Press, pp.1-88.

Russell, Bertrand.(1997).*Religion and Science*, New York: Oxford University Press, pp.1-81.

George, Sarton,. (1955). *Introduction to the History of Science; A History of Science; Appreciation of Ancient and Medieval Science During Renaissance (1450-1600)*,New York: Barnes and Noble, pp. 1-84.

Rahman, Abdur. (1984). ed. *Science and Technology in Indian Culture: A Historical Perspective*, New Delhi: National Institute of Science, Technology and Development Studies, pp. 1-122.

White, Lynn, JR. (1978). *Medieval Religion and Technology: Collected Essays*, Berkeley: University of California Press, pp. 1-92

Unit 2: (Week 3-4): This unit discusses how scientific ideas circulated in medieval and early colonial world

Raj, Kapil. (2007). *Relocating Modern Science: Circulation and the Construction of Knowledge in South Asia and Europe, 1650-1900*, London: Palgrave Macmillan, pp. 1-67.

Livingstone, David N. (2003). *Putting Science: in its Place, Geographies of Scientific Knowledge*, Chicago: The University of Chicago Press, pp.1-178.

Gunergun, Feza, Raina, Dhruv. (2011). (Eds.). *Science between Europe and Asia: Historical Studies on the Transmission, Adoption and Adaptation of Knowledge*, NewYork: Springer, pp.1-76.

Bala, Arun.(2012). ed. *Asia, Europe, and the Emergence of Modern Science: Knowledge Crossing Boundaries*, New York: Palgrave Macmillan, pp. 1-80.

Unit 3: (Week 5-6): This unit discusses various traditions of medicine, hygiene and body in medieval and Early Modern Asia.

Pormann, Peter E and Savage-Smith, Emilie. (2007). *Medieval Islamic Medicine*, Edinburgh: Edinburgh University Press, pp.1-143.

Leslie, Charles M. (1976).ed. *Asian Medical Systems: A Comparative Study* Berkeley: University of California Press, pp. 1-81.

Zimmer, H. R. *Hindu Medicine*. (1948). Baltimore: Johns Hopkins Press, pp. 1-165.

Winterbottom, Anna, Tesfaye, Facil. (2016). eds. *Histories of Medicine and Healing in*

the Indian Ocean World: The Medieval and Early Modern Period, Vol.1, New York: Palgrave, pp. 1-187.

Gunergun, Feza, Raina, Dhruv. (2011). eds. *Science between Europe and Asia: Historical Studies on the Transmission, Adoption and Adaptation of Knowledge*, New York: Springer, pp. 209-270.

Arnold, David. (1988).ed. *Imperial Medicine and Indigenous Societies*, Manchester: Manchester University Press, pp.1-26.

Arnold, David. (1993). *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, Berkeley: University of California Press, pp.1-60.

Unit 4: (Week 7-8): It discusses the relations between state, royal patronage and science knowledge in medieval Asia.

Mossensohn, Miri Shefere. (2015). *Science among the Ottomans: The Cultural Creation and Exchange of Knowledge*, Austin: University of Texas Press, pp.1-157.

Khaldūn, Ibn. (1969). *The Muqaddimah: An Introduction to History*, translated by Franz. Rosenthal, Princeton: Princeton University Press, pp. 333-458.

Pfeiffer, Judith. (2014). , *Politics, Patronage and the Transmission of Knowledge in 13th - 15th Century Tabriz*, Leiden: Brill, pp.1-170.

Cohen, Floris H. (2010). *How Modern Science Came Into the World: Four Civilizations, One 17th-century Breakthrough*, Amsterdam: Amsterdam University Press, pp. 1-76

Unit 5: (Week 9-10): It discusses the relationship between religion and sciences in medieval Arab World.

Akasoy, Anna and Raven, Wim. (2008). eds. *Islamic Thought in the middle Ages: Studies in Text, Transmission and Translation in Honour of Hans Daiber*, Leiden: Brill, pp.3-76.

Garcia-Ballester, Luis. (2001). *Medicine in a Multicultural Society: Christian, Jewish and Muslim Practitioners in the Spanish Kingdoms,1222-1610*, Burlington VT: Ashgate Publishing, pp. 1-74.

Saliba, George. (2007). *Islamic Science and the Making of the European Renaissance*, Cambridge: Massachusetts Institute of Technology Press, pp.1-170.

Ragab, Ahmed. (2018). *Piety and Patienthood in Medieval Islam*, Oxford: Routledge, pp.1-86.

Gruber, Christiane. (2018). “in Defence and Devotion: Affective Practices in Early Modern Turco-Persian Manuscript Painting” in Kishwar Rizvi. ed. *Affect, Emotion, and Subjectivity in Early Modern Muslim Empires: New Studies in Ottoman, Safavid and Mughal Art and Culture*, Leiden: Brill, pp. 95-124.

Unit 6: (Week 11-12): This unit will discuss different kind of maritime and war technologies in the Indian Ocean littoral.

Parkin, David and Barnes, Ruth.(2016). eds. *Ships and the Development of Maritime Technology in the Indian Ocean*, Oxford: Routledge,pp.1-93.

Chaudhuri, K.N. (1985). *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, Cambridge: Cambridge University Press, pp. 119-159.

Andrade, Tonio. (2016). *The Gunpowder Age: China, Military Innovation, and the Rise of the West in World History*, Princeton: Princeton University Press, pp.15-74.

Gommans, Jos. (2002). *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700*, London: Routledge, pp.39-98.

Kolff, Dirk. (1990). *Naukar, Rajput, and Sepoy: The Ethnohistory of the Military Labour Market in Hindustan, 1450-1850*, Cambridge: Cambridge University Press, pp.32-116.

Unit 7: (Week 13): It discusses how science knowledge and technological developments influenced plural societies in medieval south Asia.

Needham, Joseph. (2005). *Within the Four Seas: The Dialogue of East and West*. Oxfordshire: Routledge, pp. 11-88.

Mossensohn, Miri Shefer. (2009). *Ottoman Medicine: Healing and Medical Institutions, 1500-1700*, Albany: Suny Press, pp.21-100.

Arafath, Yasser P K. (2016). "Saints Serpents and Terrifying Goddesses:Fertility Culture on the Malabar Coast", in Anna Winterbottom, Facil Tesfaye. eds. *Histories of Medicine and Healing in the Indian Ocean World: The Medieval and Early Modern Period*, Vol.1, New York: Palgrave, pp. 99-124.

Joseph, George Gheverghese. (2009). *A Passage to Infinity: Medieval Indian Mathematics from Kerala and Its Impact*, New Delhi: Sage, pp.1-40.

Unit 8: (Week 14): This review unit will focus on the latest historiographical and intellectual developments in the field of history of science, technology and medicine and students will be encouraged to engage with the contemporary social and political discussions around the subject matter.

Suggested Readings:

- Beckwith, Christopher I. (2012). *Warriors of the Cloisters: The Central Asian Origins of Science in the Medieval World*, Princeton, Princeton University Press.
- Findlen, Paula. (2018). ed. *Empires of Knowledge: Scientific Networks in the Early Modern World*, London, Routledge.
- Foucault, Michel.(2002). *The Archaeology of Knowledge*, London, Routledge.
- Gottschalk, Peter. (2013). *Religion, Science, and Empire: Classifying Hinduism and Islam in British India*, New York, Oxford University Press.
- Khafipour, Hani. (2019). *The Empires of the Near East and India Source Studies of the Safavid, Ottoman, and Mughal Literate Communities*, New York, Columbia University Press.
- Malekandathil, Pius. (2017).ed. *The Indian Ocean in the Making of Early Modern India*, Oxon, Routledge.
- Ragab, Ahmed. (2015). *The Medieval Islamic Hospital: Medicine, Religion, and Charity*, New York, Cambridge University Press.
- Said, Edward W. (1979). *Orientalism: Western Conceptions of the Orient*, New York, Vintage Books.

- White, Lynn, JR. (1974). *Medieval Technology and Social Change*, London, Oxford University Press.

Facilitating Teaching Learning Outcome:

This course is organized around lectures and class room discussions, largely based on the readings as mentioned above. Students are expected to participate in class room discussions and make short theme based presentations and brief write ups that can help them to polish their language, communication skills and method of articulation.

Assessment:

Students who take this course will be assessed according to two modes:

- 1) Students are required to submit a theme based research paper (2500-3000 words) on a topic that they are free to choose from the course, with the help of the teacher. This term paper is marked out of 25 marks.
- 2) The end of term semester examination covers the full content of this course. The examination will be of 3 hours duration and students are required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 13

History of North Africa and Spain, ca. 8th -15th Century

Course Objectives:

This course explores the spread of Islamic Civilization and its development in North Africa and Spain from 8th -15th Century A.D. It will examine the state of affairs in the North Africa and Spain before the Islamic conquest, the socio-economic and political history during the period of the Umayyads and Abbassids. It will have special focus on the society and culture of Islamic Spain, and its impact on Europe in different walks of life. The students would be introduced to the achievements of philosophers, scientists and mystics of this era along with historiographical debates and questions reflecting the modes of interpreting the events that had such an important role in shaping the western European world.

Learning Outcomes:

At the end of the course, students would be:

- Able to have a broad understanding of the politics and key events in the history of various dynasties ruling North Africa and Spain.
- Understand that knowledge travels between cultures and that the Medieval Islamic World was diverse, advanced, connected and influenced the world as we know it today.
- Introduced to Jewish, Christian, and Muslim intercultural relations in Spain under the Muslim rule, the Muslim rulers' preference for religious tolerance and collaboration and coexistence among these communities.
- Appreciate the developments made in the fields of knowledge (*ilm*) of Science, technology, Philosophy, mysticism, art and architecture, music etc. in the Medieval Islamic world. How did scientific inventions of the Medieval Arabic world make their way to Europe and how did they eventually contribute to shaping the world? How was knowledge preserved and how did it travel through the ages?

Course Content:

Unit 1: (Week 1-2): Introduction: The Maghreb: Historical Geography. Arab conquest and the establishment of Muslim rule in North Africa.

Unit 2: (Week 3-4): Islamization and Arabization of the Maghrib: The Berbers, The Idrissids and The Fatimids.

Unit 3: (Week 5-6): Berber Dynasties in the Maghrib: The Almoravids, Almohads, Hafsid and Zayyanids. Maghrib under the Ottoman Rule.

Unit 4: (Week 7-8): The Muslim conquest of Spain: the Damascus Caliphate and the independent Umayyad Emirate.

Unit 5: (Week 9-10): The Decline and collapse of Arab rule and establishment of Christian rule in Spain.

Unit 6: (Week 11-12): A comparative study of the Society of al-Andalus and Christian Spain:

Muslims, Christian and the Jews.

Unit 7: (Week 13): Islamic thought in Spain: The philosophy of Ibn-Rushd, Ibn- Tufayl; mysticism and the rise of Ibn-Arabi.

Unit 8: (Week 14): The significance of Andalus & its Arts: Islamic legacy & influence in Spanish literature, Science, technology. Origin and development of Music; influence on European art, literature and culture.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will cover the historiographical backdrop of the Arab conquest and the establishment of its rule in North Africa

Abun-Nasr, Jamil. (1987). *A History of the Maghrib in the Islamic Period*, Cambridge University Press, pp. 1-25& 26-37.

Brown, Kenneth and Michel Le Gal. (1997). (Eds.). *The Maghrib in Question: Essays in History and Historiography*, University of Texas Press (Austin), Introduction & Chapter-1.

Harmassi, Elbaki. (Winter, 1973). 'The Political Traditions of Maghrib', *Daedalus*, Vol. 102, No. 1, Post-Traditional Societies, pp. 207-224.

Tāhā, 'Abd al-Wāḥid Dhannūn. (1989). *The Muslim Conquest and Settlement of North Africa and Spain*, London: Routledge, pp. 19-31& 55-83.

Naylor, Phillip C. (2009). *North Africa: A History from Antiquity to the Present*, Austin: University of Texas Press, pp. 1-14 & 57-74.

Lambton, A. K. S. (1981). *State And Government in Medieval Islam*, Routledge London: Curzon, pp.152-177.

Unit 2: (Week 3-4): This unit will examine the process of Islamization and Arabization of the Maghrib

Abun-Nasr, Jamil. (1987). *A History of the Maghrib in the Islamic Period*, Cambridge: Cambridge University Press, pp. 26-59.

Brett, Michael & Fentress, Elizabeth. (1997). *The Berbers: The Peoples of Africa*, Oxford: Blackwell, Chapter-3 & 4.

Naylor, Phillip C. (2009). *North Africa: A History from Antiquity to the Present*, Austin: University of Texas Press, pp. 57-88.

Laroui, Abdallah. (1977). *The History of the Maghrib: An Interpretive Essay*, Princeton University, Introduction & Chapter-6.

Unit 3: (Week 5-6): This unit will focus on the discontent and rebellion against the Arab rule and the establishment of indigenous polities in Maghrib

Abun-Nasr, Jamil. (1987). *A History of the Maghrib in the Islamic Period*, Cambridge University Press, pp. 76-143.

Brett, Michael & Fentress, Elizabeth. (1997). *The Berbers: The Peoples of Africa*, Oxford, Blackwell, Chapter-3.

Naylor, Phillip C. (2009). *North Africa: A History from Antiquity to the Present*, Austin: University of Texas Press, pp.89-108.

Laroui, Abdallah. (1977). *The History of the Maghrib: An Interpretive Essay*, Princeton: Princeton University Press., Chapter- 7& 8.

Unit 4: (Week 7-8): The conquest of Spain and the formation of sovereign Andalusian Umayyad Emirate will be studied in this unit

Makki, Mahmoud. (1992). 'The Political History of al-Andalus (711-1492)' in Jayyusi, Salma Khadra. ed., *The legacy of Muslim Spain, Part-1*, Leiden: E.J.Brill, pp. 3-87.

Tāhā, 'Abd al-Wāḥid Dhannūn. (1989). *The Muslim conquest and settlement of North Africa and Spain*, London: Routledge, pp. 31-54; 84-109; 234-253.

Safran, Janina. (2000). *The Second Umayyad Caliphate: The Articulation of Caliphal Legitimacy in Al-Andalus*, Cambridge: Harvard University Press.

Imamuddin, S. M. (1981). *Muslim Spain 711-1492: A sociological Study*, Leiden: E.J. Brill, pp. 1-22.

Watt, Montgomery and Pierre Cachia. (2007). *A History of Islamic Spain*, London: Aldine Transaction Publishers, Chapters-1& 3.

Lowney, Chris. (2005). *A Vanished World: Muslims, Christians, and Jews in Medieval Spain*, New York: Oxford University Press, , pp.15-42.

Unit 5: (Week 9-10): This unit will examine causes and consequences of the collapse of Arab rule in Spain

Watt, Montgomery and Pierre Cachia. (2007). *A History of Islamic Spain*, London: Aldine Transaction Publishers, pp. 70-81.

Lapidus, Ira M. (2002). *A History of Islamic Societies*, Cambridge University Press, pp. 309-19.

Unit 6: (Week 11-12): The unit will have a comparative study of the Society of al-Andalus; Jewish, Christian, and Muslim intercultural relations and coexistence

Gampel. Benjamin R. (2007). 'Jews, Christians, and Muslims in Medieval Iberia: *Convivencia* through the Eyes of Sephardic Jews' in Gulick, Thomas F., Mann [Vivian B. & Dodds, Jerrilynn Denise. eds.](#), (2007). *Convivencia: Jews, Muslims, and Christians in Medieval Spain*, George Braziller, pp. 11-36.

Lowney, Chris. (2005). *A Vanished World: Muslims, Christians, and Jews in Medieval Spain*, New York: Oxford University Press, pp. 71-78; 93-102; 199-208.

Menocal, Maria Rosa. (2002). *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain*, New York: Black Bay Books.

Roth, Norman. (1994). *Jews, Visigoths, and Muslims in medieval Spain: cooperation and conflict*, Leiden: E. J. Brill, pp. 73-136; 163-204.

Miller, H. D. And Kassis, Hana E. (2000). 'The Mozarabs' in Menocal, Maria Rosa et.al. eds., *The Literature of Al-Andalus*, Cambridge: Cambridge University Press, pp. 417-34.

Unit 7: (Week 13): This unit will initiate students to mystical Islamic thought in Spain particularly the philosophy of Ibn-Rushd, Ibn- Tufayl and Ibn-Arabi

Taylor, Richard C. (2004). 'Averroes: religious dialectic and Aristotelian philosophical

thought' in Peter Adamson and Taylor, Richard C. Eds., *The Cambridge Companion to Arabic Philosophy*, Cambridge: Cambridge University Press, pp. 180-200.

Montada, Joseph Puig. (2004). 'Philosophy in Andalusia: Ibn Bajja and Ibn Tufayl' in in Peter Adamson and Taylor, Richard C. Eds., *The Cambridge Companion to Arabic Philosophy*, Cambridge: Cambridge University Press, pp. 155-179.

Rizvi, Sajjad H. (2004). 'Mysticism and philosophy: Ibn Arabi and Mulla Sadra' in in Peter Adamson and Taylor, Richard C. Eds., *The Cambridge Companion to Arabic Philosophy*, Cambridge: Cambridge University Press, pp. 224-246.

Menocal, Maria Rosa et.al. eds., *The Literature of Al-Andalus*, Cambridge: Cambridge University Press, pp. 318-344.

Unit 8: (Week 14): The unit will discuss the significance and cultural greatness of Andalus and its influence on European art, literature and culture (Renaissance).

Watt, Montgomery and Pierre Cachia. (2007). *A History of Islamic Spain*, London: Aldine Transaction Publishers, pp. 52-69; 97-126 & 143-152.

Burke, J. (1995). [*The Day the Universe Changed*](#), Boston: Little, Brown and Company, pp.19-54.

Jayyusi, Salma Khadra. ed., *The legacy of Muslim Spain*, Leiden: E. J. Brill, (relevant sections).

Gulick, Thomas F. (2007). 'Science in Medieval Spain: The Jewish Contribution in the Context of *Convivencia*' in Gulick, Thomas F., Mann [Vivian B.](#) & Dodds, [Jerrilynn Denise.](#) eds., *Convivencia: Jews, Muslims, and Christians in Medieval Spain*, George Braziller, pp. 83-111.

Imamuddin, S. M. (1981). *Muslim Spain 711-1492: A sociological Study*, Leiden: E.J. Brill, pp. 187-205.

Suggested Readings:

- Brett, Michael. (1999). *Ibn Khaldun and the Medieval Maghreb*, Aldershot, Ashgate.
- Burgat, Francois. (1993). *The Islamic Movements in North Africa*, University of Texas Press.
- Charles E. Butterworth, Blake Andrée Kessel. (1994). *The Introduction of Arabic philosophy into Europe*, E.J.Brill, Leiden.
- Edmund Burke, III (Oct, 1975). "Towards a History of the Maghrib", *Middle Eastern Studies*, Vol. 11, No. 3, pp. 306-323.
- Harvey, Leonard Patrick. (1990). *Islamic Spain, 1250-1500*, Chicago: University of Chicago.
- Clancy, Julia Ann. (2001). *North Africa, Islam, and the Mediterranean world: from the Almoravids to the Algerian War*, London: Smith, Frank Cass & Co. Ltd.
- Lapidus, Ira M. (2002). *A History of Islamic Societies*, Cambridge: University Press, pp. 299-336.
- Elfasi, M. (1988). *General History of Africa. III: Africa from the Seventh to the Eleventh Century*, Paris: UNESCO.

- Menocal, Maria Rosa. *The Ornament of the World: How Muslims, Christians and Jews Created a Culture of Tolerance in Medieval Spain*.
- Nelson, Lynn H. (December, 1979). "Christian-Muslim Relations in Eleventh Century Spain", *Military Affairs*, Vol. 43, No. 4, pp. 195-98.
- O'Callaghan, Joseph F. (1983). *A History of Medieval Spain*, Ithaca: Cornell University Press.
- Holt, Peter Malcolm, Ann K. S. Lambton, Bernard Lewis, (Eds.) (1970). *The Cambridge History of Islam*, Volume 2.
- Gulick, Thomas F. (1995). *From Muslim Fortress to Christian Castle: Social and Cultural Change in Medieval Spain*. Manchester, University Press.

Facilitating Teaching Learning Outcome:

The course is structured around Weekly lectures and discussions based on the readings. Students will be required to make presentations in the class on the themes and topics of the course intended to promote verbal communication expertise and acquire competence to handle the readings efficiently.

Assessments:

- 1) There will be an internal assessment test held around mid-semester, marked out of 10 marks.
- 2) The students are required to write and present a research paper in the class (with full citations and bibliography) on the themes of the course identified by the teacher, marked out of 15 marks.
- 3) There will be an end of semester examination that will cover the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-14 --

Central Asia: Politics, Society and Warfare from Chingiz Khan to Timur

Course Objective:

This is a survey paper designed to acquaint the students with major developments in Central Asia between 13th to 15th centuries. The rise of Mongols under Chingiz Khan laid the foundations of the political structures of the region, creating new structures of authority and command. In addition to slaughter and destruction which every Mongol raid invariably unleashed, they also promoted unhampered trade and commerce and ensured safety on the great silk route. The diffusion of military technology and the techniques like making of paper were their 'gift' to the civilized world. The students will have a holistic view of the Mongol phenomenon that goes beyond the paradigm of brutality and annihilation of the victims.

Learning Outcome:

At the end of the course the students would be:

- Familiar with the nomadic and tribal structures of the Mongols prior to the rise of Chingiz Khan
- Familiar with the efforts of Chingiz Khan as to how through sheer discipline and bravery he was successful in creating one of the largest empires of the pre- modern times
- Understanding the weaknesses creeping the system in the urban way of life compared to the nomadic ways of the tribal people
- Learning about the Mongol discipline and mobilization of the combating forces as the largest and most mobile military unit during the pre modern times
- Learning how the Mongols, besides promoting trade and commerce, have also been a great patron for the liberal arts and Persian poetry. It will be interesting to see that mysticism developed as the most powerful social philosophy under the patronage of various Ilkhanid Mongol Princes

Course Content

Unit 1: (Week 1-2): Sources: Persian and Mongol.

Unit 2: (Week 3): Geographical demarcation of Central Asia.

Unit 3: (Week 4-5): Rise of the Mongols: political and economic dimensions; social and cultural life, Chingiz Khan and the Mongol State.

Unit 4: (Week 6-7): Central Asia in 12th and 13th centuries: Turko-Persian states; First phase of Mongol expansion in China, Central Asia, Delhi Sultanate, Persia and Eastern Europe, Causes of their success.

Unit 5: (Week 8): Impact of Mongols campaigns. Response of Delhi sultanate to Mongol invasions

Unit 6: (Week 9): Second phase of Mongol campaigns: End of the Ismailis of Almut and

Abbasid Caliphate; Rise of Chaghatay and Ilkhanid states in Central Asia and Persia

Unit 7: (Week 10): Cultural Efflorescence of Persia under Ilkhanids: Persian Poetry, *Tasawwuf* and other liberal arts

Unit 8 (Week 11-12): Division of Chaghatay state, Rise of Timur.

Unit 9: (Week 13-14): Mongols as agents of change; Advances in Military Technology and patronage to trade and commerce.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will familiarize the student with the source material available on the subject with the critical analysis.

Browne, E.G. (1964). *A Literary History of Persia*, Vol. II, Cambridge: Cambridge University Press, pp. 426-466 (Chapter 7).

Juzjani, Minhaj Siraj. (1888, reprint 1970), *Tabakat-i Nasiri*, translated by H.G. Raverty, Vol. II., section 23, pp. 869- 1096.

Dughlat, Mirza Haider. (Reprint 1895). *Tarikh-e Rashidi*, (trans. E.Denison Ross), Patna pp.1-25.

Sun, Wei-Kwei. (1957). *The Secret History of the Mongol Dynasty*, Aligarh, pp. 1-50.

Unit 2 (Week 3): This unit will examine the geographical region of Central Asia and Khurasan which faced the Mongol fury along with its history and the state formations.

Habib, Mohammad. (1970). "The Asiatic Environment" in Mohammad Habib and K.A. Nizami, ed., *A Comprehensive History of India* Vol. V, Delhi: Peoples Publishing House, pp. 1-83.

Haqqi, S.A.H. (2010), *Chingiz Khan: The Life and Legacy of an Empire Builder*, Delhi, Chapter 4- pp. 85-113.

Hodgson, Marshall G.S. (2004). *The Venture of Islam: Conscience and History in a World Civilization*, Lahore:, Vanguard Books, pp. 386-436.

Bira, Shagdaryn. (2000). "The Mongol Empire" in *History of Humanity*, Vol. IV, pp. 470-478.

Unit 3 (Week 4-5): This unit would focus on the rise of the Mongols under Chengiz Khan, the tribal organisation of the Mongols and the consolidation of Mongol power.

Haqqi, S.A.H. (2010). *Chingiz Khan: The Life and Legacy of an Empire Builder*, Delhi, pp. 1-84. (Chapters 1, 2, 3)

Tripathi, Ram Prasad. (1936). 'The Turko-Mongol Theory of Kingship', in R.P. Tripathi, *Some Aspects of Muslim Administration*, Allahabad

Haider, Mansura. (1976). 'The Sovereign in the Timurid State [XIVth –XVth Centuries]', in *Turcica Revue D'etudes Turques*, Vol. VIII/2, Paris

Khan, Iqtidar Alam. (1972). 'The Turko-Mogol Theory of Kingship', in *Medieval India: A Miscellany*, Vol. II, CAS, Aligarh

Unit 4 (Week 6-7): This unit will examine Central Asia in 12th and 13th centuries: and the first phase of Mongol expansion in China, Central Asia, Delhi Sultanate, Persia and Eastern Europe.

- Saunders, J.J. (1971). *The History of Mongol Conquest*, London, Chapter 2 and 3
- Browne, E.G. (1956). *A Literary History of Persia*, Vol. III, Cambridge: Cambridge University Press, pp. 3-60
- Jackson, Peter. (1975). "The Mongols and the Delhi Sultanate", *Central Asiatic Journal*, Vol. 19, pp. 118-156.
- Barthold, W. (1975). *Turkestan*, Delhi, pp. 463-494.

Unit 5 (Week 8): This unit will trace the impact of the Mongol campaigns in central Asia and Delhi Sultanate.

- Jackson, Peter. (1975). "The Mongols and the Delhi Sultanate", *Central Asiatic Journal*, Vol. 19, pp. 118-156.
- Jackson, Peter. (1999). *The Delhi Sultanate: A political and Military History*, CUP, 109- 122.
- Browne, E.G. (Reprint 1964), *A Literary History of Persia*, Vol II, Cambridge: Cambridge University Press, pp. 426-466.
- Grousset, Rene (2011). *The Empire of the Steppes: A History of Central Asia*, New Jersey: Rutgers University Press, pp. 347-408.

Unit 6 (Week 9): In this unit discussion will revolve around the later phase of the Mongol campaigns and the eventual rise of Chaghatay and Ilkhanid states in Central Asia and Persia.

- Lewis, Bernard. (1968). *The Assassins*, New York, Chapter 4,5,6- pp. 64-140.
- Grousset, Rene (2011). *The Empire of the Steppes: A History of Central Asia*, New Jersey: Rutgers University Press, pp. 502-526.

Unit 7 (Week 10): Here the emphasis will be laid on the cultural efflorescence of Persia under Ilkhanids with reference to Persian poetry, tasawwuf and Islam.

- Browne, E.G. (Reprint 1964). *A Literary History of Persia*, Vol II, Cambridge: Cambridge University Press, pp. 467-543 (Chapter 8 and 9).
- Arnold, T.W. 1913, *The Preaching of Islam: A History of Propagation of Muslim Faith*, Aligarh, pp. 206-254 (Chapters 7 and 8).
- Hodgson, Marshall G.S. (2004). *The Venture of Islam: Conscience and History in a World Civilization*, Lahore: Vanguard Books, pp. 293-328 and pp. 437-500.

Unit 8 (Week 11-12): Division of the Chaghatay state and the subsequent rise of Timur would be discussed in this unit.

- Morgan, David. (1988). *Medieval Persia 1040-1797*, London: Longman Group, , Chapter 6 and 7, pp. 78-99.
- Habib, Mohammad. (1970). "Amir Timur" in Mohammad Habib and K.A.Nizami, ed., *A Comprehensive History of India* Vol. V, Delhi: Peoples Publishing House, pp. 101-131.
- Browne, E.G. (reprint 1956). *A Literary History of Persia*, Vol III, Cambridge: Cambridge University Press, pp. 159-375 (Chapter 4 and 5).
- Grouset, Rene (2011). *The Empire of the Steppes: A History of Central Asia*, New Jersey: Rutgers University Press, pp. 409-468.

Unit 9 (Week 13-14): This unit will look at the aspects of the ‘blessings in disguise’, the way diffusion of gunpowder, firearms and other military techniques spread out and the protection extended to the traders and merchants at the trans-continental level.

Haqqi, S.A.H. (2010). *Chingiz Khan: The Life and Legacy of an Empire Builder*, Delhi, pp. 180-260 (Chapter 7 and 8).

Khan, Iqtidar Alam. (2004). *Gunpowder and Firearms: Warfare in Medieval India*, Delhi: Oxford University Press, pp. 1-58.

Jackson, Peter, ed., (1986), *Cambridge History of Iran, Volume III-VI*, Cambridge University Press.

Suggested Further Readings:

- Haqqi, S.A.H. (2010). *Chingiz Khan: The Life and Legacy of an Empire Builder*, Delhi
- Grousset, Rene. (2011) *Conqueror of the World*, reprint, paperback
- Adshead, S. A. M. (1993). *Central Asia in World History*, Macmillan, [Selected chapters]
- Bosworth, C. E., *The Ghaznavids: Their Empire in Afghanistan and Eastern India: 994-1040*
- Hodgson, Marshall, *the Venture of Islam, Volume I-III*.
- Jackson, Peter, ed., *Cambridge History of Iran, Volume III-VI*
- Khan, Iqtidar Alam. (2004). *Gunpowder and Firearms: Warfare in Medieval India*, Delhi: Oxford University Press.
- Manz, Beatrice Forbes, *The Rise and Rule of Tamer Lane*.
- Arnold, T.W. (1913). *The Preaching of Islam: A History of Propagation of Muslim Faith*, Aligarh, [chapters 1,7,8,13]
- Morgan, David. (1988)., *Medieval Persia 1040-1797*, England: Longman Group Ltd.
- Mohammad Habib and K.A.Nizami, (Ed.) (1970). *A Comprehensive History of India Vol. V*, Delhi: Peoples Publishing House, pp.37-131
- Browne, E.G. (1978 reprint). *A Literary History of Persia*, Vol. II and III
- Saunders, J.J. (1971). *The History of Mongol Conquest*, London
- Dughlat, Mirza Haider. (1895). *Tarikh-e Rashidi*, trns. E.Denison Ross, Patna reprint..
- Tripathi, Ram Prasad. (1936). ‘The Turko-Mongol Theory of Kingship’, in R.P. Tripathi, *Some Aspects of Muslim Administration*, Allahabad.
- Haider, Mansura .(1976).‘The Sovereign in the Timurid State [XIVth –XVth Centuries]’, in *Turcica Revue D’etudes Turques*, Vol. VIII/2.
- Khan, Iqtidar Alam. (1972). ‘The Turko-Mogol Theory of Kingship’, in *Medieval India A Miscellany*, Vol.II, Aligarh: Aligarh Muslim University.
- Jafri, S.Z.H. (2017). ‘Migration and Intellectual Discourse: A study of the Persianate Societies and Indian Subcontinent’, presented in the panel on *India and Iran: Exchanges in the Realm of Ideas and Material Culture*, Aligarh Historian Society, 78th Annual Session of Indian History Congress, University of Jadavpur, Calcutta, 29th-30th December, [mimeograph]
- Jafri, S. Z.H. (2014). “Glimpses of the Intellectual and Scientific life during the reign of Sultan Shah Rukh (1404-47)”, *International Conference on The Historical Heritage of*

Scientist and thinkers of Medieval East, Its role and importance for Modern Civilization
Organized by Government House, Samarqand, Republic of Uzbekistan, 15-17 May
[mimeograph]

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessments:

Students enrolled in the course will be evaluated in three ways:

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks
- 2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 15
THE OTTOMANS FROM THE 14-17th CENTURIES

Course Objectives:

The objective of the course is to acquaint the students with a non-European imperial formation, from the 13th to the 18th centuries. It will teach students the major historiographical interventions in Ottoman history, and how they have changed our understanding of the empire. With a focus on the Ottomans, the course will help students appreciate the complex network of alliances, and forms of communication that sustained and reproduced empires in the late medieval and early modern period. The course has a comparative edge, and will push the students to compare the Ottoman empire with the other contemporaneous empires, in particular the Safavids and the Mughals.

Learning Outcomes:

At the end of the course, students would:

- Understand the broad debates and historiographical interventions in modern Ottoman historiography
- Realize how empires reproduce themselves in pluralistic and divergent socio-cultural settings
- Appreciate the deep cultural and intellectual affinities that the Ottoman empire had with the Mughals in India and the Safavids in Iran.
- See how identities were constructed and contested in the early modern Islamic empires.

Course Content:

Unit 1: (Week 1-2): Asia Minor Before the Ottomans: An Overview

Unit 2: (Week 3-4): The Early Ottomans: The idea of frontier and gazi.

Unit 3: (Week 5-6): Disintegration and Reintegration: Fall of Constantinople / Conquest of Istanbul (1453).

Unit 4 (Week 7-8): Centralisation and its discontents: key institutions

Unit 5 (Week 9-10): *Harem* and Imperial Sovereignty

Unit 6 (Week 11-12): Gender Relations in Household Spaces

Unit 7 (Week 13): Literary Trends in Ottoman court culture

Unit 8 (Week 14): Interpretations of Ottoman Economy

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): The objective of this unit is to acquaint the students with the political culture in the region before the emergence of the Ottoman empire

Hourani, Albert. (1981). *The Emergence of the Modern Middle East*. London: Macmillan.

Vryonis, Speros Jr. (1971). *The Decline of Medieval Hellenism in Asia Minor and the Process of Islamization from the Eleventh through the Fifteenth Century*. Berkeley:

University of California Press, pp.69-133.

Morgan, David, *Medieval Persia, 1040-1797*. London: Routledge, 25-33.

Vryonis, Speros. (1975). 'Nomadization and Islamization in Asia Minor', *Studies in Byzantium*, 29, 41-71.

Morgan, David. (2007). *The Mongols*. Oxford: Wiley-Blackwell.

Morgan, David. (1988). *Medieval Persia, 1040-1797*. London: Routledge, pp. 51-61

Unit 2: (Week 3-4): This unit covers the early history of the Ottoman empire, focusing on the conquests and the ideologies of warfare

Kafadar, Cemal. (1996). *Between Two Worlds: The Construction of the Ottoman State*. Berkeley: University of California Press.

Inalcik, Halil. (1994). *The Ottoman Empire: the classical age, 1300-1600*. New Haven: Phoenix Press.

Inalcik, Halil. (1969). 'The Ottoman Turks and the crusades 1329-1451', in K.Setton, ed. *History of the Crusades*. Wisconsin: Wisconsin University Press, Vol. IV: 222-54.

Unit 3: (Week 5-6): This unit covers the developments up till the fall of Constantinople, and looks at the socio-political consequences

Inalcik, Halil. (2001). *The Ottoman Empire: The Classical Age, 1300-1600*. New Haven: Phoenix Press, pp.17-22.

Runciman, Steven. (1990). *The Fall of Constantinople, 1453*. Cambridge: Cambridge University Press.

Philippides, Marios and Walter Hanak. (2011). *The Siege and the Fall of Constantinople in 1453: Historiography, Topography and Military Studies*. Farnham, UK: Ashgate.

Unit 4: (Week 7-8): This unit covers the administrative institutions in the Ottoman empire, and examines the technology of rule

Inalcik, Halil. (2001). *The Ottoman Empire: The Classical Age, 1300-1600*. New Haven: Phoenix Press.

Darling, Linda. (1996). *Revenue-Raising and Legitimacy: Tax Collection and Finance Administration in the Ottoman Empire*. Leiden: Brill.

Gerber, Haim. (1994). *State, Society, and Law in Islam: Ottoman Law in Comparative Perspective*. New York: State University of New York Press.

Faroqhi, Suraiya. (1974). 'Vakif Administration in Sixteenth Century Konya: The Zavaye of Sadreddin-i-Konevi', *Journal of the Economic and Social History of the Orient*, 17, 3, 145-72

Barkey, Karen. (2008). *Empire of Difference: The Ottomans in Comparative Perspective*. Cambridge: Cambridge University Press

Unit 5: (Week 9-10): This unit will focus on the political process, and see how gender served to reproduce imperial sovereignty.

Pierce, Leslie. (1993). *The Imperial Harem: Women and Sovereignty in the Ottoman Empire*. New York: Oxford University Press.

Pierce, Leslie. (2017). *Empress of the East: How a Slave Girl Became Queen of the*

Ottoman Empire New York: Basic Books.

Pierce, Leslie. (2003). *Morality Tales: Law and Gender in the Ottoman Court of Aintab*. Berkeley: University of California Press.

Hambly, Gavin. (1999). *Women in the Medieval Islamic World: Power, Patronage and Piety*. London: Palgrave Macmillan.

Walthall, Anne. (Ed.). (2008). *Servants of the Dynasty: Palace Women in World History*. Berkeley: University of California Press.

Unit 6: (Week 11-12): This unit will look at gender relations in routine lives of ordinary subjects.

Jennings, R.C. (1975). 'Women in Early 17th Century Ottoman Judicial Records: The *Shari'a* Court of Anatolian Kayseri', *Journal of the Economic and Social History of the Orient*, 18, pp. 53-114.

Gerber, Haim. (1980). 'Social and Economic Position of Women in an Ottoman City, Bursa, 1600-1700', *International Journal of Middle East Studies*, vol.12, no. 3, pp. 231-44.

Zilfi, Madeline. (Ed.). (1997). *Women in the Ottoman Empire: Middle Eastern Women in the Early Modern Era*. Leiden: Brill.

Tucker, Judith. (1993). *Gender and Islamic History*. Washington, DC: American Historical Association.

Faroghi Suraiya. (1993). *Men of Modest Substance: House Owners and House Property in 17th century Ankara and Kayseri*. Cambridge: Cambridge University Press..

Keddie, Nikki R. (Ed.). (1993). *Women in Middle Eastern History: Shifting Boundaries in Sex and Gender*. New Haven, Connecticut: Yale University Press.

Hambly, Gavin. (1999). *Women in the Medieval Islamic World: Power, Patronage and Piety*. London: Palgrave Macmillan.

Keddie, Nikki R. (2007). *Women in the Middle East: Past and Present*. Princeton: Princeton University Press.

Unit-7: (Week 13): This unit examines the cultural trends and literary culture in the Ottoman empire

Wolper, Ethel Sara. (2003). *Cities and Saints: Sufism and the Transformation of Urban Space in Medieval Anatolia*. University Park: Pennsylvania State University Press.

Andrews, Walter G. & Mehmet Kalpakli. (2004). *The Age of the Beloveds: Love and the Beloved in Early-Modern Ottoman and European Culture and Society*. Durham, North Carolina: Duke University Press.

Inan, Murat Umut. (2017). 'Rethinking the Ottoman Imitation of Persian Poetry', *Iranian Studies*, 50, 5, 671-89.

Fieldman, Walter. (1997). 'Imitatio in Ottoman Poetry: Three Ghazals of the Mid-Seventeenth Century', *Turkish Studies Association Bulletin*, 21, 2, 41-58

Darling, Linda T. (2014). 'Political Literature and the development of an Ottoman Imperial culture in the Fifteenth century,' *Journal of the Ottoman and Turkish Studies Association*, 1 (1-2).

Unit 8: (Week 14): This unit looks at the economic developments in the Ottoman empire, and examines the historiography on the empire's economic relations with Europe

İslamoğlu-Inan, Huri. (Ed.). (1987). *The Ottoman Empire and the World Economy*. Cambridge and Paris: Cambridge University Press and Maison des Sciences de l'Homme.

Barkan, Ömer Lütfi. (1975). 'The Price Revolution of the Sixteenth Century: A Turning Point in the Economic History of the Near East', *International Journal of Middle East Studies*, VI, pp. 3-28.

Faruqi, Suraiya. (1984). *Towns and Townspeople of Ottoman Anatolia, Trade, Crafts, and Food Production in an Urban Setting 1520-1650*. Cambridge: Cambridge University Press.

Wallerstein, Immanuel. (1979). 'The Ottoman Empire and the Capitalist World-Economy', *Review (Fernand Braudel Center)*, Vol. 2, No. 3, pp. 389-99.

Inalcik, Halil and Donald Quataert. (Eds.). (1994). *An Economic and Social History of the Ottoman Empire*. Cambridge: CUP.

Suggested Reading:

- Benton, Lauren. (2001). *Law and Colonial Cultures: Legal Pluralism in World History, 1400-1900*. Cambridge: CUP.
- Benton Lauren and Richard J. Ross. (Eds.). (2013). *Legal Pluralism and Empires, 1500-1850*. New York: NYU Press.
- Braudel, Fernand (1972). *The Mediterranean and the Mediterranean World in the Age of Philip II*. Trans. S. Reynolds, 2 vols. London: William Collins Sons.
- Dale, Stephen F. (2009). *The Muslim Empires of the Ottomans, Safavids and Mughals*. Cambridge: CUP.
- Faruqi, Suraiya. (Ed.). (2006). *The Cambridge History of Turkey* (Cambridge: CUP, 2006), 3 vols.
- Inalcik, Halil. (1978). 'Impact of the Annales School on Ottoman Studies and New Findings'. *Review* 1, 69-96.
- Trevor-Roper, H.R. (1972). 'Fernand Braudel, the Annales, and the Mediterranean'. *Journal of Modern History* 44, 468-79.

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

Assessment of students who take this course will be in 3 modes:

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks
- 2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks?
- 3) There will be an end of term semester examination that will cover the contents of the entire

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course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 19
South East Asian History and Anthropology

Course Objectives:

This paper will examine some of the important studies in the anthropology and history of South-East Asia in their geographical and methodological dimensions. The course will cover the period of colonial history and address themes in political economy and culture that pertain to this period. While focusing on historical specificities of different regions, the idea is to introduce historical themes to students through interdisciplinary perspectives from anthropological theory and history

Learning Outcomes:

This course will require students to read a range of rich historical and anthropological work on a region that is unlikely to be familiar from their previous education in history. Many of these texts are interdisciplinary, drawing upon the archive as well as in ethnographic material to explore dominant themes in South East Asian history. These include the structure of peasant resistance, the plantation industry and colonial law, the character of the colonial state and concepts of the social and the political in the pre colonial period. Students will be expected to read the texts circulated in class and participate in class discussions and presentations by their peers.

Course Content:

Unit 1: (Week 1-2): Anthropology as Method

Unit 2: (Week 3-4): Rethinking 'South East Asia': alternate spatial paradigms

Unit 3: (Week 5-6): The Political Economy of Subsistence I

Unit 4: (Week 7-8): The Political Economy of Subsistence II

Unit 5: (Week 9-11): Peasants and Protest

Unit 6: (Week 12-14): Plantations, Race and Resistance

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will introduce students to Anthropology as a discipline and method and its affinities with the discipline of History .

Geertz, Clifford. (1973). 'Deep Play: Notes on The Balinese Cockfight' in the *Interpretation of Cultures*, New York, Basic Books.

Marcus, G. and M. Fischer. (1986). 'Ethnography and Interpretive Anthropology', in George E. Marcus and Michael M.J. Fischer, *Anthropology as Cultural Critique*, Chicago, University of Chicago Press.

Appadurai, Arjun. (1986). 'Theory in Anthropology: Center and Periphery', *Comparative Studies in Society and History*, Vol. 28, pp.356-357.

Obeyesekere, Gananath. (1992). *The Apotheosis of Captain Cook*, Princeton , Princeton

University Press.

Sahlins, Marshal. (1985). *Islands of History*, Chicago, University of Chicago Press.

Rosaldo, Renato. (1986). 'From the Door of His Tent: The Fieldworker and the Inquisitor' in *Writing Culture, The Poetics and Politics of Ethnography*, Berkeley, University of California Press.

Unit 2: (Week 3-4): This unit will critique the model of Area Studies and explore historical writings on alternate spatial paradigms for South East Asia

Scott, James. (2009). 'Hills, Valleys, States: An Introduction to Zomia' in *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, New Haven, Yale University Press.

Schendel, Willem van. (2002). 'Geographies of knowing, geographies of ignorance: jumping scale in Southeast Asia', *Environment and Planning D: Society and Space*, Volume 20, pp. 647—668.

Ludden, David. (2003). 'Maps in the Mind and the Mobility of South Asia', *The Journal of Asian Studies*, Vol. 62, No. 4, pp. 1057-1078.

Winichakul, T. (1994) 'Geo-body and History', in *Siam Mapped: A History of the Geo-Body of a Nation*, Hawaii, University of Hawaii Press.

Benedict, Anderson. (1990) 'The Idea of Power in Javanese Culture' in *Language and Power, Exploring Political Cultures in Indonesia*, Ithaca, Cornell University Press.

Scott, James. (2009). 'Civilization and the Unruly' in *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, New Haven, Yale University Press.

Unit 3: (Week 5-6): This unit will introduce some key concepts in anthropology (reciprocity, redistribution, segmentation, prestige, gift economy, debt, obligation) that are essential for studying highland economies of South East Asia

Clastres, Pierre. (1994) 'Power in Primitive Societies', in *Archaeology of Violence*, New York, Semiotext(e).

Sahlins, Marshal. (1974). *Stone Age Economics*, New York, Aldine Atherton.

Meek, Ronald L. (1976). 'The four stages theory and its prehistory' and 'The Ignoble Savage and the 'History of Rude Nations'', *Social Science and the Ignoble Savage*, Cambridge, Cambridge University Press.

Polanyi, Karl. (1957). *The Great Transformation*, London, Beacon Press.

Geertz, Clifford. (1963). 'Two Types of Ecosystems' in *Agricultural Involution: The Processes of Ecological Change in Indonesia*, Berkeley and Los Angeles, University of California Press.

Scott, James. (2009). 'State evasion, state prevention: the culture and agriculture of escape' in *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, New Haven, Yale University Press.

Leach, Edmund. (1954). *Political Systems of Upland Burma*, MA, Harvard University Press.

Unit 4: (Week 7-8): This unit will focus on the role of the colonial state and market in transforming the peasant economies of lowland South East Asia.

Adas, Michael. (1974). *Burma Delta: Economic Development and Social Change on the Rice Frontier, 1852-1941*, Wisconsin, University of Wisconsin Press. ('Internal Migration in the last half of the nineteenth century', 'Agrarian Development on the Advancing Rice Frontier', 'Closing Rice Frontier and the New Patterns of Agrarian Development')

Schendel, Willem Van. (1987). 'Origins of the Burma rice boom, 1850–1880', *Journal of Contemporary Asia*, Vol. 17, No.4, pp. 456-472.

Scott, James. (1976). *Moral Economy of the Peasant*, New Haven, Yale University Press, Chapters 1 and 2.

Scott, James. (1972). 'The Erosion of Patron Client Bonds and Social Change in South East Asia', *Journal of Asian Studies*, 33, 1972.

Adas, Michael. (1980). 'Moral Economy or Contest State' *Journal of Social History*, Volume 13, Issue 4, pp. 521–546.

Unit 5: (Week 9-11): This unit will study the structure of peasant protest in South East Asia under colonialism with a specific focus on the Depression Rebellions.

Scott, James. (1976). *Moral Economy of the Peasant*, New Haven, Yale University Press, Chapters 4 and 5.

Radin, Fernando. (1999). "In the Eyes of the Beholder: Discourses of a Peasant Riot in Java", *Journal of Southeast Asian Studies*, Vol. 30, No. 2, pp. 263-285.

Adas, Michael. (1998). 'Bandits, Monks and Pretender Kings' and 'From Footdragging to Flight', in *State, Market and Peasants in Colonial South and South East Asia*, Ashgate.

Brown, Ian. (2005). *A Colonial Economy in Crisis Burma's rice cultivators and the world depression of the 1930s*, London, Routledge, Chapters 1, 3, 4.

Unit 6: (Week 12-14): This unit will study the plantation economies of South East Asia, their structured, racial violence embedded in colonial law, and the resistance from workers.

Geertz, Clifford. (1963). *Agricultural Involution: The Processes of Ecological Change in Indonesia*, Berkeley and Los Angeles, University of California Press, Chapters 4 and 5.

Murray, Martin J. (1992). 'White gold' or 'white blood'?: The rubber plantations of colonial Indochina, 1910-40, *Journal of Peasant Studies*, Vol. 19, Issues 3&4, pp. 41-67.

Breman, Jan. (1989). *Taming the Coolie Beast: Plantation Society and the Colonial Order in South East Asia*, New Delhi, Oxford University Press, Chapters 2 and 3.

Stoler, Ann. (1985). 'Perceptions of Protest: Defining the Dangerous in Colonial Sumatra' *American Ethnologist*, Vol. 12, No. 4, pp. 642-658.

Knight, G. (1992) 'The Java sugar industry as a capitalist plantation: A reappraisal', *Journal of Peasant Studies*, Vol. 19.

Suggested Readings

- Sadan, Mandy Review of *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, published in *Reviews in History* (<https://www.history.ac.uk/reviews/review/903>)

- Subrahmanyam, Sanjay. (1997). 'Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia', *Modern Asian Studies*, Vol. 31, No. 3, Special Issue: The Eurasian Context of the Early Modern History of Mainland South East Asia, 1400-1800, pp. 735-762.
- Thompson, E.P. (1967). 'Time, Work - Discipline and Industrial Capitalism', *Past and Present*, Past & Present, Volume 38, Issue 1, pp. 56-97.
- Kuper, Adam. (1998). *The Invention of Primitive Society*, London, Routledge.
- Mauss, Marcel. (1925; 1967) *The Gift: Forms and Functions of Exchange in Archaic Societies*, London, Routledge.
- Schrauwers, Albert. (1999). 'Its not economical: The market roots of a moral economy in Highland Sulawesi, Indonesia', in Tania Murray Li (ed) *Transforming the Indonesian Uplands*, London, Routledge.
- Tagliacozzo, Eric. (2004). "Ambiguous Commodities, Unstable Frontiers: The Case of Burma, Siam, and Imperial Britain, 1800 – 1900," in *Comparative Studies in Society and History* Volume 2 , pp.354 – 377.
- Kartodirdjo, Sartono. (1972). *Protest Movements in Rural Java; a Study of Agrarian Unrest in the Nineteenth Early Twentieth Century*, Singapore: Oxford University Press.
- Kartodirdjo, Sartono. (1972). "Agrarian Radicalism in Java" in Claire Holt (ed.), *Culture and Politics in Indonesia*, Ithaca, Cornell University Press, pp. 71-125.
- Kolsky, Elizabeth. (2010). *Colonial Justice in British India*, Delhi, Oxford University Press, Introduction, Chapters 3 and 4
- McCoy, Alfred. (1992). 'Sugar barons: Formation of a native planter class in the colonial Philippines', *Journal of Peasant Studies*, Vol. 19, 1992, Issues 3&4, pp 106-141.
- Stoler, Ann. (1986) 'Plantation Politics and Protest on Sumatra's East Coast', *Journal of Peasant Studies*, Vol. 13, No. 2.
- Stoler, Ann. (1985). *Capitalism and Confrontation in Sumatra's Plantation Belt, 1870-1979*, New Haven, Yale University Press.

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and reading assignments. Students will have to read the Weekly assigned readings and participate in formal class discussions. There will be formal class presentations, which while being part of the assessment, also encourage communication and verbal skills.

Assessments:

There are three modes of assessing the work of students in this course:

- 1) Each student will have to make a class presentation on a text and theme that will be arrived at after discussion with the Course Instructor. These presentations will be marked out of 10.
- 2) Each student will also have to submit a term paper of not less than 3000 words on a theme chosen by the Instructor. Students are encouraged to include in their essay, an analysis of their reading of the text chosen for presentation. They are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. The term paper will be marked out of 15 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire

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course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-20
Medieval Western Europe ca. 500-1400

Course Objectives:

This course deals with social formations in medieval Europe, with a particular emphasis on Western Europe. It charts the intersecting impact of the Church, Germanic traditions and the entrenched elites from antiquity. Themes will provide a broad outline of European medieval history from an analysis of social and economic structures to the history of the Church, significant political developments and an understanding of the medieval worldview. It follows the religious and spiritual trajectory of this society and considers why the period might be labelled 'medieval'.

Learning Outcome:

At the end of the course, students would:

- have learnt about the history of the societies of Western Europe during the period between the sixth and the fourteenth centuries.
- Understand historiographical debates around periodization in history.
- Students would be able to respond why this period is referred as medieval? What were the concrete progresses made in the field of culture, commerce, science and technology?
- Students will survey the conditions of material life and changing social and economic conditions in medieval Europe with reference to the comparative context of contemporary civilizations.
- The study the specific factors, both institutional and technological, which have contributed to the emergence of modernity and capitalist growth in Western Europe in contrast to the trajectories followed by the other major medieval societies will provide students a comparative insight.
- A rich understanding of these aspects would prepare the students to engage with the substantive issues of change and continuity during this period.

Course Content:

Unit 1: (Week 1-2):Issues of Periodization and Middle Ages in Western Europe.

Unit 2: (Week 3-4): Late Roman Antiquity and Barbarian Europe.

Unit 3: (Week 5-6): Medieval Institutions and Tripartite Society.

Unit 4: (Week 7-8):Growth of Medieval European Economy and Urban Life.

Unit 5: (Week 9-10):The World of Medieval Mentalities and Gender.

Unit 6: (Week 11): Cultural Practices and Religious Order.

Unit 7: (Week 12): Science, Technology and Environment.

Unit 8: (Week 13): Fourteenth Century Crisis and Peasant Rebellions.

Unit 9: (Week 14):The World of Ideas and Knowledge.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): Taking a thematic approach this unit will focus on theoretical and historiographical questions regarding categories of 'Periodization' and 'Middle Ages' in Europe.

Goff, Jacques Le. (2005). *The Birth of Europe*, Oxford: Blackwell.

Goff, Jacques Le. (2015). *Must we Divide History into Periods*, New York: Columbia University Press, chapters 4-5.

Bentley, Jerry H. (June 1996). 'Cross-Cultural Interaction and Periodization in World History,' *The American Historical Review*, vol.101, no. 3, pp. 749-770.

Balzaretti, Ross. (Spring 1992). 'The Creation of Europe', *History Workshop*, no. 33, pp. 181-196.

Reuter, Timothy. (1998). 'Medieval: Another Tyrannous Construct', *Medieval History Journal*, vol. 1, no.1, pp. 25-45.

Unit 2 (Week 3-4): This unit will map the principal social, political, economic and cultural changes and characteristics of the early middle ages.

Duby, Georges. (1980). *The Three Orders: Feudal Society Imagined*, Chicago: University of Chicago Press.

Ganshof, F.L. (1952). *Feudalism*, trans. Philip Grierson, London: Longmans.

Wickham, Chris. (May 1984). 'The Other Transition: From the Ancient World to Feudalism', *Past & Present*, no. 103, pp. 3-36.

Mathisen, Ralph. (2013). 'Becoming Romans, Becoming Barbarian: Roman Citizenship and the Assimilation of Barbarians into the Late Roman World' in U. Bosma, G. Kessler, Bosma, Ulbe, Gijs Kessler and Leo Lucassen. (Eds.). (2013), *Migration and Membership Regimes in Global and Historical Perspective*, Leiden: Brill, pp. 191-217.

Pirenne, Henri. (1939). *Mohammed and Charlemagne*, London: Allen and Unwin.

Jr, Lynn White. (1964). *Medieval Technology and Social Change*, pp. 1-38, London: Oxford University Press.

Banaji, Jairus. (2011). 'Late Antiquity to the Early Middle Ages: What Kind of Transition?', *Historical Materialism*, vol.19, no.1, pp.109-144.

Davidson, Neil. (2011). 'Centuries of Transition', *Historical Materialism*, vol.19, no.1, pp.73-97.

Sawyer, P.H. and Rodney Hilton. (April 1963). 'Technical Determinism: The Stirrup and the Plough', *Past and Present*, no. 24, April, pp.90-100.

Anderson, Perry. (1974). *Passages from Antiquity to Feudalism*, N.J. : Humanities Press.

Unit 3 (Week 5-6): This unit will cover the rise of medieval institutions and tripartite society with special reference to kingship, nobility, clergy and peasantry to question 'feudalism' as a category.

Barthelemy, Dominique and Stephen D. White. (August 1996), 'Feudal Revolution', *Past & Present*, No. 152, pp. 196-223.

Brown, Elizabeth A. R. Brown. (Oct. 1974). 'The Tyranny of a Construct: Feudalism and Historians of Medieval Europe', *The American Historical Review*, vol. 79, no. 4, pp. 1063-1088.

Duby, Georges. (1980). *The Three Orders: Feudal Society Imagined*, Chicago: University of Chicago Press.

Bloch, March. (1962). *Feudal Society*, 2 Vols., 2nd (ed.), London: Routledge.

Reynolds, Susan. (1994). *Fiefs and Vassals: The Medieval Evidence Reinterpreted*, New York: Oxford University Press..

Bission, T.N. (May 1994). 'The 'Feudal Revolution' ', *Past & Present*, no. 142, pp. 177-208.

Reuter, Timothy and Chris Wickham. (May 1997). "The 'Feudal Revolution' ", *Past & Present*, no. 155, pp. 177-208.

Unit 4 (Week 7-8): This unit will explore revival of trade, commerce and growth of towns with special focus on merchants and artisans life.

Hibbert, A.B. Hibbert. (February 1953). "The Origins of Medieval Town Patriciate", *Past & Present*, no. 3, pp. 15-27.

Gurevich, Aron Ja. Gurevich. (1977). "The Merchant" in Jacques Le Goff (ed.), *The Medieval World: The History of European Society*, trans. Lydia G. Cochrane, London: Park Gate Books, pp. 243-283.

Duby, Georges. (1974). *The Early Growth of European Economy: Warriors and Peasants from the Seventh to the Twelfth Century*, Ithaca: Cornell University Press.

Pirenne, Henri. (1956). *Medieval Cities: Their Origins and the Revival of Trade*, N.Y.: Doubleday & Company.

Goff, Jacques Le. (1980). *Time, Work & Culture in the Middle Ages*, trns. Arthur Goldhammer, Chicago: The University of Chicago Press, pp. 107-121

Postan, M.M. (1972). *The Medieval Economy and Society: An Economic History of Britain, 1100-1500*, Berkeley: University of California Press.

Unit 5 (Week 9-10): This unit will investigate the social milieu of medieval society and formation of hierarchies to develop an in depth understanding of medieval family and gender.

Herlihy, David. (1995). *Women, Family and Society in Medieval Europe*, New York: Berghahn Books (Chapters 4, 7, and 11).

Zuber, Christiane Klapisch. (1977). "Women and the Family" in Jacques Le Goff (ed.), *The Medieval World: The History of European Society*, trans. Lydia G. Cochrane, London: Park gate Books, pp. 285-312.

Nelson, Janet L. (1997). "Family, Gender and Sexuality in the Middle Ages", in Michael Bentley (ed.), *Companion to Historiography*, London: Routledge, pp.109-129.

Ward, Jennifer C. (2000). "Noblewomen, Family, and Identity in Later Medieval Europe" in Anne McNamara, Jo Ann and Suzane Wemple. (Spring 1973). "The Power of Women through the Family in Medieval Europe: 500-1100", *Feminist Studies*, vol. 1, no. 3/4, Special Double Issue: Women's History, pp. 126-141.

Smith, Katherine Allen and Scott Wells. (2009). *Negotiating Community and Difference in Medieval Europe: Gender, Power, Patronage and the Authority of Religion in Latin Christendom*, Leiden: Brill.

Southon, Susan. (2017). *Marriage, Sex and Death: The Family and the Fall of Roman West*, Amsterdam: Amsterdam University Press, Introduction.

Unit 6 (Week 11): This unit will study the institution of medieval Church and papacy within the context of cultural change and continuity.

Caroline, Walker Bynum. (1987). *Holy Feast and Holy Fast: The Religious Significance of Food to Medieval Women*, Berkeley: University of California Press.

Goff, Jacques Le. (1988). *Your Money or Your Life. Economy and Religion in the Middle Ages*. New York: Zone Books.

Berman, Constance Hoffman. (Ed.), (2005), *Medieval religion: New Approaches*, New York: Routledge, Chapter 11.

Biller, Peter. (1997). "Popular religion in the Central and Later Middle Ages", in Michael Bentley (ed.), *Companion to Historiography*, London: Routledge, pp. 209-234.

Unit 7 (Week 12): This unit will assess growth of science and technology in relation to magic and environment.

Astill, Grenville and John Langdon. (Eds.), (1997). *Medieval Farming and Technology: the impact of Agricultural Change in Northwest Europe*, Leiden: Brill.

Wolfe, Michael and Elizabeth Smith. (Eds.), (1997). *Technology and Resource Use in Medieval Europe: Cathedrals, Mills, and Mines*, Routledge.

Arnold, Ellen F. (November 2007). 'Engineering Miracles: Water Control, Conversion and the Creation of a Religious Landscape', *Environment and History*, vol. 13, no. 4, pp. 477-502.

Gies, F. and G. (1994). *Cathedral, Forge, and Waterwheel: Technology and Invention in the Middle Ages*, Harper Collins.

Aberth, John. (2012). *An Environmental History of the Middle Ages: The Crucible of Nature*, New York: Routledge.

Kieckhefer, R. (1994). 'The Holy and the Unholy: Sainthood, Witchcraft, and Magic in late Medieval Europe', *Journal of Medieval and Renaissance Studies*, no. 24, pp. 355-85.

Emmanuel, Le Roy Ladurie. (1972). *Times of Feast, Times of Famine: A History of Climate since the Year 1000*, trans. Barbara Bray, London: Allen and Unwin.

Jr., Lynn White. (1967). "The Historical Roots of Our Ecological Crisis", *Science*, vol. 155, pp. 1203-1207.

Marangudakis, Manussos. (2001). "The Medieval Roots of our Ecological Problems", *Environmental Ethics*, vol. 23, no. 2, pp. 243-260.

Ovitt, G. (1987). *The Restoration of Perfection: Labor and Technology in Medieval Culture*, N.J.: Rutgers University Press.

Unit 8 (Week 13): This unit will focus on agriculture and rural society as a backdrop to study the peasant rebellion and crisis within the feudal mode of production.

Aston, T.H., and Philpin, C.H.E. (Eds.), (1985). *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*, Cambridge: Cambridge University Press.

Cohn, Samuel Kline, Jr., (Ed. and trans.), (2004), *Popular Protest in Late Medieval Europe: Italy, France and Flanders*, Manchester: Manchester University Press.

Sullivan, Donald. (1981). "The End of the Middle Ages: Decline, Crisis, or

Transformation?" *The History Teacher*, vol. 14, no. 4, pp. 551-565.

Moore, Jason W. (September 2002). 'The Crisis of Feudalism: An Environmental History', *Organization & Environment*, vol. 15, no. 3, pp. 301-322.

Hilton Rodney. (2003). *Bond Men Made Free: Medieval Peasant Movement and the English Rising of 1381*, London: Routledge.

Jr., Samuel K. Cohn. (2008). *Lust for Liberty: The Politics of Social Revolt in Medieval Europe, 1200–1425 : Italy, France, and Flanders*, Cambridge: Harvard University Press , pp.1-129.

Unit 9 (Week 14): This unit will present the intellectual trends, scholasticism and forms of knowledge with special reference to beginning of Renaissance.

Jacques, Le Goff. (1993). *Intellectuals in the Middle Ages*, trans. T.L. Fagan, Oxford: Blackwell.

Colish, M. L. (1997). *Medieval Foundations of the Western Intellectual Tradition, 400-1400*, New Haven: Yale University Press.

Hankins, James. (2007). *The Cambridge Companion to Renaissance Philosophy*, New York: Cambridge University Press.

Stuckrad, Kocku von. (2010). *Locations of Knowledge in Medieval and Early Modern Europe: Esoteric Discourse and Western Identities*, Leiden: Brill.

Melve, Leidulf. (2006). "The revolt of the medievalists": Directions in recent research on the twelfth-century renaissance", *Journal of Medieval History*, vol. 32, no. 3, pp.231-252.

Burke, Peter. (1997). *The Renaissance*, London: Macmillan.

Suggested Further Readings:

- Barraclough, Geoffrey. (1968). *The Medieval Papacy*, London: Thames & Hudson.
- Holmes, George. (ed.), (1988). *The Oxford Illustrated History of Medieval Europe*, Oxford: Oxford University Press.
- Backman, Clifford. (2003). *The Worlds of Medieval Europe*, New York: Oxford University Press.
- Pirenne, Henri. (1956). *Economic and Social History of Medieval Europe*, London: Harcourt.
- Ganshoff, F. L. (1971). *Carolingians and the Frankish Monarch*, London: Longman.
- Bautier, R. H. (1971). *The Economic Development of Medieval Europe*, London: Thames & Hudson Ltd.
- Jacques Le Goff (ed.). (1990). *The Medieval World: The History of European Society*, trans. Lydia G. Cochrane, London: Park Gate Books.
- Cipolla, Carlo. (1977). *Before the Industrial Revolution: Society and Economy, 1000-1700*, New York: W.W. Norton & Co.
- Duggan, J. (ed.), (2002). *Nobles and Nobility in Medieval Europe: Concepts, Origins, Transformations*, Woodbridge: The Boydell Press, pp. 246-262.
- ब्लाख, मार्क, (२०१२) *सामंती समाज*, (दो खंड) नयी दिल्ली: ग्रन्थशिल्पी .

Facilitating Teaching Learning Outcome:

Primary sources and modern historiographical debates will be introduced to students in Weekly lectures. Students are expected to prepare and participate in class discussions, and to give formal presentations so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course will be evaluated in three modes.

- 1) There will be a 10 marks internal assessment exam held in mid-semester.
- 2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
- 3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-22
Gender in History

Course Objectives:

The objective of the course is to teach students some of the broad debates and theoretical formulations around history, nationalism, sexuality and race, and their relationship to gender. Students are required to focus on some pioneering works, which have moulded the ways in which scholars examine these issues in historical contexts. The course will teach how gender enriches our understandings of history and its varied social themes, and will enable students to explore linkages that have hitherto been in relative darkness. While looking at broad historiographical trends in writing gendered histories, students will be required to juxtapose these to trends in writing histories of gender in India. Finally, students will explore select case studies to highlight the connections between gender and history.

Learning Outcomes:

At the end of the course, students would:

- Understand historiographical interventions in the study of gender.
- Appreciate the importance of studying gender as a key category of historical analysis, and how ‘femininity’ and ‘masculinity’ have been culturally constructed in relation to each other in different societies.
- Realise how and why historically ‘gender roles’ have been socially conditioned.
- Have learnt about the ways in which inter-linkages between gender, nation, sexuality and race have been theorised and thought about by historians.
- Understand the intersections between global gendered histories and their meanings for writing history in India.
- Through concrete contexts and case studies, understand how gender brings new dimensions to our understanding of history.

Course Content:

Unit 1: (Week 1-2): Gender in and as History

Unit 2: (Week 3-4): Gender in Indian History

Unit 3: (Week 5-6): Gender, Nation and Nationalism

Unit 4: (Week 7-8): Sexualities: Reading Foundational Texts

Unit 5: (Week 9-10): Sexualities and Indian History

Unit 6: (Week 11-12): Gender, Race and Racism: Black Feminism

Unit 7: (Week 13): Renaissance and Gender

Unit 8 (Week 14): Women in Nazi Germany

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will cover methodological and theoretical questions regarding the relationship between gender and history.

Bock, Gisela. (1989). 'Women's History and Gender History: Aspects of an International Debate', *Gender and History*, 1 (1), Spring, pp. 7-30.

Lerner, Gerda. (1979). *The Majority Finds its Past: Placing Women in History*, New York: Oxford University Press, pp. 145-80.

Scott, Joan Walach. (1986). 'Gender: A Useful Category of Historical Analysis', *American Historical Review*, 91 (5), December, pp. 1053-75.

Smith, Bonnie G. (2010). 'Women's History: A Retrospective from the United States,' *Signs: Journal of Women in Culture & Society*, 35 (3), Spring, pp. 723-47.

Weisner-Hanks, Merry. (2007). 'World History and the History of Women, Gender, and Sexuality', *Journal of World History*, 18 (1), March, pp. 53-67.

Parmar, Shubhra. (2015). *Naarivaadi Siddhaant aur Vyavahaar*, Delhi: Orient Blackswan [in Hindi].

Unit 2 (Week 3-4): This unit will examine how gender is critical for an in-depth understanding of Indian history.

Ghosh, Durba. (2004). 'Gender and Colonialism: Expansion or Marginalization?', *The Historical Journal*, 47 (3), pp. 737-55.

Gupta, Charu. (2012). 'Introduction', in *Gendering Colonial India: Reforms, Print, Caste and Communalism*, Orient Blackswan, Delhi, pp. 1-36.

Menon, Nivedita. (2009). 'Sexuality, Caste, Governmentality: Contest over 'Gender' in India', *Feminist Review*, 91, pp. 94-112.

Nair, Janaki. (2008). 'The Troubled Relationship of Feminism and History', *Economic and Political Weekly*, 25 October, pp. 57-65.

Sinha, Mrinalini. (2000). 'Mapping the Imperial Social Formation: A Modest Proposal for Feminist History', *Signs*, 25 (4), pp. 1077-82.

Beauvoir, Simone de. (1990). *Stri Upekshita*, trans. Prabha Khetan, Delhi: Hindi Pocket Books.

Unit 3 (Week 5-6): This unit will understand how and why gender is crucial in comprehending nations and nationalism and the gendered nature of the nation itself.

Kim, Hyun Sook, Jyoti Puri and H. J. Kim-Puri. (2005). 'Conceptualizing Gender-Sexuality-State-Nation: An Introduction', *Gender and Society*, 19 (2), April, pp. 137-59.

McClintock, Anne, Aamir Mufti and Ella Shohat (eds). (1997). *Dangerous Liaisons: Gender, Nation and Postcolonial Perspectives*, University of Minnesota Press, Minneapolis, 1997, 'Introduction', pp. 1-12.

Molly, Maureen. (1995). 'Imagining (the) Difference: Gender, Ethnicity and Metaphors of Nation', *Feminist Review*, 51, Autumn, pp. 94-112.

Sinha, Mrinalini. (2004). 'Gender and Nation', in Bonnie G. Smith (ed.), *Women's History in Global Perspective*, University of Illinois Press, Urbana and Chicago, pp. 229-74.

Yuval-Davis, Nira. (1997). 'Women, Citizenship and Difference', *Feminist Review*, 57, Autumn, pp. 4-27.

Rai, Anupama. (2017). *Nagriktā ka Strī Paksh*, trans. Kamal Nayan Chaube. Delhi: Vani Prakashan [in Hindi].

Unit 4 (Week 7-8): This unit will focus on, and read, some foundational texts in histories of sexualities.

Butler, Judith. (1990). *Gender Trouble: Feminism and the Subversion of Identity*, New York: Routledge.

Foucault, Michel. (1990). *The History of Sexuality, Vol. 1: An Introduction*, New York: Vintage Books.

Stoler, Ann Laura. (1995). *Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things*, Durham: Duke University Press, pp. 1-18.

Week, Jeffrey. (1982). 'Foucault for Historians', *History Workshop*, 14, Autumn, pp. 106-19.

Unit 5 (Week 9-10): This unit will examine how sexualities have been embedded in multiple sites of Indian history.

Bose, Brinda and Subhabrata Bhattacharya (eds). (2008). *The Phobic and the Erotic: The Politics of Sexualities in Contemporary India*, Kolkata: Seagull Books, Introduction.

Gupta, Charu. (2002) '(Im)possible Love and Sexual Pleasure in Late-Colonial North India', *Modern Asian Studies*, 36 (1), pp. 195-221.

Menon, Nivedita. (2007). *Sexualities*, Delhi: Women Unlimited, Introduction.

Srivastava, Sanjay (ed.). (2003). *Sexuality Studies*, Delhi: Oxford University Press, Introduction, pp. 1-23.

Gupta, Charu. (2012). *Streetva se Hindutva Tak: Aupniveshik Bharat mein Yaunikta aur Sampradayikta*. Delhi: Rajkamal Prakashan [in Hindi].

John, Mary E., Janaki Nair (eds). (2008). *Kamsutra se Kamsutra Tak: Adhunik Bharat Mein Sexuality ke Sarokar*, trans. Abhay Kumar Dube. Delhi: Vani Prakashan [in Hindi].

Unit 6 (Week 11-12): The theory and praxis of black feminist thought will be studied in this unit.

Collins, Patricia Hill. (2010). 'Defining Black Feminist Thought'. In Carole R. McCann and Seung-Kyung Kim (eds). *Feminist Theory Reader: Local and Global Perspectives*, Routledge, New York and London, pp. 341-56.

Collins, Patricia Hill. (1999). 'The Social Construction of Black Feminist Thought', *Signs*, 14 (4), Summer, pp. 745-73.

Guy-Sheftall, Beverly (ed.). (1995). *Words of Fire: An Anthology of African-American Feminist Thought*, W. W. Norton, Introduction; bell hooks, 'Black Women Shaping Feminist Theory'.

James, Joy and T. Denear Sharpley-Whiting (eds). (2000). *The Black Feminist Reader*, Oxford: Blackwell, Introduction, pp. 1-7 and bell hooks, 'Black Women: Shaping Feminist Theory', pp. 131-45.

Unit 7 (Week 13): Through a case study of Renaissance in Europe, this unit will highlight how a gendered perspective brings depth to our understanding of the era.

Brownand, Judith C. and Robert C. Davis (eds). (1998). *Gender and Society in Renaissance Italy*, Longman, New York.

Pannizza, Letizia (ed.). (2000). *Women in Italian Renaissance Culture and Society*, Oxford: European Humanities Research Centre.

Taylor, Rachel Annand. *Invitation to Renaissance Italy*, Chapter 7: Women of the Renaissance.

Unit 8 (Week 14): The second case study of this course will study the position of women in Nazi Germany.

Bock, Gisela. (1983). 'Racism and Sexism in Nazi Germany: Motherhood, Compulsory Sterilization, and the State', *Signs*, 8 (3), pp. 400-21.

Bridenthal, Renate, Atina Grossman and Marion Kaplan (eds). (1984). *When Biology Became Destiny: Women in Weimar and Nazi Germany*, New York: Monthly review Press, Introduction, pp. 1-29; Marion Kaplan, 'Sisterhood Under Seige: Feminism and Anti-Semitism in Germany, 1904-38', pp. 174-95; Annemarie Troger, 'The Creation of a Female Assembly-Line Proletariat', pp. 237-70.

Gupta, Charu. (1991). 'Politics of Gender: Women in Nazi Germany', *Economic and Political Weekly*, 26 (17), pp. WS40-8.

Koonz, Claudia. (1987). *Mothers in the Fatherland: Women, the Family and Nazi Politics*, New York: St. Martin's Press, 1987.

Rupp, Leila J. (1977). 'Mother of the Volk: The Image of Women in Nazi Germany', *Signs*, 3 (2), pp. 362-77.

Suggested Readings:

- Armour, Ellen T. and Susan Ville (eds), (2006). *Bodily Citations: Religion and Judith Butler*, New York: Columbia University Press.
- Arya, Sadhna Nivedita Menon and Jini Lokneeta (2005), *Narivadi Rajniti: Sangharsh Evan Mudde*, Delhi: Hindi Nideshalaya [in Hindi].
- Crane, Cynthia. (2000). *Divided Lives: The Untold Stories of Jewish-Christian Women in Nazi Germany*, New York: St. Martin's Press, New York.
- Greer, Germaine. (2005). *Badhiya Stree*, trans. Madhu Joshi. Delhi: Rajkamal Prakashan [in Hindi].
- Joshi, Gopa. (2008). *Stree Vimarsh*. Delhi: Hindi Maadhyam Nirdeshalaya [in Hindi].
- Morgan, Sue (ed.). (2000). *The Feminist History Reader*, London: Routledge.
- Parker, Andrew, Russo, Sommer, and Yaeger (eds), (1992). *Nationalisms and Sexualities*, London: Routledge, Introduction.
- Pramila, K. P. (2010). *Stri: Yaunikta banaam Adhyatmikta*, Delhi: Rajkamal [in Hindi].
- Scott, Joan Wallach. (1999). *Gender and the Politics of History*, New York: Columbia University Press.
- Stanton, Domna (ed.). (1992). *Discourses of Sexuality: From Aristotle to AIDS*, Ann Arbor: University of Michigan Press, Introduction; Lynn Hunt, 'Foucault's Subjects in *The History of Sexuality*', pp. 78-93.
- Stibbe, Matthew. (2003). *Women in the Third Reich*, New York: Oxford University Press.

- Yuval-Davis, Nira. (1997). *Gender and Nation*, London: Sage, pp. 1-25.

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessments:

Students enrolled in the course will be assessed in three modes

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 20 marks.
- 2) Students will also be asked to make a brief class presentation, which will be out of 5 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-23
The Conquest of America

Course Objectives:

This course examines history of America by revisiting Conquest and its impact from various perspectives. Revisiting existing European perspectives, this course explores history of America with reference to “the vision of the vanquished”. In such an endeavor we will adopt the insights and methods of a range of disciplines that would include semiotics, anthropology and intellectual history.

Learning Outcomes:

At the end of the course, the students would/would be able to

- Appreciate various perspectives about Conquest in World History
- Comprehend formation of America from indigenous perspective
- Familiar with History from point of view of brutalities
- Understand the idea of the ‘other’ and its impact of cultural confrontation
- Understand impact of Conquest on America
- Skilled about brief understanding of Area study – American Studies- and pave the way for Research
- Familiar with various aspects of cultural confrontation in world history
- Skilled about brutalities as research method to understand history

Course Content:

Unit 1 (Week 1-3) Conquest and Signs

- a. Columbus and Signs
- b. Indians and Signs

Unit 2 (Week 4-6): Conquest and Brutalities

- a. Types of Brutalities and Bartolome de Las Casas
- b. Quantitative aspect of Brutalities
- c. Traces and Transformation

Unit 3 (Week 7-9): Conquest and Philosophical Anthropology

- a. Debates on Barbarian and Slaves in 16th and 17th century
- b. Comparative Ethnology in 16th and 17th century

Unit 4 (Week 10-13): Conquest, Revolts and Emergence of ‘New’ Political Culture

- a. Pattern and Issues of Revolts in 16th and 17th century
- b. Haiti Revolution
- c. ‘New’ Political Culture

Unit 5 (Week 14): Review Week

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-3): By the end of this unit, students will learn about history of identity and problem of recognition in process of cultural confrontation. Also, It will examine historical context of self and other

Norton, Marcy. (2004). "Conquest of Chocolate". *OAH Magazine of History*, Vol. 18, No.3, pp. 14-17

Simmons, Merle L.(1960). "Pre-Conquest Narrative Songs in Spanish America". *The Journal of American Folklore*, Vol. 73, No.288, pp. 103-111

Todorov, Tzvetan. (1984). *The Conquest of America*. New York: Harper Perennial.

Unit-2: (Week 4-6): By the end of this unit, students will learn about brutalities as tool of research and types of brutalities especially w.r.t Bartolome Las casas . Along with impact of genocide, the students will become familiar with changes in society and politics.

Burns, E,Bradford. (1994). *Latin America - A Concise Interpretive History*. New Jersey: Prentice Hall

Stannard, David E. (1992). *American Holocaust- The Conquest of the New World*. New York: Oxford University Press.

Vickery, Paul S(2000). "Bartolome de Las Casas: the prophet of New World", *Mediterranean Studies*, Vol.9, pp. 89-102

Unit 3: (Week 7-9): By the end of this unit, students will learn about historical aspect of debates on understanding Indians from theological and anthropological perspectives.

Alvares, Claudia.(2008). "New World Slavery: Redefining the Human". *Annali d'Italianistica*, Vol.26, Special Issues: Humanisms, Post-humanism and Neohumanism, pp. 131-153.

Heath, Malcolm.(2008). "Aristotle on Natural Slavery". *Phronesis*. Vol. 53, No.3, pp. 243-270.

Pagden, Anthony. (1986). *The Fall of Natural Man: The American Indian and the Origins of Comparative Ethnography*, Cambridge: Cambridge University Press.

Unit 4: (Week 10-13): By the end of this unit, students will learn about history of revolts, and its role in shaping evolution of society and politics in America.

Popkin, Jeremy D. (2012). *A Concise History of Haitian Revolution*. West Sussex: Wiley Blackwell.

Skidmore, Thomas E. and Smith, Peter H. (2005). *Modern Latin America*. New York: Oxford University Press.

Unit 5: (Week 14): Overall Review Week

Select Readings:

- Brunstetter, Daniel. (2010). "Sepulveda, Las Casas and the other: Exploring the tension between Moral Universalism and alterity". *The Review of Politics*, Vol.72, No. 3, pp-409-435
- Carl Schmitt, (2003). *Nomos of the Earth*, Telos Press, 2003
- Certeau, Michel De. (1988). *The Writing of History*, New York: Columbia University Press.

- Foucault, Michel. (1973). *The Order of Things*, New York: Vintage Books.
- Jefferson, Ann and Lokken, Paul. (2011). *Daily Life in Colonial Latin America*. California: The Greenwood Press
- Harmondsworth, J M Cohen. (ed.). (1969). *The Four Voyages of Christopher Columbus: Being His Own Log-Book, Letters and Dispatches with Connecting Narrative*. London: Penguin
- Meek, Ronald. (1976). *Social Science and the Ignoble Savage*. New York: Cambridge University Press.
- Martin, Munro. (2004). "Cannot Stand up for falling Down: Haiti, its Revolutions and Twentieth-Century Negritudes", *Research in African Literatures*. Vol. 35. No. 2, pp. 1-17.
- Pagden, Anthony. (1993). *Europeans Encounters with the New World : From Renaissance to Romanticism*. London: Yale University Press
- Pagden, Anthony. (1995) *Lords of All the World: Ideologies of Empire in Spain, France and Britain 1500-1800*. New Haven: Yale University Press.
- Wachtel, Nathan. (1977). *The Vision of the Vanquished* Hassocks: Harvester Press.

Facilitating Teaching Learning Outcome:

The course is structured as Weekly lectures and reading assignments. On the one hand, the essential readings build up basic understanding about issues, on the other, the students will be motivated to explore readings beyond those given in the course listing, paving the way for a research orientation and knowledge production. In order to enhance verbal communication skills of students, one paper presentation and group discussion on any two books (one book from essential reading and one relevant book as per choice of student with the permission of the teacher) will be held. Preparation of reports and assignment will enhance writing skills of students.

Assessments:

The Assessment is aimed to ensure that students not only acquire knowledge as per themes of paper, but also, develop understanding about reading a text, ability to connect history with relevant issues of society and find new dimensions on themes referred in paper by approaching relevant primary sources in creative ways. Students enrolled in the course will be evaluated in two modes.

1) Three Tests will be held -- two written test and one presentation. Out of this, the best two will be counted for a total of 25 Marks – 12.5 marks each. In case of presentation, the students are required to consult primary sources, and prepare assignment following framework of research paper with proper citations.

2) Finally, the students have to appear in end semester exam (Maximum Marks-75) at the end of semester. The end semester exam will cover all contents of the course and the time duration is 3 hours. Out of 8 questions, the students can attempt any four questions.

HSM 25

Slaves, Coolies and “Free” Labour: A Global History of Servitude 1500-2000s

Course Objective:

The paper aims to familiarize students with various forms of servitude: slavery, indenture, debt peonage, neo bondage and human trafficking. It will study these forms from a global history perspective. Since freedom and servitude define each other, this course focuses on this conjoint history of servile and "free" forms of labour, beginning with the discovery of the new world ca 1500 till the present era. The development of capitalism and its link with unfree labour will be a key focus area of this course. Forms of labour servitude and their transformations and abolition, and the rich historiography surrounding these issues will be at the centre of the teaching of this course. The course will focus on three key figures of the modern era: The Slave, The Coolie and the “Free” Labour.

Learning Outcome:

On completing the course students will learn the following:

- Know the significance of coerced labour in the making of the modern world.
- Be aware of the relationship between contemporary forms of labour servitude and its historical precedents.
- Understand the different historiographical interpretations of the main issues of servitude and freedom.
- Be able to critically interrogate the dominant Eurocentric perspective on transition from unfree to free labour and its links with development of capitalism on a global scale.
- Have a transnational and trans regional perspective on varieties of labour servitude and their mutual relations.
- Critically engage with the question of historical inevitability and alternative paths in the making of the contemporary capitalist world.

Course Content:

Unit 1: (Week 1-2): An Overview of Freedom and Servitude in the Modern World

Unit 2: (Week 3): Fading Slavery in Europe and Rise of Slavery in the New World

Unit 3: (Week4-5): Racial Slavery and Alternatives

Unit 4: (Week 6): Slavery and the Plantation economy-Brazil, the Caribbean and the US

Unit 5: (Week 7): Capitalism and Slavery-British Industrialisation

Unit 6: (Week 8): Slavery in the Indian Ocean World, ca 1600s-1900s

Unit 7: (Week 9): The Long Abolition: Abolitionist movement in Britain and France

Unit 8: (Week 10): Haitian Revolution and its impact

Unit 9: (Week 11): Abolition and its Aftermath: The Coolie Century 1800s-1900s

Unit 10: (Week 12): The Persistence of Coerced Labour in the 20th Century

Unit 11: (Week 13-14): Post-Modern Slavery: Myth and Reality

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will focus on the conceptual aspects of freedom and servitude.

Patterson, Orlando. (1982). *Slavery and Social Death: A Comparative Study*, Cambridge, Harvard University Press, pp.1-77.

Blackburn, Robin. (1997). *The Making of New World Slavery: From the Baroque to the Modern, 1492-1800*, London, Verso, pp. 1-20.

Davis, Brion Davis. (2006). *Inhuman Bondage: The Rise and Fall of Slavery in the New World*, Oxford, Oxford University Press, pp.1-12, pp.17-48.

Kopytoff, Igor. (1982). "Slavery" in *Annual Review of Anthropology*, Volume 11, pp. 207-230.

Finley, M.I. (1964). "Between Slavery and Freedom", in *Comparative Studies in Society and History*, Vol. 6, No 3, pp.233-249.

Unit 2: (Week 3) This unit will familiarise students with the background to the re-vivification of slavery in the New World.

Blackburn, Robin. (1997). *The Making of New World Slavery: From the Baroque to the Modern, 1492-1800*, London, Verso, pp. 33-93.

Domar, E. (1970). "Cause of Slavery and Serfdom: A Hypothesis", *Journal of Economic History*, Vol. 30, Issue 1, pp. 18-32.

Williams, Eric. (1944). *Capitalism and Slavery*, Chapel Hill, University of North Carolina Press, Chapter 1, 2, and 3.

Unit 3: (Week 4-5) This unit will focus on the causes behind the rise of racial slavery in the new world and Africa emerging as a major source of labour.

Blackburn, Robin. (1997). *The Making of New World Slavery: From the Baroque to the Modern, 1492-1800*, London, Verso, pp. 307-350.

Eltis, David, (1993). "Europeans and the Rise and Fall of African Slavery in the Americas: An Interpretation", *The American Historical Review*, Vol. 98, No. 5, pp. 1399-1423.

Drescher, Seymour. (2004). "White Atlantic? The Choice of African Slave Labour in Plantation Americas" in David Eltis, Frank D. Lewis, and Kenneth L. Sokoloff (eds.) *Slavery in the Development of the Americas*, New York, Cambridge University Press, pp. 31-69.

Solow, Barbara Lewis and Stanley Engerman. (ed). (2004) *British Capitalism and Caribbean Slavery: The Legacy of Eric Williams*, Cambridge, Cambridge University Press, pp. 1-25.

Williams, Eric (1944). *Capitalism and Slavery*, Chapel Hill, University of North Carolina Press, pp.1-30.

Davis, Brion Davis. (2006). *Inhuman Bondage: The Rise and Fall of Slavery in the New World*, Oxford, Oxford University Press, pp. 48-77.

Unit 4: (Week 6) This unit traces the rise of the Plantation Complex based on Slavery in the New

World.

Blackburn, Robin. (1997). *The Making of New World Slavery: From the Baroque to the Modern, 1492-1800*, London, Verso, Chapters 4, 8 and 10.

Williams, Eric (1944). *Capitalism and Slavery*, Chapel Hill, University of North Carolina Press, Chapters 1, 2 and 3.

Mintz, Sidney. (1986). *Sweetness and Power-The Place of Sugar in Modern History*, New York, Penguin Books, Introduction, Chapters 2 and 4.

Davis, Brion Davis. (2006). *Inhuman Bondage: The Rise and Fall of Slavery in the New World*, Oxford, Oxford University Press, pp.77-123.

Unit 5: (Week 7) This unit focuses on the crucial link between Slavery and Industrialisation and its historiography.

Blackburn, Robin. (1997). *The Making of New World Slavery: From the Baroque to the Modern, 1492-1800*, London, Verso, Chapters IX and XII.

Williams, Eric. (1944). *Capitalism and Slavery*, Chapel Hill, University of North Carolina Press, Chapters 3, 5 and 7.

Inikori, Joseph. (2002). *Africans and the Industrial Revolution: A Study in International Trade and Economic Development*, Cambridge, Cambridge University Press, Chapters 4, 5 and 10.

Solow, Barbara Lewis and Stanley Engerman. (ed.) (2004). *British Capitalism and Caribbean Slavery: The Legacy of Eric Williams* Cambridge, Cambridge University Press, pp. 51-103.

Eltis, David and Stanley Engerman. (2000). "Importance of Slavery and Slave Trade to Industrialising Britain" in the *Journal of Economic History*, Volume 60 No. 1, pp. 123-144.

Unit 6: (Week 8) This unit will track back to survey the parallel development of slavery in the Indian Ocean world to compare and contrast with Atlantic Slavery.

Richard Allen. (2010). 'Satisfying the "Want for Labouring People": European Slave Trading in the Indian Ocean', *Journal of World History*, Vol. 21, No.1, pp. 45-73.

Campbell, Gwyn (ed.) (2002). *Structure of Slavery in Indian Ocean Africa and Asia*, London, Routledge, Introduction and pp. 1-95.

Sharief, Abdul, Vijaylaxmi Teelock, Saada Omarar Wahan and Satyendra Peertham (eds.). (2014). *Transition from Slavery in Zanzibar and Mauritius*, CODESRIA, Senegal pp. 1-52.

Campbell, Gwyn and Edward Alpers. (2004). "Introduction: Slavery, forced labour and resistance in Indian Ocean Africa and Asia", in *Slavery and Abolition*, London, Routledge.

Unit 7: (Week 9): This unit will focus on the abolitionist movement in Britain and its historiography.

Drescher, Seymour. (2009). *Abolition: A History of Slavery and Anti Slavery*, New York, Cambridge, Chapters V, VIII and IX.

Davis, Brion Davis. (1999). *Problem of Slavery in the Age of Revolution, 1770-1823*,

New York, Oxford University Press, pp. 9-23, pp. 39-83, pp. 555-65.

Davis, Brion Davis. (2006). *Inhuman Bondage: The Rise and Fall of Slavery in the New World*, Oxford, Oxford University Press, pp. 231-250.

Bender, Thomas. (ed). (1992). *The Anti-Slavery Debate: Capitalism and Abolitionism as a Problem of Historical Interpretation*, Berkeley, University of California Press, pp. 105-290.

Williams, Eric. (1944). *Capitalism and Slavery*, Chapel Hill, University of North Carolina Press, pp.178-213.

Solow, Barbara Lewis and Stanley Engerman. (ed). (2004). *British Capitalism and Caribbean Slavery: The Legacy of Eric Williams* Cambridge, Cambridge University Press, pp. 191-259.

Unit 8: (Week10): The unit focuses on the Slave Revolution in Haiti and its enduring Legacy for Modern World of Freedom.

James, C.L.R. (1938). *Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*, New York, Vintage Books Chapters 1,2 and 13.

Fick, Carolyn. (1991). "The Saint Domingue Slave Insurrection of 1791: A Socio-Political and Cultural Analysis", *The Journal of Caribbean History*, Kingston, University of West Indies Press, Vol. 25. No 1. pp. 1-40.

Dubois, Laurent. (2004). *Avengers of the New World: The Story of the Haitian Revolution*, Cambridge (Mass), Harvard University Press, Chapters 1-4, 10-13.

Unit 9: (Week 11): This unit traces the rise of indentured labour regimes in the aftermath of abolition of Slavery and its eventual decline.

Northrup, David. (1995). *Indentured Labour in the Age of Imperialism 1834-1922*, Cambridge, Cambridge University Press, Chapters 1, 2, 5 and 6.

Steinfeld, Robert. (2001). *Coercion, Contract and Free Labour in the Nineteenth Century* Cambridge, Cambridge University Press, pp.1-28.

Mohapatra, Prabhu Prasad. (2004). "Assam and the West Indies 1860-1920: Immobilising Plantation Labour" in Hay, Douglas and Paul Craven (ed.) *Masters Servants and Magistrates in Britain and the Empire, 1562-1955*, Chapel Hill, University of North Carolina Press, pp. 455-480.

Allen, Richard B. (2014). "Slaves, Convicts, Abolitionism and the Global Origins of the Post-Emancipation Indentured Labor System", *Slavery and Abolition*, London, Routledge, Vol. 35, No 2, pp.328-348.

Unit 10: (Week 12): This unit will study the continued presence of coerced labour in the 20th century and International efforts at regulation and eradication.

Miers, Suzanne. (2003). *Slavery in the 20th Century: Emergence of a Global Pattern* Walnut Creek Ca: Altamira, Introduction, Chapters 1-5.

Allain, Jean (ed). (2012). *The Legal Understanding of Slavery: From the Historical to the Contemporary*, Oxford, Oxford University Press, Chapters 5,9,11,12,13 and 14.

Unit 11: (Week 13--14): This unit will look at contemporary debates on the prevalence of the

‘modern Slavery’ and various forms of human trafficking.

Allain, Jean. (ed.) (2012). *The Legal Understanding of Slavery: From the Historical to the Contemporary*, Oxford, Oxford University Press, Chapters 15, 16,17,18 and 19.

Bales, Kevin. (2004). *New Slavery: A Reference Handbook (Second Edition)*, Santa Barbara, ABC-CLIO, Chapters 2, 5 and 6.

Bales, Kevin. (2005). *Understanding Global Slavery: A Reader*, pp.1-40, 87-172.

Weitzer, R. (2015). Human Trafficking and Contemporary Slavery, *Annual Review of Sociology*, Vol41, No. 1, pp. 223–242.

Suggested Readings:

- Eltis, David and Stanley Engerman. (ed.) (2011). *Cambridge World History of Slavery Vol. II*, New York, Cambridge University Press.
- Drescher, Seymour, David Eltis and Stanley Engerman (ed.) (2011). *Cambridge World History of Slavery Vol IV*, New York, Cambridge University Press.
- Walvin James. (2006). *Atlas of Slavery*, Harlow, Pearson Education Limited.
- Walvin, James. (2011). *The Zong: A Massacre, the Law and the End of Slavery, Problem*, New Haven, Yale University Press.
- Davis, Brion Davis. (2000). *Slavery and Human Progress*, Oxford, Oxford University Press.
- Finley, M.I (1998). *Ancient Slavery Modern Ideology*, Princeton, Marcus Weiner Publishers.
- Tinker, Hugh. (1998). *A New System of Slavery: Export of Indian Labour Overseas*, London, Hansib.
- Bahadur, Gaiutra. (2013). *Coolie Woman: The Odyssey of Indenture*, London, C. Hurst Publishers.
- Linebaugh, Peter and Marcus Rediker. (2000). *Many Headed Hydra: Sailors, Slaves, Commoners and The Hidden History of Revolutionary Atlantic*, Boston, Beacon Books.

Facilitating Teaching Learning Outcome:

Teaching of the course is organized around lectures in two Weekly classes of one hour forty minutes duration each. Students will be encouraged to read up the essential readings before the class. Basic interpretation of visual and literary sources and Cartographic knowledge will be imparted wherever possible with the aid of digital instruction tools.

Assessments

Students who take this course will be assessed in two modes:

- 1) They will be assessed on the basis of a mid term examination of one hour duration of twenty five marks in Week 8 of the course.
- 2) At the end of the semester the students will take an examination of three hours duration for 75 marks. They are required to answer any four out of eight questions .

HSM 28
Revolutions and Revolutionary Thought

Course Objectives:

This course will study the English, French and Russian revolutions that are conventionally considered paradigmatic, alongside the Freedom movement in India, to raise questions on the nature of the revolutionary and its relationship with thought and historical change. This study will explore ideas and the relationship between ideas, historical consciousness and political movements, focussing on primary sources.

Learning Outcomes:

At the end of the course, students would:

- Understand the relationship between concepts and history
- Understand foundational moments in the history of modernity.
- Understand key foundational concepts of modernity such as Sovereignty, Popular Sovereignty, the State, Progress and History
- Be able to read and analyse primary sources closely
- Be able to read and analyse conceptually significant interventions in the history of political thought

Course Content:

Unit 1: (Week 1-2): Revolution: Concepts and Categories

Unit 2: (Week 3-5): The English Revolution(s): From the Civil Wars to the “Glorious Revolution”: Natural Law, Feudal Law, and Common Law. The Social Contract. The Political and the Eschatological.

Unit 3: (Week 6-8): The French Revolution(s): Representation and the Body-Politic. Supreme Reason and General Will. Classical models. Terror and Virtue.

Unit 4: (Week 9-11): The Russian Revolution(s): Political Economy and History, Politics and the Vanguard. Class, State and Revolution.

Unit 5: (Week 12-14): The Freedom Movement in India: Ahimsa and Satyagraha and the question of the Revolutionary

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will study the conceptualization of citizenship as well as notions of time and space in relationship to the political.

Pocock, J.G.A. (2014). “The Ideal of Citizenship since Classical Times” in Bellamy and Kennedy-Macfoy Ed. *Citizenship*, New York: Routledge,

Arendt, Hannah. (1977). *On Revolution*, London: Penguin, pp. 11- 49

Koselleck, Reinhart. (2004). *Futures Past: On the Semantics of Historical Time*, New

York: Columbia University Press, pp. 3-21

Foucault, Michel. (2007). *Politics of Truth*, New York: Semiotext(e), pp. 9-29; 83-121

Unit 2: (Week 3-5): This unit will study notions of Kingship, popular sovereignty, natural rights, property, franchise and the contract in the context of the English Civil wars in particular.

Kantorowicz, Ernst. (1957). *The Kings Two Bodies*, Princeton: Princeton University Press, [Selections]

Brenner, Robert. (2003). *Merchants and Revolution*, London:Verso, pp. 639-716

Hill, Christopher. (2019). *The World Turned Upside Down*, London: Penguin

Franklin, Julian. (1981). *John Locke and the Theory of Sovereignty*, Cambridge: Cambridge, University Press, pp. 1-81

Tuck, Richard. (1979). *Natural Rights: Their Origins and Their Development*, Cambridge: Cambridge, University Press

Macpherson, C.B. (1964). *The Political Theory of Possessive Individualism*, London: Oxford University Press, pp. 107-157

Pocock, J.G.A. (1987). *Ancient Constitution and Feudal Law*, Cambridge: Cambridge University Press

Pateman, Carole. (2013) *The Sexual Contract*, Cambridge: Polity Press

Robertson, Geoffrey. (Ed.) (2010). *The Putney Debates*, New York: Verso.

Hopton, Andrew. (Ed.). (2001). *Gerrard Winstanley*, New York: Verso

Hobbes, Thomas. (1990). *Behemoth Or the Long Parliament* Chicago: Chicago University Press

Documents from the English Civil Wars available at

<http://www.hillsdalesites.org/personal/hstewart/ECW/index.htm>

Unit 3: (Week 6-8): This unit will study the conceptualization of the relations between Kingship and revolution, popular sovereignty and the contract, History and progress, gender and the notion of the public, and slavery and popular sovereignty in the context of the French Revolution.

Soboul, Albert. (1988). *Understanding the French Revolution*, New York: International Publishers

Furet, Francoise. (1981). *Interpreting the French Revolution*, Cambridge: Cambridge, University Press,

Hont, Istavan “The Permanent Crisis of a Divided Mankind: ‘Contemporary Crisis of the Nation-state’ in Historical Perspective” *Political Studies* (1994) XLII 166-231

Habermas, Jurgen. (1989). *The Structural Transformation of the Public Sphere*, Cambridge: Polity Press, pp. 1-102

Hunt, Lynn. (1992). *Family Romance of the French Revolution*, Berkeley: University of California Press

James, C.L.R. (2001). *The Black Jacobins*, London: Vintage

Rousseau, Jean-Jacques. (2012). *The Basic Political Writings*, New York: Hackett Classics

Burke, Edmund. (2009). *Reflections on the Revolutions in France*, New York: Oxford University Press

Howe, John Ed. (2007). *Virtue and Terror: Maximille Robespierre*, New York: Verso

Tocqueville, Alexis De .(1998). *Old Regime and the Revolution*, Chicago: University of Chicago Press.

Documents from the French Revolution available at

<http://www.fordham.edu/halsall/mod/modsbook13.asp#The French Revolution>

Unit 4: (Week 9-11): This unit will study notions of revolution, the party, the state and political-economy in the context of the historical development of Russia as much as the Bolshevik Revolution.

Shanin, Theodore. (1972). *The Awkward Class*, Oxford: Oxford University Press, [Selections]

Shanin, Theodore. (1983). *Late Marx and the Russian Road*, London: Routledge

Dobb, Maurice. (1967). *Soviet Economic Development since 1917*, London: Routledge, [Selections]

Figgs, Orlando. (1998). *A People's Tragedy*, London: Penguin [Selections]

Hurdis, P. and K. Anderson. (2004). *The Rosa Luxemburg Reader*, New York: Monthly Review Press, pp. 128-312

Lenin, V.I. (1987). *Essential Works of Lenin*, New York: Dover

Lenin, V.I. (2004). *The Development of Capitalism in Russia*, Hawaii: University Press of the Pacific

Trotsky, Leon. (2007). *Terrorism and Communism: A Reply to Karl Kautsky*, London: Verso

Trotsky, Leon. (2005). *The Permanent Revolution and Results and Prospects*, Delhi: Aakar Books

Serge, Victor. (2012) *Memoirs of a Revolutionary*, New York: New York Review Books Classics, [Selections]

Unit 5: (Week 12-14): This unit will explore the question of revolution in the context of M.K. Gandhi's political philosophy and practice as well as those of his critics in the context of the Freedom Movement in India.

Parekh, Bhiku. (1999). *Colonialism Tradition and Reform*, Delhi: Oxford University Press.

Chatterjee, Partha. (1984). "Gandhi and the Critique of Civil Society", Ranajit Guha (Ed.) *Subaltern Studies Vol. III*, Delhi: Oxford University Press

Pandey, Gyan. (1982). "Peasant Revolt and Indian Nationalism", Ranajit Guha Ed. *Subaltern Studies I*, Delhi: Oxford University Press

Bilgrami, Akeel. (2003). "Gandhi the Philosopher" *Economic and Political Weekly* Vol. 38. Issue 39.,

Nagaraj, D.R. (2011). *Flaming Feet and other Essays*, Ranikhet: Permanent Black, [Selections]

Parel, Anthony (Ed.). (1997). *Hind Swaraj And Other Writings*, Cambridge: Cambridge University Press

Habib, S. Irfan. (2007). *To Make the Deaf Hear: The Ideology and Programme of Bhagat Singh and His Comrades*, New Delhi: Three Essays Collective

Rodrigues, Valerian Ed. (2004). *Essential Writings of B.R Ambedkar*, Delhi: Oxford

Suggested Readings:

- Arendt, Hannah. (1994). *Origins of Totalitarianism*, San Diego: Harcourt
Foucault, Michel. (1995). *Discipline and Punish*, New York: Vintage Books
Furet, Fracoise. (1988). *Marx and the French Revolution*, Chicago: University of Chicago Press
Fyk, Carolyn. (1990). *The Making of Haiti: Saint Domingue Revolution From Below*, Knoxville: University Tennessee Press
Koselleck, Reinhardt. (2000). *Critique and Crisis: Enlightenment and the Pathogenesis of Modern Society* Massachusetts: MIT Press
Lefort, Claude. (1988). *Democracy and Political Theory*, Cambridge: Polity Press
Pocock, J.G.A. (2016). *The Machiavellian Moment* Princeton: Princeton University Press
Smith, S.A. (1983). *Red Petrograd: Revolution in the Factories 1917-18*, Cambridge: Cambridge University Press
Sorel, Georges. (1999). *Reflections on Violence*, Cambridge: Cambridge University Press
Trotzky, Leon. (2017). *History of the Russian Revolution* London: Penguin

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course to develop their persuasive and analytical abilities.

Assessments:

The students will have to make one presentation based on a primary text and write one research paper based on primary and secondary sources. Students will have to inform and seek permission from the teacher on the topics/texts chosen for the presentation and research paper in advance.

- 1) The presentation will comprise of 10 marks.
- 2) The written paper will comprise of 15 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 31

The History and Heritage of Animals c. 1600-2000

Course Objectives:

This paper is counterintuitive in nature, in that its focus is not only on humans and their habitats but on the animals and their relationship with human society. The course studies the increasing unequal relationship and the political and economic structures organised by different social groups globally to enforce their writ. The course aims to identify the strands of power and exploitation that allows for the viewing of animals and their contextualisation in the evolving societies and politics of the times.

Course Outcomes:

- Students would learn about historical processes that have shaped the increasingly unequal relationship between animals and humans.
- they would also focus on the craft of history where the primary focus will not be on humans as much as it would be on animals, their habitat, their role in shaping human civilizations
- Students would learn about the struggle between civilization and what it has defined as the 'wild'.
- Students would also learn about the gradual and speedy loss of the species which nowadays has become a part of everyday news.

Course Content:

Unit 1 (Week 1-2): Philosophical and historical traditions- Conceptual debates on competing views of animal rights. The fauna icons and competing nationalisms, legacies of hunts -- Cultures, Taxonomy and Nationhood.

Unit 2 (Week 3-4): American Bison- Contests over the West, the European and Indian wars and their after effects, American national icon, the economic capital hanging on animal, near extinction of national icon, contesting for the future- Science and the parks.

Unit 3 (Week 5-6): Elephants -- Elephants in Asia with special reference to India; foe or friend, pre-colonial legacies and their consequences; Protection, extermination and preservation: Ivory, Empire and slavery in Africa.

Unit 4 (Week 7-8): The Big cats in Asian Cultures- The tiger in Asian cultures- religiosity, conflict and survival, Conquest, extermination and sport hunts in Dutch Java and British India, Imperial dominance and Alternative visions. The legacy of the Lion- imperial icon, the royal hunt, sport trophies and endangered species. The hunt chaser - Cheeta.

Unit 5 (Week 9-10): The dromedaries and double-humped camels- The role of camels in Asian Cultures-transport, agriculture, introduction of carts, war feeds, Islamic pilgrimage and animal, breeding, tourism, endangered species, the Indian Saga of camel.

Unit 6 (Week 11-12): The Primates and People- Cultures and traditions, Apes and science, Empire and Nationalism. Incarnation of new empires and Uncertain futures for the great apes.

Unit 7 (Week 13-14): The debate in the British empire- Agrarian expansion, pastoralist and conflicts. The changing perspectives of Ethology, ethics, ecology in the late twentieth century. The ivory debate, Animal products and the Vegan Culture, Environmental and Ecology protection-conservation parks and sanctuaries and save Earth.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2): This unit will teach students about the philosophical and historical traditions: conceptual debates on competing views of animal rights. The fauna icons and competing nationalisms, legacies of hunts- Cultures, Taxonomy and Nationhood.

Beinart, William and Hughes (Eds.) (2007). *Environment and Empire*. New York: Oxford University Press.

Haraway, Donna. (2001). *Primate Visions, Gender, Race and Nature in the making of Modern Science*. New York: Routledge.

Schama, Simon. (1995). *Landscape and Memory*. New York: Alfred A. Knopf.

Thomas, K.V. (1983). *Man and the Natural World: Changing attitudes in England 1500-1800*. England: Penguin.

Unit 2 (Week 3-4): This unit will teach students about the American Bison and the Contests over the West, the European and Indian wars and their after effects, American national icon, the economic capital hanging on animal, near extinction of national icon, contesting for the future- Science and the parks.

Isenberg, Andrew. (2000). *The Destruction of the Bison, An Environmental history*. Cambridge: Cambridge University Press.

Hornaday, William T. *The Extirpation of the American Bison, (e-book)*.

Thomas, K.V. (1983). *Man and the Natural World: Changing attitudes in England 1500-1800*. England: Penguin.

Unit 3 (Week 5-6): This unit will teach students about the Elephants in Asia with special reference to India- foe or friend, pre-colonial legacies and their consequences- Protection, extermination and preservation. The African elephant will be studied in context of the ivory trade, Empire and slavery in Africa.

Alter, Stephen. (2004). *Elephas Maximus: A Portrait of the Indian Elephant*. New Delhi: Penguin Books.

Edgerton, F. (1985). *The Elephant-lore of The Hindus*. Delhi: Motilal Banarsidass.

Trautmann, Thomas R. (2015). *Elephants and Kings: An Environmental History*. New Delhi: Permanent Black.

Walker, John F. (2009). *Ivory's Ghosts: The White Gold of History and the fate of Elephants*. New York: Grove Press, New York, 2009.

Sukumar, Raman. (2003). *The Living Elephants*. Delhi: Oxford University Press.

Elvin, Mark. (2004). *The Retreat of Elephants, An Environmental History of China*. Yale University Press.

Unit 4 (Week 7-8): This unit will teach students about the Big cats in Asian Cultures- specially,

the tigers in Asian cultures- religiosity, conflict and survival, Conquest, extermination and sport hunts in Dutch Java and British India, Imperial dominance and Alternative visions. The legacy of the Lions will be studied in context of the imperial icon, the royal hunts, sport trophies and endangered species. The history of the hunt chaser-Cheeta, will also be read.

Boomgaard, Peter. (2001). *Frontiers of Fear: The Tiger in the Malay World, 1600-1900*. Yale University Press.

Habib, Irfan. (2010). *Man and Environment: The Ecological History of India: A People's History of India*. vol.36. New Delhi: Tulika Books.

Thapar, Valmiki, Romila Thapar and Yusuf Ansari. (2013). *Exotic Aliens: The LION and the CHEETAH in India*. New Delhi: Aleph Book Company.

Divyabhanusinh. (1995). *The End of a Trail: The Cheetah in India*. New Delhi: Banyan Books.

Mitra, Sudipta. (2005). *Gir Forest and the Saga of the Asiatic Lion*. New Delhi: Indus Publishing Company.

Divyabhanusinh. (2005). *The Story of Asia's Lions*, Marg Publications.

Hughes, Julie H. (2013). *Animal Kingdoms: Hunting, the Environment, and Power in the Indian Princely States*, Ranikhet: Permanent Black.

Unit 5 (Week 9-10): This unit will teach students about the dromedaries and double-humped camels. The role of camels in Asian Cultures-transport, agriculture, introduction of carts, war feeds, Islamic pilgrimage and animal, breeding, tourism, endangered species, the Indian Saga of camel will be the main focus in this unit.

Bulliet, R. W. (1975). *The Camel and the Wheel*. Cambridge: Harvard University Press.

Thomas, K.V. (1983). *Man and the Natural World*. Penguin.

Beinart, William and Hughes. (Eds.) (2007). *Environment and Empire*. New York: OUP.

Kent, Marian. (1976). *Oil and Empire: British Policy and Mesopotamian Oil, 1900-1920*. London: Macmillan.

Crystal, Jill. (1990). *Oil and the Politics in the Gulf: Rulers and Merchants in Kuwait and Qatar*. Cambridge: Cambridge University Press.

Unit 6 (Week 11-12): This unit will teach students about the various types of relationships that exist between the Primates and People with special focus on the binaries of Cultures and traditions, Apes and science, Empire and Nationalism. The incarnation of new empires and uncertain futures for the great apes will also be looked at.

Haraway, Donna. (2001). *Primate Visions, Gender, Race and Nature in the making of Modern Science*. New York: Routledge.

Haraway, Donna. (2008). *When Species meet*. University of Minnesota Press.

Haraway, Donna. (2003). *The Companion Species Manifesto: Dogs, People, and Significant Otherness*. University of Chicago Press.

Unit 7 (Week 13-14): This unit will teach students about the debate that were taking shape in the British empire during the late nineteenth century and the early twentieth century. For example- Agrarian expansion, pastoralist and conflicts. The changing perspectives of Ethology, ethics, ecology in the late twentieth century will also be culled. The ivory debate, Animal products and

the Vegan Culture, Environmental and Ecology protection-conservation parks and sanctuaries and save Earth debates will also be discussed in relation with the major themes of animal history.

Anderson, David Anderson and Richard Grove. (eds.) (1987). *Conservation in Africa*, Cambridge University Press.

Austin, Gareth. (eds.). (2017). *Economic Development and Environmental History in the Anthropocene: Perspectives on Asia and Africa*. Bloomsbury.

Maddox, Gregory H. (2006). *Sub-Saharan Africa: An Environmental History (Nature and Human Societies)*, Santa Barbara: ABC-CLIO.

Habib, Irfan. (2010). *Man and Environment: The Ecological History of India ,A People's History of India*. vol.36. New Delhi: Tulika Books.

Walker, John F. (2009). *Ivory's Ghosts: The White Gold of History and the fate of Elephants*. New York: Grove Press.

Beinart, William and Hughes. (Eds.). (2007). *Environment and Empire*. Oxford Oxford University Press.

Beinart, William and JoAnn McGregor. (Eds.) (2003). *Social History and African Environments*, William Heinemann Press.

Crystal, Jill. (1990). *Oil and the Politics in the Gulf: Rulers and Merchants in Kuwait and Qatar*. Cambridge: Cambridge University Press.

Thomas, K.V. (1983). *Man and the Natural World*. Penguin.

Dovers, Stephens. (2003). *South Africa's Environmental History: Cases & Comparisons (Ecology & History)*.

Suggested Readings:

- Alter, Stephen. (2004). *Elephas Maximus: A Portrait of the Indian Elephant*. New Delhi: Penguin Books.
- Anderson, David Anderson and Richard Grove. (eds.) (1987). *Conservation in Africa*, CUP.
- Austin, Gareth. (eds.). (2017). *Economic Development and Environmental History in the Anthropocene: Perspectives on Asia and Africa*. Bloomsbury.
- Beinart, William and Hughes (Eds.) (2007). *Environment and Empire*. New York: Oxford University Press.
- Beinart, William and JoAnn McGregor. (Eds.) (2003). *Social History and African Environments*, William Heinemann Press.
- Boomgaard, Peter. (2001). *Frontiers of Fear: The Tiger in the Malay World, 1600-1900*. Yale University Press.
- Bulliet, R. W. (1975). *The Camel and the Wheel*. Cambridge: Harvard University Press.
- Crystal, Jill. (1990). *Oil and the Politics in the Gulf: Rulers and Merchants in Kuwait and Qatar*. Cambridge: Cambridge University Press.
- Divyabhanusinh. (1995). *The End of a Trail: The Cheetah in India*. New Delhi: Banyan Books.
- Divyabhanusinh. (2005). *The Story of Asia's Lions*, Marg Publications.
- Dovers, Stephens. (2003). *South Africa's Environmental History: Cases & Comparisons (Ecology & History)*.
- Edgerton, F. (1985). *The Elephant-lore of The Hindus*. Delhi: Motilal Banarsidass.

- Elvin, Mark. (2004). *The Retreat of Elephants, An Environmental History of China*. Yale University Press.
- Habib, Irfan. (2010). *Man and Environment: The Ecological History of India: A People's History of India*. vol.36. New Delhi: Tulika Books.
- Haraway, Donna. (2001). *Primate Visions, Gender, Race and Nature in the making of Modern Science*. New York: Routledge.
- Haraway, Donna. (2003). *The Companion Species Manifesto: Dogs, People, and Significant Otherness*. University of Chicago Press.
- Haraway, Donna. (2008). *When Species meet*. University of Minnesota Press.
- Hornaday, William T. *The Extinction of the American Bison*, e-book.
- Hughes, Julie H. (2013). *Animal Kingdoms: Hunting, the Environment, and Power in the Indian Princely States*, Ranikhet: Permanent Black.
- Isenberg, Andrew. (2000). *The Destruction of the Bison, An Environmental history*. Cambridge: Cambridge University Press.
- Kent, Marian. (1976). *Oil and Empire: British Policy and Mesopotamian Oil, 1900-1920*. London: Macmillan.
- Maddox, Gregory H. (2006). *Sub-Saharan Africa: An Environmental History (Nature and Human Societies)*.
- Mitra, Sudipta. (2005). *Gir Forest and the Saga of the Asiatic Lion*. New Delhi: Indus Publishing Company.
- Schama, Simon. (1995). *Landscape and Memory*. New York: Alfred A. Knopf.
- Sukumar, Raman. (2003). *The Living Elephants*. Delhi: Oxford University Press.
- Thapar, Valmiki, Romila Thapar and Yusuf Ansari. (2013). *Exotic Aliens: The LION and the CHEETAH in India*. New Delhi: Aleph Book Company.
- Thomas, K.V. (1983). *Man and the Natural World: Changing attitudes in England 1500-1800*. England: Penguin.
- Trautmann, Thomas R. (2015). *Elephants and Kings: An Environmental History*. New Delhi: Permanent Black.
- Walker, John F. (2009). *Ivory's Ghosts: The White Gold of History and the fate of Elephants*. New York: Grove Press, New York, 2009.

Facilitating Teaching Learning Outcomes:

The course is organized around Weekly lectures and reading assignments. During the course participants are expected to write and present reports, participate in class discussions on themes and topics located by the instructor. This exercise is to ensure that students learn to comprehend with the reading material and shall be able to develop their oral presentations and writing skills.

Assessments:

There will be three modes of assessing students enrolled in this course:

- 1) Students will have to submit two papers (either in Hindi or English) approximately of 10-12 pages (inclusive of bibliographic apparatus) on themes finalised in the class discussions with the mentorship of the instructor. These essays will be marked out of 10 for each essay.

- 2) Each student is expected to make a presentation (either in Hindi or English) and this will be marked out of Maximum mark 5. The total of all will be taken out of 25 Marks, allotted for Internal Assessment (10x2+5).
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 32
Global Environmental History, 1500-2000

Course Objectives:

The objective of this optional course is to explore human-induced changes in nature on the transnational and global scale. The paper covers general concepts in environmental history, and explores human, non-human actors (including climate and topography), and science and technology as agents in history. In more specialized ways it requires students to interrogate the changing relationship between humans and nature through more global categories of Columbian exchange, migration (including human, animals, plants and disease), colonialism, imperialism and warfare technologies. By exploring transformation of landscapes, rivers and forests, the objective is to make students understand the major turning points in environmental history. While doing so the course also examines the role of governments and states in shaping the modern environment around the world. The reading material for the course places environmental history in global perspective.

Learning Outcomes:

After completing this course, students would be able to –

- Know about the complexities of a ‘general’ history of environment on a transnational scale
- Learn to engage with questions on the changing relationship between humans and nature
- Understand how human-nature relations spans different times and spaces
- Comprehend the role human and non-human actors play as agents in history
- Locate the transformations of landscape, rivers and forests in various parts of the globe
- Examine the role of governments and states in shaping the modern environment

Course Contents:

Unit1: (Week 1): Emerging field of Global Environmental History

- a. World Without Borders
- b. Environmental Ideas

Unit 2: (Week 2-3): Pre-Industrialised World

- a. Climate Change and the Medieval Age
- b. Little Ice Age

Unit 3: (Week 4): Industrialisation, Technology and Population Growth

- a. Perspectives and debates
- b. Cities

Unit 4: (Week 5-6): Columbian Exchange

- a. Plants, Animals and Disease
- b. Ecological Imperialism
- c. Colonialism

Unit 5: (Week 7-8): Transformation of Landscapes

- a. Culture of Capitalism
- b. Non-human Agents
- c. Migration of Communities

Unit 6: (Week 9-10): Transforming Rivers:

- a. Water governance
- b. Large scale Hydraulic Engineering
- c. British colonial projects in Egypt and South Asia
- d. TVA model

Unit 7: (Week 11): Agricultural transformations

- a. Colonial science and agronomy in Asia and Africa
- b. Coming of the Green Revolution
- c. Slow violence of agricultural progress in Australia

Unit 8: (Week 12-13): State for nature conservation

- a. Soviet science and conservation in the Stalin era and after
- b. Chinese case under Mao

Unit 9: (Week 14): Anthropocene

- a. Dating Anthropocene
- b. Climate Change

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1): At the end of this unit students would learn about the major concepts in the emerging field of Environmental History

Guha, Ramchandra. 2000. *Environmentalism: A Global History*, New York: Longman.

Hughes, Donald J. (2006). *What is Environmental History?*, London: Polity Press.

Myllyntaus, Timo. (2011). "Methods in Environmental History", in Timo Myllyntaus, (ed.), *Thinking through the Environment: Green Approaches to Global History*, Cambridge: The White Horse Press.

Stewart, Mart A. (May, 1998). "Environmental History: Profile of a Developing Field", *The History Teacher*, Vol. 31, No. 3, pp. 351-368.

Worster, Donald. (Fall 1982). "World without Borders: The Internationalizing of Environmental History", *Environmental Review*, 6, pp.8-13.

Worster, Donald. (1988). "Doing Environmental History", *The Ends of the Earth: Essays in Modern Environmental History*, Cambridge and New York: Cambridge University Press, pp.279-307.

Unit 2: (Week 2-3): The peculiarities of the Pre-Industrialised World in the context of climate shaping the course of history in the Medieval Age will be discussed in this unit

Behringer, W. (2010). *A Cultural History of Climate*, Cambridge: Polity Press.

Brooke, John L. (2014). *Climate Change and the Course of Global History: A Rough Journey*, New York: Cambridge University Press

Eddy, John A. (Jun. 18, 1976). "The Maunder Minimum", *Science*, New Series, Vol. 192, No. 4245, pp. 1189-1202.

Richards, John F. (2003). *The Unending Frontier: An Environmental History of Early*

Modern World, California: University of California (Chapter 2).

Utterström, Gustaf. (1955). Climatic fluctuations and population problems in Early Modern history”, *Scandinavian Economic History Review*. Vol.3, pp.3-47.

Vries, Jan de. (Autumn 2009). “The Economic Crisis of the Seventeenth Century after Fifty Years”, *Journal of Interdisciplinary History*, Volume 40, Number 2, pp. 151-194.

Unit 3: (Week 4): The major historiographical debates on Industrialisation and technological achievements, and their connection with population growth will be discussed in this unit

Boserup, Ester. 1988. “Environment, Population, and Technology in Primitive Societies”, in Worster, Donald. (Ed.) *The Ends of the Earth: Essays in Modern Environmental History*, Cambridge and New York: Cambridge University Press, pp. 23-38.

Hardin, Garrett. (March 1969). “The Tragedy of the Commons”, *Ekistics*, Vol. 27, No. 160, pp. 168-70.

Culver, Lawrence. (2014). “Confluence of Nature and Culture: Cities in Environmental History”, in A. C. Isenberg (ed.), *The Oxford Handbook of Environmental History*, Oxford: Oxford University Press, pp. 553-572.

Meadows, Donella H. (Eds. et.al). (1972). *The Limits to Growth*, New York: Universal Books.

Platt, Harold L. (2005). *Shock Cities: The Environmental Transformation and Reform of Manchester and Chicago*, Chicago: University of Chicago Press.

Unit 4: (Week 5-6): The premise of Columbian Exchange and the biological expansion of European colonies will be discussed in this unit

Crosby, Alfred. (1986). *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*, New York: Cambridge University Press.

Crosby, Alfred. (2003). *The Columbian Exchange: Biological and Cultural Consequences of 1492*, London: Prager.

Grove, Richard. (1995). *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*, Cambridge: Cambridge University Press.

Koch, Alexander et.al. (2019). “Earth system impacts of the European arrival and Great Dying in the Americas after 1492”, *Quaternary Science Reviews*, No.207, pp. 13-36.

Sen, Satadru. (2010). *Savagery and Colonialism in the Indian Ocean: Power, Pleasure and the Andaman Islanders*, London and New York: Routledge.

William Beinart and Karen Middleton. (2004). “Plant Transfers in Historical Perspective: A Review Article”, *Environment and History*, Vol. 10, no, 1, pp. 3-29.

Unit 5: (Week 7-8): The way culture of capitalism along with some non-human agents have transformed landscapes will be discussed through the case studies of the Great Plain of the United States and the Caribbean Islands

Culver, Lawrence. (2012). “The Desert and the Garden: Climate as Attractor and Obstacle in the Settlement History of the Western United States”, in *Global Environment: A Journal of History and Natural and Social Sciences*, No.9, pp. 130-159.

Lübken, Uwe. (2012). “Chasing a Ghost? Environmental Change and Migration in

History”, in *Global Environment: A Journal of History and Natural and Social Sciences*, No.9, pp. 1-25.

McNeill, J.R. (2010). *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914*, Cambridge: Cambridge University Press.

Worster, Donald. (1997). *Dust Bowl*, New York: Oxford University Press.

Unit 6: (Week 9-10): The way humans have governed water through large-scale hydraulic engineering and its implication on river system will be discussed in this unit

McCully, Patrick. (2001). *Silenced Rivers: The Ecology and Politics of Large Dams*, London & New York: Zed Books.

McNeill, J.R. (2000). *Something New under the Sun. An Environmental History of the Twentieth Century*, London: Penguin, pp. 157-88.

Schmidt, Jeremy J. (2018). *Water: Abundance, Scarcity and Security in the Age of Humanity*, New Delhi: Sage (Introduction), pp.1-19.

Singh, Vipul. (2018). *Speaking Rivers: Environmental History of A Mid-Ganga Flood Country*, Delhi: Primus Books, pp.122-186 (Chapters 6 and 7).

Unit 7: (Week 11): The science of agriculture and its implication on society and human health will be discussed in this unit

Bhardwaj, Asmita. (2010). “From Green Revolution to the Gene Revolution in India”, in McNeill, John et.al. *Environmental History:: As if nature Existed*, Oxford & New York: Oxford University Press, pp.186-208.

McNeill, J.R., (2000). *Something New under the Sun. An Environmental History of the Twentieth Century*, London: Penguin, pp. 212-27.

Shiva, Vandana. (1991). *The Violence of the Green Revolution: Third World Agriculture, Ecology and Politics*, Penang: Zed books, pp.171-93.

Unit 8: (Week 12-13): The attempts to impose ordered and unitary policies by the powerful states in history will be discussed in this unit through two case studies from Russia and China

Brain, Stephen. (2011). *Song of the Forest: Russian Forestry and Stalinist Environmentalism, 1905-1953*, Pittsburgh: University of Pittsburgh Press, pp.79-172 (Chapters 4-6).

Radkau, Joachim. (Feb., 1996). “Wood and Forestry in German History: In Quest of an Environmental Approach.” *Environment and History* 2, no. 1, pp. 63–76.

Scott, James C. (1998). *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*, New Haven & London: Yale University Press, pp. 193-222.

Shapiro, Judith, (2001). *Mao's War Against Nature: Politics and the Environment in Revolutionary China*, New York: Cambridge University Press.

Weiner, Douglas, (2000). *Models of Nature*, Pittsburgh: University of Pittsburgh Press.

Unit 9: (Week 14): The unit will discuss the concept of Anthropocene and its relation with climate change

Brooke, John L. (2014). *Climate Change and the Course of Global History: A Rough Journey*, New York: Cambridge University Press, pp. 393-499 (Chapters 10-11).

- Emmett, Robert and Lekan, Thomas (eds.). (2016). *Whose Anthropocene?: RCC Perspectives: Transformations in Environment and Society*, Munich: Rachel Carson Center.
- Fagan, Brian. (1999). *Flood, Famines, and Emperors: El Niño and the Fate of Civilizations*, New York: Basic Books, pp. 221-312, (Chapters 10-13).
- Morrison, Kathleen D. (Sept. 2015). "Provincializing the Anthropocene", *Seminar* 673, 75-80.
- Simon L. Lewis and Mark A. Maslin. (12 March 2015). "Defining the Anthropocene", *Nature*, Vol. 519, pp. 171-80.

Suggested Readings:

- Beinart, William and Lotte Hughes. (2009). *Environment and Empire*, Oxford: Oxford University Press.
- Brooke, John L. (2014). *Climate Change and the Course of Global History: A Rough Journey*, New York: Cambridge University Press.
- Carson, Rachel. (1962). *Silent Spring*, Cambridge, Mass.: Riverside Press.
- Cronon, William. (1996). *Uncommon Ground: Rethinking the Human Place in Nature*, New York: W. W. Norton & Co.
- Davis, Mike. (2002). *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*, London & New York: Verso.
- Ghosh, Amitav. (2016). *The Great Derangement: Climate Change and the Unthinkable*, Gurgaon: Penguin Books.
- Hughes, Donald J. (2001). *An Environmental History of the World*, New York: Routledge.
- Magdoff, Fred and Foster, John B. (2011). *What Every Environmentalist Needs to Know about Capitalism*, New York: Monthly Review Press.
- Martinez-Alier, Joan. (2002). *The Environmentalism of the Poor: A Study of Ecological Conflicts and Valuation*, Cheltenham: Edward Elgar.
- McNeill, J.R. (2000). *Something New under the Sun. An Environmental History of the Twentieth Century*, London: Penguin.
- McNeill, John R. (2012). "Biological Exchange in Global Environmental History", in J. R. McNeill and E. S. Mauldin (eds.), *Companion to Global Environmental History*, West Sussex: Wiley-Blackwell, pp. 433-452.
- Muir, Cameron. (2014). *The Broken Promise of Agricultural Progress: An Environmental History*, Abingdon and New York: Routledge.
- Ponting, Clive. (1991). *A Green History of the World*, London: Sinclair-Stevenson.
- Richards, John F. (2003). *The Unending Frontier: An Environmental History of Early Modern World*, California: University of California.
- William, Raymond. (1980). "Ideas of Nature", in *Problems in Materialism and Culture: Selected Essays*, London: Verso.
- Worster, Donald. (1988). *The Ends of the Earth: Essays in Modern Environmental History*, Cambridge and New York: Cambridge University Press.
- रंगराजन, महेश. (2016). *भारत में पर्यावरण के मुद्दे: एक संकलन*, दिल्ली: पियर्सन.

- सिंह, विपुल. (2014) पर्यावरण पर मानव पदचिह्न: पर्यावरण परिवर्तन के ऐतिहासिक सन्दर्भ, दिल्ली: ट्रिनिटी प्रेस.

Facilitating Teaching Learning Outcome:

The course is thematically organized and would involve reading resources and writing assignments. Students would be shown a few documentaries on relevant themes. They would be asked to present reports and participate in formal class discussions on themes and texts identified by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessment:

Students enrolled in the course will be assessed in three modes.

- 1) Students will have to submit a term paper of circa 15-20 pages (inclusive of bibliographic apparatus) on a theme identified by the instructor. It will be marked out of 12.5 marks.
- 2) The second assignment will be in the form of a book review essay. The instructor would decide the text. This essay will be marked out of 12.5 marks.
- 3) There will be an end of term Semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 33
History of Modern France I (1760-1815)

Course Objectives:

This course introduces students to a critical period in human history when the 'Ancien Regime' was believed to have been taken apart in France and a new Age of Enlightenment and counter Enlightenment, revolution and reaction, liberation and subjugation ushered. The course evaluates the quality of this historical movement drawing out the disjunctures and continuities and makes critical assessment of different historiographical debates. The course aims to enhance students' ability to comprehend dialectical phenomenon of historical change and continuity, the power of ideas to shape material reality and vice versa and an introduction into the formation of modernity along with reinvigoration of tradition. The course also aims to introduce students with different socio-economic contestations and movements of rights and liberation specific to France but having global impacts.

Learning Outcomes:

- This course would hopefully make students more sensitive towards complexities of historical struggles against inequality and difference; modernist values of secularism and tolerance; and civic rights;
- Students would become familiar with major shifts in historiographical approaches in the study of French revolution in particular and with regard to modern historical thought in general;
- Students will improve their skills to read primary and secondary sources of historical writing; and
- It is expected that Enlightenment and print-culture being one prominent tenet of this course, students would gain important training in intellectual history of modern world.

Course Content:

Unit 1 (Week 1): Some Aspects of Old Regime France at the eve of transition.

Unit 2 (Week 2-3): Critical Assessment of various Historiographical Approaches for the study of French Revolution of 1789.

Unit 3 (Week 4-6): Political formations during French Revolution of 1789: constitutional monarchy, radical republicanism (Girondins, Jacobins and Sans Culottes) and restoration of monarchy under Napoleon.

Unit 4 (Week 7-10): Enlightenment Political Culture and the French Revolution of 1789.

Unit 5 (Week 11-13): Enlightenment, Revolution and Social Movements for Rights and Liberation.

Unit 6 (Week 14): Nature and the status of French economy in the eighteenth and early nineteenth centuries.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): This topic will focus on certain aspects of the history of France just before the Revolution of 1789, such as the king and his body; courtly culture; social classes; administration; law and justice; the Church and the religious minority communities; the evolution of the theory and practice of Absolutism; and different historiographical explanations regarding the nature of absolutist state in France.

Beik, William. (1985) *Absolutism and Society in Seventeenth-century France: State Power and Provincial Aristocracy in Languedoc*, Cambridge, Cambridge University Press

Elias, Norbert. (1983) *The Court Society*, Oxford: Basil Blackwell

Parker, David. (1983) *The Making of French Absolutism*, New York, St. Martin's Press

Parker, David. (1996) *Class and State in Ancien Régime France: The Road to Modernity?*, London/New York, Routledge/Taylor & Francis,

Salmon, J.H.M. (1967) "Venality of Office and Popular Sedition in Seventeenth-Century France: A Review of a Controversy" *Past & Present*, 37, pp. 21-43

Unit 2 (Week 2-3): this topic aims to familiarize students with different historiographical perspectives adopted by scholars during 19th to 21st century for the study of French Revolution of 1789. Following two books provide good gist of the arguments of different historiographical positions, however, for the detailed analysis of these historians, students may select further references from the list of suggested readings given below.

Comninel, George C. (1987) *Rethinking the French Revolution: Marxism and the Revisionist Challenge*, Verso

Kates, Gary (Ed.) (1998). *The French Revolution: Recent Debates and New Controversies*, Routledge

Unit 3 (Week 4-6): The below mentioned readings mainly deal with different phases of state formation during French revolution. They would focus on the historiographical perspectives on the nature of the interventions, identity and objectives of Girondins, Jacobins and Sans Culottes.

Feher, Ferenc. (1987) *The Frozen Revolution: an essay on Jacobinism*, Cambridge, Cambridge University Press

Furet, Francois. (1991) *Revolutionary France (1770-1880)*, Wiley Blackwell, 1991.

Gross, Jean-Pierre. (2003) *Fair Shares for All: Jacobin Egalitarianism in Practice*, Cambridge University Press

Lefebvre, Georges. (1962) *The French Revolution: From its origins to 1793*, UK, Routledge and Kegan Paul, First Indian Reprint 2007.

Sagan, Eli. (2001) *Citizens and Cannibals, struggle for modernity and the origins for ideological terror*, Rowman & Littlefield

Soboul, Albert. (1972) *The Sans Culottes: The Popular Movement and Revolution (1793-1794)*, New York, Anchor Books

Unit 4 (Week 7-10): Following readings would be helpful to learn about the Meaning, chronology, main characteristic features and leading philosophers of French Enlightenment; different historiographical contentions regarding the connection between Enlightenment and Revolution—various factors and agencies which helped the dissemination of new ideas—such as

the role of printing; education; academies, masonic lodges, salons and theaters; and paintings, festivals and music etc.

Baker, Kieth Michael. (1981) "Enlightenment and Revolution in France: Old Problems, Renewed Approaches" *Modern Asian Studies* 2, pp. 281-303

Chartier, Roger. (1991) *The Cultural Origins of French Revolution*, Durham and London, Duke University Press

Darnton, Robert. (1996) *The Forbidden Best-Sellers of Pre-Revolutionary France*, New York/London, W. W. Norton & Company

Dijn, Annelien De. (2008) *French Political Thought From Montesquieu To Tocqueville: Liberty in a Levelled Society?*, Cambridge University Press

Hesse, Carla. (1991) *Publishing and cultural politics in revolutionary Paris, 1789–1810*, University of California Press

Juneja, Monica. (2002) "Family Fictions: Painting and the Politics of Gender in the Making of Republican France" *Studies in History* 18, pp. 335-58

Kennedy, E. (1989) *A Cultural History of the French Revolution*, New Haven & London, Yale University Press

Lawton, Denis. & Gordon, Peter. (2002) *A History of Western Educational Ideas*, London, Woburn Press

Ozouf, Mona. (1991) *Festivals and the French Revolution*, Harvard University Press

Unit 5 (Week 11-13): In order to assess the significance of French Enlightenment and Revolution, we will deconstruct these events every year with the help of some specific social questions, such as the rights of women and gender relations; religious tolerance and equality; and the ban on slave trade and the abolition of slavery etc.

Blackburn, Robin. (1988) *The Overthrow of Colonial Slavery, 1776-1848*, London/New York, Verso

Davis, David Brion. (1998) *The Problem of Slavery in the Age of Revolution, 1770-1823*, Oxford University Press, (First Published 1975)

Hesse, Carla. (2003) *The Other Enlightenment: How French Women Became Modern*, Princeton/London, Princeton University Press

Hunt, Lynn. (1996) *The French Revolution and Human Rights: A Brief Documentary History*, Boston New York, University of Pennsylvania, Part 1 pp. 1-37; 51-82, 101-137.

Landes, Jone B. (1988) *Women and the Public Sphere in the Age of the French Revolution*, Ithaca and London, Cornell University Press, pp. 1-38, 66-92, 169-206.

Melzer, Sara E. and Rabine Leslie., eds.,(1992) *Rebel Daughters: Women And The French Revolution*, Oxford University Press (Specially chapters 4, 5 and 12).

Outram, Dorinda. (1989) *Body and the French Revolution: Sex, class and political Culture*, New Haven, Yale University Press

Unit 6 (Week 14): In this topic, we will study some key indices of French economy; condition of different sectors; and Major Historiographical perspectives about its nature and capitalist potentials. Unit may often juxtapose French case with other nations, particularly with Great Britain.

Heywood, Colin.(1995) *Development of the French economy, 1750-1914*, Cambridge

University Press

Horn, Jeff. (2006) *The Path not taken: French Industrialization in the Age of Revolution, 1750-1830*, Cambridge, Mass., MIT Press, Chapters 1, 5 , 6, pp. 1-16, 127-210

Suggested Readings:

- Anderson, Perry. (1979) *Lineages of the Absolutist State*, London, Verso
- Andrews, Richard Mowery. (1985) "Social Structures, Political Elites and Ideology in Revolutionary Paris, 1792-94: A Critical Evaluation of Albert Soboul's "Les sans-culottes parisiens en l'an II", *Journal of Social History* 19, pp. 71-112
- Baker, Keith Michael. (1990) *Inventing the French Revolution: Essays on French Political Culture in the Eighteenth Century*, Cambridge University Press
- Bonnell Victoria E. and Hunt, Lynn. ed., (1999) *Beyond the cultural turn: new directions in the study of society and culture*, University of California Press
- Brase, Richard Munthe. (1951) "General Dumouriez and the Girondins", *The American Historical Review*, 56, pp. 493-509
- Brinton, Crane. (1927) "Revolutionary Symbolism in the Jacobin Clubs" *The American Historical Review*, 32, pp. 737-52
- Brinton, Crane. (1928) "Political Ideas in the Jacobin Clubs" *Political Science Quarterly*, 43, pp. 249-64
- Brinton, Crane. (1929) "The Membership of the Jacobin Clubs", *The American Historical Review*, 34, pp. 740-56
- Darnton, Robert. (1989) "The Forbidden Best-Sellers of Pre-Revolutionary France" *Bulletin of the American Academy of Arts and Sciences* 43, pp 17-45
- Davis, David Brion. (1971) "New Sidelights on Early Antislavery Radicalism" *The William and Mary Quarterly* 28, pp. 585-94
- de Luna, Frederick A. (1988) "The Girondins Were Girondins" *French Historical Studies* 15 pp. 506-18.
- Dubois, Laurent. (2006) "An Enslaved Enlightenment: rethinking the intellectual history of the French Atlantic" *Social History*, 31, pp. 1-14
- Fick, Carolyn E. "Dilemmas of Emancipation: from the Saint-Domingue Insurrection of 1791 to the Emerging Haitian State" *History Workshop*, 46, pp. 1-15
- Furet, Francois. (1981) *Interpreting the French Revolution*, Cambridge University Press (Especially Part 1)
- Garrioch, David. (1999) "The everyday lives of Parisian women and the October Days of 1789" *Social History* 24, pp. 23-49
- Goubert, Pierre. (2001) *The French Peasantry in the Seventeenth Century*, Pennsylvania, The Pennsylvania State University Press
- Graham, Ruth. (1977) "Loaves And Liberty: Women And The French Revolution" in *Becoming Visible: Women In European History*, ed. Renate Bridenthal & Claudia Koonz, Houghton Mifflin, Boston, (Third Ed., 1998)
- Hufton, Olwen H. (1971) "Women in Revolution, 1789-1796" *Past & Present*, 53, 90-108

- Kaplan, Cora. (1998) "Black Heroes/White Writers: Toussaint L'Ouverture and the Literary Imagination" *History Workshop*, 46, pp. 32-62
- Kennedy, Michael L. (1979) "The Foundation of the Jacobin Clubs and the Development of the Jacobin Club Network, (1789-1791)" *The Journal of Modern History*, 51, pp. 701-33
- Kennedy, Michael L. (1989) "The "Last Stand" of the Jacobin Clubs" *French Historical Studies* 16, pp. 309-44
- Lefebvre, Georges. (1947) *The Coming Of The French Revolution*, Princeton, New Jersey, Princeton University Press
- Lublinskaya, A.D. (1968) *French Absolutism: the Crucial Phase 1620-1629*, Cambridge University Press
- Moulin, Annie. (1991) *Peasantry and Society in France Since 1789*, Cambridge University Press
- Price, Roger. (2005) *A Concise History of France*, Cambridge University Press, Second Edition, Chapter 1
- Quinlan, Sean. (1996) "Colonial Encounters: Colonial Bodies, Hygeine and Abolitionist Politics in Eighteenth Century France" *History Workshop*, 42, pp. 108-125
- Soboul, Albert. (1988) *Understanding the French Revolution*, New Delhi, People's Publishing House
- Sydenham, Michael J. (1971) "The Montagnards and Their Opponents: Some Considerations on a Recent Reassessment of the Conflicts in the French National Convention, (1792-93)" *The Journal of Modern History* 43, pp. 287-93
- Temple, Nora. (1966) "The Control and Exploitation of French Towns during the Ancien Regime" *History* 51, pp. 16-34.
- Wain, Kenneth. (2011) *On Rousseau: An Introduction to his Radical Thinking on Education and Politics*, Sense Publishers.

Facilitating Teaching Learning Outcome:

The main method of teaching this course is through lectures, however, certain texts will be specified for each unit in advance for students to read so that they can learn through participatory discussion method. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessments:

There are two levels of assessment: internal assessment of 25 marks and the end-semester examination of 75 Marks.

1) For internal assessment, students are asked to either write an assignment, or appear in a test, or give an open book exam (as specified by the teacher at the beginning of the semester). Students are expected to meet with the teacher to develop and finalize subjects and materials on which their assignment/test/openbook examination for internal assessment would be based.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75.

HSM-34

History of Modern France II 1815-1871

Course Objectives:

The course aims to introduce students with various trajectories of turbulent post-Napoleonic years and charts the contrasting pulls of conservatism and revolution. It focuses upon an expanding public arena of political activism and the new political, intellectual, art and literary movements and other socio-economic developments which shaped revolutionary as well as reactionary contexts of the 19th century France.

Course Outcomes

- The course would introduce students with the growth of various political, intellectual and literary currents of 19th century France;
- Learners in this course would come to know of various perspectives to comprehend different conflicting forces that shaped the socio-economic development of France during the 19th century;
- The specific understanding of French historical developments could be also useful in the general survey of various trends in European history, particularly in the arena of different patterns of capitalist growth, intellectual and political history.

Course Content:

Unit 1 (Week 1-2): Restoration.

Unit 2 (Week 3-4): Revolution of 1830.

Unit 3 (Week 5-6): Revolution of 1848.

Unit 4 (Week 7-8): From the Second Empire to Third Republic.

Unit 5 (Week 9): Education in France.

Unit 6 (Week 10-11): French foreign policy and colonialism.

Unit 7 (Week-12-14): French Economy.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2): This unit will focus on the manufacture and perpetuation of revolutionary traditions (republicanism, social democracy, anarchism) and counter revolution; age of Romanticism (art, the emergence of 'Bohemia') under Restoration (1815-1830).

Andrew, Counter, J. (2016) *The amorous restoration: love, sex, and politics in early nineteenth-century France*, Oxford University Press .

Crossley, Ceri. (1993) *French Historians and Romanticism: Thierry, Guizot, the Saint-Simonians, Quinet, Michelet*, Routledge.

Girling, John. (2004) *Social Movements and Symbolic Power: Radicalism, Reform, and the Trial of Democracy in France*, Palgrave Macmillan.

Kroen, Sheryl.(2000) *Politics and Theater: The Crisis of Legitimacy in Restoration*

France, 1815–1830, University Of California Press.

Pilbeam, Pamela M. (1995) *Republicanism in Nineteenth-Century France, 1814–1871*, Macmillan Education UK.

Unit 2 (Week 3-4): This unit will focus on the origins, nature and outcomes of the revolution of 1830 in France.

Pilbeam, Pamela M. (1991) *The 1830 Revolution in France*, Palgrave Macmillan UK.

Pinkney, David H. (1961) “A New Look at the French Revolution of 1830.” *The Review of Politics*, vol. 23, no. 4, pp. 490–506.

Pinkney, David H. (1964) “The Crowd in the French Revolution of 1830.” *The American Historical Review*, vol. 70, no. 1, pp. 1–17.

Popkin, Jeremy D. (2001) *Press, Revolution, and Social Identities in France, 1830-1835*, Pennsylvania State University Press.

Quinault, Roland. (1994) “The French Revolution of 1830 and Parliamentary Reform.” *History*, vol. 79, no. 257, pp. 377–393.

Rader, Daniel L. (1973) *The Journalists and the July Revolution in France: The Role of the Political Press in the Overthrow of the Bourbon Restoration, 1827–1830*, Springer Netherlands.

Unit 5 (Week 5-6): Under this unit, we will examine the role and conflicts of elites and masses, the capital and the country and the origins and terms of Napoleonic dictatorship in context of the revolution of 1848,

Berenson, Edward. (2011) *Vincent Duclert, and Christophe Prochasson, The French Republic’s History, Values, Debates*, Cornell University Press Ithaca and London.

Douglas, Dorothy W. (1929) “P. J. Proudhon: A Prophet of 1848. Part I: Life and Works”. *The American Journal of Sociology*, Vol. 34, No. 5, pp. 781- 803.

Douglas, Dorothy W. “Part II. P. J. Proudhon: A Prophet of 1848”. *The American Journal of Sociology*, Vol. 35, No. 1 (Jul., 1929), pp. 35- 59.

Namier, Lewis. (1992) *1848: The Revolution of the Intellectuals*, Anchor Books.

Pilbeam, Pamela (1976) “Popular Violence in Provincial France after the 1830 Revolution”, *The English Historical Review* 91, No. 359, pp. 278-297.

Pilbeam, Pamela M. (1995) *Republicanism in Nineteenth-Century France, 1814–1871*, Macmillan Education UK.

William, Fortescue. (2005) *France and 1848 The End of Monarchy*, London: Routledge.

Unit 4 (Week 7-8): This unit will deal with state, ideology, changing institutions of communication and culture in the period of Second Empire leading to the Third Republic.

Harvey, David. (2003) *Paris, Capital of Modernity*, Routledge.

Kirkland, Stephane. (2014) *Paris Reborn: Napoleon III, Baron Haussmann, and the Quest to Build a Modern City*, Picador:London.

Matthew N. Truesdell. (1997) *Spectacular Politics: Louis-Napoleon Bonaparte and the Fete Imperial, 1849-1870*, Oxford University Press.

Price, Roger. (1997) *Napoleon III and the Second Empire (Lancaster Pamphlets)*, Routledge.

Price, Roger. (2004) *People And Politics In France, 1848–1870*, Cambridge.

Price, Roger. (2004) *The French Second Empire: An Anatomy of Political Power*, Cambridge University Press.

Strauss-Schom, Alan. (2018) *The Shadow Emperor: A Biography of Napoleon III*, St. Martin's Press.

Taithe, Bertrand. (2001) *Citizenship and Wars: France in Turmoil 1870-1871*, London: Routledge.

Unit 5 (Week 9): In the backdrop of the legacy of Enlightenment and Revolution, this unit examines the kind of education system developed in France in terms of the role of state, modernity, religion, Liberalism and social inequalities etc. in the 19th century.

Green, Andy. (1991) *Education and State Formation: The Rise of Education Systems in England, France and the USA*, Basingstoke, Palgrave Macmillan.

Heywood, Colin. (1998) *Childhood In Nineteenth-Century France: Work, health and education among the 'classes populaires'*, Cambridge, Cambridge University Press.

Lawton, Denis and Peter Gordon. (2002) *A History of Western Educational Ideas*, London: Woburn Press.

Lewis, H. (1989) Some Aspects of Education in France Relevant to Current Concerns in the UK. *Comparative Education*, 25(3), 369-378. Retrieved from <http://www.jstor.org/stable/3099213>

Male, George A. (1963) *Education in France*, Office of Education, U.S. Department of Health, Education, and Welfare (DHEW), Washington, L. C.

Neferti Xina M. Tadiar. (1995) The Dream-Work of Modernity: The Sentimental Education of Imperial France. *Boundary 2*, 22(1), 143-183.

Rogers, Rebecca. 1959, *From the Salon to the Schoolroom: Educating Bourgeois Girls In Nineteenth-Century France*, Pennsylvania, The Pennsylvania State University Press.

Soysal, Y. and Strang, D. (1989). Construction of the first mass education systems in nineteenth-century Europe. *Sociology of Education*, 62(4), pp. 277–288.

Weber, Eugen. 1976, *Peasants into Frenchmen: The Modernization of Rural France*, California: Stanford University Press: Stanford.

Unit 6 (Week 10-11): Under this unit, we will study imperial expansion, ideas and practices; uses of empire; French and the natives; and colonial culture in France

Aldrich, Robert. (1996) *Greater France: A Study of French Overseas Expansion*, Palgrave.

Isser, Natalie. (1974) *The Second Empire and the Press: A Study of Government-Inspired Brochures on French Foreign Policy in their Propaganda Milieu*, Springer Netherlands
Michele Cunningham, 2001, *Mexico and the Foreign Policy of Napoleon III*, Palgrave Macmillan UK.

Unit 7 (Week-12-14): Under this unit, we will examine the main trends and historiographical positions with regard to French economy during 19th century.

Caron, Francois. (2014) *An Economic History of Modern France*, Routledge.

Heywood, Colin.(1995) *The Development of the French Economy, 1750-1914*, CUP,

1995

Rosenthal, Jean-Laurent (1992), *The Fruits of Revolution: Property Rights, Litigation and French Agriculture, 1700-1860*, Cambridge University Press,
Price, Roger. (1981) *An Economic History of Modern France, 1730–1914*, Macmillan Education UK.

Suggested Readings:

- McPhee, Peter. (1987) *A Social History of France 1780-1880*, London/New York, Routledge.
- Brenson, Edward. (1984) *Populist Religion and Left-Wing Politics in France (1830-52)*, Princeton University Press, Princeton, 1984.
- Clark, Timothy J. (1999) *The Absolute Bourgeoisie: Artists and Politics in France (1848-51)*, University of California Press.
- Furet, Francois. (1992) *Revolutionary France (1770-1880)*, Blackwell,
- Ranciere, Jacques. 1989 *The Nights of Labour Temple University Press*, Philadelphia.
- Alexander Martin S. ed, (1999) *French History since Napoleon*, Arnold Publication, 1999.
- Agulhon, Maurice. 1983 *The Republican Experiment (1848-1852)*, Cambridge University Press.
- Pilbeam, Pamela. (1991), *The 1830 Revolution in France* St. Martin's, New York.

Facilitating Teaching Learning Outcome:

The main method of teaching this course is through lectures, however, certain texts will be specified for each unit in advance for students to read so that they can learn through participatory discussion method. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessment:

There are two levels of assessment: internal assessment of 25 marks and the end-semester examination of 75 Marks.

1) For internal assessment, students are asked to either write an assignment, or appear in a test, or give an open book exam (as specified by the teacher at the beginning of the semester). Students are expected to meet with the teacher to develop and finalize subjects and materials on which their assignment/test/openbook examination for internal assessment would be based.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75.

HSM-35
History of Modern France III, 1871-1945

Course Objectives:

The course follows HSM 34 and tracks the making of Modern France after Bismarck's intervention and into the two World Wars. It considers the politics engaging civil society and its refashioning of the self sometimes with spatially distinct identities.

Course Outcomes:

By the end of this course, students would be intimately familiar with some of the most sophisticated attempts to understand the history of modern France during the period between 1871 and 1945.

They would also learn to engage with a history of the civil society and its relationships in France with the conceptualisation and articulation of the self.

Course Content:

Unit 1 (Week 1-3): Conflicts and compromises, 1870-1914.

Unit 2 (Week 4-5): Transformations of rural and urban France c. 1860-1914.

Unit 3 (Week 6-7): Republic, empire and the mission civilisatrice (to 1930).

Unit 4 (Week 8-9): Modernity and modernism.

Unit 5 (Week 10-11): War, economy and society 1914-40.

Unit 6 (Week 12-14): The nation and (old and new) French identities, 1919-40.

Essential Readings:

Unit 1 (Week 1-3): This unit will study the Paris Commune, 1871; Catholicism and republican secularism; republican, conservative, anarchist and social democratic mobilizations; feminism, suffrage and the politics of gender etc.

Accampo, Elinor. (2006) *Blessed Motherhood, Bitter Fruit: Nelly Roussel and the Politics of Female Pain in Third Republic France*, The Johns Hopkins University Press.

Ansell, Christopher K. (2001) *Schism and Solidarity in Social Movements: The Politics of Labor in the French Third Republic*, Cambridge, Cambridge University Press.

Auspitz, Katherine. (1982) *The Radical Bourgeoisie: The Ligue de l'Enseignement and the Origins of the Third Republic, 1866-1885*, Cambridge, Cambridge University Press.

Chenut, Helen Harden. (2006) *The Fabric of Gender: Working-Class Culture in Third Republic France*, University Park, Pennsylvania University Press.

Chrastil, Rachel. (2010) *Organizing for War: France, 1870-1914*, Louisiana State University Press.

Cohn, Samuel. (1993) *When Strikes Make Sense—And Why? Lessons from Third Republic French Coal Miners*, Springer US.

Fortescue, William. (2000) *The Third Republic in France 1870-1940: Conflicts and Continuities*, Routledge.

Grout, Holly. (2015) *The Force of Beauty: Transforming French Ideas of Femininity in*

the Third Republic, LSU Press.

Mansker, Andrea. (2001) *Sex, Honor and Citizenship in Early Third Republic France (Genders and Sexualities in History)*, Palgrave Macmillan.

Miller, Paul B. (2002) *From Revolutionaries to Citizens: Antimilitarism in France, 1870-1914*, Duke University Press.

Ross, Kristin (2015) *Communal Luxury: The Political Imaginary of the Paris Commune*, Verso.

Stuart, Robert. (2002) *Marxism at Work: Ideology, Class and French Socialism during the Third Republic*, Cambridge University Press.

Unit 2 (Week 4-5): This unit will explore the ways in which different regions and sections of French society, for instance peasants and workers were modernized and moulded into Frenchmen. What does it tell us about the meanings of economic modernity?

Boswell, L. (2009) "Rethinking the Nation at the Periphery", *French Politics, Culture & Society*, 27(2), pp. 111-126.

Eugen, Weber. *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914*, Stanford University Press, 1976.

Fitch, Nancy. (1992) "Mass culture, mass parliamentary politics, and modern anti-semitism: the Dreyfus affair in rural France," *American Historical Review*, 97.1, 55-95.

Ford, Caroline. (1990) "Religion and the Politics of Cultural Change in Provincial France: The Resistance of 1902 in Lower Brittany," *The Journal of Modern History*, 62(1), pp. 2-33.

Unit 3 (Week 6-7): This unit explores the ways in which French empire under Third Republic embarked upon a "Mission to Civilize" the colonized people ('Mission Civilisatrice'). What it reflects about French Cultural Policy? How notions of race, class, modernity, and otherness shaped these efforts? And, how these efforts reflected Regeneration of France itself through Empire?

Alice, L Conklin. (1998) *A Mission to Civilize: The Republican Idea of Empire in France and West Africa 1895-1930*, Stanford, Stanford University Press.

Andersen, Margaret Cook. (2015) *Regeneration through Empire: French Pronatalists and Colonial Settlement in the Third Republic*, University of Nebraska Press.

Burrows, M. (1986) "Mission Civilisatrice': French Cultural Policy in the Middle East, 1860-1914", *The Historical Journal*, 29(1), 109-135.

Daughton, J.P. (2006) *An Empire Divided: Religion, Republicanism, and the Making of French Colonialism, 1880-1914*, Oxford University Press, USA.

Jennings, Eric T. (2005) "Visions and Representations of French Empire", *The Journal of Modern History*, Vol. 77, No. 3, pp. 701-721.

Parks, Richard C. (2017) *Medical Imperialism in French North Africa: Regenerating the Jewish Community of Colonial Tunis*, University of Nebraska Press.

Peabody Sue and Stovall, Tyler. Eds. (2003) *The Color of Liberty: Histories of Race in France*, Durham, N.C. and London, Duke University Press.

Unit 4 (Week 8-9): Within this unit, we will study French arts and culture, c. 1880-1940.

Forth, Christopher E. and Elinor Accampo (Eds.) (2010) *Confronting Modernity in Fin-de-Siècle France: Bodies, Minds and Gender*, Palgrave Macmillan.

Guiney, M. Martin (2004) *Teaching the Cult of Literature in the French Third Republic* [First Edition], Palgrave Macmillan.

Ledger, Sally. (1995) *Scott McCracken, Cultural Politics at the Fin de Siècle*, Cambridge University Press.

Schwartz, Vanessa R., (2011) *Modern France: a very short introduction*, Oxford University Press.

Schwartz, Vanessa R. (1999) *Spectacular Realities: Early Mass Culture in Fin-de-Siècle Paris*, University of California Press.

Silverman, Debora L. (1992) *Art nouveau in fin-de-siècle France: Politics, Psychology, and Style*, University of California Press.

Unit 5 (Week 10-11): This unit deals with the economy and society of the period of two World Wars. It engages with questions of national security and the European colonial order during the 1920s and '30s; from Popular Front to 'Strange Defeat' etc.

Alexander, Martin S. and Helen Graham (Eds.) (1989) *The French and Spanish Popular Fronts: Comparative Perspectives*, Cambridge University Press.

Christofferson, Thomas R. and Michael S. Christofferson. (2006) *France during World War II: From Defeat to Liberation*, Fordham University Press.

Davies, Peter. (2000) *France and the Second World War: Resistance, Occupation, and Liberation*, Routledge.

Dell, Simon. (2007) *The Image of the Popular Front: The Masses and the Media in Interwar France*, Palgrave Macmillan UK.

Fell, Alison S. (2018) *Women as Veterans in Britain and France after the First World War*, Cambridge University Press.

Flood, P. J. (1990) *France 1914–18: Public Opinion and the War Effort*, Palgrave Macmillan UK.

Graham, Helen and Paul Preston (Eds.) (1987) *The Popular Front in Europe*, Palgrave Macmillan UK.

Grayzel, S. (1999) *Women's Identities at War: Gender, Motherhood, and Politics in Britain and France During the First World War*, The University of North Carolina Press.

Ousby, Ian. (2002) *The Road to Verdun: France, Nationalism and the First World War*, Jonathan Cape Ltd. Press.

Rhoades, Michelle K. (2006) "Renegotiating French Masculinity: Medicine and Venereal Disease during the Great War", *French Historical Studies*, Vol. 29, no. 2, pp. 293–327.

Stovall, Tyler. (1998) "The Color Line behind the Lines: Racial Violence in France during the Great War", *The American Historical Review*, Vol. 103, no. 3, pp. 737–769.

Thomas, Gregory M. (2009) *Treating the Trauma of the Great War: Soldiers, Civilians, and Psychiatry in France 1914-1940*, LSU Press.

Wilder, Gary. (2005) *The French Imperial Nation-State: Negritude and Colonial Humanism between the Two World Wars*, The University of Chicago Press.

Unit 6 (Week 12-14): Under this unit, we will examine the manner in which different, often

paradoxical and conflicting elements, tendencies and identities, old and the new, liberal and authoritarian shaped the nature of French nationalism and political life.

Chaitin, Gilbert D. (2008) *Culture Wars and Literature in the French Third Republic*, Cambridge Scholars Publishing.

Jann Pasler, (2009) *Composing the Citizen: Music as public utility in Third Republic France*, University of California Press.

Stuart, Robert. (2006) *Marxism and National Identity: Socialism, Nationalism, and National Socialism During the French Fin De Siècle*, State University of New York Press.

Winock, Michel and Jane Marie Todd. (1998) *Nationalism, Anti-Semitism, and Fascism in France*, Stanford University Press.

Suggested Readings:

- Alexander Martin S. (Ed.) (1999) *French History Since Napoleon*, Arnold Publication.
- Berenson, Edward. (1984) *Populist Religion and Left-Wing Politics in France (1830-52)*, Princeton, Princeton University Press.
- Furet, François. (1992) *Revolutionary France (1770-1880)*, Blackwell.
- Heywood, Colin. (1995) *The Development of the French Economy, 1750-1914*, CUP.
- Nora, Pierre. (Ed.) (1996) *Realms of Memory: Rethinking the French Past (Vol 1: Conflicts and Divisions)*, Columbia University Press.
- Rançière, Jacques. (1989) *The Nights of Labour: the Workers' Dream in the Nineteenth Century*, Temple University Press, Philadelphia.
- Rosenblum, Mort. (1986) *Mission to civilize: the French Way*, Harcourt Brace Jovanovich.

Facilitating Teaching Learning Outcome:

The main method of teaching this course is through lectures, however, certain texts will be specified for each unit in advance for students to read so that they can learn through participatory discussion method. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessments:

There are two levels of assessment: internal assessment of 25 marks and the end-semester examination of 75 Marks.

- 1) For internal assessment, students are asked to either write an assignment, or appear in a test, or give an open book exam (as specified by the teacher at the beginning of the semester). Students are expected to meet with the teacher to develop and finalize subjects and materials on which their assignment/test/openbook examination for internal assessment would be based.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75.

HSM-36
Social History of Britain, 1815-1914

Course Objectives:

The objective of this paper is to study the intersecting implications of some critical social changes in Britain during the heyday of colonialism and imperialism. The paper guides the students through a social history of Britain from 1815 to 1914, which is considered a century of untrammelled power in the making of the British empire. It does so by focusing on questions of overseas expansion, gender, class, labour, health, rural society and justice through certain key and new texts and readings, which provide an overview and fresh insights into the various debates on socio-economic issues that were emerging in Britain in this critical period. Each unit has one full book as its first and main reading.

Learning Outcomes:

At the end of the course, students would:

- Have fresh insights into the social history of Britain in this period.
- Understand gender, class and labour dynamics in British society during the heyday of its Empire.
- Comprehend that while this century marked a period of great expectations, there were also flashpoints of resistance.
- Be able to appreciate the simultaneous trends of making of bourgeois and oppositional ideologies in the period.
- Appreciate nuanced layers of social history of England by reading eight full length books and supplementary readings on each topic.

Course Content:

Unit 1: (Week 1-2): British Overseas Expansion

Unit 2: (Week 3-4): Rural Society, Poor and the Clergy

Unit 3: (Week 5-6): Health, Medicine and Society in Victorian England

Unit 4: (Week 7-8): Friendship and Marriage in Victorian England

Unit 5: (Week 9-10): British Labour Movement

Unit 6: (Week 11-12): Women and Suffrage

Unit 7: (Week 13): Work and Gender

Unit 8 (Week 14): Race and Justice under British Rule

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will cover conflicting interpretations regarding British foreign policy and overseas expansion.

Cain, P. J. (1980). *Economic Foundations of British Overseas Expansion, 1815-1914*, London: Macmillan.

Porter, Andrew. (1988). 'The Balance Sheet of Empire, 1850-1914', *The Historical Journal*, 31 (3), September, pp. 685-99.

Lobell, Steven E. (2001). 'Britain's Paradox: Cooperation or Punishment Prior to World War I', *Review of International Studies*, 27 (2), April, pp. 169-86.

Unit 2 (Week 3-4): This unit will examine the relationship between Church and rural society in Britain.

Robert Lee, Robert. (2006). *Rural Society and the Anglican Clergy, 1815-1914: Encountering and Managing the Poor*, Woodbridge: Boydell Press.

Lazerow, Jama. (1993). 'Spokesmen for the Working Class: Protestant Clergy and the Labour Movement in Antebellum New England', *Journal of the Early Republic*, 13 (3), Autumn, pp. 323-54.

Reed, Mick. (1984). 'The Peasantry of Nineteenth-Century England: A Neglected Class?', *History Workshop*, 18, Autumn, pp. 53-76.

Unit 3 (Week 5-6): This unit will understand the history of medicine in Victorian Britain and the drive towards professionalization of health issues.

Carpenter, Mary Wilson. (2010). *Health, Medicine and Society in Victorian England*, California: Greenwood.

Dreger, Alice Domurat. (1995). 'Doubtful Sex: The Fate of the Hermaphrodite in Victorian Medicine', *Victorian Studies*, 38 (3), Spring, pp. 335-70.

Winter, Alison. (1995). 'Harriet Martineau and the Reform of the Invalid in Victorian England', *The Historical Journal*, 38 (3), September, pp. 597-616.

Peterson, M. Jeanne. (1986). 'Dr. Acton's Enemy: Medicine, Sex and Society in Victorian England', *Victorian Studies*, 29 (4), Summer, pp. 569-90.

Unit 4 (Week 7-8): This unit will focus on the centrality of women's relationships in mainstream British life.

Marcus, Sharon. (2007). *Between Women: Friendship, Desire, and Marriage in Victorian England*, Princeton: Princeton University Press.

Anderson, Nancy F. (1982). 'The "Marriage with a Deceased Wife's Sister Bill" Controversy: Incest Anxiety and the Defense of Family Purity in Victorian England', *Journal of British Studies*, 21 (2), Spring, pp. 67-86.

Marcus, Sharon. (2011). 'The State's Oversight: From Sexual Bodies to Erotic Selves', *Social Research: An International Quarterly*, 78 (2), Summer, pp. 509-32.

Unit 5 (Week 9-10): This unit will examine the British labour movement and the emergence of trade union politics in Britain.

Barrow, Loggie and Ian Bullock. (1996). *Democratic Ideas and the British Labour Movement, 1880-1914*, Cambridge: Cambridge University Press, 1996.

Sykes, Alan. (1998). 'Radical Conservatism and the Working Classes in Edwardian England: The Case of the Workers Defence Union', *The English Historical Review*, 113

(454), November, pp. 1180-1209.

Roberts, Matthew. (2007). 'Popular Conservatism in Britain, 1832-1914', *Parliamentary History*, 26 (3), pp. 387-410.

Thane, Pat. (1984). 'The Working Class and State "Welfare" in Britain', 1880-1914, *The Historical Journal*, 27 (4), December, pp. 877-900.

Unit 6 (Week 11-12): The struggles and movements of women to get the right to vote will be studied in this unit.

Boussahba-Bravard, Myriam (ed.). (2007). *Suffrage Outside Suffragism: Women's Vote in Britain, 1880-1914* Palgrave, New, York, 2007.

Tilghman, Carolyn. (2011). 'Staging Suffrage: Women, Politics, and the Edwardian Theatre', *Comparative Drama*, 45 (4), Winter, pp. 339-60.

Clark, Elaine. (2004). 'Catholics and the Campaign for Women's Suffrage in England', 73 (3), September, pp. 635-65.

Mayhall, Laura E. Nym. (2000). 'Defining Militancy: Radical Protest, the Constitutional Idiom, and Women's Suffrage in Britain, 1908-1909, *Journal of British Studies*, 39 (3), July, pp. 340-71.

Unit 7 (Week 13): This unit concerns itself with women's lives, working conditions and activism in Britain in late nineteenth, early twentieth century.

Harrison, Barbara. (1996). *Not only the 'Dangerous Trades': Women's Work and Health in Britain, 1880-1914*, London: Taylor and Francis.

Malone, Carolyn. (1996). 'The Gendering of Dangerous Trades: Government Regulation of Women's Work in the White Lead Trade in England, 1892-1898', *Journal of Women's History*, 8 (1), Spring, pp. 15-35.

Tilly, Louise A. (1997). 'Women, Work and Citizenship', *International Labour and Working Class History*, 52, Fall, pp. 1-26.

Unit 8 (Week 14): This unit focuses on the different kinds of treatment the British Crown showcased towards the 'natives' and Europeans in the colonies, and interpersonal homicide in the Empire.

Wiener, Martin J. (2009). *An Empire on Trial: Race, Murder, and Justice Under British Rule, 1870-1935*, Cambridge: Cambridge University Press.

Bailkin, Jordanna. (2006). 'The Boot and the Spleen: When Was Murder Possible in British India?', *Comparative Studies in Society and History*, 48 (2), April, pp. 462-93.

Suggested Further Readings:

- Bentley, Michael. (1985). *Politics without Democracy: Great Britain, 1815-1914*, Blackwell.
- Briggs, Asa. (1975). *Victorian People*, Chicago: Chicago University Press.
- Harris, Trevor (ed.). (2009). *Art, Politics and Society in Britain (1880-1914): Aspects of Modernity and Modernism*, Cambridge: Cambridge Scholars Publishing.
- Hyam, Ronald. (2002). *Britain's Imperial Century, 1815-1914: A Study of Empire and Expansion*, New York: Palgrave.

- Jain, Kailash Chand (2007). *England ka Itihaas*. Delhi: University Publication [in Hindi].
- Jones, Gareth Stedman. (1983). *Languages of Class: Studies in English Working Class History, 1832-1982*, Cambridge: Cambridge University Press.
- Jones, Gareth Stedman. (1983). *Languages of Class: Studies in English Working-Class History, 1832-1982*, Cambridge: Cambridge University Press.
- Koven, Seth. (2004). *Slumming: Sex and Social Politics in Victorian London*, Princeton University Press.
- McCord, Norman and Bill Purdue. (2007). *British History, 1815-1914*, Oxford: Oxford University Press.
- Powell, David. (2002). *Nationhood and Identity: The British State*, I.B.Tauris.
- Secord, James A. (2000). *Victorian Sensation*, Chicago: Chicago University Press.
- Trelyan, G.M. (1968). *England ka Saamajik Itihaas*, trans. Rampal Singh Gaur, Jaipur: Samajik Vigyan Hindu Rachna Kendra [in Hindi].
- Week, Jeffrey. (1989). *Sex, Politics and Society: The Regulation of Sexuality in Britain since 1800*, Longman.

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and discussions based on the readings. Students will be asked to make short presentations on any one of the main books of the course, and analyse the strengths and weaknesses of them, so that they can understand how to read and review a book and also comprehend the readings of the course better.

Assessment:

There are three modes of assessing students enrolled in this course.

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 20 marks.
- 2) Students will also be asked to make a brief class presentation, which will be out of 5 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 39
Emergence of Modern South Africa, 1650s to 1948

Course Objectives:

The objective of this survey course is to examine the history of modern southern Africa, and the historical processes leading to the formation of the Union of South Africa in 1910. It aims to explore the consequences of colonial intervention, the colonization of the Cape region, focussing on the period during which it was under the Dutch East India Company, and the subsequent ascendancy, from the beginning of the nineteenth century, of the British in the region. The impact of Dutch and British colonialism in South Africa, on African societies, leading to the subjugation by the last quarter of the nineteenth century of their polities constitutes a major theme of the course. It seeks to enable students to understand some of the problems of historiography, influenced as it was for much of the twentieth century by racism, reinforced by the ideology of the apartheid state, and which began to be contested in the last quarter of the twentieth century. The ways in which colonialism was intertwined with racism is an important issue of interest for this course. The student would be able to understand the linkages between extractive industries, imperialism and racial segregation while studying this course, and appreciate the nature of the long and difficult struggle against racism in South Africa.

Learning Outcomes:

At the end of the course, students would be:

- Acquainted with the long-term impact of institutionalized racism, reinforced by the ideology of the apartheid state, on the writing of histories of modern South Africa.
- Familiar with the historical processes whereby colonialism, Dutch and British, subjugated the people of South Africa, dislocating Black African societies.
- Comprehend the connections between colonialism, gold mining, search for cheap labour, and racial discrimination, which in turn laid the foundations of the apartheid state that came in to existence in 1948.
- Grasp the implications that ideas of race had for the non-white people of South Africa, and the manner in which these ideas led to extreme forms of exclusion and exploitation.
- Understand the contradictions between Afrikaners and British imperialism, and the articulation of Afrikaner nationalist identity in which the Afrikaans language was accorded a special place.
- Appreciate the significance of resistance against racial discrimination, and the difficult struggle against racist policies in which during the formative phase Mahatma Gandhi played a crucial role.

Course Content:

Unit 1: (Week 1-2): Introduction to the course and discussion on the problems of racist historiography on modern South Africa.

Unit 2: (Week 3-4): Early European presence in the Cape, c. 1650-1800; the Khoi-Khoi and San

Unit 3: (Week 5-6): British colonial governance in the Cape; the 'Great Trek'; colonial expansion

Unit 4: (Week 7-8): Zulu and Xhosa societies; subjugation of African polities

Unit 5: (Week 9-10): Articulation of Afrikaner identity; evolution of Afrikaans; Afrikaner-British tensions

Unit 6: (Week 11-12): Rise of extractive industries; South African Wars; British colonialism to 1902

Unit 7: (Week 13): Formation of Union; racism, politics and society, 1910-1948

Unit 8 (Week 14): Resistance: role of Mahatma Gandhi; African National Congress, and other organizations

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will introduce the course and discuss the problems of racist historiography, of the apartheid era, on modern South Africa

Thompson, Leonard (2001), *A History of South Africa*, third edition, New Haven: Yale University Press, (Preface, and Chapter 1).

Saunders, Christopher (1988), *The Making of the South African Past: Major Historians on Race and Class*, Cape Town: David Philips, especially chapters 12-18.

Hetherington, Penelope (1993), 'Women in South Africa: The Historiography in English' *The International Journal of African Historical Studies*, 1993

<https://www.jstor.org/stable/219546>.

Unit 2 (Week 3-4): This unit will examine early European presence in the Cape, c. 1650-1800, focussing on Dutch colonialism, and look at the disruption of Khoi-Khoi and San societies

Thompson, Leonard (2001), *A History of South Africa*, New Haven: Yale University Press, (chapter 2).

Ross, Robert (1999), *A Concise History of South Africa*. Cambridge: Cambridge University Press, (chapter 2).

Elphick, Richards and Hermann Giliomee (Eds.) (1979), *The Shaping of South African Society, 1652-1940*, Connecticut: Wesleyan University Press (part I, 'The Cape Population').

Unit 3 (Week 5-6): This unit will discuss British colonial governance in the Cape in the early nineteenth century, and examine the historical processes leading to the 'Great Trek', the formation of new Afrikaner republics, British responses and conflicts with African polities

Thompson, Leonard, *A History of South Africa* (2001), New Haven: Yale University Press, (chapters 2 and 3).

Ross, Robert (1999), *A Concise History of South Africa*, Cambridge: Cambridge University Press, (chapter 2).

Elphick, Richard and Hermann Giliomee (Eds.) (1979), *The Shaping of South African Society, 1652-1940*, Connecticut: Wesleyan University Press (part 5, 'The Cape of Good

Hope and the World Economy'; part 10, 'The British and the Cape, 1814-1834').

Unit 4 (Week 7-8): This unit will focus on Zulu and Xhosa societies in the nineteenth century, and the subjugation of African polities, especially focussing on the Anglo-Zulu War (1879)

Thompson, Leonard, 'The Subjection of the African Chiefdoms, 1870-1898' in Wilson, Monica and Leonard Thompson (Eds.) (1971), *Oxford History of South Africa* Volume: 2 (1870-1966), Oxford: Clarendon Press, Oxford.

Thompson, Leonard (2001), *A History of South Africa*, New Haven: Yale University Press, (chapter 3).

Taylor, Stephens (1994) *Shaka's Children: A History of the Zulu People*, London: Harper Collins.

Elphick, Richard and Hermann Giliomee (Eds.) (1979), *The Shaping of South African Society, 1652-1940*, Connecticut: Wesleyan University Press (part 9, 'The Eastern Frontier').

Unit 5 (Week 9-10): The articulation of Afrikaner identity, c.1870s onwards, language, the evolution of Afrikaans, nationalism, and British-Afrikaner tensions, will be studied in this unit.

de Villiers, Rene (1971), 'Afrikaner Nationalism' in Wilson, Monica and Leonard Thompson (Eds.), *Oxford History of South Africa* Volume: 2 (1870-1966), Oxford: Clarendon Press.

Cauthe, Bruce, 'The myth of divine election and Afrikaner ethnogenesis' in Hutchinson, John and Anthony D. Smith (Eds.) (2000), *Nationalism: Critical Concepts in Political Science*, Volume: 3, London: Routledge

Thompson, Leonard (2001), *A History of South Africa*, New Haven: Yale University Press, (chapter 4).

Giliomee, Hermann (2003), *The Afrikaners: Biography of a People*, London: C. Hurst.

Shula Marks and Stanley Trapido, 'Lord Milner and the South African State', *History Workshop*, 8, 1979, pp. 50-80.

Unit 6 (Week 11-12): This unit will examine the rise of extractive industries, capital and labour in the gold and mining industry, and discuss the First and Second South African wars and their outcomes.

Thompson, Leonard (2001), *A History of South Africa*, New Haven: Yale University Press, (chapter 4).

Nasson, Bill, 'Waging Total War in South Africa: Some Centenary Writings on the Anglo-Boer War, 1899-1902', *The Journal of Military History*, 66, 3, 2002, pp. 813-28.

Andrew Porter, 'The South African War and the Historians', *African Affairs*, 99, 397, 2007, pp. 633-48.

Blainey, G., 'Lost Causes of the Jameson Raid', *Economic History Review*, 2nd series, XVIII, 1965, pp. 350-66.

Katz, Elaine, 'Outcrop and Deep Level Mining in South Africa before the Anglo-Boer War: Re-Examining the Blainey Thesis', *Economic History Review*, new series, 48, 2, 1995, pp. 304-28.

Richard Mendelsohn, 'Blainey and the Jameson Raid: The Debate Renewed', *Journal of*

Southern African Studies, 6, 2, 1980, pp. 157-70.

Unit 7 (Week 13): This unit will discuss the formation of Union of South Africa (1910), the constitutional framework, racism and exclusion, politics and society between 1910 and 1948 and the rise of the National Party.

Thompson, Leonard (2001), *A History of South Africa*, New Haven: Yale University Press, (chapters 4 and 5).

Ross, Robert (1999), *A Concise History of South Africa*, Cambridge: Cambridge University Press, (chapter 3).

Beinart, Willaim (2001), *Twentieth Century South Africa*, Oxford: Oxford University Press.

Unit 8 (Week 14): This unit will focus on resistance to racist policies and exclusion, racist legislation, conditions of Indian migrants, and the role of Mahatma Gandhi in the struggle against racial discrimination. It will examine the rise of organized resistance with special reference to the African National Congress and Indian and other organizations.

Thompson, Leonard (2001), *A History of South Africa*, New Haven: Yale University Press, (chapters 5 and 6).

Ross, Robert (1999), *A Concise History of South Africa*. Cambridge: Cambridge University Press, (chapter 4).

Katz, Elaine N., 'The Underground Route to Mining: Afrikaners and the Witwatersrand Gold Mining Industry from 1902 to the 1907 Miner's Strike', *The Journal of African History*, 36, 3, 1995, pp. 467-89.

Gandhi, M.K. (2012), *My Experiments with Truth*, Delhi: Penguin, parts II-IV.

Gandhi, Rajmohan (2006), *Mohandas: A True Story of a Man, His People and an Empire*, Delhi: Viking, chapters 3-6.

Hofmeyr, Isabel (2013), *Gandhi's Printing Press: Experiments in Slow Reading*, Massachusetts: Harvard University Press, pp.46-68.

Suggested Readings

- Worden, Nigel (1995), *The Making of Modern South Africa*, Oxford: Blackwell.
- Pakenham, Thomas (2015), *The Boer War*, London: Abacus.
- Callinicos, Alex (1985), *South Africa: The Road to Revolution*, London: Socialist Workers Party.
- Marks, Shula and Richard Rathbone (Eds.) (1982), *Industrialisation and social change in South Africa: African class formation, culture, and consciousness, 1870-1930*, Harlow: Longman.
- van Helten, Jean-Jacques, 'Empire and High Finance: South Africa and the International Gold Standard, 1890-1914', *The Journal of South African History*, 23, 4, 1982, pp. 529-48.
- Richardson, Peter and Jean-Jacques van Helten, 'The Development of the South African Gold-Mining Industry, 1895-1918', *Economic History Review*, new series, 37, 3, 1984, pp. 319-40.

- Wilson, Francis, 'Minerals and Migrants: How the Mining Industry has Shaped South Africa', *Daedalus*, 130, 1, 2001, pp. 99-121.
- Davenport, Rodney and Charles Saunders (Eds.) (2000), *South Africa: A Modern History*, Basingstoke: Macmillan.
- Stapleton, Timothy J. (2010), *A Military History of South Africa: From the Dutch-Khoi wars to the End of Apartheid*, Westport: Praeger Security International, pp.1-113.
- Guha, Ramchandra (2013), *Gandhi before India*, New York: Alfred Knopf, pp. 212-412.
- Davids, Achmat (2011), *The Afrikaans of the Cape Muslims from 1815 to 1915*, Pretoria: Protea Book House.
- Skinner, Rob (2017), *Modern South Africa in World History: Beyond Imperialism*, London: Bloomsbury Academic.
- Mandela, Nelson (1995), *Long Walk to Freedom*, London: Abacus, (especially, pp.1-248).

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. Students are expected to regularly spend some time every Week to consult readings in libraries accessible to postgraduate students. They would also be required to engage in dialogue in the class on themes being discussed by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills. They would also be encouraged to consult relevant material available online, for which the department provides computer facilities. Students are encouraged to consult political maps of southern Africa, which are also used for teaching in the classroom.

Assessments:

There are two modes of assessing students enrolled in this course.

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 25 marks. This will consist of two parts: i) one essay on a topic to be selected from 2 or 3 topics given beforehand to the students; and ii) brief and precise notes or comments on some selected issues discussed in class, which will allow evaluation of regularity and comprehension in the classroom, and ability to write succinctly.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-40
Imperialism and Nationalism, c.1850-1964

Course Objectives:

This course studies the theoretical literature that analysed the processes of imperialism in different areas of the world. To this end it considers Marxist as well non-Marxist explanations. The students in this course would stand informed about epistemological issues involved in the processes of colonisation of a large part of the world. They would also have engaged with diverse historiographic perspectives on these issues both from the colonised and the European partS of the world. Discussion of the origins of nationalism in the nineteenth century and its evolution in the twentieth century will provide a thorough grounding in the central concepts and major theories of nationalism to give students a comprehensive view of the ideas of key issues. The course will convey the need to understand nationalism in the context of long-term, historical social change. Identifying the major characteristics evident in the way imperialism was manifest in select colonies with a specific review of the Indian subcontinent is also an objective.

Learning Outcomes:

At the end of the course, students would:

- Learn about the histories of imperialism and nationalism during the period between 1850 and 1964 in considerable theoretical and empirical variations.
- Discover that how the colonial processes of social and economic change could feed into the making of an Imperialist regime and vice versa would be known to them from a variety of perspectives.
- Have a better understanding of the impact of European imperialism on global history, which should, in turn, provide them with some historical context for understanding the contemporary world.
- Appreciate the nature of the major nationalist resistance movements towards the decolonization of the global south.
- Simultaneous engagement with theoretical and historical perspectives would enrich their skills in deploying varied ideas in reconstructing histories of themes and areas that might not be directly related to the ones discussed here.

Course Content:

Unit 1: (Week 1-2): Definitions and problems of the categories of ‘imperialism’ and ‘Nationalism’ in a conceptual and historical perspective.

Unit 2: (Week 3-4): Theories of imperialism arising from Marxist-historical materialist traditions.

Unit 3: (Week 5-6): Non-Marxist theories and explanations of imperialism.

Unit 4: (Week 7-8): Imperialism in the late nineteenth century; Cultural politics of knowledge and imperialist rivalries; ‘scramble for Africa’.

Unit 5: (Week 9-10): Understandings of nation, nationalism; nation-state.

Unit 6: (Week 11-12): Protest movements against imperialism; crystallization of protests into anti-colonial/nationalist movements.

Unit 7: (Week 13): Colonialism and nationalism in India: historiography; ideas about the nation; national movement.

Unit 8: (Week 14): Changing forms of imperialism in the twentieth century and beyond.

ESSENTIAL READINGS AND UNIT BASED TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will examine the concepts and theories of Imperialism to interpret them in the global & national contexts.

Burbank, Jane, and Frederick Cooper. (2010). *Empires in world history: power and the politics of difference*, Princeton, N.J.: Princeton University Press.

Cain, Peter J., and Mark Harrison. (2000). *Imperialism: critical concepts in historical studies*, London: Routledge.

Gallagher, John and Ronald Robinson.(1953). “The Imperialism of Free Trade”, *The Economic History Review*, New Series, Vol. 6, No. 1, pp. 1-15.

Kemp, Tom. (1967). *Theories of Imperialism*, London: Dennis Dobson.

Renan, Ernest. (2018). *What Is a Nation? and Other Political Writings*, Translated and edited by M. F. N. Giglioli, New York :Columbia University Press.

Unit 2 (Week 3-4): This Unit will take a historical overview of the *analysis of Marxist Engagement with imperialism* arising from historical materialist traditions.

Marshall, Alexander. (2014). “Lenin’s *Imperialism* Nearly 100 Years On: An Outdated Paradigm?” *Critique*, vol. 42, no.3,pp. 317-333.

Brewer, Anthony. (1990). *Marxist Theories of Imperialism: A Critical Survey*, 2nd Edi., London: Routledge.

Connor, Walker. (1984). *The National Question in Marxist-Leninist Theory and Strategy*. Princeton: Princeton University Press.

Lenin, Vladimir Ilyich. (1996). *Imperialism: The Highest Stage of Capitalism*, reprint, London: Pluto.

Luxemburg, Rosa 1951 (1913), *The Accumulation of Capital*, translated by Agnes Schwarzschild, London: Routledge and Kegan Paul.

Pradella, Lucia. (2013). “Imperialism and Capitalist Development in Marx’s *Capital*”, *Historical Materialism*, vol.2,no..2 , pp.117–147.

Unit 3 (Week 5-6): This unit will assess the nature of political interventions of Non-Marxist theories and explanations of imperialism.

Alfred W. Crosby. (2004). “Preface to the New Edition,” and “Prologue,” in his *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. 2nd ed. Cambridge: Cambridge University Press, pp.xv-xx, 1-7.

Hobson, J. A.(1902). *Imperialism: A Study* .London: James Nisbet & Co., pp. 1-14.

Mehta, Uday Singh. (1999). *Liberalism and Empire* Chicago: University of Chicago Press.

Pits, Jennifer. (2005). *Turn to Empire: The Rise of Imperial Liberalism in Britain and France* Princeton: Princeton University Press.

Schumpeter, Joseph A. (1951). *Imperialism and Social Classes*, tr. Heinz Norden, New York: A.M. Kelly.

Unit 4 (Week 7-8): This unit moves around power of imperialism in the late nineteenth century along with its connections to the culture that both reflected and reinforced it.

Adrian, R. And S. Wisnicki.(2008). "Charting the Frontier: Indigenous Geography, Arab-Nyamwezi Caravans, and the East African Expedition of 1856-59," *Victorian Studies*, vol. 51, no. 1, pp. 103-137.

Evans, Martin.(2012). *Algeria: France's Undeclared War*, New York: Oxford University Press.

Fanon, Frantz. (1967). *A Dying Colonialism*. New York: Grove Press.

Ginio, Ruth.(2010). "French Officers, African Officers, and the Violent Image of African Colonial Soldiers," *Historical Reflections/Réflexions Historiques*, vol. 36, no.2, pp. 59-75.

Said, Edward W. (1994). *Culture and imperialism*, New York: Knopf.

Unit 5 (Week 9-10): This unit will examine terminologies like nation, nationalism and nation-state along with their *conceptual differences and practices*.

Spencer, Philip, Howard Wollman. (eds.). (2005). *Nations and Nationalism: A Reader*, New Brunswick: Rutgers University Press, pp. 1-119.

Kedourie, Elie..(1993). *Nationalism*. New Jersey: Wiley-Blackwell.

Gellner, Ernest.(2008). *Nations and Nationalism*. New York: Cornell University Press.

Hobsbawm, Eric J. (1992). *Nations and Nationalism since 1780: Programme, Myth, Reality*. Cambridge: Cambridge University Press.

Loomba, Ania.(2005). *Colonialism/ Postcolonialism*. Abingdon:Routledge.

Anderson, Benedict.(2006). *Imagined Communities*. London:Verso.

Hutchinson, John and Smith, Anthony D., (eds.). (2000). *Nationalism: critical concepts in political science*. London: Routledge.

Calhoun, Craig. (2007). *Nation Matters: Culture, History, and the Cosmopolitan Dream*. London: Routledge.

Wimmer, Andreas and Yuval Feinstein. (2010). "The Rise of the Nation-State across the World, 1816 to 2001." *American Sociological Review*, vol. 75, no.5, pp. 764-790.

Unit 6 (Week 11-12): This unit unfolds inherited determinants of resistance movements to offer explanation of social origins of National Movements against imperialism.

Balibar, Etienne and Immanuel M. Wallerstein (eds.) (1991). *Race, Nation, Class: Ambiguous Identities*. London: Verso.

Fahmy, Ziad. (2011). *Ordinary Egyptians: Creating the Modern Nation through Popular Culture*. Stanford CA: Stanford University Press.

Louis, William Roger.(2006). *Ends of British imperialism : the scramble for empire, Suez and decolonization : collected essays*. London : I.B. Tauris.

Maḥfūz, Najīb, and Trevor Le Gassick.(1992). *Midaq Alley*. 1st Anchor Books ed. New York: Anchor Books.

Moses, A. Dirk (ed.) (2008). *Empire, Colony, Genocide: Conquest, Occupation, and Subaltern Resistance in World History*. N.Y.: Berghahn Books.

Unit 7 (Week 13): The anti-colonial nationalism and the historiography of Colonialism and Nationalism in India are the main concerns of this unit.

Alter, Joseph S.(2000). “Subaltern Bodies and Nationalist Physiques: Gama the Great and the Heroics of Indian Wrestling,” *Body and Society*, vol. 6, no.2, pp.45-72.

Chatterjee, Partha, *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton: Princeton University Press, pp. xi-75.

Misra, Maria.(2014). “Sergeant-Major Gandhi: Indian Nationalism and Non-Violent ‘Martiality’,” *Journal of Asian Studies* vol. 73, no. 3, pp. 689-709.

Virmani, Aundhati. (1999).“National Symbols Under Colonial Domination: The Nationalization of the Indian Flag, March-August 1923,” *Past and Present*, vol. 164, pp. 169-197.

Unit 8 (Week 14): This unit traces histories of changing forms of imperialism in the twentieth century and its contemporary machinations.

Acemoglu, Daron, Simon Johnson, and James Robinson. (2001). “The Colonial Origins of Comparative Development: An Empirical Investigation.” *American Economic Review* vol. 91, no. 5, pp. 1369-1401.

Chakrabarty, Dipesh. (2000). *Provincializing Europe: Postcolonial Thought and Historical Difference*, New Jersey: Princeton University Press.

Lal, Deepak. (2004). *In Praise of Empires: Globalization and Order*. New York: Palgrave Macmillan.

Lebovics, Herman. (2006). “Afterword,” in his *Imperialism and the Corruption of Democracies*, Durham: Duke University Press, pp.113-119.

Wiener, Martin J.(2013). “The Idea of ‘Colonial Legacy’ and the Historiography of Empire,” *The Journal of the Historical Society*, vol.13, pp. 1-32.

Suggested Readings:

- Cain, Peter J. and Antony G. Hopkins. (2001). *British Imperialism: Crisis and deconstruction 1914–1990*, 2. ed., London: Longman.
- Cohn, Bernard S.(1996). *Colonialism and Its Forms of Knowledge*, Princeton: Princeton University Press.
- Davidson, Basil.(1977). “Questions About Nationalism”, *African Affairs*, vol. 76, no. 302, pp. 39–46.
- Garavini, G. (2012). *After Empires: European Integration, Decolonization, and the Challenge from the Global South*. Oxford: Oxford University Press.
- Mitchell, Timothy.(1988). *Colonising Egypt*. Berkeley: University of California Press.
- Nandy, Ashis.(1983). *The Intimate Enemy: Loss and Recovery of Self under Colonialism*, Delhi: OUP.

- Owen, Roger and Bob Sutcliffe.(eds.). (1972). *Studies in the Theory of Imperialism*, London: Longman.
- Pagden, Anthony. (1995). *Lords of All the World: Ideologies of Empire in Spain, Britain and France, c. 1500-c.1800*. New Haven and London: Yale University Press.
- Smith, J. (2016). *Imperialism in the Twenty-First Century: Globalization, Super-Exploitation and Capitalism's Final Crisis*. New York: Monthly Review Press.

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course, aims at developing a rational insight with a focussed objective of comprehending the course content and develop oratory skills of the students.

Assessment:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. There are three modes of assessing students enrolled in this course.

- 1) There will be a 10 marks internal assessment exam held in mid-semester.
- 2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
- 3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 41

Fascism and Nazism in Europe and Asia, 1919-1945.

Course Objectives:

This course underlines the rise and fall of ultra-nationalism in Europe and Asia in the context of its 19th Century background, the two World Wars and the crisis in international capitalism manifest in the Great Depression. The overall objective of the course is to acquaint the students with the historical trajectories taken by some European and Asian countries in the first fifty years of the 20th Century and to reflect on their significance in the making of nationalism in the contemporary world.

Learning Outcomes:

- The students who opt for this course will learn about the theory and practice of ultra-nationalism as a phenomenon produced by modern European history.
- The course will teach them about the connections between Feudalism, Capitalism, Socialism, Racism, Colonialism and Ultra-Nationalism.
- They will also learn about generic Fascism and country specific ultra-nationalism in relation to cultural comparisons across the countries chosen.
- One important outcome of the course will be a greater understanding of the cause and effect relationship between ultra-nationalism and the two World Wars.
- Finally, the students will be able to understand the ideological and historical connections between the currents of World History in the period 1900-1945 and the contemporary Post War world.

Course Content:

Unit 1 (Week 1): Course Orientation and Introduction to Fascism and National Socialism.

Unit 2 (Week 2): Theories of Fascism and National Socialism - Marxist, Weberian and Fascism Studies.

Unit 3 (Week 3): Prehistory of Fascism in France, Germany and Italy.

Unit 4 (Week 4): Fascism as ultra-nationalism; anti-Semitism and Racism.

Unit 5 (Week 5): Grassroots Fascism in Germany and Japan.

Unit 6 (Week 6): Impact of the First World War.

Unit 7 (Week 7): Failures of the German Left.

Unit 8 (Week 8): The Fascist State, its domestic and foreign policies.

Unit 9 (Week 9): Nazi policies and crisis of full employment.

Unit 10 (Week 10): The Second World War and the end of the Fascist regime.

Unit 11 (Week 11): Impact of the First World War and Dictatorship of General Primo de Rivera 1923-1930.

Unit 12 (Week 12): The Republic and Civil War; the victory of Franco.

Unit 13 (Week 13): Japanese Nationalism and Militarism in the 1920s and 1930s.

Unit 14 (Week 14): Japan in the Second World War 1941-45.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): The course will be introduced and the contemporary and historical relevance of the concept will be explained to the students.

Renton, Dave. (2007). *Fascism – Theory and Practice*, New Delhi, Aakar Books, pp.1-150.

Unit 2 (Week 2): Marxist, Weberian, Liberal and Nationalist theories of Fascism and Nazism will be explored.

Passmore, Kevin. (2014). *Fascism – A Very Short Introduction*, Oxford, OUP, pp. 1-100

Iordachi, Constantin. (2010). *Comparative Fascist Studies – New Perspectives*, London, Routledge, pp. 1-49.

Unit 3 (Week 3): The students will be introduced to the historical background of Fascism in France, Germany and Italy.

Passmore, Kevin. (2014). *Fascism – A Very Short Introduction*, Oxford, OUP, pp. 1-100 and

Burleigh, M. (2000). *The Third Reich – A New History*, London, Pan Books, pp. 1-50.

Unit 4 (Week 4): This unit will show how ultra-nationalism, anti-Semitism and Racism are integral to Fascism.

Iordachi, Constantin. (2010). *Comparative Fascist Studies – New Perspectives*, London, Routledge, pp. 1-49

Yoshiaki, Yoshimi. (1987). *Grassroots Fascism: The War Experience of the Japanese People*, New York, Columbia University Press, pp. 2-87.

Unit 5 (Week 5): In this unit the students will be acquainted with popular Fascism.

Reich, W. (1946). *The Mass Psychology of Fascism*, New York, Orgone, pp. 1-83.

Aly, Gotz. (2011). *Why the Germans Why the Jews*, New York, Picador, 1-50.

Unit 6 (Week 6): In this unit students will examine the rise of Fascism in the context of the First World War

Ramm, A. (1984). *Europe in the Twentieth Century 1905-1970*, London, Longman, pp. 60-103.

Lowe, Norman (2016). *Mastering Modern World History*, London, Palgrave-Macmillan., pp. 1-43, 295-308, 89-121.

Mussolini (*Doctrine of Fascism* pdf online)

Unit 7 (Week 7): This unit will analyse the reasons and implications of the failures of the German Left.

Lowe, Norman (2016). *Mastering Modern World History*, London, Palgrave-Macmillan, pp.3-50, 309-334.

Ramm, A. (1984). *Europe in the Twentieth Century 1905-1970*, London, Longman, pp. 60-103.

Unit 8 (Week 8): This unit will be concerned with the overall nature of the Fascist state and its policies.

Lowe, Norman (2016). *Mastering Modern World History*, London, Palgrave-Macmillan., pp. 1-43, pp. 295-308; pp. 89-121

Bosworth, R. J. (2006). *Mussolini's Italy*, New York, Penguin, pp.215-249.

Deshpande, A. (ed.). (2011), *Beesween Shatabdi mein Vishwa Itihas ke Pramukh Mudde*, Delhi, HMKN, Delhi University, pp. 121-134

Unit 9 (Week 9): The unit comprises an analysis of the economic crisis and formation of the Third Reich.

Lowe, Norman (2016). *Mastering Modern World History*, London, Palgrave-Macmillan, pp.3-50, 309-334;

Evans, Richard J. (2003). *The Third Reich in Power 1933-39*, England, Allen Lane, pp. 1-50.

Unit 10 (Week 10): This unit surveys the Second World War and the fall of Italian Fascism and the Third Reich.

Lowe, Norman (2016). *Mastering Modern World History*, London, Palgrave-Macmillan., pp. 1-50, 89-121, pp. 295-334

Bosworth, R. J. (2006). *Mussolini's Italy*, New York, Penguin, pp. 431-463.

Burleigh, M. (2001). *The Third Reich: A New History*, London, Macmillan, pp. 731-812.

Unit 11 (Week 11): The students will study the impact of the First World War on Spain and the dictatorship of General Primo de Rivera.

Lowe, Norman (2016). *Mastering Modern World History*, London, Palgrave-Macmillan, pp. 335-348

Unit 12 (Week 12): This unit will analyse the Spanish Republic and Civil War.

Lowe, Norman (2016). *Mastering Modern World History*, London, Palgrave-Macmillan, pp. 335-348

Gluckstein, D (2012). *A People's History of the Second World War*, London, Pluto, pp. 15-21.

Unit 13 (Week 13): The students will learn about various aspects nationalism and militarism in Japan.

Lowe, Norman (2016). *Mastering Modern World History*, London, Palgrave-Macmillan, pp. 89-121, 335-348

Deshpande, A. (ed.). (2011). *Beesween Shatabdi mein Vishwa Itihas ke Pramukh Mudde*, Delhi, HMKN, Delhi University, pp. 154-172

Verma, L. B. (2013). *Adhunik Vishwa ka Itihas*, Delhi, HMKN, Delhi University, pp. 392-408.

Unit 14 (Week 14): This unit will examine the role of Japan as an Axis Power during the Second World War and the collapse of Japanese Imperialism.

Lowe, Norman (2016). *Mastering Modern World History*, London, Palgrave-Macmillan, pp. 89-121, 335-348

Verma, L. B. (2013). *Adhunik Vishwa ka Itihas*, Delhi, HMKN, Delhi University, pp. 392-408;

Suggested Readings

- Bourdron, R. (2009). translated by Lal Bahadur Verma, *Fasiwad Siddhant aur Vyavhar*, Delhi, Granth Shilpi.
- Deshpande, A. (ed.). (2011). *Beesween Shatabdi mein Vishwa Itihas ke Pramukh Mudde*, Delhi, HMKN, Delhi University.
- Duara, Prasenjit. (2003). *Sovereignty and Authenticity: Manchukuo and the East Asian Modern*, Lanham, Rowman & Littlefield.
- Eatwell, Roger (1996). *Fascism: A History*, New York, Viking Penguin.
- Gallo, Max. (1974). *Spain Under Franco: A History*, New York, Dutton and Company.
- Guerin, Daniel. (1939). *Big Business and Fascism*, New York, Pioneer Publishers.
- Gupta, P. S. (2015). *Europe ka Itihas*, Delhi, HMKN, Delhi University.
- Hitler, Adolf. (2002). *Mein Kampf*, Delhi, Nishant.
- Jansen, Marius & Peter eds. (1989). *The Cambridge History of Japan, Volumes 5 and 6*. Cambridge: Cambridge University Press.
- Knight, F. (1975). *The French Resistance, 1940-44*, London, Lawrence and Wishart, 1975.
- Neumann, F. (1942). *Behemoth: The Structure and Practice of National Socialism*, New York, Dutton & Co., Inc., 1942.
- Sarti, Roland. (1996). *Fascism and the Industrial Leadership in Italy, 1919-1940*, Berkeley, University of California Press.
- Schweitzer Arthur. (1964). *Big Business in the Third Reich*, Bloomington, Indiana University Press.
- Shirer, W. (1976). *The Rise and Fall of the Third Reich*, London, Pan Books.
- Tipton, E. K. (2008). *Modern Japan*, New York, Routledge.
- Togliatti, P. (2004). translated by Anil Rajimwale, *Fasiwad aur Uski Karyapadati*, Delhi, Granth Shilpi.

Facilitating Teaching Learning Outcome:

Teaching will involve lectures and class discussions and the showing of select films and documentaries if possible. This will ensure the development of the all round communication skills.

Assessment:

The assessment modalities for this paper will be in two parts:

- 1) The students will submit ONE term paper in proper academic format numbering 15-20 pages (roughly 4000 to 5000 words inclusive of footnotes and bibliography) in *either* English *or* Hindi. The marks will be awarded to the students on the basis of both the content and form of the term papers from a maximum of 25 marks. These term papers will be considered an important step in the evolution of a student's capability of producing a narrative worthy of publication.
- 2) There will be an end of semester examination of three-hour duration in which students will answer 04 out of 08 questions

HSM 43
Approaches to Global History 1492-2001

Course Objectives:

The course has a dual objective: first, to introduce first-year MA students to key historiographical questions of global history; and second, to expose students to a core body of literature (both recent and older works) that ably mirrors the craft of doing global history today. However provisional our understanding may be, the forces that shape our present world will be thrown into relief from the vantage point of global history.

Learning Outcomes:

At the end of the course, students are expected:

- to develop global perspectives on themes covered by the course and appreciate that many historical processes are best approached from a global – rather than local or national – perspective.
- to appreciate that historiography itself (among other themes) can be a site for doing global history.
- to learn more about the shape of the modern world (especially as it emerged in early modern Europe and America) through the lens of political history.
- to explore the cultural and economic history of the 19th and 20th centuries by paying attention to developments beyond purely political events.
- to appreciate the role of urban cultures (the city) in the historical development of civil societies across time and space.

Course Content

Unit 1 (Week 1):	Open interaction with prospective students
Unit 2 (Week 2-3):	Global historiography: European tradition & non-European traditions
Unit 3 (Week 4-5):	Emergence of the early modern world in Spain, the Netherlands, the German states, and England
Unit 4 (Week 6-7):	Political revolutions of the 18th century: absolutist France and colonial America
Unit 5 (Week 8-9):	A cultural history of the world during the 19th century: Europe, Asia and Africa
Unit 6 (Week 10-11):	The New Deal and the post-War world order
Unit 7 (Week 12-13):	The global shape of Capitalism in the West and the East
Unit 8 (Week 14):	Ancient <i>Polis</i> and modern Cities in world history

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): The first Week will be devoted to open interaction of course teacher with prospective students who are interested in enrolling in the course. The teacher will answer questions regarding any of the themes listed in the syllabus and the nature of evaluation to be followed in this course. Preparations will be made for enrolment of students for an interactive online classroom at <https://piazza.com/> where reading materials can be uploaded and downloaded.

Unit 2 (Week 2-3): This unit will introduce historiographical issues related to the writing of world history (global history) both in the European and non-European context.

al Duri, Abd (1983) *The Rise of Historical Writing among the Arabs*, Princeton: Princeton University Press

Collingwood, R.G. (1946) *The Idea of History*, reprint New Delhi: Oxford University Press [Part I: Greco-Roman historiography].

Conrad, Sebastian (2016) *What is Global History?* Princeton: Princeton University Press.

Khaldun, Ibn (2005) *The Muqaddimah: An Introduction to History*, Princeton: Princeton University Press, pp. 5-32.

O'Brien, Patrick (2006) "Historiographical traditions and modern imperatives for restoration of global history" *Journal of Global History*, 1 (1): 3-39.

Qian, Sima (2007) *The First Emperor: Selections from the Historical Records*, Oxford: Oxford University Press, pp. xxi-xxxiv.

Unit 3 (Week 4-5): This unit will introduce the political history of early modern Europe by tracing the career of the absolutist states as they emerged in Europe during the course of the 16th and 17th centuries.

Perry Anderson (1974) *Lineages of the Absolutist State*, London: Verso [Chapter 3: Spain]

J.H. Elliott (1963/2002) *Imperial Spain*, London: Penguin

[Ch.1 Union of the Crowns; Ch.2 Reconquest & Conquest; Ch.3 The Ordering of Spain].

Douglas North & Barry Weingast (1989) "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England," *Journal of Economic History*, 69 (4): 803-832.

Pincus, Steve (2009) *1688: The First Modern Revolution*, New Haven & London: Yale University Press.

Unit 4 (Week 6-7): This unit will discuss the pursuit of glory by absolutist states in Europe in the age of Enlightenment and the political and economic revolutions that shook the old regimes during the course of the 18th century.

Ashton, T.S. (1997) *The Industrial Revolution*, Oxford: Oxford University Press.

Bayly, C. A. (2004) *The Birth of the Modern World, 1780-1914*, Malden & Oxford: Blackwell Publishing.

Tocqueville, Alexis de (2008) *The Ancien Régime and the French Revolution*, London: Penguin Books (trans. Gerald Bevan) [read book III: chs.1-8].

Middell, Matthias (2016) "The French Revolution in the global world of the eighteenth century" in Alan Forrest and Matthias Middell (eds.) *The Routledge Companion to the French Revolution in World History*, London: Routledge, pp. 23-38.

Unit 5 (Week 8-9): This unit will discuss period-specific global histories can be written by taking the 19th century as a case study.

Osterhammel, Jurgen (2014) *The Transformation of the World: A Global History of the Nineteenth Century*, Princeton University Press.

Pomeranz, Kenneth (2000) *The Great Divergence: China, Europe, and the Making of the Modern World Economy*, Princeton.

Unit 6 (Week 10-11): This units take the chronology of world history into the 20th century that has been shaped by both the United States and China.

Coase, Ronald and Ning Wang (2012) *How China became Capitalist*, Basingstoke: Palgrave Macmillan.

Katznelson, Ira (2013) *Fear Itself: The New Deal and the Origins of Our Time*, New York: Liveright Publishing Corporation.

Unit 7 (Week 12-13): This unit focuses on cultural and economic roots of Capitalism

Appleby, Joyce (2010) *The Relentless Revolution: A History of Capitalism*, New York: W.W. Norton & Company.

Max, Weber (2012) *The Protestant Ethic and the Spirit of Capitalism*, London: Routledge, pp. 102-125.

McClosky, Deirdre N. (2010) *Bourgeois Dignity: Why Economics Can't Explain the Modern World*, Chicago: Chicago University Press, pp. 1-47, 366-376, 393-405.

Tawney, R.H. (2012) *Religion and the Rise of Capitalism*, Delhi: Aakar, pp. 197-272.

Unit 8 (Week 14): This unit will show how a select theme – here the City –has been treated by historians on either a global or regional scale. And the same approach would also apply to various other themes such as food, cotton, environment, etc.

Jacobs, Jane (1985) *Cities and the Wealth of Nations*, New York: Vintage Books.

Cronon, William (1991) *Nature's Metropolis: Chicago and the Great West*, New York: W.W. Norton & Company.

Munford, Lewis (1961/1989) *The City in History: Its Origins, its Transformations and its Prospects*, New York: Harcourt (chs. 5, 8, 9, & 14).

Suggested Readings

- Acemoglu, Daron & James A. Robinson (2012) *Why Nations Fail: The Origins of Power, Prosperity and Poverty*, London: Profile Books.
- Beckert, Sven (2014) *Empire of Cotton: A global history*, New York: Alfred A. Knoff.
- Burke III, Edmund and Kenneth Pomeranz (2009) *The Environment and the World History*, Berkeley: University of California Press.

- Christian, David (2004) *Maps of Time: Introduction to Big History*, Berkeley: University of California Press.
- Diamond, Jared (1997) *Guns, Germs and Steel: A short history of Everybody for the last 13,000 years*, London: Vintage Books.
- Herodotus (1998) *The Histories* (trans. Robin Waterfield) Oxford: Oxford University Press.
- Lal, Deepak (2006) *Reviving the Invisible Hand: The case for Classical Liberalism in the twenty-first century*, New Delhi: Academic Foundation.
- Landers, David S. (1998) *The Wealth and Poverty of Nations*, New York: W.W. Norton & Company.
- Maynes, Mary Jo and Ann Waltner (2012) *The Family: A World History*, New York: Oxford University Press.
- McNeill, J.R. and William H. McNeill (2003) *The Human Web: A bird's-eye view of World History*, New York: W.W. Norton & Company.
- McNeill, William H. (1963) *The Rise of the West: A History of the Human Community*, Chicago: Chicago University Press.
- McNeill, William H. (1998) *Plagues and Peoples*, New York: Anchor Books.
- Pipes, Richard (2000) *Property and Freedom*, New York: Vintage Books.
- Polybius (2010) *The Histories* (trans. Robin Waterfield), Oxford: Oxford University Press.
- Robinson, Chase F. (2003) *Islamic Historiography*, Cambridge: Cambridge University Press.
- Thucydides (1972) *History of the Peloponnesian War*, London: Penguin Books.
- Wong, R. Bin (1997) *China Transformed: Historical Change and the Limits of European Experience*, Ithaca: Cornell University Press.

Facilitating Teaching Learning Outcome

Unit 2 is devoted to historiographical problems related to global history. Units 2 - 11 of the course are organized chronologically starting from the 16th to the 20th century; but Units 12 - 15 are organized more thematically (Capital & the City) while retaining some chronological sense within individual themes.

Assessments:

There will be two modes of assessing students enrolled in this course:

- 1) For the purpose of Internal Assessment (carrying 25 marks), students are encouraged to write a term paper on a topic of their choice that has either comparative perspective or global approach to a specific theme. Alternatively, students will be given a set of readings consisting of both primary and secondary sources. They will be asked to identify some researchable questions and prepare an essay of about 2000 – 3000 words with the help of the resources provided by the course teacher. Students are required to have verbal presentation of their written assignment in small groups of their own formation.
- 2) End-semester examination of three-hour duration will assess the student's understanding of the prescribed syllabus and this will be marked out of 75 marks. In the current format, students are expected to answer four out of eight questions.

**HSM New Course-
Histories of Modern Sexualities and Masculinities**

Course Objective:

The objective of the course is to teach students histories of modern sexualities and masculinities, which have emerged as a critical component for understanding gender histories of different societies and cultures. Students will be taught diverse themes and concepts on the historical constructions of sexualities and masculinities in the modern world, which will be juxtaposed and compared to modern Indian histories. The course will be thematic rather than chronological, and will examine broad debates and theoretical formations around sexualities and masculinities. Students will study some pioneering works, which have moulded the ways in which we examine these issues in historical contexts, both in the world and in India.

Learning Outcomes:

At the end of the course, students would:

- Understand histories of sexualities and masculinities.
- Realise the significance of recovering lost or ignored histories and experiences, and in inventing and reinventing gender history.
- Appreciate ways of writing about sexuality, masculinity, gender and the body in a historical framework.
- Know that sexualities and masculinities are not stable concepts but shift over time and space, and acquire distinct meanings in different societies.
- Grasp meanings of hegemonic and subordinate masculinities.
- Be able to juxtapose historical evolution of sexualities and masculinities with debates and questions on it in an Indian context.

Course Content:

Unit 1: (Week 1-2): Sexual Identities and History: Reading Foundational Texts

Unit 2: (Week 3-4): Regulation of Sexualities Since 1800

Unit 3: (Week 5-6): Understanding Masculinities Historically

Unit 4: (Week 7-8): Colonialism, Nationalism, Sexualities and Masculinities in India

Unit 5: (Week 9-10): Hegemonic Masculinities and Violence

Unit 6: (Week 11): Subordinate Masculinities: Race, Caste, Class and Religion

Unit 7: (Week 12): Same Sex Relations: Queer Politics and Homosexuality

Unit 8 (Week 13-14): Historical Debates on Prostitution; Visual-Cultural Representations of Masculinity in History

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will study some of the foundational texts and readings on histories

of sexualities.

Butler, Judith. (1990). *Gender Trouble: Feminism and the Subversion of Identity*, New York: Routledge, pp. 1-46.

Foucault, Michel. (1990). *The History of Sexuality, Vol. 1: An Introduction*, New York: Vintage Books, pp. 1-50.

Stanton, Domna (ed.). 1992. *Discourses of Sexuality: From Aristotle to AIDS*, Ann Arbor: University of Michigan Press [Introduction: The Subject of Sexuality, pp. 1-43; Lynn Hunt, Foucault's Subject in *The History of Sexuality*, pp. 78-93; Catharine A. MacKinnon, 'Does Sexuality Have a History', pp. 117-37].

Stoler, Ann Laura. (1995). *Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things*, Durham and London: Duke University Press [Chapt 1, Colonial Studies and Hist of Sexuality, pp. 1-18; Chapt 2, Placing Race, pp. 19-54].

Unit 2 (Week 3-4): This unit will examine the regulation of sexualities, particularly from 1800.

D'emilio, John and Estelle B. Freedman. (1988). *Intimate Matters: A History of Sexuality in America*, New York: Harper and Row [Towards a New Sexual Order, 1880-1930, pp. 171-238].

Doan, Laura. (2013). *Disturbing Practices: History, Sexuality, and Women's Experience of Modern War*, Chicago: University of Chicago Press, pp. 1-26.

Giddens, Anthony. (1992). *The Transformation of Intimacy: Sexuality, Love and Eroticism in Modern Societies*, Stanford: Stanford University Press, pp. 1-36.

Vance, Carole. (1984). 'Pleasure and Danger: Towards a Politics of Sexuality', in Carole Vance, ed., *Pleasure and Danger*, New York: Routledge, pp. 1-28.

Week, Jeffrey. (1989). *Sex, Politics and Society: The Regulation of Sexuality since 1800*, London: Longman, 1989 [Sexuality and the Historian, pp. 1-23; Sexuality in Victorian Ideology, pp. 24-40].

Unit 3 (Week 5-6): This unit will focus on some seminal texts, which help us in understanding masculinities historically in the world and in India.

Connell, R. W. (1995). *Masculinities*, Berkeley: University of California Press, pp. ix-xxv, 67-86.

Kimmel, Michael S. (2005). *The History of Men: Essay on the History of American and British Masculinities*. Albany: State University of New York Press, pp. 3-18, 91-104.

O'Hanlon, Rosalind. (1997). 'Issues of Masculinity in North Indian History: The Bangash Nawabs of Farrukhabad', *Indian Journal of Gender Studies*, 4 (1), pp. 1-19.

Sinha, Mrinalini. (1999). 'Giving Masculinity a History: Some Contributions from the Historiography of Colonial India', *Gender & History*, 1 (3), pp. 445-60.

Unit 4 (Week 7-8): This unit will examine the intersections between colonialism, nationalism, sexualities and masculinities in India.

Arondekar, Anjali. (2005). 'Without a Trace: Sexuality and the Colonial Archive', *Journal of the History of Sexuality*, 14 (1/2), pp. 10-27.

Basu, Subho, and Sikata Banerjee. (2006). 'The Quest for Manhood: Masculine

Hinduism and Nation in Bengal', *Comparative Studies of South Asia, Africa and Middle East*, 26 (3), pp. 476-90.

Chatterjee, Indrani. (2012). 'When "Sexualities" Floated Free of Histories in South Asia', *Journal of Asian Studies*, 71 (4), pp. 945-62.

McClintock, Anne. (1995). *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*, New York: Routledge, pp. 352-96.

Unit 5 (Week 9-10): The relationship between hegemonic masculinities, violence and discipline will be the focus of this unit.

Alter, J. (1994). 'Celibacy, Sexuality, and the Transformation of Gender into Nationalism in North India', *The Journal of Asian Studies*, 53 (1), pp. 45-66.

Banerjee, Sikata. (2006). 'Armed Masculinity, Hindu Nationalism and Female Political Participation in India: Heroic Mothers, Chaste Wives and Celibate Warriors', *International Feminist Journal of Politics*, 8 (1), pp. 62-83.

Bharucha, Rustom. (1995). 'Dispmantling Men: Crisis of Male Identity in "Father, Son and Holy War" ', *Economic & Political Weekly*, 30 (26), 1 July, pp. 1610-16.

Tosh, John, Karn Hagemann and Stefan Dudink. (2004). *Masculinities in Politics and War: Gendering Modern History*, Manchester: Manchester University Press, pp. 1-48.

Unit 6 (Week 11): Subordinated masculinities will be examined in this unit through the lens of race, caste, class and religion.

Chopra, Radhika. (2006). 'Invisible Men: Masculinity, Sexuality, and Male Domestic Labor', *Men and Masculinities*, 9, pp. 152-67.

Constable, Philip. (2001). 'The Marginalization of a Dalit Martial Race in Late Nineteenth and Early Twentieth-Century Western India', *The Journal of Asian Studies*, 60 (2), pp. 439-78.

Gupta, Charu. (2010). 'Feminine, Criminal, or Manly? Imaging Dalit Masculinity in Colonial North India', *Indian Economic Social History Review*, 47 (3), pp. 309-342.

Majors, R. & J. Mancini Billson. 1992. *Cool Pose: The Dilemmas of Black Manhood in America*, New York: Lexicon Books.

Mehta, Deepak. (2006). 'Collective Violence, Public Spaces, and the Unmaking of Men', *Men and Masculinities*, 9, pp. 204-225.

Unit 7 (Week 12): This unit will focus on histories of same sex relations in the world and India.

Boyce, Paul. (2006). 'Moral Ambivalence and Irregular Practices: Contextualizing Male-to-Male Sexualities in Calcutta/India', *Feminist Review*, 83, pp. 79-98.

Chauncey, George. (1994). *Gay New York: Gender, Urban Culture and the Making of the Gay Male World, 1890-1940*, New York: Basic Books, pp. 1-32, 99-130.

Kapur, Ratna. (2000). 'Too Hot to Handle: The Cultural Politics of "Fire" ', *Feminist Review*, 64, pp. 53-64.

Stryker, Susan. (2008). *Transgender History*, Berkeley, CA: Seal Press, pp. 1-44.

Vanita, Ruth. 2005. *Love's Rite: Same-Sex Marriage in India and the West*, New York: Palgrave, 'Introduction', pp. 1-46.

Unit 8 (Week 13-14): This unit will understand historical debates on prostitution. It will also examine visual-cultural representations of masculinity in modern histories.

- Bellhouse, Mary L. (2006). 'Candide Shoots the Monkey Lovers: Representing Black Men in Eighteenth-Century French Visual Culture', *Political Theory*, 34 (6), pp. 741-84.
- Howell P. (2000). 'Prostitution and Racialised Sexuality: The Regulation of Prostitution in Britain and the British Empire before the Contagious Diseases Acts', *Environment and Planning: Society and Space*, 18, pp. 321-39.
- Howell P. (2004). 'Race, Space and the Regulation of Prostitution in Colonial Hong Kong: Colonial Discipline/Imperial Governmentality', *Urban History*, 31, pp. 229-48.
- Mangan, Michael. (2002). *Staging Masculinities: History, Gender, Performance*, New York: Palgrave, pp. 1-22, 167-206.
- Rajan, Gita. (2006). 'Constructing-Contesting Masculinities: Trends in South Asian Cinema', *Signs*, 31 (4), pp. 1099-1124.
- Wald, Erica. (2009). 'From *Begums* and *Bibis* to Abandoned Females and Idle Women: Sexual Relationships, Venereal Disease and the Redefinition of Prostitution in Early Nineteenth Century India', *The Indian Economic and Social History Review*, 46 (1), pp. 5-25.

Suggested Readings:

- Alter, J. (1992). *The Wrestler's Body*, Chicago, IL: University of Chicago Press.
- Arya, Sadhna, Nivedita Menon and Jini Lokneeta. (2005). *Narivadi Rajniti: Sangharsh Evan Mudde* [in Hindi], Delhi: Hindi Nideshalaya.
- Banerjee, S. (1998). *Dangerous Outcasts: The Prostitute in Nineteenth Century Bengal*, Calcutta: Seagull Books.
- Banerjee, Sikata. (2005). *Make Me a Man: Masculinity, Hinduism, and Nationalism in India*, Albany: State University of New York Press.
- Beauvoir, Simone de. (1990). *Stri Upekshita* [Translation in Hindi of *The Second Sex* by Prabha Khetan], Delhi: Hindi Pocket Books.
- Caplan, Pat. (1987). *Cultural Construction of Sexuality*, London: Tavistock.
- Chopra, R., Osella, C. and Osella, F, eds. (2004). *South Asian Masculinities*, Delhi: Women Unlimited.
- Chakraborty, Chandrima. (2011). *Masculinity, Asceticism, Hinduism: Past and Present Imaginings of India*, Delhi: Permanent Black.
- Geer, Germaine. (2008). *Badhiya Stree* [Translation in Hindi of *The Female Eunuch*], Delhi: Rajkamal.
- Haywood, Chris and Mairtin Macan Ghaill. (2003). *Men and Masculinities: Theory, Research and Social Practice*, Buckingham: Open University Press.
- Hunt, A. (1999). *Governing Morals: A Social History of Moral Regulation*, Cambridge: Cambridge University Press.
- K, P. Pramila, *Stri: Yaunikta banaam Adhyatmikta* [in Hindi], Delhi: Rajkamal, 2010.
- Low, Morris and Kam Louie, eds. (2003). *Asian Masculinities: The Meaning and Practice of Manhood in China and Japan*, London: Routledge.

- O'Donnell, Katherine and Michael O'Rourke. (2005). *Queer Masculinities, 1550-1800: Same-Sex Desire in the Early Modern World*, Houndmills: Palgrave.
- Parker, Andrew, eds. (1990), *Nationalism and Sexualities*, London: Routledge.
- Savran, David and Rachel Adams. (2002). *Masculinity Studies Reader*, Oxford: Blackwell.
- Sinha, M. (1995). *The 'Manly Englishman' and the 'Effeminate Bengali' in the Late Nineteenth Century*, Manchester: Manchester University Press.
- Srivastava, Sanjay, eds. (2004). *Sexual Sites, Seminal Attitudes: Sexualities, Masculinities and Culture in South Asia*, Delhi: Sage.
- Tosh, John. (2005). *Manliness and Masculinities in Nineteenth-century Britain*, New York: Pearson.
- Walkowitz, J.R. (1982). *Prostitution and Victorian Society: Women, Class, and the State*, Cambridge: Cambridge University Press.
- Wieringa, Saskia E, Evelyn Blackwood and Abha Bhaiya, eds. (2007). *Women's Sexualities and Masculinities in a Globalizing Asia*, Houndmills: Palgrave.

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

There will be three modes of assessing students enrolled in this course.

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 20 marks.
- 2) Students will also be asked to make a brief class presentation, which will be out of 5 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM New Course

Religion and Ritual Practices in Ancient Societies: Select Themes and Perspectives

Course Objectives:

The course provides an interdisciplinary perspective on studies on religion and early societies. The social, cultural and political context of religious beliefs and ritual practices in ancient societies of Eastern Mediterranean, North Africa and parts of Asia and Europe will be explored. The course will begin with tracing the context and the manner in which studies on religion have emerged and then trace the manner in which historians of early societies have worked with different types of archaeological, material, epigraphical and textual evidence to construct various perspectives on the beliefs and religious practices of ancient societies. Moving across a broad canvas from prehistoric practices in the Eastern Mediterranean and regions of West Asia, Mesopotamia, Egypt, Classical Greece and Rome, the course will culminate with an exploration of the milieu in which sects within Judaism and early Christian communities existed in close geographical proximity- and yet with sharply defined contours.

Learning Outcomes:

- Students will learn how religion and ritual practices are deeply imbedded in the cultural, social and political history of regions and how communities' identities have historical contexts.
- Students will understand the importance of historiographical perspectives with an interdisciplinary approach towards the study of religion and how cultural practices reflect social complexities.
- Students will have experience on working on different types of sources and material evidence.
- They will be able to co-relate and work out the points of commonalities and divergences between different religious and cultural practices and how they may have contributed towards social diversities.
- They will understand the intersections between regions, social-cultural histories and the formation of regional and cultural identities.
- Through the study of specific case studies, students will understand how religion and religious practices bring new dimensions to our understanding of history.
- Reading, writing and discussion will build up comprehension and analytical skills of the students.

Course Content:

Unit 1(Week 1-2) Historiographical backdrop- Studies on society, religion and ritual practices.

Unit 2 (Week 3-4) Prehistoric Beliefs, Rites and Funerary Practices-specific case studies from Anatolia (Turkey) and Levant (Eastern Mediterranean, Middle East and West Asia).

Unit 3 (Week 5-6) Myths, cults and religious practices in City states of early Mesopotamia.

Unit 4 (Week 7-8) Religious beliefs, conceptualizations relating to death and afterlife in Early Egyptian Society.

Unit 5 (Week 9-10) Religion, mythology, culture and society in Classical Greece.

Unit 6 (Week 11-12) Religious cults and ritual practices in Rome, strategies of inclusion and exclusion.

Unit 7 (Week 13) Judaism and the emergence of Christianity.

Unit 8 (Week 14) Early monasticism and the Christian community (upto 400 C.E.).

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2). This unit will cover the major historiographical works related to studies on religion and cultural practices of ancient societies.

Fischer R, Callander R, Reddish P, Bulbulia J. (2013). 'How do rituals affect cooperation?' *Human Nature*. 24(2):115–125.

Geertz A.W.(2014). Do big gods cause anything? *Religion*, 44 (4):609–613.

Hinnells, John R. (2005). *The Routledge Companion to the Study of Religion*. Abingdon: Routledge.

Lee D. (1989). 'Religious perspectives in anthropology'. In: Lehmann AC, Myers JE, editors. *Magic, witchcraft, and religion: An anthropological study of the supernatural* 2nd. Mountain View: Mayfield; pp. 16–23.

Norenzayan, A. (2013). *Big gods: How religion transformed cooperation and conflict*. Princeton, NJ: Princeton University Press.

Smith, Jonathan Z. (1992). *To Take Place: Toward Theory in Ritual*, Chicago University Press. Introduction

Trigger, Bruce (2007). *Understanding Early Civilizations: A Comparative Study*, Cambridge University Press. ("Introduction")

Wiebe, D. (2008). 'Does talk about the evolution of religion make sense?' In J. Bulbulia, R. Sosis, R. Genet, E. Harris, K. Wyman, & C. Genet (Eds.), *The evolution of religion: Studies, theories, and critiques* Margarita, CA: Collins Foundation Press ,pp. 339–346

Unit 2. (Week 3-4) The unit will introduce students to prehistoric practices in the specific context of the regions of Anatolia and Levant.

Alcorta CS, Sosis R. (2005) Ritual, emotion, and sacred symbols: the evolution of religion as an adaptive complex. *Human Nature*, 16(4):323–359.

Barnard A, Woodburn J. (1988) Property, power and ideology in hunter-gathering societies: an introduction. In: Ingold T, editor. *Hunters and gatherers: Property, power and ideology*. Oxford: Berg; pp. 4–31.

Berezkin Y. (2008). 'Why are people mortal? World mythology and the "out-of-Africa scenario.' In: Peregrine PN, Feldman M, editors. *Ancient human migrations: A multidisciplinary approach*. Salt Lake City: University of Utah Press, pp. 74–94

Catling, Christopher and Paul Bahn, eds. (2012 edition) *Archaeology: Theories, Methods*

and Practices. New York: Thames and Hudson.

Dediu D, Levinson SC. (2003) 'On the antiquity of language: the reinterpretation of linguistic capacities and its consequences'. *Frontiers in Psychology*, Vol. 397:1–17.

Dunbar, R. I. 'The social brain: mind, language, and society in evolutionary perspective'. *Annual Review of Anthropology*, 163–181.

Norenzayan A, Shariff AF. (2008). The origin and evolution of religious prosociality', *Science*, Vol. 322: 58–62.

Unit 3 (Week 5-6) This unit will trace the myths and ancient cults of Mesopotamia in the backdrop of the earliest urban centers, the early state and the complexities of early Mesopotamian society in the Early Dynastic period.

Bottéro, Jean. (2001). *Religion in Ancient Mesopotamia*. Trans. by Teresa Lavender Fagan. Chicago: University of Chicago Press.

Dalley, Stephani.(2009). *Myths from Mesopotamia: Creation, the Flood, Gilgamesh, and Others*, Oxford World's Classics, Revised edition.

Jacobsen, Thorkild. (Dec.20,1963). 'Ancient Mesopotamian Religion: The Central Concerns', *Proceedings of the American Philosophical Society*, Vol. 107, No. 6, Cuneiform Studies and the History of Civilization, pp. 473-484

Jacobsen, Thorkild. (1976). *The Treasures of Darkness: A History of Mesopotamian Religion*, Yale University Press.

Unit 4. (Week 7-8) The unit will introduce students to the complexities of Egyptian religious practices, their monumental funerary architecture and myths behind them in the context of the emergence of the early Egyptian state and society.

David, Rosalie. (2002). *Religion and Magic in Ancient Egypt*. London: Penguin.

Hornung, Erik. (1999). *The Ancient Egyptian Books of the Afterlife*. David Lorton, transl., Cornell: University Press.

Redford, Donald B, ed. (2001). *The Oxford Encyclopedia of Ancient Egypt*. Oxford University Press

Shafer, Byron E, ed. (1991). *Religion in Ancient Egypt: Gods, Myths, and Personal Practice*. Cornell: University Press.

Unit 5 (Week 9-10) This unit will focus on the mythology, ritual practices and philosophical development of Classical Greek city states, how the *polis* engaged with religious cults, the social context of the different city states and their varied practices, with special emphasis on Athens.

Antonaccio, Carla M. (July 1994). "Contesting the Past: Hero Cult, Tomb Cult, and Epic in Early Greece" *American Journal of Archaeology*, Vol.98, No.3: 389-410.

Burkert, Walter. (1987). *Greek Religion*. Boston: Harvard University Press.

Caldwell, Richard S. (1993). *The Origin of the Gods: a Psychoanalytic Study of Greek Theogonic Myth*. New York: Oxford University Press.

Connor, W.R. (1987). "Tribes, Festivals and Processions; Civic Ceremonial and Political Manipulations in Archaic Greece" *The Journal of Hellenic Studies*, Vol.107, 40-50.

Evans, Cheryl and Anne Millard. (2001). *Illustrated Guide to Greek Myths & Legends*. New York: Scholastic Inc.

- Finley, M.I. (1991 reprint). *The Ancient Greeks*. London, New York: Penguin
- Mikalson, Jon D. (1983). *Athenian Popular Religion*. Chapel Hill: University of North Carolina Press.
- Olsen, Barbara A. (Feb 1998) "Women, Children and the Family in the Late Aegean Bronze Age: Differences in Minoan and Mycenaean Constructs" *World Archaeology*, Vol.29, No.3: 380-392.
- Parker, Robert. (1996). *Athenian Religion: A History*. Oxford: Clarendon Press.

Unit 6 (Week 11-12) This unit will explore Roman religious practices in the context of the expansion of Rome from a republic to an empire, the cult of the emperor, the heterogeneous nature of religious practices and the manner in which inclusive practices were accompanied with exclusion.

- Beard, M., J. North, S. Price.(1998). *Religions of Rome*, Volumes I and II, illustrated, reprint, Cambridge University Press.
- Brown, Peter. (1989 edition). *The World of Late Antiquity AD.150-750* New York: Norton Paperback edition.
- Fishwick, Duncan. (2002). *The Imperial Cult in the Latin West: Studies in the Ruler Cult of the Western Provinces of the Roman Empire*, volume 3, Brill Publishers.
- [Grandazzi](#), Alexandre (1997) *The Foundation of Rome: Myth and History* Cornell: Cornell University Press.
- Lott, John. B. (2004) *The Neighborhoods of Augustan Rome*, Cambridge: Cambridge University Press.
- [Momigliano](#), Arnaldo. (1986)"The Disadvantages of Monotheism for a Universal State", *Classical Philology*, Vol. 81.4, pp. 285–297.
- Takács, Sarolta A. (2008). *Vestal Virgins, Sibyls, and Matrons: Women in Roman Religion*. Austin: Univ. of Texas Press.

Unit 7 (Week 13) This unit will discuss the manner in which Judaism evolved and how its varied sects impacted the societies of the region of West Asia, and the emergence of Christianity.

- Baumgarten, Albert. I. (1997). *The Flourishing of Jewish sects in the Maccabean Era: An Interpretation*, Leiden, New York, Köln: Brill.
- Flusser, David. (1988). *Judaism and the origins of Christianity*, Magnes Press, Hebrew University.
- Momigliano, Arnaldo. (1987). *On Pagans, Jews, and Christians*, reprint, Wesleyan University Press.
- Snell Daniel C. (2011). *Religions of the Near East*, Cambridge: Cambridge University Press.
- Stern, Sacha. (2011). *Sects and Sectarianism in Jewish Religion*, International Conference Series Institute of Jewish Studies Judaica 12, University College of London), Leiden: Brill, pp.xiii-148 (Part One).

Unit 8 (Week 14) This unit will discuss the manner in which Christian sects evolved and engaged with the states and societies, early Monastic practices and their interaction with other

religious sects.

- Burton-Christie, Douglas. (1993). *The Word in the Desert: Scripture and Quest for holiness in Early Christian Monasticism*, New York, Oxford: Oxford University Press
- Finegan, Jack. (1989 edition) *Myth and Mystery: An Introduction to the Pagan Religions of the Biblical World*, Baker Academic paperback edition.
- Fox, R.L. (2006). *Pagans and Christians*. Penguin UK.
- Johnson, Paul. (1976). *A History of Christianity*, New York: Atheneum.

Suggested Readings:

- Brown D.E. (1991). *Human universals*. New York City: McGraw-Hill
- Burke, Peter. (1997). *Varieties of Cultural History*, Cornell: University Press.
- Durkheim, E. (1965 [1912]). *The elementary forms of the religious life*. New York: Free Press.
- Eliade, M. (1964). *Shamanism: Archaic techniques of ecstasy* (W. Trask, trans.). Princeton Princeton University Press.
- Huskinson, J. ed. (2000). *Experiencing Rome: Culture, Identity & Power in Roman Empire*, London, New York: Routledge in association with The Open University.
- Jones, A.H.M. (1984). *The Greek City from Alexander to Justinian*, London: Clarendon Press.
- Mithen S. (1998). *The prehistory of the mind*. London: Phoenix.
- Parkins, Helen M. (1997). *Roman Urbanism: Beyond The Consumer City*, Routledge.
- Pollock, Susan. (1999). *Ancient Mesopotamia: An Eden that Never Was*, Cambridge: Cambridge University Press.
- Postgate, J.N. (1992). *Early Mesopotamia: Society and Economy at the dawn of History*, Oxfordshire and New York: Routledge.
- Renfrew, Colin. (2009). *Prehistory: The Making of the Modern Mind* London: Phoenix.
- Trigger, Bruce. (2003). *Understanding Early Civilizations: A Comparative Study*, Cambridge University Press.
- Tylor, E. B. ([1871] 1958). *Religion in primitive culture*. New York: Harper.
- Yoffee, Norman. (2005). *Myths of the Archaic State. Evolution of the Earliest Cities, States and Civilizations*, Cambridge University Press.

Facilitating Teaching Learning Outcome:

The course is organized around Weekly lectures, discussions, presentations based on the readings. Students will be asked to make short presentations on one book review and on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

There will be three modes of assessing students enrolled in this course.

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks

2) Students will also be asked to submit and present a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks (5 marks for presentation of the paper in the class and 10 marks for the analytical and research skills in the paper).

3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

M.A. PART II
ELECTIVE COURSES
ANCIENT INDIAN HISTORY

HSM-301
Theories and Methods in Archaeology

Course ObjectiveS:

Archaeology is the study of past cultures and societies through their material remains. In this course we will explore different varieties of archaeology and examine the theories, methods and techniques used by archaeologists in investigating, reconstructing, preserving and in general learning about the past. As part of this course we will focus upon the development of archaeology, from its roots in the distant past, the rise of antiquarianism, and the development of archaeology as a distinct discipline. To enable the students to understand the basic theories and methods of archaeology, an important source of writing history and means for understanding and preserving heritage. The students may be shown an ongoing excavation or explore any site/sites.

Learning Outcomes

At the end of the course students would:

- Understand the development of archaeology as a distinct discipline as practiced by scholars of the humanities and social sciences.
- Be able to describe basic archaeological skills, such as how to locate, record, investigate and analyse archaeological sites and data, and be familiar with the distinct vocabulary of archaeology.
- Students understand the relative and absolute dating and Chemical treatment and preservation of Archaeological finds.
- Students understand the Characteristics and Chronology of cultural deposition; and significance of pottery.
- Understand and be able to discuss the professional values and ethics of archaeology, and its role in preserving the archaeological record.
- Critically analyze ethical issues pertaining to heritage management and the roles of professional archaeologists in the different facets of cultural heritage.

Course Content:

Unit 1: (Week 1-2): History of ideas, methods and discoveries in archaeology. History of Archaeology in India.

Unit 2: (Week 3-4): Definition of archaeological data, their nature and quality. Categories and contexts of archaeological evidence.

Unit 3: (Week 5): Natural and cultural formation processes. Survival of evidence, threats and pressures, remedial measures - official and non-official.

Unit 4: (Week 6-8): Field methods: the development of field techniques. Breakthroughs in

archaeological science, extensive and intensive site exploration; definition, nature and conditions of sites. Excavation techniques. Underwater archaeology, remote sensing.

Unit 5: (Week 9): Post-excavation analysis: examination, classification and analysis of evidence.

Unit 6: (Week 10-11): Relative and absolute dating methods.

Unit 7: (Week 12-13): Diversity of theoretical perspectives in interpreting archaeological evidence and their implications: diffusionist explanations, processual approaches, Marxist perspectives, post-processual interpretations.

Unit 8 (Week 14): Understanding the complementarity of theory and practice. Changing trends, issues and prospects.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): History of ideas, methods and discoveries in archaeology. History of Archaeology in India.

Sharer, R.J. and Wendy Ashmore, (1979). *Fundamentals of Archaeology*, The Benjamin Publishing Company, London, pp. 1-109.

Linda, Ellis. (ed). (2000). *Archaeological Method and Theory: An Encyclopedia*, Garland Publishing, Inc, New York & London, pp. xv-xxvi.

Chakrabarti, D.K. (1999). *India An Archaeological History*, Oxford University Press, pp. 1-18.

White, Nancy, (2000). *Introduction to Archaeology*, University of South Florida, pp. 1-78

Unit 2: (Week 3-4): Definition of archaeological data, their nature and quality. Categories and contexts of archaeological evidence.

Sharer, R.J. and Wendy Ashmore, (1979). *Fundamentals of Archaeology*, The Benjamin Publishing Company, London, pp. 265-290.

Rajan K. (2002). *Archaeology: Principles and Methods*, Manoo Pathippakam, Thanjavur, pp. 188-195.

Balme, J, and Alistair Paterson (eds). (2014) *Archaeology in Practice*, Willey Blackwell, UK, pp. 151-229.

Unit 3: (Week 5): Natural and cultural formation processes. Survival of evidence, threats and pressures, remedial measures - official and non-official

Goldberg, P and Vance T. Holliday, (2001). *Earth Sciences and Archaeology*, Plenum Publishers, New York and Boston, pp. 37-51.

Goldberg, P. Nash, D.T. and Petraglia, M. D., (1993). Formation Process in Archaeological Context. Monograph in *World Archaeology*, No. 17, Prehistory Press, Madison, WI.

Caple, C., (2016). *Preservation of Archaeological Remains in Situ*, Routledge, pp.20-430.

Unit 4: (Week 6-8): Field methods: the development of field techniques. Breakthroughs in archaeological science, extensive and intensive site exploration; definition, nature and conditions of sites. Excavation techniques. Underwater archaeology, remote sensing.

Drewett, Peter L., (1999). *Field Archaeology: An introduction*, UCL Press, London, pp. 1-17 and 76-98.

Sharer, R.J. and Wendy Ashmore, (1979). *Fundamentals of Archaeology*, The Benjamin Publishing Company, London, pp. 211-264.

Raman, K. V. (1989). *Principles and Method of Archaeology*, Parthajan Publications, Madras, pp.105-137.

Arnold, J.B. (1981). Remote Sensing in Underwater Archaeology in *International Journal of Nautical Archaeology* 10, pp. 51-62.

Scarre, C. (1999). High-Tech “Digging” in *Archaeology* (1999) September/October, pp. 50-55.

Scollar, I. (1990). *Archaeological Prospecting and Remote Sensing*. Cambridge: Cambridge University Press, pp. 12-74.

Unit 5: (Week 9): Post-excavation analysis: examination, classification and analysis of evidence.

Linda, Ellis. (ed). (2000). *Archaeological Method and Theory: An Encyclopedia*, Garland Publishing, Inc, New York & London, pp. xviii-xx.

Sharer, R.J. and Wendy Ashmore, (1979). *Fundamentals of Archaeology*, The Benjamin Publishing Company, London, pp. 293-353.

Drewett, Peter L., (1999). *Field Archaeology: An introduction*, UCL Press, London, pp. 1-17 and 145-191.

Unit 6: (Week 10-11): Relative and absolute dating methods.

Dean, J.S. (1978). Independent Dating in Archaeological Analysis in M.B. Schiffer (ed). *Advances in Archaeological Method and Theory*, Vol. I, New York: Academic, pp.223-253.

Cloud, D. W. (2014). *Archaeological Dating Methods*, This book is published for free distribution in eBook format. It is available in PDF, Published by Way of Life Literature, pp. 1-32.

Valentin D. and S. Vasiliev, (2004). New Methods of Dating in Archaeology in *Journal on Methods and Applications of Absolute Chronology*, Geochronometria Vol. 23, pp. 39-43.

Michels J.W. (1972). Dating Methods in *Annual Review of Anthropology*, Vol. I, pp. 113-126.

Balme, J, and Alistair Paterson (eds). (2014). *Archaeology in Practice*, Willey Blackwell, UK, pp. 85-117.

Unit 7: (Week 12-13): Diversity of theoretical perspectives in interpreting archaeological evidence and their implications: diffusionist explanations, processual approaches, Marxist perspectives, post-processual interpretations.

McGuire, R.H. (1992). *A Marxist Archaeology*, Academic press Inc, San Diego, pp.1-75.

Raman, K. V. (1989). *Principles and Method of Archaeology*, Parthajan Publications, Madras, pp. 39-57.

Ucko, P.J. (ed). (1995). *Theory in Archaeology – a world perspective*. Routledge: London.

Dyson, Stephen L. (1987). Processual Archaeology and the Radical Critique in *Current Anthropology*, Vol. 28, No. 4, The University of Chicago Press, pp. 501-538.

Unit 8 (Week 14): Understanding the complementarity of theory and practice. Changing trends, issues and prospects.

Dunnell, Robert C. (1979). Trends in Current Americanist Archaeology in *American Journal of Archaeology*, Vol. 83, No. 4, Archaeological Institute of America, pp. 437-449.

Wheeler, Mortimer. (1954). *Archaeology from the Earth*. Oxford: Oxford University Press, Reprint by Muishiram Mnoharlal, New Delhi, (2004), pp. 6-23.

Renfrew, C. and P. Bahn, (1991). *Archaeology Theories Methods and Practice*. Thames and Hudson: London.

Suggested Readings:

- Agrawal, D.P. (1982). *Archaeology in India*, Copen Hagen Scandinavian Institute of Asian Studies.
- Aiken, M.J. (1990). *Science based Dating in Archaeology*, London, Longmans.
- Allchin, Bridget and Raymond Allchin, (1982). *Rise of Civilisation in India and Pakistan*, Cambridge, Cambridge University Press.
- Atkinson, R.J.C. (1953). *Field Archaeology*, London, Mathew and Co.
- Basker, P. (1982). *Techniques of Archaeological Excavation*, London, Batsford.
- Brothwell, D.R. and A.M. Pollard (eds). (2001). *Handbook of Archaeological Sciences*. John Wiley and Sons: New York.
- Chakrabarthi, D.K. (1988). *A History of Indian Archaeology: From the beginning to 1947*, New Delhi, Munshiram Manoharlal.

- Chakrabarthi, D.K. (1989). *Theoretical Perspectives in Indian Archaeology*, Munshiram Manoharlal.
- Ghosh, A. (1990). *Encyclopaedia of Indian Archaeology*, New Delhi, Munshiram Manoharlal.
- Paddayya. K. (1990) *The New Archaeology and Aftermath: A view from outside the Anglo-American World*. Ravish Publishers: Pune.
- Renfrew, C. and P. Bahn, (1991). *Archaeology Theories Methods and Practice*. Thames and Hudson: London.

Facilitating Teaching Learning Outcome:

Through lectures, field trips, slides and power point presentations students would have learnt the basic practice of archaeology. The course would have also taught them how archaeology can inflect the study of different questions concerning the environment, subsistence practices, production and consumption as well as more abstract subjects like religion, ritual and cognition. In order to ensure that students are able to assimilate various strands of archaeological, historical and theoretical approaches, classes will be based on lectures and presentations both. The students would have learnt about field work, field techniques, the classification of data and interpretive techniques. Students have to visit archaeological sites/museums to understand the settlement pattern and other aspects of past society.

Assessments.

Students enrolled in the course would have their work assessed in three modes.

- 1.) Students are expected to write a class test for 10 marks.
- 2) There will also be a take home assignment for 25 Marks
- 3.) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-305
Imaging Ancient India: Visual Arts and Archives

Course Objectives:

The objective of this course is to lead students towards an understanding of the ways in which India's ancient and early medieval past has been imaged in visual arts and the visual archive. Students will be encouraged to investigate how visual language was structured in ancient and early medieval India and how it has been communicated and received since. They will learn to interpret meaning in the visual arts and its relationship to history. The overarching objective of the paper is to familiarize the student with methods of visual interpretation and their importance to the discipline of history.

Learning Outcomes:

- By the end of the course the students would be familiar with art historical methods and the critical debates that engage art historians.
- They would also know the scope of research in the field in ancient history and its changing character from colonial interventions to the present.
- They would have looked at a huge range of visual materials, honing their abilities to critically analyse non-textual materials.
- Students will learn to analyse the complex nature of inter-relationships between textual and visual sources in historical interpretation.
- Students will be trained in methods of visual analysis and its uses for historical interpretation.

Course Content:

Unit 1, Week 1-4: Indian art historiography and methods: Building and interpreting the visual archive:

- i. (Week 1) 'Picturesque' views; early surveys and surveyors of sites and antiquities; institutional and individual efforts.
- ii. (Week 2) Shared beginnings of archaeology and architectural history; Processes of documentation and meaning-making, Terms and taxonomies: racial, religious, dynastic, regional;
- iii. (Week 3) European reactions to Indian art and architecture; the Nationalist response;
- iv. (Week 4) Extending and re-interpreting the visual archive in independent India.

Unit 2: Week 5-8: Select issues and debates in art interpretation:

- i. (Weeks 5-6) Form and Style: Region, Period and Patronage.

- ii. (Week 7-86) Origins and Antiquity, with special ref. to the Buddha Icon;

Unit 3: Week 9-12: Word as 'image' and image as 'text': Text-Image relationships:

- i. (Week 9) Word and Image in the creation and reception of art
- ii. (Week 10) The treatise (*śāstra*) in relation to art practice (*prayoga*);
- iii. (Week 11) Representing iconic art: Iconography & Semiotics
- iv. (Week 12) Visual narratives: religious and historical

Unit 4: Week 13-14: Authorship & Agency, Gender & Sexuality in Art:

- i. (Week 13) Artists and Patrons
- ii. (Week 14) Gender and Sexuality

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1, Week 1: The first part in the Historiography Unit will be on 'Picturesque' views -- their intent and reception; and early surveys and surveyors of sites and antiquities.

Mitter, Partha (1977). *Much Maligned Monsters: A History of European Reactions to Indian Art*, Oxford: Clarendon Press, pp. 105-188.

Ray, Niharrajan, (1974). *An Approach to Indian Art*, Chandigarh: Panjab University Publication Bureau, pp. 1-32.

Unit 1, Week 2: A discussion of early surveys and surveyors of sites and antiquities; institutional and individual efforts. Shared beginnings of archaeology and art history.

Chandra, Pramod (1983). *On the Study of Indian Art*, Cambridge-Massachusetts and London: Harvard University Press (for the Asia Society), pp. 1-60.

Dhar, Parul Pandya (2011). "A History of Art History: The Indian Context", *Indian Art History: Changing Perspectives*, ed. Parul Pandya Dhar, New Delhi: D.K. Printworld and National Museum Institute, pp. 1-32.

Guha-Thakurta, Tapati (2004). *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India*, Ranikhet: Permanent Black, pp. 3-42.

Unit 1, Week 3: Understanding European reactions to Indian art and the Nationalist response.

Mitter, Partha (1977). *Much Maligned Monsters: A History of European Reactions to Indian Art*, Oxford: Clarendon Press, pp. 189-251.

Tartakov, G.M. (1994). "Changing views of India's Art History" *Perceptions of South Asia's Visual Past*, C. Asher and G. Tartakov ed. New Delhi: Oxford & IBH, pp. 15-36.

Vatsyayan, Kapila (2011). "The Multidimensional Nature of Indian Art History", *Indian Art History: Changing Perspectives*, ed. Parul Pandya Dhar, New Delhi: D.K. Printworld and NMI, pp. 33-46.

Unit 1, Week 4: Building, extending, and re-interpreting the visual archive in independent India.

Dhar, Parul Pandya (2009). "Historiography of Indian Temple Architecture (Post-Independence Writings): Some Methodological Concerns". In *Archaeology in India: Ideas, Individuals & Institutions*, ed. G. Sengupta and K. Gangopadhyay, New Delhi: Munshiram Manoharlal, pp. 333-350.

Ray, Niharranjan (1974). *An Approach to Indian Art*, Chandigarh: Panjab University Publication Bureau, pp. 33-110, 187-203, 241-272.

Unit 2, Weeks 5 - 6: Issues and Debates: Temporal and Regional Basis of Style; Confluence of styles.

Dhaky, M.A. (1988). "The Dravidian Sculptures in Pre-imperial Rāṣṭrakūṭa Cave-temples in Ellora", *Ellora Caves: Sculptures and Architecture*, ed. Ratan Parimoo, Deepak Kannal and Shivaji Pannikar, pp. 439-445.

Mosteller, John F. (1990). "The Problem of Proportion and Style in Indian Art History: Or Why All Buddhas in Fact Do Not Look Alike", *Art Journal*, Vol. 49, No. 4, New Approaches to South Asian Art (Winter, 1990), pp. 388-394.

Schapiro, Meyer [1953], "Style", and Gombrich, Ernst [1968], "Style", *The Art of Art History: A Critical Anthology*, Donald Preziosi, ed, Oxford & New York: OUP, pp. 143-163.

Sivaramamurti, C. (1950). "Geographical and Chronological Factors in the Study of Indian Iconography", *Ancient India* No. 6, pp. 21-63.

Unit 2, Weeks 7 & 8: Issues and Debates in Indian Art History: Origins and Antiquity. Case study of the debate surrounding the Buddha image in Indian art.

Coomaraswamy, A.K. (1927). The Origin of the Buddha Image. *The Art Bulletin*, Vol. 9, No. 4, pp. 287-329.

Dehejia, Vidya (1991). Aniconism and the Multivalence of Emblems. *Ars Orientalis* 21: 45-66.

Huntington, Susan L (1990). Early Buddhist Art and the Theory of Aniconism, *Art Journal*, 49 (4): 401-408.

Huntington, Susan L. (2015). Shifting the Paradigm: The Aniconic Theory and its Terminology, *South Asian Studies*, 31:2, 163-186.

Linrothe, Rob. (1993). Inquiries into the Origin of the Buddha Image: A Review. *IsMEO* 43 (1-4): 241-256.

Schopen, Gregory, 1988-89. On Monks, Nuns and 'Vulgar' Practices: The Introduction of the Image Cult into Indian Buddhism, *Artibus Asiae*, Vol. 49, No. 1/2, pp. 153-168.

Unit 3, Week 9: This part focuses providing the students with a brief introduction to the creation and reception of art in Indian aesthetic theory.

Coomaraswamy, A.K. [1956] 2010. "The Theory of Art in Asia", *The Transformation of Nature in Art*, Delhi: Munshiram Manoharlal, pp. 1-58.

Goswamy, B.N. (1985). "Rasa: Delight of the Reason", *The Essence of Indian Art*. Asian Art Museum of San Francisco, pp. 17-32.

Goswamy, B.N. with Vrinda Agrawal (2018). "Aesthetic Theory", *Oxford Readings in Indian Art*, New Delhi, OUP, pp. 117-140.

Unit 3, Week 10: The focus in this section will be on the ways in which textual discourse on artistic creation reveals itself in actual art practice.

Nardi, Isabella (2006). *The Theory of Citrasutras in Indian Painting: A critical re-evaluation of their uses and interpretations*. London & New York: Routledge, pp. 37-86.

Goswamy, B.N. with Vrinda Agrawal (2018). "Icons and their Measurements", *Oxford Readings in Indian Art*, New Delhi, OUP, pp. 69-116.

Unit 3, Week 11: This section places emphasis on text-image relationships: Inter-weaving visual and textual sources in relation to iconic art.

Coomaraswamy, Ananda. (1918). *The Dance of Shiva: Fourteen Indian Essays*. New York: Sunwise Turn, pp. 56-66.

Kaimal, Padma, (1999). Shiva Nataraja: Shifting Meanings of an Icon. *The Art Bulletin*, vol. 81, no. 3, pp. 390-419.

Preziosi, Donald, ed. (1998). "Mechanisms of Meaning: Iconography and Semiology", *The Art of Art History: A Critical Anthology*, Donald Preziosi, ed, Oxford & New York: OUP, pp. 227-275.

Unit 3, Week 12: This section places emphasis on text-image relationships: Inter-weaving visual and textual sources, in relation to narrative art.

Dehejia, Vidya (1997), *Discourse in Early Buddhist Art: Visual Narratives of India*. Delhi: Munshiram Manoharlal, pp. 3-40.

Dhar, Parul Pandya, (2019). "Piecing a Puzzle: A Unique Torana from Phanigiri, Telangana," *Proceedings of the Second International Seminar, 'Telangana through Ages: Perspectives from Ancient and Medieval Periods*, S. Ganvir, H. Dalavi & H. Wirkud ed. Hyderabad: Department of Heritage, Telangana, 49-63.

Skilling, Peter and Justin McDaniel ed. (2012). *Buddhist Narrative in Asia and Beyond, Vol. I*, Bangkok: Chulalongkorn University, pp. ix-xvi, 17-36, 149-166.

Unit 4, Week 13: This section will concern itself with the creators and patrons of Indian art.

Misra, R.N. (2009). *Silpa in the Indian Tradition: Concepts and Instrumentalities*. Simla: Indian Institute of Advanced Study, pp. 44-85.

Misra, R.N. (2011). "Ancient Indian Artists: Organizations in lieu of Guilds", *Indian Art History: Changing Perspectives*, ed. Parul Pandya Dhar, New Delhi: D.K. Printworld and

National Museum Institute, pp. 101-110.

Settar, S. (1992). "Artists and Craftsmen: their Social and Economic Life,"

"Peregrinations of Artists," and "The Artists at Work," *The Hoysala Temples, Vol. I*, Bangalore and Dharwad: Kala Yatra and Karnatak University, pp. 83-143.

Unit 4, Week 14: Gender & Sexuality: This part will examine the role of gender and sexuality in the representation and reception of early Indian art.

Dehejia, Vidya (1997). *Representing the Body: Gender Issues in Indian Art*. New Delhi: Kali for Women in association with the Book Review Literary Trust, pp. 1-41.

Desai, Devangana (2013). *Art and Icon: Essays on Early Indian Art*. Delhi: Aryan Books International, pp. 195-246.

Bawa, Seema (2013). *Gods, Men and Women: Gender and Sexuality in Early Indian Art*, New Delhi: D.K. Printworld, pp. 15-52.

Suggested Further Readings

- Coomaraswamy, Ananda, 2007 [1946]. "A Figure of Speech or a Figure of Thought?" In *Figures of Speech or Figures of Thought: The Traditional View of Art*. Revised edition, 2007. Bloomington: World Wisdom, pp. 1-30.
- Gupte, R.S. (1972). *Iconography of the Hindus, Buddhists and Jains*, Bombay: D.B. Taraporevala Sons and Co.
- Huntington, John. (1985). The Origin of the Buddha Image. Early Image Traditions and the Concept of Buddhadarśanapūṇya, *Studies in Buddhist Art of South Asia*, ed. A.K. Narain, Delhi: Kanak Publications. pp. 23-58.
- Huntington, Susan L. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*, New York: Weatherhill.
- Kramrisch, Stella, (1928). *The Vishnudharmottara: A Treatise on Indian Painting and Image Making*. Calcutta University Press.
- Misra, R.N., (1975). *Ancient Indian Artists and Art Activity*, Simla: Indian Institute of Advanced Study.
- Mosteller, John F. (1987), "A New Approach for the Study of Indian Art", *Journal of the American Oriental Society*, Vol. 107, No. 1, pp. 55-69.
- Parimoo, Ratan (2010). *Life of Buddha in Indian Sculpture*. Delhi: D.K. Printworld, pp. 39-81.
- Rhi, Ju-Hyung, (1994). From Bodhisattva to Buddha: The Beginning of Iconic Representation in Buddhist Art, *Artibus Asiae*, Vol. 54, No. 3/4, pp. 207-225.
- Schlingloff, Dieter (1988). "Narrative Art in Europe and India," *Studies in the Ajanta Paintings: Identifications and Interpretations*. Delhi: Ajanta Publications, pp. 225-271.
- Williams, Joanna G. (1982). *The Art of Gupta India: Empire and Province*. Princeton: Princeton University Press.

- Willis, Michael, (2009). *The Archaeology of Hindu Ritual: Temples and the establishment of the gods*, Cambridge University Press.

Facilitating Teaching Learning Outcome:

The course is structured around lectures, visual analysis, and discussions based on select readings and images. The students need to be thorough with the essential readings. Regular presentations and participation in classroom discussions will be a necessary component of the course to ensure that students are able to develop the necessary visual and literary skills to interpret the varied dimensions of the arts in history writing.

Assessments This will be in two parts:

- 1) Students will be required to submit a term paper of approximately 3500 words, complete with citations and bibliography on a pre-discussed relevant theme. This term paper will be marked out of 25 marks. The term paper will have a strong visual component and the interpretation of visual art objects through the disciplinary tools of art history.
- 2) An end of term semester examination of 3 hours duration will take place wherein marks will be awarded out of a maximum of 75 marks.

HSM-306

**Social History of Early Indian Art and Architecture:
Themes, Debates and Contexts, (ca 300 BCE to 1200 CE)**

Course Objectives:

The objective of this paper is to analyse the relationship between art, history and society in ancient India. Major historiographical interventions and developing areas of study are incorporated into the teaching of the course. It instructs students on the chronological evolution of visual culture as manifested in largely religious contexts. It also examines select themes relating to gender, urbanism etc. The students are exposed to the idea of an idealised and lived reality at certain historical moments as reflected in and through art. This is done through understanding the processes that influenced cultural production and consumption.

Learning Outcomes:

At the end of the course, students would be:

- Familiar with the major historiographical debates on the nature of Indian art and the ideologies that impacted their formulations
- Understand the relationship between social and cultural factors that impelled not only the production but also the consumption of art and 'artefacts'.
- Consider and analyse varied impact of different patterns of patronage
- Should be able to discern the manner in which social categories, especially the engendering of men and women are represented
- Should have an introduction to lived reality through the discourse of leisure as represented in narrative art of early India.
- Have an understanding of how art responded to, re-presented and even shaped historical forces and changes through visual medium.

Course Content:

Unit 1: Week 1) Introduction to the course and historiography of Indian art with special reference to writing social histories of art: concepts and ideologies.

Unit 2: Weeks 2-3: *Shilpa* and *Kala* in Indian societies with special focus on artists and their activities and its relationship to patronages.

Unit 3: Weeks 4-5: Imperial, Popular and Local in 'Mauryan' and Post Mauryan Sculpture and Architecture; Representing social classes and gender relations through visual narratives.

Unit 4: Weeks 6-7: The evolving pantheons: sectarian and popular cultic art remains at Mathura, Gandhara and Amaravati.

Unit 5: Weeks 8-9: Changing urban milieu: Gender, Sexualities and Discourse of Leisure as represented in visual sources

Unit 6: Weeks 10-11: Terracotta and their social contexts with reference to cross cultural and regional dispersals.

Unit 7: Weeks 12-13: Temple Art & Architecture: Emerging ritual and religiosity

Unit 8: Week 14: Contextualizing Transculturality, Art and Archaeology

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: Weeks 1: Introduction to the course and historiography of Indian art with special reference to writing social histories of art: concepts and ideologies.

Asher, Catherine and Metcalf, Thomas. (1994), *Perceptions of South Asia's Visual Past*. South Asia Books. Introduction and Chapter 1: pp 1-14, 15-36 and 37-46.

Dhar, Parul Pandya, (2011). *Indian Art History: Changing Perspectives*. D.K.Printworld Pvt. Ltd. and National Museum Institute .New Delhi. Introduction, pp 1-32

Desai, Devangana. (1990). *Social Dimensions of Art in Early India*. Vol-18. No-3. Social Scientist: pp 3-32.

Mitter, Partha. (1977). *Much Maligned Monster: A History of European Reactions to Indian Art*, The University of Chicago Press: pp 3-32, 140-170.

Unit 2: Weeks 2-3: *Shilpa* and *Kala* in Indian societies with special focus on artists and their activities and its relationship to patronage

Dhavalikar, M. K., Śrī Yugadhara. (1969). "A Master-Artist of Ajanta", *Artibus Asiae*, Vol. 31, No. 4, pp. 301-305, 307-308

Miller, Barbara Stoler. (1992). *The Power of Art: Patronage in Indian Culture*. Oxford University Press, New York: 3-34, .

Misra, R.N. (2009). *Śilpa in Indian Tradition: Concept and Instrumentalities*. Indian Institute of Advanced Study: pp. 86-184

Rao, Nalini . (2018). *Power and Religious Patronage in the Making of Indo-Greek Art in Northwest India*. Place: Soka University of America, pp. 269-279. .

Settar, S. (2011). *Early Indian Artists: c.300 BCE-200 CE* . In *Indian Art History: Changing Perspectives* ed. Dhar, Parul Pandya. D.K.Printworld Pvt. Ltd. And National Museum Institute. New Delhi. pp- 89-100.

Unit 3: Weeks 4-5: Imperial, Popular and Local in 'Mauryan' and Post Mauryan Sculpture and Architecture; Representing social classes and gender relations through visual narratives.

Ray, Niharranjan . (1975). *Maurya and Post Maurya Art Shunga Art*, ICHR, New Delhi.

Srinivasan, Doris Meth. (2007). *On the Cusp of an Era: Art in the Pre-Kushana*

World, E.J. Brill, Leiden.

Irwin, John, (1975), "Aśokan' Pillars: A Re-Assessment of the Evidence - III: Capitals", *The Burlington Magazine*, Vol. 117, No. 871 (Oct., 1975), pp. 631-643

Irwin, John. (1976). "Aśokan' Pillars: A Reassessment of the Evidence - IV: Symbolism", *The Burlington Magazine*, Vol. 118, No. 884 (Nov., 1976), pp. 734+736-751+753.

Zin, Monika, (1999). "Sabaras: The vile Hunters in Heavenly Spheres" in *South Asian Archaeology, Proceedings of the 15th International Conference of the European Association of South Asian Archaeologists in Leiden*, ed., Ellen M. Raven, Groningen: pp 357-394.

Bawa, Seema. (2013). *Gods, Men and Women: Gender and Sexuality in Early Indian Art*. D.K Printworld, Delhi, pp. 242-260, 343-382.

Dehejia, Vidya. (1990). "On Modes of Visual Narration in Early Buddhist Art." *Art Bulletin* 72 :pp 374-392.

Dhavlikar, M K., (2002). *Sanchi*, OUP, Delhi.

Unit 4: Weeks 6-7: The evolving pantheons: sectarian and popular cultic art remains at Mathura, Gandhara and Amaravati:

Srinivasan, Doris Meth, (1997). *Many Heads, Arms and Eyes: Origin, Meaning and Form of Multiplicity in Indian Art*, E.J. Brill, Leiden.

Sutherland, G.H., (1992). *Yaksha in Hinduism and Buddhism: The Disguises of the Demon*, Manohar, New Delhi: pp 7-61 and 105-136.

Misra, Ramnath (1981). *Yaksha Cult and Iconography*, Munshiram Manoharlal, Delhi.

Quintanilla, Sonya Rhie, (2007) *History of Early Stone Sculpture at Mathura, Ca. 150 BCE – 100 CE*, E.J. Brill, Leiden: pp 24-33, 82-93

Shah, U.P., (1972). "Beginnings of Jain Iconography," *Bulletin of Museum and Archaeology in Uttar Pradesh* No.9: pp 1-14.

Sharma, R.C., (1995), *Buddhist Art: Mathura School*, Wiley Eastern, Delhi.

Hallade, Madeleine, (1968). *The Gandhara Style & the Evolution of Buddhist Art*. Thames and Hudson, London: Chapters 9-12

Agarwala, V.S., (1970), *Ancient Indian Folk Cults*, Prithvi Prakshsan, Varanasi.

Unit 5: Weeks 8-9: Changing urban milieu: Gender, Sexualities & Discourse of Leisure as represented in visual sources.

Bawa, Seema. (2013). *Gods, Men and Women: Gender and Sexuality in Early India*, D.K Printworld, New Delhi., pp. 389-395, 261-300.

Ray, Amita, (1964). *Villages, Towns, and Secular buildings in ancient India: c. 150 B. C.-c. 350 A. D.* Firma K L Mukhopadhyaya, Calcutta.

Desai, Vishakha N. and Mason, Darielle (eds.), (1993). *Gods, Guardians and Lovers : Temple Sculptures from North India, AD 700-1200*, Mapin, Ahmedabad.

- Bawa Seema, (2008), 'Triads of Mathura.' in *Expression in Indian Art: M C Joshi Commemoration Volume*, ed. B R Mani and Alok Tripathi, Agam Kala Prakashan,
- Falk, Harry, (2009), "Making Wine in Gandhara under Buddhist Monastic Supervision", *Bulletin of the Asia Institute, New Series/Volume 23*, Edited by Carol Altman Bromberg, Timothy J. Lenz, and Jason Neelis , pp 65-77
- Carter, Martha Linick.(1968) "Dionysiac Aspects of Kushan Art." *Ars Orienta/is* 7: 121- 146.
- Zin, Monika, (2015). "The jester and the Vidushak" *Studies in Indian Culture & Literature* ed. Esposito, AA, Oberlin, H et.al. Harrassowitz Verlag, Wiesbaden: pp 379-396.

Unit 6: Week 10-11: Terracotta and their social contexts with reference to cross cultural and regional dispersals.

- Desai, Devangana, (1983). "Terracottas and Urban Culture in Ancient India", *National Museum Bulletin*, nos 1-6 pp 59-65
- Siudmak, John, (2002). "Terracotta Sculpture from the Ancient Northwest: 300 BCE – 60 CE" in Pal, Pratapaditya, ed.: *Indian Terracotta Sculpture: The Early Period*, MARG, Vol. 54 No. 1, September 2002: pp. 32–41
- Haque, Enamul. (1997) . "Reflections on the Early Art of Bengal", *India International Centre Quatrely* Vol-24: pp- 187-202 .
- Ramachandran, T. N., (1991). Tāmralipti (Tamluk), *Artibus Asiae* Vol-14 No-3: pp- 226-239 .
- Mukhopadhyay , Samir K. (1972) . Terracotta from Bhīṭā, *Artibus Asiae* Vol-34. No-1: pp-71-94.
- Poster, Amy,(1986). *From Indian Earth: 4000 years of Terracotta Art*, New York, The Brooklyn Museum: pp 29-42.

Unit 7: Week 12-13: Temple Art & Architecture: Emerging rituals and religiosity

- Slaczka, Anna A., (2007), *Temple Consecration Rituals in Ancient India: Text and Archaeology*: pp. 1-10
- Williams, Joanna Gottfried, (1982) : *The Art of Gupta India : Empire and Province*, Princeton University Press, Princeton, New Jersey.
- Bawa, Seema, (2017). "Visualising the Rāmāyāna: Power, Redemption and Emotion in Early Narrative Sculptures (c. Fifth to Sixth Centuries CE) in *Indian Historical Review*, 45(1): pp 92–123
- Harle, J. C., (2009). "The Post-Gupta Style In Indian Temple Architecture and Sculpture", *Journal of the Royal Society of Arts*, Vol. 125, No. 5253 (AUGUST 1977): pp. 570- 589
- Willis, Michael, (2009). *The Archaeology of Hindu Ritual*, Cambridge University Press, pp.1-9.

Unit 8: Week 14: Contextualizing Transculturality, Art and Archaeology.

Neelis, Jason, (2014). "Literary and Visual Narratives in Gandharan Buddhist Manuscripts and Material Cultures: Localization of Jataka, Avadanas, and Previous-Birth Stories." in *Material Culture and Asian Religions*, Ed. Benjamin Fleming and Richard Mann, Routledge, New York: pp 252-264.

Chin, Tamara, (2013), "The Invention of the Silk Road, 1877" *Critical Inquiry*, Vol. 40, No. 1 (Autumn 2013): pp. 194-219.

Taddei, Maurizio, (2015). "Narrative Art between India and the Hellenistic World" *The Journal of Transcultural Studies* 1. (online journal)

Falser M., Juneja M., (2013) "Archaeologizing' Heritage and Transcultural Entanglements: An Introduction" in : Falser M., Juneja M. (eds) *Archaeologizing' Heritage?. Transcultural Research – Heidelberg Studies on Asia and Europe in a Global Context*. Springer, Berlin, Heidelberg

Suggested Readings

- Appadurai, Arjun (ed.). (1986). *The Social Life of Things. Commodities in Cultural Perspective*. Cambridge: Cambridge University Press
- Auboyer, Jeanine: (1961). *Daily Life in Ancient India from Approximately 200 BC – AD 700*, London.
- Bawa, Seema, 2011, 'Gender in early Indian art: Tradition, Methodology and Problematic,' in *Historiography and Methodology of Indian Art*, ed. P P Dhar, D K Printworld and National Museum Institute, Delhi, pp. 111-120
- Brown, Percy. (1956). *Indian Architecture (Buddhist and Hindu)*, Mumbai: D.B.Taraporewala Sons and Co.
- Chandra, Pramod. (1975). (Ed.). *Studies in Indian Temple Architecture*, Varanasi: American Institute of Indian Studies.
- Dehejia, Vidya. (1972). *Early Buddhist Rock Temples: A Chronological Study*, London: Thames and Hudson.
- Dhaky, M.A., Meister, Michael. (Eds. et al). (1983). *Encyclopaedia of Indian Temple Architecture*, Vol.I (South India) in four parts; Vol.II (North India) in 3 parts so far, New Delhi: American Institute of Indian Studies.
- Ghosh, A. ed., (1974-75). *Jaina Art and Architecture*, 3 Vols., Bharatiya Jnanapith, New Delhi, 1974-75.
- Gupta, S.P., (1980). *The Roots of India Art: A Detailed Study of the Formative (Mauryan and Later Mauryan)*, B R Publications, Delhi.
- Majumdar, et al, eds. *The History and Culture of the Indian People*, Bharatiya Vidya Bhavan, Bombay, Vols. I-V (Relevant Chapters)
- Michell, George, (1977). *The Hindu Temple : An Introduction to its Meaning and Forms*,

Harper and Row, New York..

- Miller, Barbara Stoler, ed.(1983). *Exploring India's Sacred Art: Selected Writings of Stella Kramrisch*, University of Pennsylvania Press, Philadelphia.
- Neelis, Jason, (2011). "Old Roads in the North western Borderlands" in *Early Buddhist Transmission and Trade Networks: Mobility & Exchange within & beyond the Northwestern Borderlands of South Asia*. E.J. Brill, Leiden.
- Ray Niharranjan, (1974). *An Approach to Indian Art*. Punjab University: Publication Bureau.
- Shah, Umakant Premanand and Dhaky, M.A., eds., (1975). *Aspects of Jaina Art and Architecture*, Gujarat State Committee for the Celebration of 2500th Anniversary of Bhagavan Mahavira Nirvana, Ahmedabad.
- Thapar, Romila, (2005). *The Many Voices of a History : Somnatha*. Verso .
- Zimmer, Heinrich, (1955). *The Art of Indian Asia : Its Mythology and Transformations*, 2 vols. Completed and edited by Joseph Campbell, Bollingen Series, Vol.39, Pantheon Books, New York, 1955.
- Zwalf, W., (1996). *A Catalogue of the Gandhara Sculpture in the British Museum*, 2 volumes, British Museum, London.

Facilitating Teaching Learning Outcome:

Since the course is based on visual histories of India, the instruction will be centred around lecture presentations in class, and the reading materials associated with it. The students are expected to familiarize themselves with the visual and textual primary and secondary readings. There will also be field trips to relevant museums and sites so that students can experience the art and artefacts to facilitate a better understanding of the contexts within which these were produced. The students will be encouraged to present their views on each topic not only through interactions but also formal discussions and presentations.

Assessments:

There will be two modes of assessing students taking this course:

- 1) Term Paper/test of 25 Marks
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-307
Prehistory and Protohistory of India

Course Objectives:

This course takes the student through the earliest and longest period of the human past i.e. pre and proto history and will study the journey from scavenger to hunter-gatherer and from hunter-gatherer to farmer. The course tries to explain the emergence of various cultures in India from Palaeolithic times down to Iron Age. The cultural difference that exists in different geographical zones of India would be studied to understand the various controlling factors that shaped the Indian culture. It deals with the structure of early Indian society and the nature of economic transformation.

Learning Outcomes:

At the end of the course, students would:

- Critically evaluate the knowledge of Paleo-environment during Stone Age in Indian subcontinent especially from- Soan, Narmada, Godavari valleys and Madras region.
- Familiarize with the Lower to Upper Palaeolithic and Mesolithic cultures of India distribution, typology-technology of tools, subsistence, art, chronology, evidences from important sites.
- Understand the Neolithic culture of India and evidences from various regions.
- Students familiarize the Harappan Culture - Origin, extent, chronology, factors of urbanization, trade, script, religion, arts and craft, factors of decline.
- Students gained knowledge of Post Harappan cultures in Punjab, Haryana, Rajasthan, Uttar Pradesh and Gujarat.
- Students understand the Characteristics and Chronology of Chalcolithic cultures in different regions.
- Critically analyse about Copper Hoard - OCP, antiquity of Iron associated with PGW and Megalithic Culture in India.

Course Content:

Unit 1: (Week 1-2): Introducing Prehistory and Protohistory: terminology and scope; Pleistocene and Early Holocene environments; History of Prehistoric and Protohistoric Research in India.

Unit 2: (Week 3-4): Hominid Fossils and earliest stone tools. Palaeolithic sites, sequences and materials in the northwest, Punjab and Haryana, Rajasthan and Gujarat, Central India,

Eastern India.

Unit 3: (Week 5-6): Specialized Hunter gatherers of the Mesolithic. Microliths in the Pleistocene. Microliths associated with the evidence of animal domestication. Excavated Mesolithic sites with special reference to the Allahabad-Banaras zone. Rock Art.

Unit 4: (Week 7-8): Beginning of food production. Multilineal character of early agriculture; issues connected with early domestication; Mehrgarh and its significance; beginning of rice cultivation in the Ganga Plain.

Unit 5: (Week 9-10): Growth of villages (upto c. 2600 BCE): Baluchistan and the Northwest; Indus-Hakra Plain, Punjab and Haryana, Rajasthan and Gujarat; Peninsular India.

Unit 6: (Week 11-12): Harappan Civilization: terminology and chronology; understanding the transition from Early Harappan to the Mature form of the Harappan Civilization; distribution and extent; town planning and architecture. Economic and social features: agriculture, animal husbandry, trade, arts and crafts, technology; social organization, writing, seals and sealings; funerary customs. decline and collapse; nature of contemporary and successor cultures; character of Harappan legacy.

Unit 7: (Week 13): Neolithic and chalcolithic cultures in non-Harappan India; regional patterns and multiple traditions from Kashmir to Tamil Nadu; interactions with Harappan sites.

Unit 8: (Week 14): Beginning and development of iron technology; early appearance of iron as a smelted metal. 'Iron Age' cultures and their chronological spectrum; major production centres.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will introduce students to the terminology and scope of concepts like Prehistory and Protohistory.

Chakrabarti, D.K. (1999). *India An Archaeological History*, Oxford University Press, pp. 1-18.

Petraglia, M. D., and B. Allchin. 2007. Human Evolution and Culture Change in the Indian Subcontinent in *The Evolution and History of Human Populations in South Asia* Edited by M. Petraglia and B. Allchin, Netherlands: Springer, pp. 1-20.

de Laet, S.J., A. H. Dani, J. I. Lorenzo and R. B. Nunn (Eds). (1996). *History of Humanity, Volume I Prehistory and the Beginnings of Civilization*, UNESCO, New York: Routledge, pp. 94-98.

James, H.A.V. and M.D. Petraglia, (2005). "Modern Human Origins and the Evolution of Behavior in the Later Pleistocene Record of South Asia", *Current Anthropology*. Vol. 46: S3-S27.

Misra V.N., (1989). "Stone Age India: an Ecological Perspective", *Man and Environment*, Vol. 14, pp.17-64.

Misra, V.N. (1987). "Middle Pleistocene Adaptations in India", in *Pleistocene Old*

World: Regional Perspectives. Edited by O. Soffer, New York: Plenum Press, pp. 99-119.

Unit 2: (Week 3-4): This unit will introduce students to hominid Fossils, the earliest stone tools and palaeolithic sites.

Dennell, R. (25 March, 2011). "An Earlier Acheulian Arrival in South Asia", *Science*, pp. 1532- 1533.

Gaillard, C., S. Mishra, M. Singh, S. G. Deo, and R. Abbas. (2009). "Lower and Early Middle Pleistocene Acheulian in the Indian Sub-Continent". *Quaternary International*.

Mishra S. (2008). "The Lower Palaeolithic: A Review of Recent Findings". *Man and Environment*. Vol. 33, pp. 14-29.

Paddayya, K. (2008). "India: Palaeolithic Cultures", in *Encyclopaedia of Archaeology*. Edited by D. M. Pearsall, pp. 768-791. New York: Elsevier.

Unit 3: (Week 5-6): This unit will introduce students to the specialized hunter gatherers of the Mesolithic age and the Microliths in the Pleistocene.

Misra V.D. (2005). "Mesolithic Cultures in the Middle Ganga Valley", in *River Valley Cultures of India*. Edited by K. K. Chakravarty and G. L. Badam. New Delhi: Aryan books International, pp. 39-43.

Pal, J. N. (2002). "The Middle Palaeolithic Culture of South Asia", in *Indian Archaeology in Retrospect Prehistory Archaeology of South Asia*, Vol. I. Edited by S. Settar and R. Korisettar. Delhi: Indian Council of Historical Research and Manohar, pp. 67-83.

Pal, J. N. (1994). "Mesolithic settlements in the Ganga Plain". *Man and Environment* 19 (1-2): 91-101.

Misra V.D., and Pal J.N (eds). (2002). *Mesolithic India*. Allahabad: Department of Ancient History, Culture and Archaeology, University of Allahabad, pp. 13-124.

Unit 4: (Week 7-8): This unit will introduce students to the beginning of food production, the multilineal character of early agriculture and issues connected with early domestication.

Tewari, R., R.K. Srivastava, K.S. Saraswat, I.B. Singh, K.K. Singh (2006). "Early Farming at Lahuradewa" in *Pragdhara*, No. 18, Lucknow, pp. 347-373.

Saraswat, K.S. (2005). "Archaeological Background of the Early Farming Communities in the Middle Ganga Plain", *Pragdhara*, Vol. 15, pp. 145-177.

Possehl, G. 1999. *Indus Age: The Beginnings*. Delhi: Oxford and IBH, pp. 482-490.

Jarrige, C., Jarrige, J.-F., Meadow, R. H. & Quivron, G. (eds). (1995) *Mehrgarh Field Reports 1974–1985. From Neolithic Times to Indus Civilization* (Department of Culture & Tourism, Karachi, 5-511.

Unit 5: (Week 9-10): This unit will introduce students to the growth of villages (upto c. 2600 BCE) in different regions of the subcontinent.

Chakrabarti, D.K. (1999). *India An Archaeological History Palaeolithic Beginnings to Early Historical Foundations*, Delhi: Oxford University Press, pp. 117-148.

Dani, A. H., V. M. Masson. (Eds). (1999). *History of civilizations of Central Asia, Volume I*, New Delhi: Motilal Banarsidas, pp. 235-270.

Possehl, G. (1999). *Indus Age: The Beginnings*. Delhi: Oxford and IBH, pp. 442-556.

Singh, U. (2009). *A History of Ancient and Early Medieval India*, New Delhi: Pearson, pp. 94-131.

Unit 6: (Week 11-12): This unit will introduce students to the transitions in the Harappan civilization, its distribution, extent, characteristic features, decline and legacies.

Possehl, G. (1999). *Indus Age: The Beginnings*. Delhi: Oxford and IBH, pp. 22-600.

Kumar, S. (2014). *Domestication of Animals in Harappan Civilisation*, Delhi: Research India Press, pp. 1-190.

McIntosh, J.R. (2008). *The Ancient Indus Valley: New Perspective*, Santa Barbara, California: ABC-CLIO, pp. 1-301.

Allchin, F.R.A. and Allchin, B. (1995). *The Origins of a Civilization*. Delhi: Viking, pp. 10-79.

Unit 7: (Week 13): This unit will introduce students to Neolithic and chalcolithic cultures in non-Harappan India, its regional patterns and multiple traditions from Kashmir to Tamil Nadu.

Chakrabarti, D.K. (1999). *India An Archaeological History Palaeolithic Beginnings to Early Historical Foundations*, Delhi: Oxford University Press, pp. 117-148.

Dhavalikar, M.K., (1988). *First Farmers of the Deccan*, Pune: Ravish Publishers, pp. 1-80.

Dhavalikar, M.K. (1997). *Indian Protohistory*. New Delhi: Books and Books, pp.110-280.

Singh, U. (2009). *A History of Ancient and Early Medieval India*, New Delhi: Pearson, pp. 94-131.

Unit 8: (Week 14): This unit will introduce students to the beginning and development of iron technology, the 'Iron Age' cultures and their chronological spectrum and major production centres.

Sahu, B.P. 2006. *Iron and Social Change in Early India*. New Delhi: Oxford University Press, 1-140.

Chakrabarti, D.K. (1974). "Beginning of Iron in India: Problem Reconsidered", in A.K. Ghosh (ed.), *Perspectives in Palaeoanthropology*: Calcutta: Firma K.L. Mukhopadhyay, pp. 345-356.

Chakrabarti, D.K. (1992) *The Early Use of Iron in India*. Delhi: Oxford University Press, pp. 1-125.

Agarwal, D.P. (2000). *Ancient Metal Technology and Archaeology of South Asia*. New Delhi: Aryan Books International.

Suggested Readings:

- Agrawal, D.P. and Chakrabarti, D.K. (1979). *Essays in Indian Protohistory*. New Delhi: B.R. Publishing Corporation.
- Agrawal, D.P., (1982). *The Archaeology of India*, Curzon Press, London.
- Allchin, B., and Allchin, R., (1982). *The Rise of Civilization in India and Pakistan*, C.U.P. Cambridge.
- Banerjee, N.R.(1965). *The Iron Age in India*, Munishiram Manoharlal, New Delhi.
- Bhattacharya, D K. (1991). *An Outline of Indian Prehistory*. Delhi: Palaka Prakashan
- Chakrabarti, D. K. (1988). *A History of Indian Archaeology from the beginning to 1947*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Lahiri, N. (2005). *Finding Forgotten Cities – How the Indus Civilization was discovered*. New Delhi: Permanent Black.
- Neumayer, E. (2010). *Rock Art of India*, Oxford and New Delhi: Oxford University Press.
- Possehl, G.L. (1993) *Harappan Civilization – A Recent Perspective*, Oxford and IBH New Delhi.
- Ratnagar, S. (1991). *Enquiries into the Political organization of Harappan Society*. Pune: Ravish Publishers.
- Settar, s and Ravi Korisettar. (2004). *Indian Archaeology in Retrospect: Prehistory - The Early Archaeology of South Asia* (Vol 1). New Delhi: Manohar Publishers and Distributors.
- Wheeler, R E M. (1968). *The Indus Civilisation* (3rd Edition). Cambridge: Cambridge University Press.

Facilitating Teaching Learning Outcome:

The students would have learnt the Quaternary environmental change especially in reference to the Indian Subcontinent. The course seeks to impart to the students a comprehensive knowledge and understanding of protohistoric period changes in society and economy. This is the Cultural Period during which humans first learnt to exploit stone, copper, bronze and iron (in that order). Students will be introduced to the sources available for this period which are largely archaeological and vary considerably since the societies that we will consider range considerably in time and space. Lectures, field sites, access to the archaeological materials in the Department Museum will all be a part of the pedagogy used during the course.

Assessments.

Students enrolled in the course would have their work assessed in three modes.

- 1) There will be a class test worth 10 marks
- 2) There will be a take home assignment for 25 Marks
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 309

History of India: 'Between the Empires and Beyond' ca. 200 BCE – 600 CE

Course objectives:

This course will provide a detailed study and analysis of important aspects of the history of the subcontinent between the period ca. 200 BCE—600 CE. The period under review will be divided into two chronological phases – c. 200 BCE –300 CE and c. 300 —600 CE. In addition to the study of the social, economic, political, religious, cultural aspects of these two phases, a few selected primary sources will also be taken up for detailed discussion.

Learning outcomes:

After taking this course the student should be able to
Conceptualize the historical processes through which ancient states and societies were formed
Demonstrate broad knowledge of historical events of the period and its significance
Learn about the economic stability through trade organization and agrarian base
Learn to use the primary literary sources for historical interpretation
Analyse the art and architecture aesthetically and as material phenomenon that can provide historical insights into the period
Understand the transregional cultural connections of the subcontinent with Central and South East Asia and trade relations with the Mediterranean regions, and China.

Course Content:

Unit I. Historiography and sources. Assessing the Mauryan Legacy; going beyond the stereotypes of 'Dark Ages' and 'Golden Ages'

Unit II. Changing polities: the proliferation of state society; political and administrative structures

Unit III. Economic Processes: agrarian Structure; urban developments, money; craft and guilds, trade within the sub-continent; long distance trade interaction between the subcontinent, Asia and Europe.

Unit IV. Social structure: varna, jati, gender and idea of varna shankara will be analysed.

Unit V. Religious Doctrines and practices: the emergence and intensification of theistic trends; Puranic Hinduism-Vishnuism, Saivism, and Shaktism; the Mahayana schools, the Svetambara-Digambara tradition; yaksha and naga cults; emergence of Tantra.

Unit VII. Literary and Technical works in Prakrit and Sanskrit.

Unit VIII. Cultural interaction between India and Asia, with special reference to East Asia and South east Asia

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I: (week 1): This unit will analyse and evaluate the Historiography and sources. and Assess the Mauryan Legacy; going beyond the stereotypes of 'Dark Ages' and 'Golden Ages'

Sharma, R. S. (1995), *Perspectives in Social and Economic History of Early India*, Delhi: Munshiram Manoharlal Ltd, pp. 1-40.

Thapar, Romila, (2002), *The Penguin History of Early India*, Delhi: Penguin, pp.1-36

Thapar, Romila, (1968) 'Interpretations of Ancient Indian History', *History and Theory*, Vol. 7, no. 3, pp. 318-335.

Puri, B.N. (1994), *Ancient Indian Historiography*, Delhi, Atmaram & sons

Unit II: (weeks 2-3): Changing polities: the proliferation of state society; political and administrative structures will be discussed in this unit.

Chattopadhyaya, B.D. (1997) 'Political Processes and structure of Polity in Early India', in Herman Kulke ed. *The State In India 1000-1700*, Delhi, Oxford University Press, pp. 195-232.

Chattopadhyaya, B.D. (2003)) 'Transition of Early Historic Phase in the Deccan,-A Note' in Idem, *Studying Early India, Archaeology, Text and Historical Issues*, Ranikhet: Orient Blackswan.

Raychaudhary, H.C. (1997) *Political History of Ancient India*, Delhi: Oxford University Press, , pp. 352-512

Kulke, Herman and Dietmar Rothermund, (1991), *A History of India*, Delhi: Rupa & Co., pp. 70-96.

Chakrabarti, Ranabir. (2010), *Exploring Early India*, Delhi: Macmillan Publishers India Ltd. pp.167-193.

Senevirante, S., 1981, 'Kalinga and Andhra: The Process of Secondary State Formation in Early India,' *Indian Historical Review*, 7(1-2).pp. 54-69.

Unit III: (Week 4-6): This unit will cover economic processes viz. agrarian structure; urban developments, money; craft and guilds, trade within the sub-continent; long distance trade interaction between the subcontinent, Asia and Europe

Chakrabarti, Ranabir. (Ed.) (2010), *Trade in Early India*, Delhi: Oxford University Press. pp. 5-100

Chakrabarti, Ranabir. (2010), *Exploring Early India*, Delhi: Macmillan Publishers India Ltd. pp.193-209, 257-268.

Thapar, Romila, (2002), *The Penguin History of Early India from the Origins to AD 1300*, London: Penguin Books, pp. 209-259

- Sharma, R.S. (2003 reprint), *Perspective in Economic and Social History of Early India*, Delhi: Munshiram Manoharlal Pvt. Ltd., pp. 169-210; 200-210; 237-244
- Sharma R.S. (2007). *India's Ancient Past*, Delhi: Oxford University Press, pp. 221-229
- Sahu, B.P. (Jan-Feb,1993), 'Aspects of Rural Economy in Early Medieval Orissa', *Social Scientist*, Vol. 21, nos. 1, pp. 48-68.
- Singh, Vijaya Laxmi, (2005) *Settlement Pattern and Cultural Profile of Early Historical Mathura*, Delhi: Sandeep Prakashan, pp. 1-25
- Wheeler R.E.M. (1946). 'Arikamedu: An Indo Roman Trading Station on the East coast of India', *Ancient India*, no. 2, pp.17-24

Unit IV: (Week 7): In this unit the social structure viz. varna, jati, gender and idea of varna shankara will be analysed.

- Sharma, R.S., (1983), *Social changes in Early Medieval India (C, AD 500-1200)*, Peoples Publishing House, pp. 1-28
- Jaiswal, Suvira, (2007), 'Caste, Gender and Ideology in the making of India', *Proceedings of Indian History Congress*, Vol. 68, Part I, pp. 1-35.
- Jaiswal, Suvira, (March-April,1991). 'Varna Ideology and Social Change' *Social scientist*, Vol.19, No. 3-4, pp. 41-48.
- Ranabir Chakrabarti, (2010). *Exploring Early India*, Delhi: Macmillan Publishers India Ltd. pp. 209-211, 271-273.

Unit V: (week 8-9): Religious Doctrine and practice: the emergence and intensification of theistic trends; Puranic Hinduism-Vaisnavism, Saivism, and Sakism; the Mahayana schools, the svetambara-Digambara tradition; yaksha and naga cults; emergence of Tantra.

- Bhattacharya, N.N. (1996). *History of the Sakta Religion*, Delhi: Munshiram Manoharlal Pvt Ltd., pp. 85-106.
- Nandi, R.L. (2009). 'Religious Developments in North India', in B.D. Chattopadhyaya (Ed.). *Social History of Early India*, Delhi: (PHIHPC) Centre for Studies in Civilization, pp. 179-198.
- Chakrabarti, Kunal. (1995). 'Recent Approaches to the Study of Religion,' in Romila Thapar, (Ed.) *Recent Perspectives of Early Indian History*, Bombay: Popular Prakashan.
- Chakrabarti, Ranabir. (2010). *Exploring Early India*, Delhi: Macmillan Publishers India Ltd. pp. 217-220, 275-289.
- Bhandarkar, R.G. (1913). *Vaishnavism, Shaivism and the Minor Religious Sects*, Strasburg.
- Jaiswal Suvira, (1981), *The Origin and Development of Vaisnavism*, Delhi Introduction.
- Singh, U.(2008) *A History of Ancient and Early Medieval India*, Delhi: Pearson Longman, pp.440-443.

Unit VI: (Week 10-12): Art and Architecture: religious architecture and sculpture -- form and patronage; early Hindu Temples, Buddhist Stupas, Buddhist and Jain cave and shrines, Gandhara and Mathura School of Sculpture; terracotta art; painting.

Harle, J.C. (1986), *The Art and Architecture of Indian Subcontinent*, London: Penguin Books, pp. 22-85 (with illustrations).

Craven, C. Roy. (1976), *A Concise History of Indian Art*, (1976), New York, pp. 51-66, 81-110

Thapar, Romila. (1987). *Cultural Transactions and early India, Tradition and Patronage*, Delhi: Oxford University Press. pp. 6-40.

Singh, Vijaya Laxmi, (2011,2013), *Portraying Cultures in Indian Subcontinent, from Past to Present*, Delhi: Macmillan Publishers, pp. 169-177.

Brown, Percy (1948) *Indian Architecture, Buddhist and Hindu Periods*, Bombay: Taraporevala Sons.

Agrawal, V.S., (1966,2007) *Bharatiya Kala*, (Hindi), Varanasi: Prithvi Prakashan, pp. 196-291.

Gupta, S.P. and Shashi Prabha Asthana, (2002), *Elements of Indian Art, including Temple Architecture, Iconography & Iconometry*, Delhi: D.K. Printworld (P) Ltd., pp 11-14, 69-83

Anand, Mulk Raj, (1989), *Chitralakshana: Story of Indian Painting*, National Book Trust, Delhi, pp.17-24

Unit VII: (week 13): Literary works in Prakrit and Sanskrit.

Macdonell, A.A. (1900,2006). *A History of Sanskrit Literature*, Delhi: Motilal Banarasidas Publishers, pp. 233-282

Chandra Rajan. (Trans), (2005 reprint). *The Complete Works of Kalidasa*, Vol.1 and Vol II, Delhi: Sahitya Academi, Relevant chapters.

Basak, R.G. (trans.). (1971), *Prakrit Gatha Saptasati*, (compiled by Satvahana King Hala), Calcutta: Asiatic Society.

Unit VIII: (week 14): Cultural interaction between India and Asia, with special reference to East Asia and South east Asia.

Sharan Shyam, ed. (2018), *Cultural and civilizational link between India and South East Asia: Historical and Contemporary Dimensions*, Asean-India Centre, pp. 1-16, 181-192, 253-274, 325-345

Thapar Romila. (2002). *The Penguin History of Early India from the Origins to AD 1300*, Delhi: Penguin Books India Pvt. Ltd, pp. 253-256, 321-325.

Sharma R.S. (2007). *India's Ancient Past*, Delhi: Oxford University Press, pp. 282-286.

Suggested Readings:

- Allchin, F.R. (1995). *The Archaeology of Early Historic South Asia, The emergence of Cities and States*, Cambridge: Cambridge University Press.
- Basham, A.L.(1992). *The Wonder That Was India*, Delhi: Rupa and Co.
- Chakrabarti, Dilip K. 2006. *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century*. New Delhi: Oxford University Press, chapters 17, 18.
- Champakalakshmi, R. 1996. *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*. Delhi: Oxford University Press.
- Chattopadhyaya B.D. (Ed.). (2009). *A Social History of Early India*, vol. 2, pt. 5 of *History of Science, Philosophy and Culture in Indian Civilization*, General Editor, D.P. Chattopadhyaya, Delhi,.
- Flood, Gavin (Ed.). (2005). *The Blackwell Companion to Hinduism*. London: Blackwell.
- Gotfrid, Joanna, (1982). *The Art of Gupta India: Empire and Province*. Princeton, New Jersey: Princeton University Press.
- Gupta, P. L. (1979). *The Imperial Guptas*, 2 Vols. Varanasi: Vishwavidyalaya Prakashan.
- Gurukkal, Rajan. (2010). *Social Formations of Early South India*. New Delhi: Oxford: University Press.
- Hawkes, Jason & Akira Shimada. (2009). *Buddhist Stupa in South Asia*. Oxford: University Press.
- Huntington, Susan. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. New York and Tokyo: John Weatherhill Inc. Chapter 5–9.
- Jaiswal, Suvira. (1981). *The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500*. New Delhi: Munshiram Manoharlal.
- Krishnamachariar.M. (2004). *History of Classical Sanskrit Literature*, Delhi: Motilal Banarasi Das.
- Liu, Xinriu. (1988). *Ancient India and Ancient China: Trade and Religious Exchanges*. Delhi: Oxford University Press.
- Maity, S. K. (1970 reprint). *Economic Life in Northern India in the Gupta period (c. AD 300–550)*. 2nd rev. (Edn.). Delhi: Motilal Banarsidas.
- Meister, Michael W., M. A. Dhaky, and Krishna Deva. (Eds.). (1988). *Encyclopaedia of Indian Temple Architecture. North India: Foundations of North Indian Style c. 250 B. C.—AD 1100*, Vol. 2, Parts 1 and 2. Delhi: American Institute of Indian Studies, Oxford University Press.
- Olivelle, Patrick. (Ed.). (2006). *Between the Empires: Society in India 300 BCE to 400 CE*. Oxford and New York: Oxford University Press.
- Parasher-Sen, Aloka. (Ed.). (2004). *Subordinate and Marginalized Groups in Early India*. New Delhi: Oxford University Press.
- R.S. Sharma, (1987). *Urban Decay in India (c 300- c 1000)*, New Delhi: Oxford University Press.

- Ray, Himananshu Prabha. (1986). *The Winds of Change: Buddhism and the Maritime Links of Early South Asia*. Delhi: Oxford University Press.
- Romila, Thapar. (2002). *The Penguin History of Early India from the Origins to AD 1300*, Delhi: Penguin Books India Pvt Ltd.
- Sharma, R. S. (2003). *Perspectives in Social and Economic History of Ancient India*. Delhi: Munshiram Manoharlal.
- Shrimali, Krishna Mohan. (1987). *Agrarian Structure in Central India and the Northern Deccan (c. AD 300–500): A Study of Vakataka Inscriptions*. New Delhi: Munshiram Manoharlal.
- Shyam, Sharan. (Ed.). (2018), *Cultural and civilizational link between India and South East Asia: Historical and Contemporary Dimensions*, Delhi: Asean-India Centre.
- Singh, Upinder. (2009), *A History of Ancient and Early Medieval India from the stone age to the 12th century*. Delhi: Pearson Longman. Chaps. 8 and 9
- Singh, Vijaya Laxmi. (2005). *Settlement Pattern and Cultural Profile of Early Historical Mathura*, Delhi: Sandeep Prakashan. Chapter I
- Thaplyal, K. K. (1996). *Guilds in Ancient India: A Study of Guild Organization in Northern India and Western Deccan from Circa 600 BC to Circa 600 AD*. New Delhi: New Age International Ltd. (see, Appendices 4, 5, and 6).
- Trautmann, Thomas R. (2011). *India, Brief History of a Civilization*, Delhi: Oxford University Press.
- Yamazaki, G. (2005). *The Structure of Ancient Indian Society: Theory and Reality of the Varna System*, Tokyo, (see Chapters 7-11).

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. Students will be asked to present reports and participate in formal class discussions on themes and texts identified by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessment:

Students who take this course will be assessed in two modes:

1) Students will have to submit a paper of circa 15-20 pages (inclusive of bibliographic apparatus) on a theme designed with the help of the instructor. The term paper requires students to use source material(s) in translation to research a subject of their choice. Students are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. This essay will be marked out of 25 marks.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 310
History of Early Medieval India –ca.600-1300 CE

Course Objectives:

The aim of this paper is to analyse the different historiographical interpretations of the seventh-thirteenth centuries and to see how this period can be situated in the long-term history of India. The paper attempts to familiarise students with the society, economy, and polity of the period with a focus on the regions and their making, as also the transactional networks in the socio-cultural world with reference to varied locations and junctures. Through the study of different social processes that shaped the early medieval period, students will be introduced to the different strands that constituted regional and trans-regional societies.

Learning Outcomes:

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

- Understand the various historiographical interventions in the study of this period.
- Appreciate the emergence of multiple nodes and interactions among them that shaped Indian society and its pluralistic inheritance.
- Understand that India is a combination of peculiarities of regional societies and cultures, and through time, these experienced hierarchies and differences.
- Comprehend that regional frontiers were always porous, and the shaping and reshaping of regions was the result of constant interactions within and even beyond their frontiers.

Course Content:

Unit 1: (Week 1-3): Representations of Early Medieval India; Towards the early medieval; and its constituents.

Unit 2: (Week 4-7): Economy: Agrarian Expansion and spread of settlements with reference to the regions; Problems of land-ownership and ‘the village community’; Urbanization, Trade, Money and Markets; Guilds.

Unit 3: (Week 8-10): Society: Caste and social stratification; shaping of regional societies; rise of new groups; gender relations; history of untouchability.

Unit 4: (Week 11-12): Political systems: Conceptions of kingship; structure of polities; and Changing forms of legitimation.

Unit 5: (Week 13-14): Cultural Processes and transactional networks: Puranic Hinduism, Tantricism, temples, *mathas*, *viharas*, *tirthas*; Spread of sastric-epic-puranic ideas; patronage; Portrayal of the other; weaving of the local/autochthonous, regional and transregional cultural flows.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-3): Largely focuses on historiographical issues relating to the period of the course.

Chattopadhyaya, B. D. (1994, 2nd edn. 2012), *The Making of Early Medieval India*, New Delhi: Oxford University Press, pp. 1-37.

Chattopadhyaya, B. D. (2003), 'State and Economy in North India: Fourth Century to Twelfth Century', in *Studying Early India: Archaeology, Texts and Historical Issues*, Ranikhet: Permanent Black, pp. 233-62.

Sharma, R. S. (2001), 'The Nature of Indian Feudalism?', idem, *Early Medieval Indian Society - A Study in Feudalization*, New Delhi: Orient Longman, pp.77-118.

Mukhia, H. 'Was there Feudalism in Indian History?', H. Kulke (ed), *The State in India, 1000-1700*, New Delhi: Oxford University Press, pp.86-133.

Unit 2 (Week 4-7): Political economy of the period.

Sharma, R. S. (2001), *Early Medieval Indian Society – A Study in Feudalism*, New Delhi, Orient Blackswan, pp. 77-162.

Nandi, R. N. ((2000), *State Formation, Agrarian Growth and Soccial Change in Feudal South India*, Delhi, Manohar, pp. 61-132..

Chattopadhyaya, B. D. (1994), *The Making of Early Medieval India*, New Delhi, Oxford University Press, chaps. 4, 6 & 7.

Chattopadhyaya, B. D. (1990), *Aspects of Rural Settlements and Rural Society in Early Medieval India*, Calcutta, K. P. Bagchi.

Sahu, B. P. (ed), *Land System and Rural Society in Early India*, Delhi, Manohar, (Introduction and select essays).

Karashima, N. (1984), *South Indian History and Society: Studies from Inscriptions AD 850-1800*, New Delhi, Oxford University Press, chaps. 1-2.

Chakrabarti, R. (2002), *Trade and Traders in Early India*, Delhi, Manohar, (select chaps).

Champakalakshmi, R. (1996), *Trade, Ideology and Urbanization: South India 300 BC – AD 1300*, New Delhi, Oxford University Press, (select chaps).

Unit 3 (Week 8-10): Changing dimensions of Society, including regional societies.

Sharma, R.S. (2001), 'Social Changes in Early Medieval India', idem, *Early Medieval Indian Society – A Study in Feudalization*, Delhi, Orient Blackswan, pp. 186-213.

Chattopadhyaya, B.D.(ed). (2009). *A Social History of Early India*, Delhi: Pearson Longman, (pp. xxxi-1 and select chapters).

Talbot, C. (2001), *Precolonial India in Practice: Society, Region and Identity in Medieval Andhra*, New York, Oxford University Press, (Chapter on society).

Jaiswal, S. (1998). *Caste: Origin, Functions and Dimensions of Change*, Delhi: Manohar, (select chapters).

Gupta, C. (1983), 'Writers Class of Ancient India', *Indian Economic and Social History Review*, vol. 20,

H. Kotani (ed) (1998), *Caste System, Untouchability and the Depressed*, Delhi: Manohar, (select chapters).

Unit 4 (Week 11-12): The unit charts the multilayered political systems and courtly ideology of the times.

Chattopadhyaya, B. D. (1994), *The Making of Early Medieval India*, New Delhi, Oxford University Press, pp. 183-222.

Sahu, B.P. and H. Kulke (eds), (2015), *Interrogating Political Systems: Integrative Processes and States in Pre-modern India*, Delhi, Manohar, ("Introduction" and select chaps).

Kulke, H. (ed), *The State in India, 1000-1700*, New Delhi, Oxford University Press, pp. 233-62.

Ali, Daud, (2004), *Courtly Culture and Political Life in Early Medieval India*, Cambridge, Cambridge University Press, pp. 69-140.

Subbarayalu, Y. (2012), *South India under the Cholas*, New Delhi, Oxford University Press, pp. 207-60.

Unit 5 (Week 13-14): This unit will analyse cultural interactions, movement of ideas and people and the shaping of vibrant, plural and inclusive societies.

Nath, V. (2001), *Puranas and Acculturation*, Delhi: Munshiram Manoharlal.

Sharma, R. S. (2001), 'Economic and Social Base of Tantricism' and 'The Feudal Mind', idem, *Early Medieval Indian Society- A Study in Feudalization*, Delhi: Orient Blackswan, pp. 235-65, & 266-82.

Chattopadhyaya, B.D.(1996) *Representing the Other? Sanskrit Sources and the Muslims*, Delhi: Manohar, pp. 28-60.

Singh, U. (2012), *Rethinking Early Medieval India*, New Delhi: Oxford University Press, pp. 211-92.

Sahu, B.P. (2015), 'From Regional Histories to the Histories of the Regions and Beyond', *Social Scientist*, pp. 33-48.

Gurukkal, Rajan,(2010), 'Temples as Sites of New Social Formation', in *Social Formations of Early South India*, New Delhi, Oxford University Press, pp. 291-305.

Suggested Readings

- Ali, Daud. (2015). 'The Image of the Scribe in Early Medieval Sources', Kesavan Veluthat (Ed.). *Irreverent History; Essays for M.G. S. Narayanan*, Delhi, Primus books, pp.167-88.

- Bhandare, S. (2015). 'Evaluating the 'Paucity of Metallic Currency' in Medieval India', H. P. Ray (ed), *Negotiating Cultural Identity: Landscapes in Early Medieval South Asian History*, New Delhi, Routledge, pp. 159-202.
- Deyell, J. (1990). *Living Without Silver*, New Delhi, Oxford University Press, (select chaps).
- Jha, V. (2017), *Chandalas: Untouchability and Caste in Early India*, Delhi, Primus Books, (select chaps).
- Kosambi, D. D. (1956). *An Introduction to the Study of Indian History*, Bombay, Popular Prakashan, (select chaps).
- Kulke, H. and B.P. Sahu, 2018. *History of Precolonial India: Issues and Debates*, New Delhi, Oxford University Press, pp. 258-78.
- Sahu, B.P. (2013). 'Varna, Jati and the Shaping of Early Oriya Society', in *The Changing Gaze: Regions and the Constructions of Early India*, New Delhi, Oxford University Press, pp. 61-79.
- Sahu, B.P., (2016). 'Writing Alternative Histories: Case of Early India', *Economic and Political Weekly*, 30 April, pp. 30-6.
- Sharma, R.S., (1987). *Urban Decay in India AD 300-1000*, Delhi, Munshiram Manoharlal.
- Subbarayalu, Y. (2012). *South India under the Cholas*, New Delhi, Oxford University Press, pp. 176-206.
- Veluthat, Kesavan, (2009). *The Early Medieval in South India*, New Delhi, Oxford University Press, (select chaps).

Facilitating Teaching Learning Outcome:

The course will be taught through lecture presentations based on chronological and thematic rubrics. Besides classroom teaching, there will be field work with visits to museums. There will be discussions, presentations by students so that they develop a conceptual understanding of the history of the period.

Assessment:

Students enrolled in the course would have their work assessed in two modes.

1) Term Paper/test of 25 Marks

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-311

Art and Architecture in Early Medieval India (ca. 600-1300 CE)

Course Objectives:

The objective of this course is to acquaint students with the vastness and variety of architecture, sculpture, and painting in early medieval India and to situate these artistic manifestations within the larger historical milieu. Representative material from northern and southern India will be approached through a range of perspectives to understand the variety, complexity and diversity that characterized the art forms of this period. The overarching purpose is to engage with processes that shape representation and reception in the visual arts and the manner in which art becomes an index of the region-and-period-specific histories.

Learning Outcomes:

- Through examples of art and architectural production in North and South India during one of the most productive periods in Indian art, students will gain a detailed and textured knowledge about art and architectural history.
- They will learn about different regional styles, their temporal characteristics and the distinctive details that characterize them.
- They will also learn how to contextualise this artistic expression within larger historical developments.
- Students will learn to employ different art historical methods—style, iconography, iconology, semiotics, etc—to understand the historical creation and reception of art and architecture.

Course Content:

Unit 1: Week 1: The ‘Early Medieval’ in India: A brief survey of the historical processes at work.

Unit 2: Week 2-7: The early medieval temple in Southern India: regional and sectarian specificities in art and architecture: Each sub-unit in this section will consider issues of iconography, style, narrative, patronage, and wherever available, the signatures of artists.

- i. Weeks 2 and 3: Excavated monuments: Caves, Rock-cut or monolithic temples, with special reference to Ellora and Māmallapuram.
- ii. Week 4: Drāviḍa from the Pallava period, with special reference to Kailāsanātha-Kanchipuram.
- iii. Week 5: Vesara from the Early Western Chalukya period in the Deccan, with special reference to Bādāmi, Aiholē and Paṭṭadakal groups.

- iv. Week 6: Ritual, Power, and Religion: Drāviḍa from the period of Chola dominance in South India, with special reference to Tañjāvūr Bṛhadīśvara.
- v. Week 7: Artists, Patrons and Narrative cycles: Vesara from the Hoysaḷa period in Karnataka.

Unit 3: Week 8-12: The early medieval temple in Northern India: regional and sectarian specificities in art and architecture: Each sub-unit in this section will consider issues of iconography, style, narrative, patronage and wherever available, the signatures of artists.

- i. Week 8: Understanding Nagara style from Eastern India – Kalinga, with special reference to the Bhubaneshwar group;
- ii. Week 9: Iconological and text-image studies of temple architecture and sculpture: the Central Indian region;
- iii. Week 10: The temple's biography: Diachronic frames: Ambika-Jagat, Rajasthan, Western India;
- iv. Week 11: Geography, Region and Cross-culturalism: Kashmir temples;
- v. Week 12: Elements of architecture: form and transformation – with special reference to archways, ceilings, and tracteries.

Unit 4: Week 13-14: Architecture, sculpture and painting traditions of Buddhism and Jainism in early medieval India

- i. Week 13: Buddhist Stupas, Monasteries and associated artefacts – Bodhgaya or Nalanda; Jaina Monumental Complexes and sculptural remains – Ellora.
- i. Week 14: Early medieval painting: Mural paintings of South India: Materials and techniques; narrative content and aesthetics; Buddhist mural paintings and stucco of the Himalayan region with special reference to Alchi: Materials and techniques; narrative content and aesthetics;

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1, Week 1: This section surveys the larger historical processes at work in early medieval India to provide a context to the theme of the paper.

Chattopadhyaya, B.D., 1997. *The Making of Early Medieval India*, New Delhi: OUP (reprint, paperback), pp. 1-37.

Veluthat, Kesavan, (2008). "Introduction", *The 'Early Medieval' in South India*, Oxford University Press.

Unit 2, Weeks 2-3: This part will introduce the architecture of the rock-cut monoliths at Mamallapuram and Ellora.

Kaimal, Padma (1994). "Playful ambiguity and political authority in the large relief at Mamallapuram", *Ars Orientalis* (24): 1-27.

Markel, Stephen (2000). "The "Rāmāyaṇa" Cycle on the Kailāsanātha Temple at Ellora, *Ars Orientalis*, Vol. 30, Supplement 1. Chāchājī: Professor Walter M. Spink Felicitation Volume, pp. 59-71

Meister, M. W. ed. (1983). *Encyclopaedia of Indian Temple Architecture (EITA)*, Vol.1, Part 1, New Delhi: AIIS, pp. 23-41.

Meister, M.W. & M.A. Dhaky, ed. (1986). *EITA*, Vol. 1, Part 2, New Delhi: AIIS, 105-129.

Rabe, Michael (1997). "The Māmallapuram Praśasti: A Panegyric in Figures", *Artibus Asiae* (57, 3/4): 189-241.

Unit 2, Week 4: This unit will discuss early Drāviḍa iconography and architecture of the Tamil region.

Hardy, Adam (2007). *The Temple Architecture of India*, England: Wiley, pp. 206-231.

Kaimal, Padma (2016). "Word-Image tango: telling stories with words and sculptures at the Kailāsanātha Temple complex in Kāñcīpuram", *The Archaeology of Bhakti II: Royal Bhakti, Local Bhakti*, E. Francis and C. Schmid ed., Pondicherry: EFEO/IFP, 159-208.

Meister, M. W. ed. (1983). *Encyclopaedia of Indian Temple Architecture* (henceforth, *EITA*), Vol.1, Part 1, New Delhi: AIIS, pp. 45-64.

Verma, Archana (2016 [2012]). *Temple Imagery from Early Medieval Peninsular India*. London and New York: Routledge (with IAS, Simla), pp. 213-232.

Unit 2, Week 5: This unit discusses monuments of the Early Western Chalukya period in the Deccan.

Dhar, Parul Pandya (2019). "Characterizing Contrariety: Representing Rāvaṇa in the Early Western Deccan, *Berliner Indologische Studien/ Berlin Indological Studies* (24): 131-164.

Michell, George (2014). *Temple Architecture and Art of the Early Chalukyas of Badami*, New Delhi: Niyogi Books, *passim*.

Meister, M.W. & M.A. Dhaky, ed. (1986). *EITA*, Vol. 1, Part 2, New Delhi: AIIS, 105-129.

Soundararajan, K.V. *Cave temples of Badami*. New Delhi: Archaeological Survey of India, pp. 47-79.

Unit 2, Week 6: This unit discusses religious architecture and the rituals of power during the period of Cholas in South India.

Mevisen, Gerd J.R. (2016). "Three Royal Temple Foundations in South India: Tripurantaka Imagery as a Statement of Political Power", *Temple Architecture and Imagery of South and Southeast Asia. Prāsādanidhi: Papers presented to Prof. M.A. Dhaky*. Parul P. Dhar & GJR Mevisen, ed. Delhi: Aryan Books, pp. 169-188.

Nagaswamy, R. (2010). *Brhadiśvara Temple: Form and Meaning*. Delhi: Aryan Books International, pp. 45-98.

Verma, Archana (2016 [2012]). *Temple Imagery from Early Medieval Peninsular India*. London and New York: Routledge (with IAS, Simla), pp. 233-276.

Unit 2, Week 7: This unit discusses the Hoysala art, with special reference to issues of artistic

agency and patronage and the epic narratives on some Hoysala temples.

Dhar, Parul Pandya (2015). "Challenging Cosmic Order: Ravana's Encounters with Shiva at Belur and Halebidu" *Art, Architecture and Iconography in South Asia. A Felicitation Volume in honour of Dr. Devangana Desai*, edited by A.L. Dallapiccola and A. Verghese, Delhi: Aryan Books, pp. 169-186.

Evans, Kirsti (1997). *Epic Narratives in the Hoysala Temples*, Leiden, New York, Köln: Brill, pp. 31-50, 195-207; 241-247.

Settar, S. (1992). *The Hoysala Temples, Vols. I and II*, Bangalore and Dharwad: Kala Yatra Publications and Karnatak University, pp. 83-143.

Unit 3, Week 8: This unit introduces regional and sectarian specificities in art and architecture of the Nagara temples, taking the Kalinga idiom as a starting point.

Dhaky, M.A., ed. (1998). *EITA, Vol. II, Part 3*, New Delhi: AIIS, pp 369-375, 389-397.

Hardy, Adam (2007). *The Temple Architecture of India*, England: Wiley, pp. 166-203.

Meister, M.W. & Dhaky, M.A. ed. (1988). *Encyclopaedia of Indian Temple Architecture, Vol. II, Part 1*, New Delhi: AIIS, pp. 251-260.

Unit 3, Week 9: This unit discusses text-image relationships and iconological concerns with reference to some Central Indian temples, especially at Khajuraho.

Desai, Devangana (1989). "Location of Sculptures in the Architectural Scheme of the Kandariyā Mahādeva Temple of Khajuraho: Śāstra and Practice", *Shastric Traditions in Indian Arts*, A. L. Dallapiccola, ed. Stuttgart: Steiner Verlag, pp. 155-165.

Desai, Devangana (2013). "The Temple as an Ordered Whole: The Iconic Scheme at Khajuraho", *Art and Icon: Essays on Early Indian Art*. Delhi: Aryan Books, pp. 134-153.

Meister, M.W. (1979). "Juncture and Conjuncture: Punning and Temple Architecture", *Artibus Asiae* XLI: 226-234.

Unit 3, Week 10: This unit discusses the iconography and after-life of some Western Indian temples, especially Ambika, Jagat, Rajasthan.

Dhaky, M.A., ed. (1998). *EITA, Vol. II, Part 3*, New Delhi: AIIS, pp. 132-140 and 153-166.

Dhar, Parul Pandya (2010). The Ambika Temple at Jagat. In *Archaeology and Text: The Temple in South Asia*, ed. Himanshu Prabha Ray, Delhi: OUP, pp. 38-58.

Stein, Deborah L. (2018). *Hegemony of Heritage: Ritual and the Record in Stone*, University of California Press, pp. 1-21 and 243-250.

Unit 3, Week 11: This unit approaches issues of geography, region and cross-culturalism through the temples of Kashmir.

Goetz, H. (1953). "The Sun Temple of Martand and the art of Lalitaditya-Muktapida", *Art and Letters* XVII: 1-11.

Meister, M.W. & Dhaky, M.A. ed. (1988). *Encyclopaedia of Indian Temple Architecture, Vol. II, Part 1*, New Delhi: AIIS, pp. 350-358, 363-366, and 368-371.

Unit 3, Week 12: Form and Transformation: This unit zeroes in on the constituent elements of early medieval Indian architecture, their proliferations and typologies.

Dhaky, M.A. (2005). *The Indian Temple Traceries*, New Delhi: D.K. Printworld, pp. 1-37.

Dhar, Parul Pandya (2010). *The Torāṇa in Indian and Southeast Asian Architecture*, New Delhi: D.K. Printworld, pp.1-36.

Unit 4, Week 13-14: This unit explores the Buddhist and Jaina heritage of Western and Eastern India during the early medieval period. It also elaborates upon the mural painting traditions of the Himalayan regions and South India.

Asher, Frederick (1980). *The Art of Eastern India, c. 300-800*. University of Minnesota Press, pp. 1-55.

Luczanits, Christian (1999). "The Life of the Buddha in the Sumtsek." *Orientalism* 30, 1: 30-39.

Luczanits, Christian (2010). "Approaches to Historic Indian and Indo-Tibetan Sculpture", *Indian Art History: Changing Perspectives*, Parul Pandya Dhar, ed. Delhi: D.K. Printworld, and NMI, pp. 153-167.

Owen, Lisa (2012). *Carving Devotion in the Jaina Caves at Ellora*, Leiden: Brill, pp. 1-10 and 81-130.

Sivaramamurti, C. (1994, reprint), *South Indian Paintings*, New Delhi: Publications Division.

Suggested Readings:

- Balasubrahmanyam, S.R., (1975). *Middle Chola temples: Rajaraja I to Kulottunga I (AD 985-1070)*, Faridabad: Thomson Press (India) Ltd.
- Champakalakshmi, R. (2000). "Iconographic Programme and Political Imagery in Early Medieval Tamilakam: The Rājasimheśvara and the Rājarājeśvara in Early Medieval South India" *Indian Art: Forms, Concerns and Development in Historical Perspective*, B.N. Goswamy ed. PHISPC, Vol. 6, Part 3, New Delhi: PHISPC.
- Dehejia, Vidya ed. (2002). *The Sensuous and the Sacred: Chola Bronzes of South India*, Ahmedabad: Mapin.
- Desai, Devangana, (1985). *Erotic Sculptures in India: A Socio-cultural Study*, New Delhi: Munshiram Manoharlal (2nd edition).
- Dhar, Parul Pandya and Gerd J.R. Mevissen ed. (2016). *Temple Architecture and Imagery of South and Southeast Asia. Prāsādanidhi: Papers Presented to Prof. M.A. Dhaky*, Delhi: Aryan Books International.

- Huntington, Susan L., 1984. *The “Pala-Sena” Schools of Sculpture*, Studies in South Asian Culture, Brill.
- Michell, George & Indira V. Peterson (2010). *The Great Temple at Thanjavur: One Thousand Years (1010-2010)*. Mumbai: Marg Publications.
- Nagaraja Rao, M.S., ed. (1978). *The Chalukyas of Badami (Seminar Papers)*, Bangalore: The Mythic Society.
- Shah U.P. and M.A. Dhaky eds., 1975. *Aspects of Jaina Art and Architecture*, Ahmedabad.
- Tadgell, Christopher, (1994). *A History of Architecture in India*, Phaidon Press.

Facilitating Teaching Learning Outcome:

The course is structured around lectures, visual analysis, and discussions based on select readings and images from the art history of early medieval India. Regular presentations and participation in classroom discussions will be a necessary component of the course to ensure that students are able to develop the necessary visual and literary skills to interpret the varied dimensions of the early medieval Indian arts in history writing.

Assessment:

Students enrolled in the course would have their work assessed in two modes.

- 1) Students will be required to submit a term paper of approximately 3500 words, complete with citations and bibliography on a pre-discussed relevant theme. This term paper will be marked out of 25 marks. The term paper will have a strong visual component and the interpretation of visual art objects through the disciplinary tools of art history.
- 2) An end of term semester examination of 3 hours duration will take place wherein marks will be awarded out of a maximum of 75 marks.

HSM-312
Development of Early Indian Religions and Philosophies
(up to ca. 500 CE)

Course Objectives:

Objective of this course is to introduce students to the gradual progression, diversity, inclusion and dynamism of early Indian religions. Students will be familiarized with how prehistoric religions developed without any textual materials -- for example tribal religion of the present day -- and help them understand how religious beliefs gradually shifted through history. This paper will equip them with the basic knowledge to comprehend the development of different religious beliefs and philosophy like Vedism, Buddhism, Jainism, Vaishnavism, Shaivism etc. and factors which contributed in their rise. The course will also teach the ways of understanding how different class, gender and communities contributed towards the development of philosophies of these religions.

Learning outcomes:

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

- Dynamism in definition of religions through time in history. How these religions were developed in different societies in different periods of time. And how it affects the everyday lives of variety of people in ancient times.
- How to look for variety of sources to understand various religions of ancient times which includes not just religious texts but also monuments, traditions, rituals etc.
- How different religions affected each other and how the beliefs shifted in different directions. And how they have sustained till today through various institutions and rituals.
- Contribution of various tribes, classes and gender in the development, diversity and dynamism of various religious philosophies, beliefs and practices.

Course Content:

Unit 1: (week 1-2): Understanding Dynamics of Religions

Unit 2: (week 3-5): Religions of hunters, gatherers and food producers: Palaeolithic, Neolithic to Chalcolithic Times

Unit 3: (week 6-7): Study of Vedic religion

Unit 4: (week 8-10): Development of religious ideas and practices in the Gangetic Valley during c.700 to c.200 BCE : Early Buddhism, Jainism, Materialism

Unit 5: (week 11-12): Development of Vaishnavism and Shaivism during *circa* 200 BCE to *circa* 500 CE

Unit 6: (week 13-14): Emergence of Mahayana Buddhism, development of Jainism and popular cults (circa 200 BCE to circa 500 CE)

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (week 1-2): Understanding Dynamics of Religions

Alekshin, V.A., 'Burial Customs as an Archaeological Source', *Current Anthropology*, Vol. 24, No.2, April 1983.

Atre, Shubhangana, *The Archetypal Mother*, 1987.

Bhattacharji, Sukumari, *The Indian Theogony*, 1970

Bhattacharyya, N. N., *Ancient Indian Rituals and Their Social Contents*, 2nd Ed., 1996.

Davie, Grace., *The Sociology of Religion*, 2007.

Dunham, Barrows, *Man Against Myth* (1947), National Book Trust Reprint, 2007.

Idinopulos, Thomas A. and Wilson, Brian C., *What is Religion? Origins, Definitions, & Explanations* (1998).

Idinopulos, Thomas A. and Yonan, Edward A. (eds.), *Religion and Reductionism* (specially Parts I & III), 1994.

Insoll, Timothy (ed.), *Archaeology and World Religions*, 2001.

Kosambi, D.D., *Myth and Reality: Studies in the Formation of Indian Culture*, 1962,

Weber, Max, *The Religion of India*, 1968.

Unit 2: (week 3-5): Religions of hunters, gatherers and food producers

Alekshin, V.A., 'Burial Customs as an Archaeological Source', *Current Anthropology*, Vol. 24, No.2, April 1983.

Atre, Shubhangana, *The Archetypal Mother*, 1987.

Bhattacharyya, N.N., *Indian Religious Historiography*, Vol. I, 1996.

Encyclopaedia of Religions, Jones, Lindsay(ed.), *Encyclopaedia of Religion* (15 Volumes), 2005: Selected articles:

Marshall, John, *Mohenjo daro and the Indus Civilisation*, 3 Vols., 1931, Indian Reprint, 1996.

Shrimali, K.M., 'Constructing an Identity : Forging Hinduism into Harappan Religions' *Social Science Probings*, Vol.15, Summer 2003.

मुंडा, रामदयाल एवं मानकी, रतनसिंह, 'आदि- धरम : भारतीय आदिवासियों की धार्मिक आस्थाएं' (२००९)

Unit 3: (week 6-7): Study of Vedic religion

Bhattacharyya, N.N., *Indian Religious Historiography*, Vol. I, 1996.

Bhattacharya, H., *The Cultural Heritage of India*, 2nd ed., Vol. IV, 1969

Erdosy, George (Ed.), *The Indo-Aryans of Ancient and South Asia: Language, Material Culture and Ethnicity*, 1995 (Indian Reprint, 1997).

Keith, A.B., *The Religion and Philosophy of the Veda and Upanishads*, Indian Reprint, 1970.

Kosambi, D.D., *Myth and Reality: Studies in the Formation of Indian Culture*, 1962, Lincoln, Bruce, *Priests, Warriors and Cattle*, 1981.

Mallory, J.P., *In Search of the Indo-Europeans*, 1989.

Sharma, R.S., *Material Culture and Social Formations in Ancient India*, 1983.

Shrimali, K.M., 'The Rigveda and the Avesta : A Study of their Religious Trajectories' in Irfan Habib, ed. *A Shared Heritage: The Growth of Civilizations in India & Iran*, 2002, pp. 23-57.

Unit 4: (week 8-10): Development of religious ideas and practices in the Gangatic Valley during c.700 to c.200 BCE : Early Buddhism, Jainism, Materialism

Bailey, Greg & Mabbett, Ian : *The Sociology of Early Buddhism*, 2003.

Bhattacharyya, N. N., *Buddhism in the History of Indian Ideas*, 1993

Bhattacharya, H., *Anekantavada*

Bhattacharyya, N. N., *Jain Philosophy : Historical Outline*, 1976.

Dundas, Paul, *The Jains*, 1992.

Shrimali, Krishna Mohan. *The Age of Iron and the Religious Revolution (c.700 – c.350 BC)*, 2007.

Unit 5: (week 11-12): Development of Vishnuism and Shivaism during circa 200 BCE to circa 500 CE

Bhattacharyya, N.N., *Indian Religious Historiography*, Vol. I, 1996.

Gonda, Jan, *Aspects of Early Vishnuism*, 1954.

Gonda, Jan, *Vishnuism and Shivaism : A Comparison*, 1970

Jaiswal, Suvira, *The Origin and Development of Vaishnavism*, 2nd ed., 1981.

Unit 6: (week 13-14): Emergence of Mahayana , development jainiasm and popular cults (200 bc to 500 ce)

Basham, A.L., *History and Doctrines of the Ajivikas*, 1951.

Bhattacharyya, N.N., *Indian Religious Historiography*, Vol. I, 1996.

Chattopadhyaya, Debiprasad, *Indian Atheism*, 1969.

Chattopadhyaya, Sudhakar, *The Evolution of Theistic Sects in Ancient India*, 1962.

Encyclopaedia of Religions, Jones, Lindsay(ed.), *Encyclopaedia of Religion* (15 Volumes), 2005: Selected articles:

Ajivikas, Animism, Anthropomorphism, Asceticism, Carvakas, Popular Religion,

Gombrich, Richard F., *Theravada Buddhism: A Social History from Ancient Benares to Modern Colombo*, 1988.

Suggested readings:

- Jones, Lindsay. (Ed.), (2005). *Encyclopaedia of Religion* (15 Volumes), Selected articles: Ajivikas, Animism, Anthropomorphism, Asceticism, Belief, Brahmanism, Buddhism, Carvakas, Charisma, Comparative Religion, Cults and Sects, Deification, Deity, Divinity, Doctrine, Doubt, Ecology and Religion, Esotericism, Faith, Feminine Sacrality, Feminism, Gender and Religion, God, Goddess Worship, Heresy, Hinduism, History of Religions (pp.10041-10047), History of Religions Approach (pp.4060-4068), Holy, Indian Religions, Indo-European Religions, Indus Valley Religion, Jainism, Krishnaism (pp.5251-5255), Logos, Magic, Masculine Sacrality, Materialism, Myth, Offerings, Orthodoxy and Heterodoxy, Pilgrimage, Popular Religion, Priesthood, Rationalism, Reason, relics, Religion, Religious Experience, Ritual(s), Sacred, Sacrifice, Sanctuaries, Saura Hinduism, Secularization, Shaivism (pp. 8038-8050), Shrines, Study of Religion (pp.8760-8796), Taboo, Tamil Religions, Tantrism, Tapas, Temples, Texts, Theism, Totemism, Transcendence and Immanence, Transculturation, Vaishnavism (pp.9498-9509; 10087-10089), Vedism, Zoroastrianism.
- Thapan, Anita Raina. (1997). *Understanding Ganapati : Insights into the Dynamics, of a Cult*.
- Thapar, Romila. (1992), “Durkheim and Weber on Theories of Society and Race”; “Relating to Pre-Colonial India” in Romila Thapar, *Interpreting Early India*.
- Wagle, Narendra. (1995). *Society at the Time of the Buddha*, 2nd ed.,1995.
- Whaling, Frank. (Ed.). (1985). *Contemporary Approaches to the Study of Religion*.
- Young, Serinity. (Ed.). (1999). *Encyclopaedia of Women and World Religion*, 2 Vols.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. During the course of the semester, students are required to write and present two term papers. The exercise is to ensure that students comprehend the readings and develop writing and verbal communication skills.

Assessment:

The assessment modalities for this paper will be in two parts:

- 1) Students will be required to write two term papers (12-15 pages each), along with the presentations. These will be marked out of 25 marks.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-313

History of Early Indian Art and Architecture (up to ca. 600 CE)

Course Objectives:

The objective of this paper is to trace the evolution of art and architecture in ancient India. The main focus of this paper will be on chronological and stylistic developments in their historical contexts. The paper will also examine the interrelationship between architecture, sculpture and paintings in terms of their underlying essence, themes and styles. Given the nature of material and textual remains, the paper will further analyse these within the complex of religion, arts and society through multi-disciplinary approach. The course looks at art and architecture from the prehistoric and proto historic beginnings to a continuum from post Mauryan times to the 'classical' phase upto c. 600 CE

Learning Outcomes:

At the end of the course, students would be:

- Be familiar with the major developments in sculpture, painting and architecture during the early period of Indian history
- Understand the nomenclature- stylistic, dynastic and regional that is used to denote certain time periods and art production related to these.
- Able to trace the intertwined nature of art, religion and society in the period.
- Able to analyze art on basis of its materiality
- Recognise the patterns of patronage and related developments.

Course Content:

Unit 1: (Week 1): Introduction to the course. Analysing sources: material, epigraphic, textual. Materiality and art; provenance of styles; tools and techniques of artists; signatures of artists.

Unit 2: (Week 2): Pre-historic Rock-art: paintings: Regional dispersal; purpose, content and form.

Unit 3: (Weeks 3-4): Art and Architecture of the Harappan Civilization: urban planning and architecture, seals, bronzes, pottery, terracottas, beads, toys.

Unit 4: (Week 5): Early forms of architecture (up to 400 CE): Architectural types as evidenced in art and archaeological remains, texts and inscriptions: vernacular architecture, city gates and fortifications, palace remains, *bodhigharas*, shrines, etc.

Unit 5: (Weeks 6-7): Monumentality and *Stupas, chaityas and viharas*: architectural features, relief sculptures and modes of narration (select case studies from Bharhut, Sanchi, Amaravati, Nagarjunakonda, Sannati, Barabar and Nagarjuni hills, Udaygiri-Khadagiri, Pitalkhora, Karle,

etc.)

Unit 6: (Weeks 8-9): Early temples in stone: Form, Iconography and Ritual, c.400-600 CE.

Evolution of Structural temples through select case studies

Unit 7: (Week 10): Cave temples: eg. Ajanta, Elephanta, Badami: architecture and iconographic programme

Unit 8: (Weeks 11): Origins and Modes of representation in early Indian sculpture, c. 320 BCE-600 CE: Evolution of iconography of gods and humans, Bodhisattvas and Buddhas; Jaina tirthankaras. *mukhalingas*, anthropomorphic Brahmanical deities; early attempts at royal portraiture.

Unit 9: (Week 12): Local cultic deities, *yaksha-yakshi*, *shalabhanjika*, and *mithuna* images.

Unit 10: (Week 13): Shilpashastras and Vastushastras: development of the aesthetic canon: relationship of text to practice.

Unit 11: (Week 14): Paintings: Ajanta and Bagh: context, content, technique, and form.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1): Introduction to the course. Analysing sources: material, epigraphic, textual. Materiality and art; provenance of styles; tools and techniques of artists; signatures of artists.

Agrawala, Vasudev Sharan. (1965). *Indian Art (A History of Indian Art from the earliest Times up to the third century AD)*, Varanasi: Prithivi Prakashan, Vol. I.

Coomarswamy Ananda K. (1923). *Introduction to Indian Art*. Madras: Theosophical Publishing House.

Huntington, Susan L., (1985): *The Art of Ancient India*, Weatherhill, New York, Tokyo.

Elkin, James, (2008): "On Some Limits of Materiality in Art History," 31: *Das Magazin des Instituts für Theorie* [Zürich] 12: 25–30. Special issue *Taktilität: Sinneserfahrung a'ls Grenzerfahrung*, edited by Stefan Neuner and Julia Gelshorn.

Unit 2: (Week 2): Pre-historic Rock-art: paintings: Regional dispersal; purpose, content and form

Neumayer, Erwin, (2010). "Pre-historic Rock-art: paintings: Regional dispersal; purpose, content and form." in *Rock Art of India*, Oxford University Press.

Blinkhorn James, Boivin Nicole, Taçon Paul S.C. and Petraglia Michael D., (2012) "Rock Art Research in India: Historical Approaches and Recent Theoretical Directions" in *A Companion to Rock Art*, Edited by Jo McDonald and Peter Veth. Blackwell Publishing Ltd., Chapter 11.

Mathpal, Y., (1984). *Prehistoric Paintings of Bhimbetika*, Abhinav Publishers Delhi: pp 93-153 and 185-197.

Unit 3: (Weeks 3-4): Art and Architecture of the Harappan Civilization: urban planning and architecture, seals, bronzes, pottery, terracottas, beads, jewellery, toys.

- Sharma, D.P, (2007), *Harappan Art*, Delhi: Sharada Publishing House ,.
- Kenoyer, Mark J.,(1991). "Ornaments Style of the Indus Valley Tradition: Evidence of recent Excavations at Harappa, Pakistan," *Palaeorient*, Paris: pp 79-98.
- Kenoyer, Mark J., (2013). *Connections and Complexity: New Approaches to Archeology of South Asia*, Left California: Coast Press, Ch. VI
- Possehl, Gregory , (2002, *The Indus civilization: A Contemporary Perspective*, Maryland: Rowman Altamira, pp 99-126.
- Atre, Shubahngna, (1987). *The Archetypal Mother: A Systematic Approach to Harappan Religion*, Pune: Ravish Publishers, pp 1-22.

Unit 4: (Week 5): Early forms of architecture (up to 400 CE): Architectural types as evidenced in art and archaeological remains, texts and inscriptions: vernacular architecture, city gates and fortifications, free-standing pillars, palace remains, *bodhigharas*, shrines, etc:

- Dhaky, M.A., Meister, Michael et al (1988). *Encyclopedia of Indian Temple Architecture, Foundations of North Indian Style*. Vol .I (North India) Vol 1, Part 1, Chapter 1 and 2.
- Coomaraswamy, A K, (1930). *Early Indian Cities and City Gates*, Eastern Art: pp 1-2 and 208-235.
- Meister, M and Coomaraswamy, A.K., (1988). "Huts and Related Temple types, *Anthropology and Aesthetics*, No.15 Spring, pp. 5-26.
- Ray, Amita, (1964). *Villages, towns, and secular buildings in ancient India: c. 150 B. C.- c. 350 A. D.* Calcutta: Firma K L Mukhopadhyaya.

Unit 5: (Weeks 6-7): This unit will discuss Monumentality and *Stupas, chaityas and viharas*: architectural features, relief sculptures and modes of narration (select case studies from Bharhut, Sanchi, Amaravati, Nagarjunakonda, Sannati, Barabar and Nagarjuni hills, Udaygiri-Khadagiri, Pitalkhora, Karle, etc.)

- Dehejia, Vidya. (1997). *Discourse in Early Buddhist Art : Visual Narratives of India*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Dehejia, Vidya. (1972). *Early Buddhist Rock Temples*, Cornell University.
- Deshpande, M N. (1959) "The Rock Cut caves of Pitalkhora in the Deccan, " *Ancient India*, no 15, 1959: pp 66-93
- Knox, Robert, (1993). *Amaravati: Buddhist Sculpture from the Great Stupa*, Dover Publications.: pp 7-42.
- Stone, Elizabeth Rosen, (1994). *The Buddhist Art of Nagarjunakonda*, Delhi: Motilal Banarsidas.
- Zin, Monika, (2016). "Buddhist Narratives in Amravati" in *Amravati: The Art of an Early Buddhist Monument in Context*, Ed. Shimada A. and M. Willis. (Eds.), London: The British Museum, pp 46-58

Unit 6: (Weeks 8-9): Early temples in stone: Form, Iconography and Ritual, c.400-600 CE. Evolution of Structural temples through select case studies .

Joanna. G. (1982). *The Art of Gupta India: Empire and Province*, Ithaca: Princeton University Press.

Willis, Michael, (2009). “The Study of the Indian Temple”, in *The Archaeology of Hindu Ritual: Temples and the establishment of the gods*, Cambridge: University Press, pp 1-9. 167-232.

Chandra, Pramod, ed.(1975). *Studies in Indian Temple Architecture*, Varanasi: American Institute of Indian Studies, pp. i to 39.

Kramrisch, Stella, (1975), “The Temple as Purusha” *Studies in Indian Temple Architecture*, Varanasi: American Institute of Indian Studies, pp. 40-16

Dhaky, M.A., Meister, Michael et al (1983). *Encyclopaedia of Indian Temple Architecture*, Vol.I (South India) in four parts; Vol. II (North India) in 3 parts so far, American Institute of Indian Studies, New Delhi, continuing.

Kramrisch, Stella, (1976). *The Hindu Temple*, 2 vols., Delhi: Motilal Banarsidass

Unit 7: (Weeks 10): The unit will study Cave temples: eg. Ajanta, Elephanta, Badami: architectural and iconographic programme.

Berkson, Carmel, Wendy Doniger O’Flaherty, George Michell, (1983). *Elephanta, the Cave of Shiva*, Ithaca: Princeton University Press.

Tarr, Gary, (1970). “Chronology and Development of the Chālukya Cave Temples”, *Ars Orientalis*, Vol. 8, pp. 155-184.

Kramrisch, Stella, (2007). *The Presence of Shiva*, Delhi: Motilal Banarsidass Publishers, pp. 443-468.

Unit 8: (Weeks 11): This unit will study origins and Modes of representation in early Indian sculpture, c. 320 BCE-600 CE.

Banerjea, J N, (1956). *The Development of Hindu Iconography*, Calcutta University Press, Calcutta: pp 78-172.

Gupte, R.S., (1972). *Iconography of the Hindus, Buddhists and Jains*, Bombay: D.B. Traporevala Sons and Co: pp 1-39.

Maxwell, T S, (1997) *Gods of Asia: Image, Text, Meaning*, OUP, Delhi: Ch I and II.

Rosenfield, John, (1967). *The Dynastic Art of the Kushanas*, University of California Press: pp 138-153, 173-182 and 215-219.

Rhi, Juhyung. (2008) “Identifying Several Visual Types in Gandharan Buddha Images” *Archives of Asian Art* 58:pp 43-85.

Unit 9: (Week 12): This unit will study local cultic deities, *yaksha-yakshi*, *shalabhanjika*, and *mithuna* images. Motifs, symbols and their meanings

Agarwala, P K, (1983). *Mithuna: The Male-Female Principle in Indian Art and Thought*,

Varanasi.

Banerjea, J N, (1956). *The Development of Hindu Iconography*, Calcutta University Press, Calcutta.: pp. 1-56)

Coomarsawamy, A.K.,(1993). *Yakshas: Essays in Water Cosmology*, IGNCA, New Delhi: Part I Yaakshas.

Bawa, Seema. (2013). “Yakshis & Shalbbhanjikas: Cultic & Architectural Motifs” in *Gods, Men and Women: Gender and Sexuality in Early India*, D.K Printworld, New Delhi., pp. 301-342.

Unit 10 (Week 13): This unit will study Shilpashastras and Vastushastras and the development of the aesthetic canon: relationship of text to practice.

Barlingay, S.S., (2007). *A Modern Introduction to Indian Aesthetic Theory: The development from Bharata to Jagannatha*, New Delhi: D.K. Printworld.

Shah, Priyabala, ed., (1958). *Citrasutra of the Visnudharmottara Purana, third khanda*, Baroda, pp. xi to xvn, 44-85 and 135-166.

Dallapiccola, Anna, et al, eds (1986). *Shastric Traditions in Indian Arts: Texts / References and Documentation: 1-2*, Ergon Verlag: pp 5-15, 17-26 and 109-114.

Bawa, Seema (2015). “The Theory and Practice of Colour and Colouring in the Vishnudharmottara Purana” in *A Bouquet of Indian Heritage, Research and Management*, (Eds.). Prashant Srivastava and Sanjaya Kumar Mahapatra. New Delhi: Swati Publications, pp. 407-418.

Unit 11 (Week 14): This unit will study the context, content, technique, and form of Paintings through the case study of Ajanta and Bagh.

Ghosh A. ed. (1996 reprint of 1967). *Ajanta Murals*, New Delhi: Archaeological Survey of India: pp 8, 40-53 and 235.

Schlingloff, Dieter, (1999). *Guide to the Ajanta Paintings: Narrative wall paintings, Vol. 1*, Delhi: Munshiram Manoharlal Pvt Ltd. Delhi.

Spink Walter M., (1977). *Bāgh: A Study in Archives of Asian Art*, Vol. 30 (1976/1977), pp. 53-84

Spink, Walter, (2005-2007). *Ajanta: History and Development, Vols. I & II*, EJ Brill. Williams, Leiden and Boston.

Suggested Readings:

- Bautze, Joachim Karl, (1995). *Early Indian Terracottas*, E.J Brill, Leiden
- Bawa, Seema,(2002) “From Aditi to Dugdhadharini: Changing Iconography of a Goddess”, in *Proceedings Indian History Congress*, Amritsar.
- Branaccio, Pia & Behrendt, Kurt, (2006). *Gandharan Buddhism: Archaeology, Art, Text*, UBC Press, Vancouver.

- Coomaraswamy, A.K., (1956). *The Transformation of Nature in Art*, New York: Dover Publications (also 2004 reprint of 1934 edn, Munshiram Manoharlal).
- Czuma, S, (1985), *Kushana Sculpture: Images from Early India*, Cleveland.
- Dhavlikar, M K, (1977). *Masterpieces of Indian Terracottas*, Bombay.
- Gopinath Rao, T A, (1968) *Elements of Hindu Iconography*, 2 Vols, Motilal Banarsidass, Delhi.
- Huntington, Susan L., (1985). *The Art of Ancient India*, New York and Tokyo: Weatherhill.
- Meister, M W ed. (1992). *Ananda Coomaraswamy: Essays in Early Indian Architecture*, New Delhi.
- Panikkar, Shivaji K, (1997). *Saptamatrka Worship and Sculptures*, D K Printworld, Delhi
- Ray, Niharranjan, (1974). *An Approach to Indian Art*, Chandigarh: Panjab University Publication Bureau.
- Settar, S. (2003). “Footprints of Artisans in Indian History: Some Reflections on Early Artisans of India,” *Proceedings of the Indian History Congress*, General President’s Address, 64th session, Mysore, pp. 1-43.
- Singh, Upinder, (2009). *A History of Ancient and Early Medieval India: from the Stone Age to the 12th century*, Delhi: Pearson Longman.
- Tartakov, Gary, (1997). *The Durga Temple at Aihole, A historiographical Study*, OUP, Delhi.
- Tiwari, Usha Rani (1998). *Sculptures of Mathura and Sarnath: A Comparative Study up to Gupta Period*, Sundeep Prakashan, Delhi.
- Zimmer, Heinrich. (1984). *Artistic Form and Yoga in the Sacred Images of India*, Princeton: Princeton University Press.
- Zin, Monika, (2018). *The Kanaganahalli Stupa : An Analysis of the 60 Massive Slabs Covering the Dome*, Aryan Book International.

Facilitating Teaching Learning Outcomes:

The course will be taught through lecture presentations based on chronological and thematic rubrics. Besides classroom teaching, there will be field work with visits to museums to help the students acquaint themselves with the materiality of the objects that they study. Besides this they will also be familiarized with the archives of images that they can use as resources for their study. There will be discussions, presentations by students so that they develop a conceptual understanding of the history of early Indian art and architecture.

Assessments.

Students enrolled in the course would have their work assessed in two modes.

- 1)** Term Paper/test of 25 Marks
- 2)** There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-314

Early Indian Social Orders: Structures and Processes (1500 BCE - 1200 CE)

Course objectives:

This paper analyses with the help of textual and epigraphic evidence the various strands that go on to make early Indian social order. The course highlights that nothing is immutable rather the society functions through a complex process to give rise to structures while simultaneously providing spaces within them.

Learning Outcomes:

At the end of the course students should be able to grasp:

- Various facets of early Indian society its transition from pre -class to stratified society which is marked by *varna* and *jati* division.
- Social formations and social structures were not immutable but were marked by constant flux where forested areas were cleared for settlement (sometimes also abandoned) and *jatis* rose and fell in status.
- Complexities particularly of a gendered nature of various types of marriages and households as also of social philosophies.
- How has ancient Indian society treated its marginals and ‘Outsiders’? Was there space for negotiations for them or did they remain forever on the periphery?
- To what extent legal system of early India was gendered and *varna/jati* influenced.
- How have social ethics influenced sexual mores, regulations of body, death rites and other ritual observances.

Course Content:

Unit 1: (Weeks 1-2): From pre-class to class societies: *jana, vish, vrata, gana, varna, jati*, etc.

Unit 2: (Week 3): Social Formations: *Vana and kshetra* .

Unit 3: (Week 4): Social Mobility: Kayasthas and Rajputs.

Unit 4: (Week 5): Family: Forms of Marriages, Types of Households.

Unit 5: (Weeks 6-7): Social philosophies: *Ashrama*, Renunciation, Tantricism, Virashaivism.

Unit 6: (Weeks 8-9): Marginals: *Dasa, Vratyas, Mlecchas*, Untouchables, widows, prostitutes.

Unit 7: (Week 10): ‘Foreigners’: *Yavanas, Turuskas, Tajikas*

Unit 8: (Week 11): Social Roots of Legal System: Inheritance (With reference to women), Crime and Punishment (with reference to caste and gender) .

Unit 9: (Weeks 12): Social Ethics: Sexuality, regulations of body, consumption of food and drink,

Unit 10: (Week 13): Social Rituals: *upanayana*, *vrata*, death.

Unit 11: (Week 14): Social Psychology of Emotions: Love, Friendship.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Weeks 1-2): Readings will cover transition of early Indian society from pre-class to stratified social order.

Sharma, R.S. (2007) *Material Culture and Social Formations in Ancient India*, Delhi: Macmillan.

Thapar, R. (1984) *From Lineage to State*, Delhi: Oxford University Press.

Jaiswal, S. (1989-90), 'Stratification in Rgvedic society: Evidence and Paradigm', *Indian Historical Review*, 16(1-2), pp. 1-34.

Nandi, R.N. (1989-90) 'Archeology and the Rgveda', *Indian Historical Review*, 16(1-2), pp. 35-79.

Nathan, D. (ed) (1997) *From Tribe to Caste*, Shimla: Indian Institute of Advanced Studies.

Brough, J. (1953). *The Early Brahmanical System of Gotra and Pravara*, Cambridge: Cambridge University Press.

Kosambi, D.D. (1956). *An Introduction to the Study of Indian History*, Delhi: Popular Book Depot.

Roy, K. (1994). *The Emergence of Monarchy in North India 8th-4th centuries B.C*, Delhi: Oxford University Press.

Unit 2: (Week 3): Readings will analyse nature of social formations in early India.

Chaudhuri, B.B. and A. Bandopadhyaya (eds). (2004). *Tribes, Forest and Social Formation in Indian History*, Delhi: Manohar.

Parasher-Sen, A.. (1998). "Of Tribes, Hunters and Barbarians: Forest Dwellers in the Mauryan Period", *Studies in History*, 14(2), pp. 173-191.

Thapar, R. (2001). "Perceiving the Forest: Early India", *Studies in History*, 17(1), pp. 1-16.

Gurukkal, R. (2010). *Social Formations of Early South India*, Delhi: Oxford University Press..

Unit 3: (Week 4): The readings in this section will look at the social mobility of various groups in the background of socio-economic processes.

Gupta, C. (1996), *The Kayasthas: A Study in the Formation and Early History of the Caste*, Kolkata: K.P. Bagchi and Co.

Chattopadhyaya, B.D. (1976) 'Origin of the Rajputs: The Political, Economic and Social Processes', *Indian Historical Review*, 3(1), pp. 59-82.

Sinha, S. (1962). 'State Formation and Rajput Myth in Tribal Central India, *Man In*

India, 42(1), pp. 35-80.

Unit 4: (Weeks 5-6): Readings will cover the important social institutions of marriage and households

Shah, S. (2012). *The Making of Womanhood: Gender Relations in the Mahabharata*, Delhi: Manohar.

Singh, S. (1988). *Polyandry in Ancient India*, Delhi: Motilal Banarasisdass.

Tyagi, J. (2008). *Engendering the Early Household: Brahmanical Precepts in the Early Grhyasutras*, Delhi: Orient Longman.

Kapadia, K.M. (1968). *Marriage and Family in India*, Delhi: Oxford University Press.

Karve, I. (1965). *Kinship Organization in India*, Bombay: Asia Publishing House.

Goody, J. (1990). *The Oriental, the Ancient and the Primitive: Systems of Marriage and the Family in pre-Industrial Societies of Eurasia*, Cambridge: Cambridge University Press.

Nath, V. (1989). 'Elements of Exchange and Gift in Marriage: Its Genesis and Dimensions', *Social Science Probings*, 6(1-4), pp. 26-35.

Unit 5: (Week 7): Readings will lay particular stress on the gender element in social philosophies and movements.

Freiberger, O. (Ed.) (2006). *Asceticism and its Critics*, New York: Oxford University Press.

Wimbush, V.L. and R. Valantasis (eds). (1998). *Asceticism*, New York: Oxford University Press.

Ramaswamy, V. (1997). *Walking Naked: Women, Society and Spirituality in South India*, Shimla: Indian Institute of Advanced Studies.

Ramaswamy, V. (1996). *Divinity and Deviance: Women in Virashaivism*, Delhi: Oxford University Press.

Bhattacharyya, N.N. (1982). *History of the Tantric Religion*, Delhi: Manohar.

Shaw, M. (1998). *Passionate Enlightenment: Women in Tantric Buddhism*. Delhi: Munshiram Manoharlal.

Khanna, M. (2000). 'The Goddess-Women Equation in Shakta Tantras' in M. Bose (ed) *Faces of the Feminine*, Delhi: Oxford University Press.

Blake, M. (1992). *The Origins of Virashiva Sects*, Delhi: Motilal Banarasisdass.

Jaini, P. (1992). *Gender and Salvation*, Delhi: Munshiram Manoharlal.

Unit 6: (Weeks 8-9): The attempt of the readings will be to recover the history of the marginals.

Chanana, D. (1960). *Slavery in Ancient India*, Delhi: People's Publishing House.

Kashyap, S. (2008). *Concept of Untouchability in Dharmashastra*, Delhi: Bhartiya Book Corporation.

Parasher, A. (1991). *Mlecchas in Early India: A Study in Attitudes Towards Outsiders up*

to 600 AD, Delhi: Munshiram Manoharlal.

Parasher, A. (1992). Absences in History: Towards recovering history of the Marginals in Early India, *Symposia paper3, Indian History Congress*

Sharma, R.S. (1980). *Shudras in Ancient India*, Delhi: Banarasidass.

Jha, V. (1975). 'Stages in the History of Untouchables', *Indian Historical Review*, 12(1), pp. 14-31.

Rai, G.K. (1976). 'Forced Labour in Ancient and Early Medieval India', *Indian Historical Review*, 3(1), pp. 16-42.

Parui, S.S. (1975-76). 'Life of Widows in the Gupta Period', *Journal of Ancient Indian History*, 9 (1-2), pp.

Major, A. (2007). *Sati: A Historical Anthology*, New York: Oxford University Press.

Chakravarty, U. (1995). 'Gender, Caste and Labour: Ideological and Material Structure of Widowhood', *Economic and Political Weekly*, September 9, pp. 2248-2256.

Chandra, M. (1973). *The World of Courtesans*, Delhi: Vikas.

Shah, S. (2002). 'In the Business of Kama: Prostitution in Classical Sanskrit Literature', *Medieval History Journal*, 5(2), pp. 121-156.

Choudhary, R. (1964). *Vratyas in Ancient India*, Varanasi: Chowkhamba.

Unit 7: (Week 10): We will try to analyse in this section the nature of different existing social groups in the subcontinent and their interaction with new religious and cultural social formations.

Chattopadhyaya, B.D. (1998). *Representing the Other: Sanskrit Sources and the Muslims*, Delhi: Manohar.

Yadav, B.N.S (1973). *Society and Culture in Northern India, 12th Century*, Allahabad: Central Book Depot.

Upadhyaya, V. (1964). *The Socio-Religious Conditions of North India; 700-1200 A.D.*, Varanasi: Chowkhamba.

Unit 8: (Week 11): The focus in this section would be on how have masculine society dealt with women's property rights. Also we will try to analyse how has elitist social order impacted its legal norms.

Nath, V. (1993-94), 'Women as Property and their Right to Inherit Property up to Gupta Period', *Indian Historical Review*, 20 (1-2), pp. 1-15.

Shah, S. (2012), *The Making of Womanhood: Gender Relations in the Mahabharata*, Manohar, Delhi.

Agarwal, B. (1994). *A Field of One's Own*, Cambridge: Cambridge University Press.

Wadekar, M.L. (2007). 'Punishments and Penalties in Smritis', in R.K. Panda (ed).

Avenues in Sanskrit Literature, Delhi: Bhartiya Kala Prakashan.

Derrett, J.D. (1976-77), *Essays in Classical and Modern Hindu Law*, vols. I-III, Leiden: E.J. Brill.

Sternbach, L. (1965-67). *Juridical Studies in Ancient Indian Law*, vols. I-II, Delhi:

Motilal Banarasidass.

Unit 9 (Weeks 12): This unit will deal with issues of sexuality and bodily regulations. We will also focus on socio-religious norms of eating and drinking.

Bhattacharyya, N.N. (1996). *Ancient Indian Rituals and their Social Content*, Delhi: Manohar.

Shah, S. (2009). *Love, Eroticism and Female Sexuality in Classical Sanskrit Literature, 7th-13th Centuries*, Delhi: Manohar.

Jha, D.N. (ed). (2013). *Contesting Symbols and Stereotypes: Essays on Indian History and Culture*, Delhi: Aakar Books.

Jaini P.S. (2000). 'Fear of Food: Jaina Attitude on Eating', in P.S. Jaini. *Collected Papers on Jaina Studies*, Delhi: Motilal Banarasidass.

Unit 10 (Week 13): Readings in this section will analyse variety of rituals and their gender context.

Pintchman, T. (ed). (2007). *Women's Lives, Women's Rituals in Hindu Tradition*, Oxford: Oxford University Press.

Sayers, M. (2013). *Feeding the Dead: Ancestor Worship in Ancient India*, Delhi: Oxford University Press.

Settar, S. (2017). *Pursuing Death*, Delhi: Primus.

Roy. K. (1985). 'Legitimation and the Brahmanical Tradition: The Upanayana and Brhmacarya in the Dharmasutras', *Proceedings of Indian History Congress*, pp.136-146.

Unit 11 (Week 14): Readings here will look at the social psychology of emotions in the context of ancient India

Ali, D. (Ed. et al). (2017). "Friendship in Pre-modern South Asia" *Studies in History* Special Issue, 33(1), pp. 1-116.

Shah, S. (2008). 'Poetesses in Classical Sanskrit Literature', *Indian Journal of Gender Studies*, 15(1), pp. 1-27.

Ali, D. (2007), 'Courtly Love and the Aristocratic Household in Early Medieval India', in F. Orsini (ed), *Love in South Asia: A Cultural History*, Cambridge: Cambridge University Press,.

Suggested Readings:

- Chakravarty, U. (2006). *Everyday Lives Everyday History: Beyond Kings and Brahmanas in Ancient India*, Delhi: Tulika.
- Jaiswal, S. (1998). *Caste: Origin, Function and Dimensions of Change*, Delhi: Manohar.
- Kane, P.V. (1968-77), *History of Dharmashastra*, 5 volumes, Poona: Bhandarkar Oriental Research Institute.

- Karashima, N. (ed) (2014), *A Concise History of South India*, Delhi: Oxford University Press.
- Kosambi, D.D. (1962). *Myth and Reality*, Delhi: Popular Prakashan.
- Kosambi, D.D. (1970). *Culture and Civilisation of Ancient India: In Historical Outline*, Delhi: Vikas.
- Thapar, R. (1978). *Ancient Indian Social History: Some Interpretations*, Delhi: Orient Longman.
- Trautmann, T.R. (1995). *Dravidian Kinship*, Delhi: Vistaar.
- Wagle, N. (1995). *Society at the Time of the Buddha*, Mumbai: Popular Prakashan,
- Yamazaki, G. (2005). *The Structure of Ancient Indian Society: Theory and Reality of the Varna System*, Tokyo: Toyo Bunko.

Facilitating Teaching Learning Outcome

The course will be organised around Weekly lectures and class discussions based on essential readings.

Assessments:

There will be two modes of assessing students taking this course

- 1) There will be an internal assessment exam held mid-semester where students will be marked for their essay out of 25 marks.
- 2) End of term semester exam will be of 3 hours duration and students will be marked out of 75 marks.

HSM-316
Gender and Women in Early India

Course Objectives:

This course covers a chronological span up to circa 1200 CE and seeks to introduce students to diverse issues and perspectives in feminist history, drawing upon textual, epigraphic and, where possible, archaeological evidence. The course is also intended to convey to what extent the concept of gender has enriched our understanding of history.

Learning Outcomes:

At the end of the course students would:

- Understand historiographical interventions in writing women into history. To go beyond ‘add-women-and-stir’ approach in writing this history so that women become analytically visible.
- Theoretical and methodological issues involved in the writing of new women’s history.
- The complex web of institutions and ideologies which facilitate the functioning of patriarchy.
- The historical context of social construction of ‘gender roles’.
- Spaces within patriarchal structures where women enjoyed both visibility and also had a voice.
- How and why are women treated differently from men and from each other?

Course Content:

Unit 1 (Weeks 1-2): Historiography: women’s issue as analysed in different historiographical discourses, viz. colonial, Nationalist, Marxist and recent trends. Intersection of gender with class, caste, generational hierarchy, and its spatial and cultural context.

Unit 2 (Weeks 3-4): Theory and methodology of new women’s history: The structures of patriarchy and the spaces within. Gender as a category in historical analysis. Anthropological and Sociological perspectives in historical reconstructions

Unit 3 (Weeks 5-6): The female principle. Women in various religious traditions: rahmanical, Buddhist, Jain, Tantric. Women ascetics: Socio-religious movement and women in Virashaivism.

Unit 4 (Weeks 7-8): The socio-sexual constructions of womanhood: In different forms of marriage, family and households.

Unit 5 (Weeks 9-10): Women and property – the concept of *stridhana*. Extent to which women are perceived as property.

Unit 6 (Weeks 11-12): Is there a 'female voice'? This question will be examined in the contexts of both literary and inscriptional sources.

Unit 7 (Weeks 13-14): Women in the Public sphere -- rulers, patrons and livelihood earners.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Weeks 1-2): Readings in this unit will cover historiographical debates in the writing of feminist history with emphasis on that of early India.

Chakravarty, U. (1990). 'Whatever Happened to the Vedic Dasi?: Orientalism, Nationalism and Script from the Past' in K. Sangari and S. Vaid (eds) *Recasting Women*, Rutgers University Press, New Brunswick.

Jaiswal, S. (1981). 'Women in early India: Problems and Perspectives', *Proceedings of the Indian History Congress*, pp. 54-60.

Jaiswal, S. (2008). 'Caste, Gender and Ideology in the Making of India', *Social Scientist*, 36(1-2), pp. 3-39.

Shah, S. (2012). *The Making of Womanhood: Gender Relations in the Mahabharata*. 2nd Revised Edition, Manohar, Delhi.

Roy, K. et al. (eds) (2018). *Beyond Women's Question*, Primus, New Delhi.

Morgan, S. (2006). *The Feminist History Reader*, Routledge, London.

Lerner, G. (1979). *The Majority Finds its Past: Placing Women in History*, Oxford University Press, New York.

Lerner, G. (1986). *The Creation of Patriarchy*, Oxford University Press, New York.

Ramaswamy, V. (2011). 'Gender and the Writing of South Indian History' in S.

Bhattacharyya (ed) *Approaches to Indian History*, Primus, New Delhi, pp.199-224.

Unit 2: (Weeks 2-3): The readings in this unit will try to analyse the theoretical and methodological concepts in writing gender history.

Carroll, B.A. (ed) (2009). *Liberating Women's History: Theoretical and Critical Essays*, 1976. Centuries, Delhi: Manohar.

Godelier, M. (1981). 'The Origin of Male Domination', *New Left Review*, 127, May-June pp. 3-17.

Scott, J.W. (1986). *Gender and Politics of History*, New York: Columbia University Press.

Moore, H. (1988). *Feminism and Anthropology*, St. Paul-Minneapolis: University of Minnesota Press,

Sanday, P.R. (1981). *Female Power and Male Dominance: On the Origins of Sexual Inequality*, Cambridge: Cambridge University Press,.

Rosaldo, M.Z. and L. Lamphere (eds) (1974). *Women, Culture and Society*, Stanford: Stanford University Press.

- Shah, S. (2012). *The Making of Womanhood: Gender Relations in the Mahabharata*, 2nd Revised Edition, Delhi: ManoharDelhi.
- Brettell, C.B. and C.F. Sargent (Eds.). (2017). *Gender in Cross-Cultural Perspective*, London: Routledge.

Unit 3: (Weeks 5-6): Readings in this section will focus on gendered religious systems particularly the masculine sanitisation of the goddess.

- Atre, S. (1987). *The Archetypal Mother*, Pune: Ravish Publishers.
- Bhattacharyya, N.N. (1999). *The Indian Mother Goddess*, Revised edition. Delhi: Manohar.
- Chitgopekar, N. (Ed). (2002). *Invoking Goddesses: Gender Politics in Indian Religion*, Delhi: Shakti Books.
- Hiltebeitel, A. and K. Erndl (eds) (2000). *Is the Goddess a Feminist?.* New York: Oxford University Press.
- Jaini, P.S. (1992). *Gender and Salvation*, Delhi: Munshiram Manoharlal.
- Mahalakshmi, R. (2011). *The Making of the Goddess: Korravai-Durga in The Tamil Tradition*, Delhi: Penguin.
- Pintchman, T. (1994). *The Rise of the Goddess in the Hindu Tradition*, Stony Brook : SUNY Press.
- Ramaswamy, V. (1996). *Divinity and Deviance: Women in Virashaivism*, Delhi: Oxford University Press.
- Shaw, M. (1998). *Passionate Enlightenment*, Delhi: Munshiram Manoharlal.
- Ratnagar, S. (2016). 'A Critical View of Marshall's Mother Goddess at Mohenjodaro, *Studies in People's History*, 3(2), pp. 113-127.
- Paul, D. (1979). *Images of feminine in Mahayana Tradition*, Berkeley: Asian Humanities Press.
- Jamison, S. (1996). *Sacrificed wife/Sacrificer's wife: Women, Ritual and Hospitality in Ancient India*, Delhi: Oxford University Press.

Unit 4: (Weeks 7-8): Readings will focus on the institutions of family and marriage and how is human sexuality framed within them.

- Kapadia, K.M. (1968). *Marriage and Family in India*, third revised edition, Delhi: Oxford University Press.
- Karve, I. (1965). *Kinship Organization in India*, second revised edition, Mumbai: Asia Publishing House.
- Shah, S. (2009). *Love, Eroticism and Female Sexuality in the Classical Sanskrit Literature 7-13th centuries*, Delhi: Manohar.
- Shah, S. (2002). 'Gender and Sexuality in Ancient Punjab: A Case Study of the *Karna Parva* in the *Mahabharata*,' in A. Basu and A.Taneja (eds) *Breaking Out of Invisibility: Women in Indian History*, Delhi: Indian Council of Historical Research, pp. 24-42.

- Tyagi, J. (2008). *Engendering the Early Household*, Delhi: Orient Longman.
- Sahgal, S. (2010), 'Masculinity in Early India: Constructing an Embryonic Frame', in *Proceedings of Indian History Congress*, 70th Session, pp. 151-163.
- Vanita, R. (ed) (2002). *Queering India: Same-sex Love and Eroticism in Indian Culture*. Delhi: Routledge.
- Vanita, R. and S. Kidwai (2001). *Same-Sex Love in India*, Delhi: MacMillan.

Unit 5: (Weeks 9-10): Readings in this unit will look at women's relation to material resources and the extent to which they themselves are reified.

- Hirschon, R. (1984). *Women and Property: Women as Property*, London: Croom Helm.
- Shah, K. (1996). 'Legal Rights of Women to Landed Wealth: A Case Study of Chandella Queens', in K. Pawar (ed), *Women in Indian History; Social, Economic and Cultural Perspectives*, Patiala, pp. 68-84.
- Shah, S. (2012). *The Making of Womanhood: Gender Relations in the Mahabharata*, Delhi: Manohar, pp. 46-55.
- Nath, V. (1993-94). 'Women as Property and their Right to Inherit Property up to Gupta Period', *Indian Historical Review*, 20(1-2), pp. 1-15.

Unit 6: (Weeks 11-12): Readings under this rubric will try to analyse whether women have a voice in a social setup that believes in silencing them. What is the nature of these voices?

- Blackstone, K. (2000). *Women in the Footsteps of the Buddha: Struggle for Liberation in the Theri Gathas*, Delhi: Motilal Banarasidass.
- Shah, K. (2001). *Problem of Identity: Women in Early Indian Inscriptions*, Delhi: Oxford University Press.
- Tharu, S. and K. Lalita (eds) (1993). *Women Writing in India: 600 B.C. to the Present*, Delhi: Oxford University Press.
- Shah, S. (2008). 'Poetesses in Classical Sanskrit Literature' *Indian Journal of Gender Studies*, 15(2), pp. 1-27.
- Shah, S. (2017), 'Articulation, Dissent and Subversion: Voices of Women's Emancipation in Sanskrit Literature', *Social Scientist*, 45(9-10), pp. 79-86.

Unit 7 (Weeks 13-14): Readings in this rubric will cover women in the public sphere as rulers, labourers and as donors.

- Agarwal, B. (1994). *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge: Cambridge University Press.
- Orr, L. (2000). *Donors, Devotees and Daughters of the God*, New York: Oxford University Press.
- Orr, L. (2000). 'Women's Wealth and Worship: Female Patronage of Hinduism, Jainism and Buddhism in Medieval Tamil Nadu', in M. Bose (ed) *Faces of the Feminine*, Delhi: Oxford University Press, pp. 124-146.

- Ramaswamy, V. (ed) (2016). *Women and Work in Precolonial India*, Delhi: Sage.
- Rangachari, D. (2009). *Invisible Women, Visible Histories; Society, Gender and Polity in North India 7th-12th Centuries*, Delhi: Manohar.
- Talbot, C. (2001). *Pre-Colonial India in Practice: Society, Religion and Identity in Medieval Andhra*, New York: Oxford University Press.
- Wright, R. (1991). 'Women's Labour and Pottery Production in Pre-history', in J.M. Gero and M.W. Conkey (eds). *Engendering Archaeology*, Oxford: Basil Blackwell.
- Tyagi, A.K. (1994). *Women Workers in Ancient India*, Delhi: Radha Publications.
- Bhattacharya, S. (2014). 'Issues of Power and Identity: Probing the Absence of Maharajni – A Survey of Vakataka Inscriptions', in *Indian Historical Review*, 41(1), pp. 19-34.

Suggested Readings:

- Altekar, A.S. (1956). *The Position of Women in Hindu Civilisation*, second revised edition, Delhi: Motilal Banarasidass.
- Basu, A. and A. Taneja (eds) (2002). *Breaking Out of Invisibility; Women in Indian History*, Delhi: Indian Council of Historical Research.
- Chakravarty, U. (2006). *Everyday Lives, Everyday Histories; Beyond the Kings and Brahmanas of Ancient India*, Delhi: Tulika.
- Dehejia, V. (ed). (1997). *Representing the Body: Gender Issues in Indian Art*, Delhi: Kali for Women.
- Ehrenfels, O.R. (1941). *The Mother Right in India*, Hyderabad: Oxford University Press.
- Kosambi, D.D. (1962). *Myth and Reality*, Mumbai: Popular Prakashan.
- Nath, V. (2008). *The Puranic World: Environment, Gender, Ritual and Myth*, Delhi: Manohar.
- Patton, L. (ed) (2002). *Jewels of Authority: Women and Textual Tradition in Hindu India*, New York: Oxford University Press.
- Roy, K. (2010). *The Power of Gender and the Gender of Power*. Delhi: Oxford University Press.
- Roy, K. (ed) (1999). *Women in Early Indian Societies*, Delhi: Manohar.
- Shah, S. (2009). *Love, Eroticism and Female Sexuality in Classical Sanskrit Literature: 7th - 13th Centuries*, Delhi: Manohar.
- Shah, S. (2012). *The Making of Womanhood Gender Relations in the Mahabharata*, Delhi: Manohar.
- Shah, S. (2016). *Naritva ka gathan: Mahabharata mein laingik sambandhon ki sarachana*, Allahabad: Granthshilpi.

Facilitating Teaching Learning Outcome:

The course will be organised around Weekly lectures and class discussions based on essential readings.

Assessments:

Students will be assessed in two modes in this paper

- 1) There will be an internal assessment exam held mid-semester where students will be marked for their essay out of 25 marks.
- 2) End of term semester exam will be of 3 hours duration and students will be marked out of 75 marks.

HSM 323
MONETARY HISTORY OF EARLY INDIA

Course Objectives:

The objective of this course is to introduce students to the commercial tools and methods of exchange in Ancient India. This course helps students to comprehend ‘money’ not just as metal money but different media of exchange used before the advent of coins. It also helps in developing an understanding about various related topics which affected the economy and money circulation like the fiscal contexts, the commercial economy and differing rights to wealth and resources. It also familiarizes students to how a money based economy is developed.

Learning outcomes:

At the end of this course, students will learn how the:

- Development of money in ancient India contributed towards trade and commerce as well as other aspects of society.
- How the usage of different media of exchange has been developed keeping the economic history of the region and period before advent of metal money as context.
- How fiscal contexts, commercial money, changing land rights and differing rights to wealth and resources affected the society, economy and money circulation.
- The factors which lead to development of money based economy and its effect on development of agriculture and trade network.

Course Content:

Unit 1: (week 1-2): Understanding media of exchange and its need and development in ancient Indian society.

Unit 2: (week 3-4): Advent of metal money in Ancient India.

Unit 3: (week 5-6): Agricultural growth and metal money (*circa* 600 to *circa* 200 BCE).

Unit 4: (week 7): Taxation and metal money (*circa* 600 to *circa* 200 BCE).

Unit 5: (week 8-9): Trade network and metal money (*circa* 200 BCE to *circa* 300 CE).

Unit 6: (week 10): Penetration of Monetary economy (*circa* 200 BCE to *circa* 300 CE).

Unit 7: (week 11-12): Changing land rights, differing rights to wealth and resources and their impact on metal money (*circa* 300 to *circa* 1300 CE)

Unit 8: (week 13-14): Trade mutations and their impact on patterns of metal money. (*circa* 300 to *circa* 1300 CE)

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (week 1-2): Understanding media of exchange and its need and development in ancient Indian society.

- Allan, John. *Catalogue of the Coins of Ancient India in the British Museum*, (1936, Indian Reprint 1975)
Casey, P.John, *Understanding Ancient Coins : An Introduction for Archaeologists and Historians* (1986)
Cribb, Joe. "Investigating the Introduction of Coinage in India – A Review of Recent Research", *JNSI*, Vol.XLV, 1983, pp.80-107
Guillaume, Olivier. *Research in Numismatic Studies*, Nashik, 1987.

Unit 2: (week 3-4): Advent of metal money in Ancient India.

- Kosambi, D.D. *Indian Numismatics*, ed. B.D.Chattopadhyaya
Maity, S.K. *Early Indian Coins and Currency System*
Mitchiner, Michael, *The Origins of Indian Coinage* (1973)
Neale, Walter C., *Monies in Societies*, (1976)

Unit 3: (week 5-6): Agricultural growth and metal money (*circa* 600 to *circa* 200 BCE).

- Dani, A.H. "Punch-marked Coins in Indian Archaeology", *JNSI*, Vol.XXII, 1960, pp. 1-12.
Gupta, P.L. and T.R.Hardekar, *Ancient Indian Silver Punch-Marked Coins* (1985).

Unit 4: (week 7): Taxation and metal money (*circa* 600 to *circa* 200 BCE).

- Dani, A.H. "Punch-marked Coins in Indian Archaeology", *JNSI*, Vol.XXII, 1960, pp. 1-12.
Gupta, P.L. and T.R.Hardekar, *Ancient Indian Silver Punch-Marked Coins* (1985).

Unit 5: (week 8-9): Trade network and metal money (*circa* 200 BCE to *circa* 300 CE).

- Jha, Amal Kumar ed., *Coinage, Trade and Economy*, Indian Institute of Research in Numismatic Studies, Nashik, 1991.
MacDowall, D.W. "The Weight Standards of the Gold and Copper Coinages of the Kushana Dynasty from Vima Kadphises to Vasudeva", *JNSI*, Vol.XXII, 1960, pp.63-74
Turner, Paula J. *Roman Coins from India* (1989)
Wood, A.H. *The Gold Coin Types of the Great Kushanas* (1959)

Unit 6: (week 10): Penetration of Monetary economy (*circa* 200 BCE to *circa* 300 CE).

- Chattopadhyay, Bhaskar, *The Age of the Kushanas: A Numismatic Study* (1967)
Sarma, I.K. *Coinage of the Satavahana Empire* (1980)
Turner, Paula J. *Roman Coins from India* (1989)

Wood, A.H. *The Gold Coin Types of the Great Kushanas* (1959)

Unit 7: (week 11-12): Changing land rights, differing rights to wealth and resources and their impact on metal money (*circa* 300 to *circa* 1300 CE)

Altekar, A.S. *Catalogue of the Gupta Gold Coins in the Bayana Hoard*, (1954)

Altekar, A.S. *Coinage of the Gupta Empire* (1957)

Shrimali, Krishna Mohan. 'Money, Market and Feudalism' in R.S.Sharma and K.M.Shrimali, eds., *A Comprehensive History of India*, Vol.IV, pt.2, Manohar, Delhi, 2008.

8) Unit 8: (week 13-14): Trade mutations and their impact on patterns of metal money. (*circa* 300 to *circa* 1300 CE)

Chattopadhyaya, Brajadulal: *Coins and Currency Systems in South India, c.AD 225-1300*, Delhi, 1976.

Deyell, John S. *Living Without Silver: The Monetary History of Early Medieval North India*, OUP, Delhi, 1990

Suggested readings:

- Allan, John. *Shashanka, King of Gauda* London : British Museum (1914, Indian reprint 1975)
- *Analysis of Reasonings in Archaeology: The Case of Graeco-Bactrian and Indo-Greek Numismatics* (1990)
- Cribb, Joe. "Investigating the Introduction of Coinage in India – A Review of Recent Research", *JNSI*, Vol.XLV, 1983, pp.80-107
- Dasgupta, K.K. *A Tribal History of Ancient India – A Numismatic Approach*, (1974)
- Dobbins, K.W., Amiteshwar Jha and Dilip Rajgor, *Studies in the Coinage of the Western Kshatrapas* (1994)
- Gupta, Parmeshwari Lal and Jha, Amal Kumar, eds., *Numismatics and Archaeology*, Indian Institute of Numismatic Studies, Nashik.
- Gupta, Parmeshwari Lal, "A Bibliography of the Hoards of Punch-marked Coins of Ancient India", *JNSI*, XVII (1955)
- Lahiri, Bela, *Indigenous States of Northern India, c.200 BC – AD 320* (1974)
- Mukherjee, B.N. *Kushana Coins of the Land of the Five Rivers* (1978)
- Narain A.K., et al, eds., *Seminar Papers on Local Coins of Northern India, c.300 BC –AD 300* (1968)
- Narain, A.K. *The Indo-Greeks* (1957)
- Pokharna, Premalata. *Coins of North India (500-1200 AD): A Comprehensive Study on Indo-Sassanian Coins*, Unique Traders, Jaipur, 2006.
- Rajgor, Dilip, *Punch-Marked Coins of Early Historic India*, Reesha Books International,

California, 2001.

- Rapson, E.J., *Catalogue of the Coins of the Andhra Dynasty, the Western Kshatrapas, the Traikutaka Dynasty and the "Bodhi" Dynasty*, (1908; Indian ed.1975)
- Ray, S.C. *Stratigraphic Evidence of Coins in Indian Excavations and Some Allied Issues* (1959)
- Sharma, Aruna, *History of Mathura (c. 200 BC – AD 300)*, Om Publications, New Delhi, 2006.
- Shastri, Ajay Mitra, ed., *Coinage of the Satavahanas and Coins from Excavations* (1972).
- Shrimali, Krishna Mohan. *History of Panchala, Vol.I* (1983), Ch.IV
- Singh, J.P. and Nisar Ahmad, eds., *Seminar Papers on the Tribal Coins of Ancient India, 200 BC-AD 400* (1977).

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. During the course of the semester, students are required to write and present two term papers. The exercise is to ensure that students comprehend the readings and develop writing and verbal communication skills.

Assessment:

The assessment modalities for this paper will be in two parts:

- 1) Students will be required to write two term papers (12-15 pages each), along with the presentations. These will be marked out of 25 marks.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 326

Political Processes and Structure of Polities in Ancient India

Course Objectives:

The objective of the course is to familiarise students with some of the issues and debates relating to ideas and practice of state systems in early India up to *circa* 1300. Students are required to focus on some path breaking works, which have moulded the ways in which scholars look at these issues in historical contexts. The course will teach how an understanding of political processes enriches our perspective of Indian history in its varied dimensions. While looking at broad historiographical trends in writing, the course will require students to learn to juxtapose these trends in writing histories of the state with the available sources.

Learning Outcomes:

At the end of the course, students would:

- Appreciate historiographical interventions in the study of political ideas and institutions.
- Understand the importance of studying political processes and structure of polities as an important area of historical analysis.
- Have learnt about the ways in which the inter-relationships between society, economy and polity have been postulated and thought about by historians.
- Through concrete case studies understand how political processes bring new dimensions to our understanding of history.

Course Content:

Unit 1: (Week 1-2): Historiography: From Colonial writings to the Present

Unit 2: (Week 3-4): State formation in northern India; rituals and legitimation

Unit 3: (Week 5-6): The Mauryan Empire

Unit 4: (Week 7-8): Post-Mauryan Polities: Kushanas, Satavahanas and the South

Unit 5: (Week 9-10): The Guptas: Emergence of *samanta* system and administrative reorganization; Extension of State Society

Unit 6: (Week 11-12): 'Republics' in early India; Conception of Kingship; Brahmana-Kshatriya relationship; Concept of Dharma

Unit 7: (Week 13-14): Early Medieval Kingship; Structure of early medieval polities.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will cover historiographical issues.

Altekar, A.S. (1958). *State and Government in Ancient India*, Delhi: Motilal Banarsidass, (select chaps).

Inden, R. (1990). *Imagining India*, London: Blackwell, chap.5.

Kulke, H. (1995). *The State in India, 1000-1700*, New Delhi: Oxford University Press, pp. 1- 47.

Sharma, R. S. (2005). *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, chap. 1, pp. 1-30.

Unit 2: (Week 3-4): It traces the evolution of ideas and institutions between the Rig Vedic times and the middle of the 1st millennium BCE.

Sharma, R. S. (1996). *The State and Varna Formation in the mid-Ganga Plains: An Ethnoarchaeological View*, Delhi: Manohar.

Thapar, R. (1984). *From Lineage to State: Social Formation in the Mid-First Millennium BC in the Ganga Plains*, New Delhi: Oxford University Press..

Roy, K. (2010). “Legitimation and the Brahmanical Tradition: The *Upanayana* and *Brahmacarya* in the Dharma Sutras”, in *The Power of Gender and the Gender of Power: Exploration in Early Indian History*, New Delhi, Oxford University Press, pp. 241-50.

Unit 3: (Week 5-6): This unit focuses on both the history and historiography of the Mauryan state.

Mabbet, I. W. (1971). *Truth, Myth and Politics in Ancient India*, New Delhi, Thomson Press, pp. 54-67.

Fussman, G.(1987). ‘Central and Provincial Administration in Ancient India: The Problem of the Mauryan Empire’, *Indian Historical Review*, 14 (1-2), pp. 43-72.

Thapar, R. (1987). *The Mauryas Revisited*, Calcutta, K.P. Bagchi.

Lahiri, N. (2015). *Ashoka in Ancient India*, Ranikhet, Permanent Black.

Sahu, B. P. (2018). ‘Asokan Edicts: The Genesis of the Imperial Idea and Our Debt to Iran’, *Studies in People’s History*, 5(2), pp. 143-53.

Unit 4: (Week 7-8): The Kushanas in the north, Satavahanas in the Deccan and political processes in the south are the basic reference points.

Seneviratne, S. (1981). ‘Kalinga and Andhra: The Process of Secondary State Formation in Early India’, *Indian Historical Review*, pp. 54-69.

Chattopadhyay, B. D. (2003). ‘Transition to the Early Historical Phase in the Deccan – A Note’, in idem, *Studying Early India*, Ranikhet, Permanent Black, pp.39-47.

Narain, A. K. (1981). ‘The Kushana State: A Preliminary Study’, in H.J. M Classen and P. Skalnik (eds), *The Study of the State*, Hague, pp. 251-73.

Fynes, R.C. C. (1995). ‘The Religious Patronage of the Satavahana Dynasty’, *South Asian Studies*, vol. 11, pp. 43-50.

Gurukkal, R. (2010). *Social Formations in Early South India*, New Delhi, Oxford University Press, chaps 9 & 11.

Unit 5: (Week 9-10): The focus is on the new political formations and changing forms of ideas and ideology.

Chattopadhyaya, B. D. (1994, 2nd edn. 2012). *The Making of Early Medieval India*, New Delhi, Oxford University Press, pp. 1-37.

Asher, E. M. (1983). 'Historical and Political Allegory in Gupta Art', in B. L. Smith (ed), *Essays on Gupta Culture*, Delhi, pp. 53-66.

Miller, B. S.(1992). 'A Dynasty of Patrons: The Representation of Gupta Royalty in Coins and Literature', in idem (ed), *The Powers of Art: Patronage in Indian Culture*, New Delhi, Oxford University Press, pp. 54-66.

Chakrabarti, R. and K. Sinha (eds), (2019). *State, Power and Legitimacy: The Gupta Kingdom*, Delhi, Primus Books, (select essays).

Unit 6: (Week 11-12): The emphasis is on political ideas in early India.

Bongard-Levin, G.(1986). 'Republics in Ancient India', idem, *A Complex Study of Ancient India*, Delhi, Ajanta Publications, pp.61-106.

Bhattacharya, S.(1984). 'Political Authority and Brahmana-Kshatriya Relationship in Early India – An Aspect of Power Elite Configuration', *Indian Historical Review*, 10(1-2), pp. 1-20.

Gonda, J. (1969). *Ancient Indian Kingship from a Religious Point of View*, Leiden.

Sharma, R. S. (2005). 'From Gopati to Bhupati: Changing Position of the King' and 'Varna in relation to Law and Politics', in idem, *Aspects of Political Ideas and Institutions in Ancient India*, Delhi, Motilal Banarasidass, chaps. 14 & 16.

Thapar, R. (1987). 'Society and Law in the Hindu and Buddhist Traditions', in idem, *Ancient Indian Social History – Some Interpretations*, New Delhi, Orient Blackswan, pp. 26-39.

Chattopadhyaya, B. D. (2003). 'Geographical Perspectives, Culture Change and Linkages: Some Reflections on Early Punjab', in idem, *Studying Early India; Archaeology, Texts and Historical Issues*, Ranikhet, Permanent Black, pp. 48-65.

Unit 7: (Week 13-14): Post-Gupta kingship and state are the subjects of study. The rich historiography of the period is also discussed.

Chattopadhyaya, B. D. (1994, 2nd edn. 2012). *The Making of Early Medieval India*, New Delhi, Oxford University Press, chap. 8, pp. 188-222.

Kulke, H. 1995). 'The Early and Imperial Kingdom: A Processual Model of Integrative State Formation in Early Medieval India', idem, (ed), *The State in India, 1000-1700*, New Delhi, Oxford University Press, pp. 233-62.

Sahu, B. P. and H. Kulke (eds), (2015). *Interrogating Political Systems: Integrative Processes and States in Premodern India*, Delhi, Manohar, (Introduction and Select Essays).

Karashima, N. (ed), (1999), *Kingship in Indian History*, Delhi, Manohar, (select essays).

Veluthat Kesavan, (2012 2nd edn.). *Political Structure of Early Medieval South India*, New Delhi, Orient Blackswan.

Subbarayalu, Y. (2012). *South India under the Cholas*, New Delhi, Oxford University Press, pp. 207-60.

Ali Daud, (2004). *Courtly Culture and Political Life in Early Medieval India*, Cambridge, Cambridge University Press, pp. 69-140.

Suggested Readings:

- Roy, K. (1993). *The Emergence of Monarchy in North India*, New Delhi, Oxford University Press..
- Heestermann, J. C.(1985). *The Inner Conflict of Tradition*, New Delhi, Oxford University Press (select chaps).
- Singh, U. (2017). *Political Violence in Ancient India*, Harvard, Harvard University, (select chaps).
- O’Flaherty, W. D.(ed). (1978). *The Concept of Duty in South Asia*, Delhi, (select chaps).
- Sharma, R. S. ‘The Segmentary State and the Indian Experience’, *Indian Historical Review*, 16 (1-2), pp. 80-108.
- Stein, B.(1977). ‘The Segmentary State’, R. Fox (ed), *Realm and Region in Traditional India*, Delhi, Vikas, pp.3-51.
- Sahu, B. P. (2013). ‘Legitimation, Ideology and State in Early India’, idem, *The Changing Gaze: Regions and the Constructions of Early India*, New Delhi, Oxford University Press, pp.179-215.
- Kulke, H and B. P. Sahu (2018). *History of Precolonial India: Issues and Debates*, New Delhi, Oxford University Press, pp. 190-228.
- Thapar, R. (2000). *Cultural Pasts: Essays in Early Indian History*, New Delhi, Oxford University Press, (select essays).
- Kane, P. V. (1930-62) *History of Dharmasastra* Poona: Bhandarkar Oriental Research Institute, 5 volumes (relevant chapters).

Facilitating Teaching Learning Outcome:

The course will be taught through lecture presentations based on chronological and thematic rubrics. Besides classroom teaching, there will be field work with visits to museums. There will be discussions, presentations by students so that they develop a conceptual understanding of the history of the period.

Assessments.

There are two modes of assessing students in this course

1) Term Paper/test of 25 Marks

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-329
Religion and Society in Ancient Indian Literature and Art
(ca. 1000 BCE to *circa* 300 CE)

Course Objectives:

The course covers early Ancient History from 200 BCE to 300 CE to discuss the major religions and the social, cultural context in which they emerge through the study of literary traditions, art, sculpture and architecture. Tracing how religious ideologies and practices are articulated in literary and visual sources, the course attempts to introduce students to the social and cultural developments of Ancient India which are reflected in its artistic traditions. The course also intends to look into how class, caste and gender is reflected in the religious traditions of Ancient India.

Learning Outcomes:

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

- Students will be able to distinguish forms of religious conceptualizations, rites and forms of worship and how they emerge within the context of different regions and social categories.
- They would have learnt about the history of regions, arts and society and explored the interrelationships within them.
- The course would have taught them the diverse approaches to the study of religious traditions and trace the emergence of major religious cults including Vishnuism, Shaivism, Mahayana Buddhism.
- They would have learnt the social history of art, artists and their benefactors and be able to trace the links between power, ideology, politics and patronage.
- The course's strong gender component would have allowed students to learn the complexities in understanding gender issues in religious constructs.
- Students will be able to explore the linkages between the elite and popular traditions.
- Through the study of specific case studies, students would have learnt how religion and religious practices bring new dimensions to our understanding of history.
- Readings and discussion would have built comprehension and analytical skills of the students.
- The written assignments will result in the development of rigorous conceptualization and written expression.

Course Content:

Unit 1.(Week 1-2) Historiography on Religion, Art and Society in Ancient India

Unit 2. (Week 3) Survey of Vedic and Brahmanical textual traditions

Unit 3. (Week 4-5) Buddhism, Theravada and Mahayana Traditions; Jainism

Unit 4. (Week 6-7) Growth of Puranic theism: Vishnuism; Shivaism; Śaktiism

Unit 5. (Week 8-9) Social History of Art and religious representations in Visual traditions

Unit 6. (Week 10-11) Representation of women in textual and visual traditions

Unit 7. (Week 12-13) Popular cults and myths in texts and stone-Puranic, Jatakas, Panchtantra

Unit 8. (Week 14) The artists of Ancient India: Ritual and social context

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1.(Week 1-2) This unit focuses on the different approaches adopted for the study of religion, art and society in Ancient India, especially the latest perspectives.

Embree, Ainslie. (Ed.). (1988, revised second edition). *Sources of Indian Tradition*, New Delhi: Penguin Books India Ltd.

Chakrabarti, Kunal. (2002 edition). "Recent Approaches to the History of religion in Ancient India", in Romila Thapar ed. *Recent Perspectives of Ancient Indian History*, New Delhi: Popular Prakashan, pp. 185-245.

Kane, P.V., (1974). *History of the Dharmaśāstras, Vol.V, Pt. 1*. Pune: Bhandarkar Oriental Research Institute.

Nandi, R. N., (1986). *Social Roots of Religion in Ancient India*. Calcutta: K.P. Bagchi

Smith, Brian. (1989). *Reflections on Resemblance, Ritual and Religion*. New York: Oxford University Press, 1989

Staal, Fritz. (1990). *Rules without Meaning: Ritual, Mantras and Human Sciences*. New York: Peter Lang.

Tambiah, Stanley. (1979). "A Performative Approach to Ritual'." In *Proceedings of the British Academy, Vol. LXV*, by London: The Radcliffe- Brown Memorial Lecture. Oxford University Press.

Unit 2. (Week 3) The unit involves a study of the vast corpus of Vedas, Brahmanas, Upanishads, and other early literary traditions.

Deussen, Paul. (2000 reprint, 1919) *The Philosophy of the Upanishads*, New Delhi: Motilal Banarsidass.

Heesterman, J.C. (1993). *The Broken World of Sacrifice: Essays in Indian Religion*. Chicago: Chicago University Press.

Olivelle, Patrick. (1993). *The Ashrama System: The History and Hermeneutics of a Religious Institution*, Austin, Texas: Oxford University Press.

Smith, Brian. (1996) "Ritual Perfection and Ritual Sabotage in the Veda." *History of Religions* 35, 4, May 1996: 285-306.

Staal, Fritz. (1986). *Agni: The Vedic Ritual of Fire Altar, Vol.s I & II*. New Delhi: Motilal Banarsidass.

Unit 3. (Week 4-5) This unit will explore the factors in the rise of cults like Jainism, Buddhism and other cults like the Ājivikas and the social context for the emergence of Theravada and Mahayana Traditions and the reflection of these in art forms.

Dehejia, Vidya. (1997). *Discourse in Early Buddhist Art : Visual Narratives of India*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 1997.

Knox, Robert. (1992). *Amaravati : Buddhist Sculpture from the Great Stupa*, British Museum, London. Robert Knox.

Krishan, Y. (1996). *The Buddha Image : Its Origin and Development*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.

Paul, Diana Y. (1979). *Women in Buddhism: Images of the Feminine in Mahāyāna Tradition*. Berkeley: Asian Humanities Press.

Williams, Paul. (2008) *Mahayana Buddhism, The Doctrinal Foundations*, New York: Routledge.

Unit 4. (Week 6-7) In this unit, students will trace the development of the Itihāsa-Purāṇa traditions and the growth and proliferation of cults around the pantheon of Viṣṇu, Śiva, Śakti.

Chakravarti, Mahadev (1986). *The Concept of Rudra-Śiva Through The Ages* Delhi: Motilal Banarsidass

Champakalakshmi, R.(1981). *Vaishnava Iconography in the Tamil Country*, New Delhi: Orient Longman.

Kramrisch, Stella (1981). *The Presence of Siva*, Princeton: Princeton University Press
Meister, Michael W. (1984). [*Discourses on Siva: Proceedings of a Symposium on the Nature of Religious Imagery*](#). Philadelphia: University of Pennsylvania Press.

Nath, Vijay (2001) *Puranas and Acculturation*, New Delhi: Munshiram Manoharlal.

Smith, David (1996), *The Dance of Siva: Religion, Art and Poetry in South India*, Cambridge University Press

Unit 5. (Week 8-9) The students will be introduced to the major schools of art in ancient times and how they reflect religious, social and cultural attitudes and traditions.

Banerjea, J.N. (1968). *Religion in art and archaeology: Vaishnavism and Saivism*, Lucknow: Doctor Radha Kumud Mookerji endowment lectures, University of Lucknow.

Harle, J.C.(1986). *The Art and Architecture of the Indian Subcontinent*, New Yond: Pelican.

Huntington, Susan L. (1985). *The Art of Ancient India*, New York, Tokyo: Weatherhill.

Barbara Stoner Miller. (Ed). (1992). *The Powers of Art, Patronage in Indian Culture*, Oxford: Oxford University Press.

Rowland, Benjamin. (1977). *The Art and Architecture of India: Buddhist, Hindu and Jaina*, New York: Penguin.

Unit 6. (Week 10-11) The focus of this unit will be on how gender plays a role in the depiction of women in textual as well as visual traditions.

Bapat, Jayant and Ian Mabbett. (2008) *The Iconic Female, Goddesses of India, Nepal and Tibet*. Mumbai Delhi: Somaiya Publishers.

Blackstone, Kathryn R.(1998) *Women in the Footsteps of Buddha, Struggle for Liberation in the Therigatha*. Richmond: Curzon Press.

Erndl, Kathleen M. (1993) *Victory to the Mother, The Hindu Goddess of Northwest India in Myth, Ritual and Symbol*, Oxford: Oxford University Press.

Harper, Katherine Anne. (2002). "The Warring Śaktis: A Paradigm for Gupta Conquests." and Harper, Historical and Iconographic Aspects of Sakta Tantrism." In Katherine Anne Harper, and Robert L. Brown. *The Roots of Tantra*. Albany: State University of New York, pp. 39-56, 115-132..

Unit 7. (Week 12-13) The unit will introduce students to the stories and legends in the Puranas, Jatakas and the Pancatantra, trying to trace actual visual representations of these in architectural and sculptural traditions of Ancient India.

Appleton, Naomi. (2014), *Narrating Karma and Rebirth, Buddhist and Jaina multilife stories*, Cambridge, New York: Cambridge University Press.

Brown, Robert L. (1995). "Narrative as Icon: The Jataka stories in Ancient Indian and South East Asian Architecture", in Juliane Schober ed. *Sacred Biography in the Buddhist Traditions of South and South east Asia*, Honolulu: University of Hawaii, pp.64-112.

Chakravarti, Uma. (1992). "Men, Women and Beasts: The Interface Between High Tradition and Popular Tradition in Cultural Production, [*Occasional papers on history and society*](#), Delhi: Nehru Memorial Museum and Library.

Chandra Rajan. trans. (1993). *The Pancatantra* of Visnu Sarma, New Delhi: Penguin Classics.

Tyagi, Jaya.(2014). 'Contestation and Negotiation: Re-reading myths and rituals- in-myths' chapter in *Contestation and Compliance, Retrieving Women's 'Agency' in Puranic Traditions*, New Delhi: Oxford University Press.

Unit 8. (Week 14) This unit involves an understanding of who the artists of ancient India were, the social context from which they came, the ritual and social status attributed to them and how their art helped in the construct of their social identities.

Gupta, S.P. (1970). "Sociological Interpretation of Ancient Indian Terracottas", *Proceedings of the Fourth Annual Conference of Indian Archaeological Society*, Nagpur.

Kramrisch, Stella. (1968) *Unknown India, Ritual Art in Tribe and Village*, Philadelphia: Philadelphia Museum of Art.

Mishra, R.N.(1975). *Ancient Artists and Art Activity*, Simla, Institute of Advanced Studies.

Miller, Barbara Stoner. (Ed.). (1992). *The Powers of Art, Patronage in Indian Culture*,

Oxford: Oxford University Press.

Ratnagar, Shereen. (2019). *Makers and Shapers - Early Indian Technology in the Home, Village and Urban Workshop*, New Delhi: Tulika Books.

Singh, M.V. (1990) "Social Status of Artisans in Early Period of Indian History", *Proceedings of the Indian History Congress*, Vol. 51 , pp. 127-130, 133-134.

Suggested Readings:

- Albrecht, M.C., Barnett, James H., Griff, Mason. (1976). *The Sociology of Art and Literature: A Reader*, New York: Praeger.
- Barrett, Douglas. (1954). *Sculptures from Amaravati in the British Museum*, Trustees of the British Museum, London.
- Courtright, Paul B.(1989). *Ganesha: Lord of Obstacles, Lord of Beginnings*, Oxford University Press.
- Dehejia, Vidya (1997). *Representing the Body*, Delhi : Kali for Women.
- Dehejia, Vidya. (1999). *Devi : The Great Goddess :Female Divinity in South Asian Art*, Ahmedabad :Mapin.
- Dhavalikar, M.K. (1965) *Sanchi : A Cultural Study*, Poona: Deccan College.
- Gafurov, B. et al. eds., (1970). *Kushan Studies in USSR (Papers presented by the Soviet Scholars at the UNESCO Conference on History, Archaeology and Culture of Central Asia in the Kushan Period, Dushambe 1968)*, Calcutta: Past and Present.
- Joshi, N.P. (1966). *Mathura Sculptures: A Handbook to Appreciate Sculptures in the Archaeological Museum*, Mathura: Archaeological Museum.
- Krishnamurthy, K. (1977) *The Gandhara Sculptures: A Cultural Survey*, Delhi: Ajanta Publications,
- Lohuizen-de Leeuw, Johanna Engelberta van.(1997) *The "Scythian" Period : An Approach to the History, Art, Epigraphy and Palaeography of North India from the 1st Century BC to the 3rd century AD*, Leiden :E.J.Brill..
- Nagaraju, S. (1981). *Buddhist Architecture of Western India (c.250 BC-c.AD 300)*, Delhi: Agam Prakashan.
- Ray, Niharranjan. (1973) *Idea and Image in Indian Art*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Ray, Niharranjan. (1974). *An Approach to Indian Art*, Chandigarh: Panjab University Publication Bureau.
- Ray, Niharranjan.(1965). *Maurya and Shunga Art*, 2nd edition, Calcutta : Past and Present.
- Rosenfield, John M.(1967). *The Dynastic Arts of the Kushans*, Berkeley and Los Angeles: University of California Press.
- Sarkar, H. (1966). *Studies in Early Buddhist Architecture of India*, New Delhi: Munshiram Manoharlal Oriental Publishers and Booksellers.
- Sutherland, G.H. (1992) *Yaksha in Hinduism and Buddhism: The Disguises of the Demon*,

Manohar, New Delhi.

- Thapan, Anita Raina (1997) *Understanding Ganapati: Insights into the Dynamics of a Cult*, New Delhi: Manohar.
- Williams, Joanna Gottfried, ed., (1981) *Kaladarshana: American Studies in the Art of India*, American Institute of Indian Studies/Oxford and New Delhi: IBH Publishing Co.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures, discussions, presentations based on the readings. Students will be asked to make short presentations on one book review and on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

Students enrolled in the course would have their work assessed in three modes.

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks
- 2) Students will also be asked to submit and present a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks (5 marks for presentation of the paper in the class and 10 marks for the analytical and research skills in the paper).
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM New Course
Gender and Social Categorization in Ancient Indian Traditions
(from earliest times to 450 CE)

Course Objectives:

The course involves an exploration of diverse material from the subcontinent – texts, epigraphs and artefacts – to understand ancient Indian conceptualizations on varied social categories with special emphasis on gender and the relationships/hierarchies that existed between different social categories (and within them). The course will begin with discussions of the representation of women in varied traditions and will move on to an exploration of production and reproduction activities, households, kinship and social linkages and unravel how notions of varna, jati and gender are linked to birth, marriage and work in early traditions.

Learning Outcomes:

By the end of the course students would have:

- Students will learn about gender and normative ascriptions related to gender and social categories in textual and epigraphic traditions of ancient India and learn to recognize that these representations have historical contexts and have contributed to the shaping of gender identities and the perceived roles of social categories and communities.
- Students will understand the importance of historiographical perspectives and having an interdisciplinary approach towards the study of gender and society and how ancient traditions are not monolithic but reflect social complexities.
- Students will have experience of working on different types of sources and material evidence.
- They will have the ability to understand the manner in which ideology and thought may have contributed towards creations of social hierarchies and diversities.
- It will challenge them to search for heterogeneity in gender categories that are monolithic and synchronic and which deprive women of historical agency. They will engage with the manner in which gendered and diverse social categories have constantly negotiated with normative traditions.
- They will understand the intersections between gender, caste, class and how social-cultural histories are created and cultural identities formulated.
- Reading, writing assignments and class room discussions will build up comprehension and analytical skills of the students and will result in the development of rigorous conceptualization and written expression.

Course Content:

Unit 1. (Week 1-2) Historiography related to gender, varna, jati and social conditions in Ancient India

Unit 2. (Week 3-4) Prehistoric and protohistoric societies: Debates relating to gender and archaeology.

Unit 3. (Week 5-6) Representations of women and other social categories in normative traditions:

Unit 4. (Week 7-8) Ritual inclusion and exclusion of women and other social categories

Unit 5. (Week 9-10) Kinship, marriage and households.

Unit 6. (Week 11-12): Women, work and 'agency'

Unit 7 (Week 13): Proprietary rights, Inheritance and Social hierarchies Unit 7 (Week 13-14) Proprietary rights, Inheritance and Social hierarchies

Unit 8 (Week 14): The female protagonist: 'Deconstructing' the portrayal of women- in myths, epics and literary works.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1. (Week 1-2) This unit focuses on an exploration of the historiography related to gender, 'Modern' notions of women in Ancient India, social hierarchies.

उमा चक्रवर्ती .(2011). *जाति समाज में पितृसत्ता*, (अनु.) विजय झा, नई दिल्ली: ग्रंथ शिल्पी.

Chakravarti, Uma.(1993). "Conceptualizing Brahmanical Patriarchy in Early India: Gender, Caste, Class and State." *Economic and Political Weekly* 28, no.14, 1993: 579-85.

Jaiswal, Suvira. (1981) "Women in Early India: Problems and Perspectives." *Proceedings of Indian History Congress*. Bodhgaya: PIHC, 54-60.

Roy, Kumkum ed. (1999). *Women in Early Indian Societies*. New Delhi: Manohar Publishers.

Sangari, Kumkum and Vaid, Sudesh. (1989) *Recasting Women, Essays in Colonial History*. New Delhi: Kali for Women ("Introduction").

Nash, Kate. (2001). "The Feminist Production of Knowledge." In *Feminism in the Study of Religion*, Darlene M., Juschka, London and New York: Continuum, pp. 658-672.

V.Geetha, (2002). *Gender*. Calcutta: Theorizing Feminism Series, Stree.

Zwilling, Leonard and Sweet, Michael J. (2000). 'The evolution of third sex constructs in ancient India: a study in ambiguity,' in Julia Leslie and Mary Mc Gee ed. *Invented Identities, The Interplay of Gender, Religion and Politics in India*, New Delhi: Oxford University Press, pp.99-132.

Unit 2. (Week 3-4) The unit will explore prehistoric and protohistoric societies and debates relating to gender, archaeology and the specific context of Ancient Indian prehistoric societies.

Gero, Joan and Margaret Conkey eds. (1990). *Engendering Archaeology: Women and Prehistory*. Oxford: Basil Blackwell.

- Jarrige, Catherine. (1991) "Teracotta Figurines from Mehrgarh." In *Forgotten Cities on the Indus: Early Civilization in Pakistan from 8th to 2nd millennium B.C.*, by M. Mulloy M. and G. Urban ed., Jansen, Mainz: Verlag Philipp von Zabern. pp. 87-94.
- Possehl, Gregory (2002), "Gender", *The Indus Civilization: A Contemporary Perspective*, Walnut Creek, London, New York, Oxford: Altamira Press.
- Ratnagar, Shereen. (2004). *The Other Indians, Essays on Pastoralists and Prehistoric Tribal People*, New Delhi: The Three Essays Collective.
- Wright, Rita P. (1996). *Gender and Archaeology*, Philadelphia: University of Pennsylvania Press.

Unit 3. (Week 5-6) This unit will explore the varied ways in which women and other social categories have been represented in normative traditions and will attempt to trace the multiplicity of voices in varied texts.

- Chakravarti, Uma (2018) (3rd reprint) *Every day Lives, Everyday Histories : Beyond the Kings and Brahmanas of 'Ancient India'*, New Delhi: Tulika Books
- Paul, Diana Y. (1979) *Women in Buddhism: Images of the Feminine in Mahāyāna Tradition*. Berkeley: Asian Humanities Press.
- Olivelle, Patrick. (2006) *Manu's Code of Law. A Critical Edition and Translation of the Mānava Dharmaśāstra (2005)*. New Delhi: Oxford University Press.
- Olivelle, Patrick. (1993) *The Āśrama System: The History and Hermeneutics of a Religious Institution*. Austin, Texas: Oxford University Press.
- Sen, Aloka Parashar.(2004). *Subordinate and Marginal Groups in Early India*, New Delhi: Oxford University Press.

Unit 4. (Week 7-8) This unit focuses on religious and ritual inclusion (and exclusion) of women and other social categories- especially in Brahmanical, Buddhist and Jaina Traditions.

- Bhattacharya, N.N. (1975) *Ancient Indian Rituals and their Social Contents*. Delhi: Manohar.
- Blackstone, Kathryn R. (1998). *Women in the Footsteps of Buddha, Struggle for Liberation in the Therigatha*. Richmond: Curzon Press.
- Jaini, Padmanabh, S. (1991) *Gender and Salvation, Jaina Debates on the Spiritual Liberation of Women*. New Delhi: Munshiram Manoharlal Publishers Pvt Ltd.
- Leslie, Julia.1992. *Roles and Rituals for Hindu Women*. New Delhi: Motilal Banarsidass.
- Sponberg, Alan. "Attitudes towards Women and the Feminine in Early Buddhism." In *Buddhism, Sexuality and Gender*, by Jose Ignacio Cabezon, 3-36. Albany: State University of New York, 1992.
- McGee, Mary. "Desired Fruits : Motive and Intention in the Votive Rites of Hindu Women." In *Roles and Rituals for Hindu Women*, by Julia ed. Leslie, 107-127. New Delhi: Motilal Banarsidass, 1992.

Unit 5. (Week 9-10) The unit will discuss issues related to kinship, marriage and households, the manner in which marriage reinforced varna and jati categories.

Jamison, Stephanie. (1996). *Sacrificed Wife, Sacrificer's Wife*. New York: Oxford University Press.

Karve, Irawati. (1965). *Kinship Organization in India*. Pune: Asia Publishing House.

Roy, Kumkum, ed. (2014). *Looking Within, Looking Without: Exploring Households in the Subcontinent Through Time, Essays in Memory of Nandita Prasad Sahai*, New Delhi: Primus.

Tyagi, Jaya. (2008). *Engendering the Early Household. Brahmanical Precepts in the Grhyasutras*. New Delhi: Orient Longman.

Unit 6. (Week 11-12): Women, work and 'agency': The unit will focus on the contributions of women and different social categories towards labour and production.

Goldman, Sally J. Sutherland. (Jan-Mar 2018) Women at the Margins: Gender and Religious Anxieties in Vālmīki's *Rāmāyaṇa*, *Journal of the American Oriental Society*, Vol. 138, No. 1, pp. 45-72

Ramaswamy, Vijaya, ed. (2016). *Women and Work*, New Delhi: Sage Publishers.

Ratnagar, Shereen. (2019 edition). *Makers and Shapers - Early Indian Technology in the Home, Village and Urban Workshop*, New Delhi: Tulika Books.

Tyagi, Jaya. (2014). *Contestation and Compliance, Retrieving Women's 'Agency' in Puranic Traditions*, New Delhi: Oxford University Press.

Unit 7 (Week 13): Proprietary rights, Inheritance and Social hierarchies- The unit will focus on how diverse traditions related to property and inheritance existed in Ancient India and how these reinforces caste and class hierarchies.

Bhattacharya, N.N. (2001). Proprietary Rights of Women in Ancient India, in Kumkum Roy. (Ed.). *Women in Early Indian Societies*, Delhi: Manohar.

Nath, Vijay. (1993). Women as Property and their Right to Inherit Property, *Indian Historical Review*, 20, No.1-2,

Singh, Harihar. (1999). "Women's Patronage to Temple Architecture." In *Women in Early Indian Societies*, by Kumkum Roy, New Delhi: Manohar, 2001, pp. 286-298.

Unit 8 (Week 14): The female protagonist: The unit will take up case studies to explore the portrayal of women in myths, epics and literary works and how such portrayals impact social attitudes and norms.

Collett, Alice. (2016). *Lives of Early Buddhist Nuns*, Oxford University Press.

Harper, Katherine Anne. (2002). "The Warring Śāktis: A Paradigm for Gupta Conquests." In *The Roots of Tantra*, by Katherine Anne and Robert L. Brown Harper. Albany: State University of New York, pp. 115-132.

Leslie, Julia. (1992). "Śrī and Jyeṣṭha: Ambivalent Role Models for Women." In *Roles and Rituals for Hindu Women*, by Julia Leslie (Ed.). New Delhi: Oxford University Press, pp. , 107-127

Mc Grath, Kevin. (2009) *Strī, Women in Epic Mahabharata*, Ilex Series, Harvard University Press.

Goldman, Sally, J. Sutherland. (2000) "Speaking Gender: Vāc and the Vedic construction of the feminine" in *Invented Identities, The Interplay of Gender, Religion and Politics in India*, by Julia Leslie and Mary Mc Gee. (Ed.). New Delhi: Oxford University Press, pp.57-83.

Suggested Readings:

- Cabezon, Jose Ignacio. (1991). *Buddhism, Sexuality and Gender*. Albany: State University of New York.
- Chakravarti, Uma. (2003). *Gendering Caste: Through a Feminist Lens*, Theorizing Feminism series. Calcutta: Stree Publications.
- Harper, Katherine Anne, and Robert L. Brown. (2002) *The Roots of Tantra*. New York: State University of New York.
- Jaiswal, Suvira. (2000). *Caste: Origin, Function, and Dimensions of Change*. New Delhi: Manohar.
- Leslie, Julia and Mary Mc Gee ed. (2000) *Invented Identities, The Interplay of Gender, Religion and Politics in India*, New Delhi: Oxford University Press
- Lincoln, Bruce. (1992). *Emerging from the Chrysalis: Women's Rites of Initiation*. New York: Oxford University Press.
- Rege, Sharmila. (2006). *Writing Caste, Writing Gender, Narrating Dalit Womens' Testimonios*, New Delhi: Zubaan.
- Roy, Kumkum. (2010) *The Power of Gender and the Gender of Power, Explorations in Early Indian History*, Oxford Collected Essays. New Delhi: Oxford University Press.
- Smith, Brian K. (1994). *Classifying the Universe. The Ancient Indian Varna System and the Origins of Caste*. New York: Oxford University Press.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures, discussions, presentations based on the readings. Students will be asked to make short presentations on one book review and on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

Students enrolled in the course would have their work assessed in three modes.

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks
- 2) Students will also be asked to submit and present a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks (5 marks for presentation of the paper in the class and 10 marks for the analytical and research skills in the paper).
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

**ELECTIVE COURSES
MEDIEVAL INDIAN HISTORY**

HSM 351
Structures of Authority: The Delhi Sultanate
and the making of Medieval Society in North India ca. 1200-1400

Course Objectives:

The objective of this paper is to analyse the different historiographical interpretations of the 13th – 15th centuries and to question afresh how this period can be situated in the larger history of India. The paper attempts to guide students to move beyond the epistemologies that framed existing debates, and question afresh the different and changing social and political structures that framed and contested authority in north India during the 13th – 15th centuries. Islam certainly was an important aspect in the making of this world, but since it possessed so many facets and agencies, its many aspects related to society and politics in divergent and sometimes competing ways. Through the study of different structures and processes that shaped the period of the Delhi Sultanate over time, students will be introduced to the different strands that allows for a more integral contextualisation of its evolving society and politics in the history of north India.

Learning Outcomes:

At the end of the course, students would be:

- Familiar with the different kinds of sources available for writing histories of various aspects of life during the 13 – 15th centuries
- Have a firm grasp on the politics and major events in the history of the slave, Khalaji and Tughluq regimes.
- Learn the various historiographical interventions in the study of this period and their epistemological locations.
- Discover the multiple nodes of power that shaped Muslim society and the heterogeneous nature of medieval society.
- Learn that politics and authority are an integral aspect of social and cultural life.
- Investigate how medieval taxonomies are quite different from modern ones, and learn how notions of family, social networks, service, freedom/unfreedom, for instance, were quite different in the 13-15th centuries.

Course Content:

Unit 1: (Week 1): Introduction to the course and contrasting pre-histories of the Delhi Sultanate

Unit 2 (Week 1): The Politics of writing a history of the Delhi Sultanate

Unit 3 (Week 2): Islam and its Ghurid-Shansabanid contexts in the 12th century

Unit 4 (Week 3-4): The early Persian literati and narrativising the origins of the Delhi Sultanate

Unit 5 (Week 5-6): Thirteenth Century Political Culture: the Turks and the Sultan's servants

Unit 6 (Week 7): Sultan Raziyya and the Accounts of Men

Unit 7 (Week 8): The Political Economy of the fourteenth century Sultanate

Unit 8 (Week 9): Courts of a Different Order – the Sufis tariqas

Unit 9 (Week 10): Nizam al-Din Auliya

Unit 10 (Week 11): Frontier Feudatories and the Khalaji and Tughluq regimes

Unit 11 (Week 12): Sultanate Settlements, the literati and regime change

Unit 12 (Week 13): The end of the 14th Century – Timur, the Rajputs and the Twilight of the Sultanate?

Unit 13 (Week 14): Contextualizing the Sultanate in the History of India

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES: Most of the essential readings for this course are available online, see:

<https://sites.google.com/site/lmudelhisultanate/>

Unit 1: (Week 1): This unit will cover the historiographical background of the Delhi Sultanate
Sharma, R.S. (1997). "How Feudal was Indian Feudalism" in Hermann Kulke, ed., *The State in India, 1000-1700*, Delhi: Oxford University Press, pp. 48-85.
Chattopadhyaya, B.D. (1997). "Political Processes and the Structure of Polity in Early Medieval India", in Hermann Kulke, ed., *The State in India, 1000-1700*, Delhi: Oxford University Press, pp. 195-232.

Unit 2 (Week 1): The major historiographical approaches to the history of the Sultanate and their political pre-commitments will be discussed in this unit

Hardy, Peter. (1966). *Historians of Medieval India: Studies in Indo-Muslim Historical Writing*, London: Luzac & Co., pp. 3-19, 122-131

Hardy, Peter. (1994). "Approaches to Pre-Modern Indo-Muslim Historical Writing: Some Reconsiderations in 1990-91", in Peter Robb, ed., *Society and Ideology: Essays in South Asian History presented to K.A. Ballhatchet*, Delhi: Oxford University Press, pp. 49-71.

Habib, Mohammad. (1974). "Introduction to Elliot and Dowson's History of India vol. II", in *Politics and Society during the Early medieval Period*, ed. Khaliq A. Nizami, Delhi: People's Publishing House, vol. 1, pp. 33-110

Habib, Irfan. (1978). "Economic History of the Delhi Sultanate -- an Essay in Interpretation", *Indian Historical Review* 4, pp. 287-303

Unit 3 (Week 2): The Ghurid context and its implications on the early Delhi Sultanate will be discussed in this unit

Flood, Barry. (2009). *Objects of Translation: Material Culture and Medieval "Hindu-Muslim" Encounter*, Delhi: Permanent Black, pp. 15-87

Flood, Barry. (2005). "Ghurid Monuments and Muslim Identities: Epigraphy and Exegesis in Twelfth century Afghanistan and India" *Indian Economic and Social History Review* 42, pp. 263-94

Kumar, Sunil. (2007) *Emergence of the Delhi Sultanate*, Delhi: Permanent Black, pp. 46-63

Unit 4 (Week 3-4): The background of the early Persian *ahl-i qalam*, their social and intellectual contexts and their writings will be discussed in this unit:

Fakhr-i Mudabbir, trans. E.D. Ross. (1922) *Tarikh-i Fakhr al-Din Mubarak Shahi*, "The genealogies of Fakhr al-Din Mubarak Shah", in T.W. Arnold and R.A. Nicholson, eds., *'Ajab Namah: A Volume of Oriental Studies presented to E.G. Browne on his 60th Birthday*, Cambridge: University Press, pp. 392-413

Kumar, Sunil. (2007). *Emergence of the Delhi Sultanate*, Delhi: Permanent Black, pp. 63-78, 203-237

Ahmed, Manan. (2012) "The long thirteenth century of the *Chachnama*" *Indian Economic and Social History Review*, vol. 49, pp. 459-491

Kumar, Sunil. (2001). "Qutb and Modern Memory" in Suvir Kaul, ed., *The Partitions of Memory: The Afterlife of the Division of India*, Delhi: Permanent Black, pp. 140-82.

Unit 5 (Week 5-6): This unit will discuss the Sultan, his military slaves and the political culture of the 13th century

Jackson, Peter. (2006). "Turkish Slaves on Islam's Indian Frontier", in Richard Eaton and I. Chatterjee, eds., *Slavery in South Asia*, Bloomington: Indiana University Press, pp. 63-82;

Kumar, Sunil. (1994). "When Slaves were nobles: The Shamsi bandagan in the early Delhi Sultanate", *Studies in History* vol. 10, pp. 23-52,

Kumar, Sunil. (2006). "Service, Status and Military Slavery in the Delhi Sultanate of the thirteenth and early fourteenth centuries" in Richard Eaton and I. Chatterjee, eds., *Slavery in South Asia*, Bloomington: Indiana University Press, pp. 83-114

Unit 6 (Week 7): The political precommitments of the Persian chroniclers will be discussed through a case study of Sultan Raziyya

Minhaj-i Siraj Juzjani, (1970). *Tabaqat-i Nasiri*, translated by H.G. Raverty, Delhi: Oriental Books Reprint Corporation, Vol. 1, pp. 637-648

'Isami, *Futuh al-Salatin*, translated A. M. Hasan, Madras, University of Madras, pp. 251-57, the section on Raziyya.

Ziya' al-Din Barani, *Ta'rikh-i Firuz Shahi*, ed. Sayyid Ahmad Khan, excerpted with commentary by Sunil Kumar

Jackson, Peter. (1998). "Sultān Radiyya bint Iltutmish", in Gavin R. G. Hambly, ed., *Women in the Medieval Islamic World: Power, Patronage, Piety*, New York: Palgrave, pp. 81-97

Gabbay, Alyssa. (2011). "In Reality a Man: Sultan Iltutmish, His Daughter, Raziya, and Gender Ambiguity in Thirteenth Century Northern India" *Journal of Persianate Studies*, vol. 4, pp. 45-63

Unit 7 (Week 8): This unit will discuss the political economy of the Sultanate during the fourteenth century, the period of its greatest influence

Moreland, W.H. (1968). *The agrarian system of Moslem India*, Delhi: Oriental Books Reprint Corporation, pp. 21-65, and appendices B and C, 214-233

Raychaudhury, Tapan and Irfan Habib,. (1984). ed. *The Cambridge Economic History of India*, Delhi: Orient Longman, vol. 1, pp. 48-93.

Habib, Irfan. (1984). "The price regulations of 'Ala al-Din Khalaji--a defence of Zia Barani" *Indian Economic and Social History Review*, vol. 21, pp. 393-414.

Jackson, Peter. (1999). *The Delhi Sultanate*, Cambridge: University Press, pp. 171-92,

Kumar, Sunil. (2007). "Territorial Changes and the Political Geography of the Sultanate", "Politics, Society and Territorial Expansion" in Kumar, *The Emergence of the Delhi Sultanate*, Delhi: Permanent Black, pp. 278-86, 324-40

Unit 8 (Week 9): This unit will introduce students to Sufis, their mystical fraternities and their organisational forms

Habib, Mohammad. (1950). "Chishti Mystic Records of the Sultanate Period" *Medieval India Quarterly* vol. 1, pp. 1-42.

Ernst, Carl. (1992). "The Textual Formation of oral Teachings in the Early Chishti Order", in *The Eternal Garden*, Albany: State University of New York Press, pp. 62-84

Ernst, Carl. (1992). "The Interpretation of the Sufi Biographical Tradition in India", in *The Eternal Garden*, Albany: State University of New York Press, pp. 86-93

Unit 9 (Week 10): The great impact of Nizam al-Din's teachings and the writings of his disciples will be covered in this unit

Digby, Simon (1986). "The Sufi Shaikh as a source of authority in medieval India" *Purusartha (Islam and Society in South Asia)* vol. 9, pp. 57-77 (reprinted now in Richard Eaton, ed., *India's Islamic Traditions*, Delhi: Oxford University Press), pp. 234-262

Lawrence, Bruce B. (1986). "The earliest Chishtiya and Shaikh Nizam al-Din Awliya" in *Delhi through the Ages*, ed. R.E. Frykenberg, Delhi: Oxford University Press, pp. 104-128.

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, ed. Muzaffar Alam, Françoise “Nalini” Delvoye, et al., Delhi: Manohar, pp. 18-26

Unit 10 (Week 11): The Khalaji and early Tughluq regimes will be studied in this unit

Kumar, Sunil. (2014). “An Inconvenient Heritage: the Central Asian background of the Delhi Sultans” in Upinder Singh and Parul P. Dhar, *Asian Encounters*, Delhi: Oxford University Press, pp. 86-106

Jackson, Peter. (1975). “The Mongols and the Delhi Sultanate” *Central Asiatic Journal* vol. 19, pp. 118-156

Jackson, Peter. (1986). “The problems of a vast military encampment” in *Delhi through the Ages*, ed. R.E. Frykenberg, Delhi: Oxford University Press, pp. 18-33.

Shokoohy, Mehrdad and Natalie H. Shokoohy. (1994), “Tughluqabad, the Earliest Surviving Town of the Delhi Sultanate” *Bulletin of the School of Oriental and African Societies* vol. 57, pp. 516-550;

Unit 11 (Week 12): The history of the Persian literati discussed in unit 6 will be continued into the 14th century in this unit

Digby, Simon. (2004). “Before Timur came: Provincialization of the Delhi Sultanate through the fourteenth century” in *Journal of the Economic and Social History Review*, vol. 47, pp. 298-356.

Kumar, Sunil. (2017) “Transitions in the relationship between political elites and Sufis: the 13th and 14th century Delhi Sultanate” in *State Formation and Social Integration in Pre-modern South and Southeast Asia: A Comparative Study of Asian Society*, N. Karashima, ed., Tokyo: Toyo Bunko, pp. 203-238.

Firuz Shah Tughluq. (2009), *Futuh-i Firuz Shahi*, trans. Azra Alawi, Delhi: Idarah-i Adabiyat-i Delli, pp. 19-34

Ernst, Carl. (1985). “From Hagiography to Martyrology: Conflicting Testimonies to a Sufi Martyr of the Delhi Sultanate”, *History of Religion*, vol. 24, pp. 308-327

Sarkar, Nilanjan. (2006). “The Voice of Mahmud: The Hero in Ziya Barani’s *Fatawa-i Jahandari*”, *The Medieval History Journal*, vol. 9, pp. 327-356.

Balachandran, Jyoti Gulati, (2015). “Exploring the elite world in the *Siyar al-Awliya*: Urban elites, their lineages and social networks”, *Indian Economic and Social History Review*, vol. 52, pp. 241–270

Unit 12 (Week 13): The unit will discuss the significance of late 14th century developments on the social and political life of the Sultanate

Jackson, Peter. (1999). *The Delhi Sultanate*, Cambridge, University Press, pp. 321-325

Kolff, Dirk. (1990). *Naukar, Rajput and Sepoy: The Ethnohistory of the Military Labour Market in Hindustan, 1450-1850*, Cambridge, University Press, pp. 1-17, 71-116

Orsini, Francesca. (2012). "How to do Multi-Lingual History? Lessons from fifteenth and Sixteenth Century North India", *Indian Economic and Social History Review*, vol 49, pp. 226-246.

Orsini, Francesca and Samira Sheikh. (2014). "Introduction" in *After Timur Left: Culture and Circulation in Fifteenth Century North India*, Delhi: Oxford University Press, pp. 1-44

Unit 13 (Week 14): This unit will discuss the contexts and the manner in which the Delhi Sultanate seized a narrative space in latter-day histories of India.

Anooshahr, Ali. (2006). "Mughal Historians and the Memory of the Islamic Conquest of India", *Indian Economic and Social History Review*, vol. 43, pp. 275-300

Anooshahr, Ali. (2012). "Author of one's fate: Fatalism and agency in Indo-Persian histories", *Indian Economic and Social History Review*, vol. 49, pp. 197-224.

Kumar, Sunil. (2007) "Conclusion", in *The Emergence of the Delhi Sultanate*, Delhi: Permanent Black, pp. 352-361

Suggested Readings

- Alam, Muzaffar. (2004). *The Languages of Political Islam*. Delhi: Permanent Black..
- Ashraf, K.M. (1988). *Life and Conditions of the People of Hindustan*, Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Auer, Blain H. (2012). *Symbols of Authority in Medieval Islam: History, Religion and Muslim Legitimacy in the Delhi Sultanate*. London: I.B. Tauris.
- Chattopadhyaya, B.D. (1997) *The Making of Early Medieval India*. Delhi: Oxford University Press.
- Chattopadhyaya, B.D. (1998). *Representing the Other? Sanskrit Sources and the Muslims*, Delhi: Manohar.
- Deyell, John. (1990). *Living without Silver: The Monetary History of Early Medieval North India*. Delhi: Oxford University Press.
- Digby, Simon. (1971). *War Horse and Elephant in the Delhi Sultanate: A Study of Military Supplies*, Karachi: Orient Monographs.
- Eaton, Richard. (2003). ed.. *India's Islamic Traditions, 711-1750*. Delhi: Oxford University Press.
- Eaton, Richard M. (2002). *Essays on Islam and Indian History*, Delhi: Oxford University Press.
- Ernst, Carl. (2000). *The Shambhala Guide to Sufism*, Boston: Shambhala South Asia Editions.
- Flood, Finbarr B. (2009). *Objects of Translation: Material Culture and Medieval "Hindu-Muslim" Encounter*. Delhi: Permanent Black.
- Habib, Irfan and Tapan Raychaudhury. (1984). ed., *The Cambridge Economic History of*

India. vol. 1, Cambridge, Delhi: Orient Longman.

- Habib, Irfan. (1995). *Essays in Indian History: Towards a Marxist Perspective*. New Delhi: Tulika.
- Habib, Mohammad. (1970). *Hazrat Nizāmuddīn Auliya: Hayāt aur Ta’līmāt*, Delhi: Department of Urdu, Delhi University.
- Habibullah, A.B.M. (1976). *The Foundation of Muslim Rule in India*, Allahabad: Oriental Book Depot.
- Hardy, Peter. (1996). *Historians of Medieval India: Studies in Indo-Muslim Historical Writing*. London: Luzac and Company Ltd.
- Jackson, Peter. (1999). *The Delhi Sultanate: a Political and Military History*. Cambridge: University Press.
- Kumar, Sunil. (2007). *Emergence of the Delhi Sultanate*, Delhi: Permanent Black.
- Lal, K.S. (1980). *Twilight of the Delhi Sultanate*, Delhi: Munshiram Manoharlal.
- Lal, K.S. (1980). *History of the Khaljis*, Delhi, Munshiram Manoharlal.
- Lawrence, Bruce and David Gilmartin.(2000). eds.. *Beyond Turk and Hindu: Rethinking Islamicate Identities in South Asia*. Gainesville: University of Florida Press
- Majumdar, R.C., ed.,(1957). *The Struggle for Empire: The History and Culture of the Indian People*, vol. V, Bombay: Bharatiya Vidya Bhavan.
- Nizami, K.A. (1974). ed. *Politics and Society during the Early Medieval Period: Collected Writings of Mohammad Habib*, New Delhi: People Publishing House, 2 vols.
- Nizami, K.A. (1966). *Studies in Medieval Indian History and Culture*, Allahabad: Kitab Mahal.
- Richards, J.F. ed., (1998). *Kingship and Authority in South Asia*, Delhi: Oxford University Press.
- Rizvi, S.A.A. (1978). *A History of Sufism in India*, New Delhi, Munshiram Manoharlal Publishers Pvt. Ltd., 2 vols.
- Siddiqui, I.H. (1992). *Perso-Arabic Sources of Information on the Life and Conditions in the Sultanate of Delhi*, Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Wright, H. Nelson, (1974). *The Coinage and Metrology of the Sultans of Delhi*, Delhi: Oriental Books Reprint Corporation.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. Students will be asked to present reports and participate in formal class discussions on themes and texts identified by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessment:

Students enrolled in this course will be evaluated according to two modes:

- 1) Students will have to submit a paper of circa 15-20 pages (inclusive of bibliographic apparatus) on a theme designed with the help of the instructor. The term paper requires students to use source material(s) in translation to research a subject of their choice. Ideally the subject they choose to write about should not be derived from one of the historians read in this course; it should follow themes that are of interest to them in their personal life. Term papers will build upon aspects of social and cultural life that concern students and as they develop them they would be asked to explore two related but different aspects: a) how medieval taxonomies mean reorienting the modern assumptions of students and b) learn how the political suffuses different dimensions of the social and the cultural. Students are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. This essay will be marked out of 25 marks.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 352
History of North India, ca. 1400-1550

Course Objectives:

This course focuses on the politics and social history of the long fifteenth century and early sixteenth century. It studies the critical social and cultural formation in the time period that is often regarded as an interregnum between the disintegration of the Delhi Sultanate and the emergence of the Mughal Empire. This course will uncover political formation under Afghans, diffusion of political power under different political regimes of North India, forms of patronage, literary cultures and complex socio-political roles of the piety-minded.

Learning Outcomes:

At the end of the course, students would be:

- Able to comprehend the histories of time periods that are often neglected on account of absence of centralized political formations and lack of availability of 'literary sources'.
- Familiar with the dynamics of change that are not solely centred on the role of political masters based in Delhi.
- In a position to appreciate the recent historiographical interventions in this time period, which will help in recasting the history of Afghans, Sufis, the process of Islamicisation, socialisation and intellectual production in a nuanced manner.
- Able to understand the plurality of medieval Indian society and the diverse intersections of powers that shaped it.

Course Content:

Unit 1: (Week 1-2): Introductory remark on history and historiography of the period.

Unit 2: (Week 3): Decline of the Delhi Sultanate and regional reconfiguration.

Unit 3: (Week 4-5): Monarchy and governance under the Lodi and Sur Afghans.

Unit 4: (Week 6-7): Political and cultural roles of Sufi orders.

Unit 5: (Week 8-9): North Indian Bhakti traditions.

Unit 6: (Week 10-11): Conversion and Islamicisation.

Unit 7: (Week 12): Religious diversities and social stratification.

Unit 8: (Week 13-14): Vernacular and Persian literary traditions.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will have introductory remark and historiographical trends on the subject

- Aquil, Raziuddin. (2009). *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*, New Delhi: Oxford University Press, pp. 1-36.
- Siddiqui, I.H. (1969). *Some Aspects of Afghan Despotism in India*, Three Men Publications, Introduction; 1-93.
- Imamuddin, S. M. (1958). 'The Nature of Afghan Monarchy in India', *Islamic Culture*, Vol. 32, No. 4, pp. 268-75.
- Imamuddin, S. M. (1958). (1959). 'Some Persian Literary Sources of the Afghan history in India', *Islamic Culture*, Vol. 33, pp. 39-49.
- Hameeduddin. (1962). 'Historians of Afghan Rule in India', *Journal of the American Oriental Society*, 82, pp. 41-55.
- Nizami, K. A. (1992). 'The Lodis (1451-1526)', in Habib, M. And Nizami, K. A., eds. *A Comprehensive History of India, Vol. V, Part One, The Delhi Sultanate (AD 1206-1526)*, PPH, Delhi, pp. 664-709.
- Tripathi, R. P. (1959). *Some Aspects of Muslim Administration*, Allahabad: Central Book Depot, pp. 94- 104, 292-308.
- Prasad, Ishwari. (1956). *The Life and Times of Humayun*, Calcutta: Orient Longmans, pp. 90-196.
- Halim, Abdul. (1974). *History of the Lodi Sultans of Delhi and Agra*, Delhi: Idarah-i Adabiyat-i Delli, pp. 1-57.
- Richards, J. F. (1994). 'The Economic History of the Lodi Period: 1451-1556', in Subrahmanyam, Sanjay. ed., *Money and the Market in India 1100-1700*, Oxford University Press, Delhi, pp. 137-55.
- Brown, Percy. (1939). 'Influence of Sher Shah on the Islamic Architecture of India', *PIHC*, 3rd Session, Calcutta, pp. 636-46.
- Asher, Catherine B. (1992). *Architecture of Mughal India*, Cambridge University Press, Cambridge, pp. 10-14.
- Jackson, Peter. (1999). *The Delhi Sultanate: a Political and Military History*. Cambridge, University Press, pp. 321- 25.

Unit 2: (Week 2-3): The decline of the Delhi Sultanate and regional reconfiguration, will be part of study in the unit

- Jackson, Peter. (1999). *The Delhi Sultanate: a Political and Military History*. Cambridge, University Press, pp. 296-320.
- Asher, Catherine B. And Talbot, Cynthia. (2006). *India before Europe*, Cambridge University Press, New Delhi, pp.84-123.
- Digby, Simon. (2004). "Before Timur came: Provincialization of the Delhi Sultanate through the fourteenth century" in *JESHO*, vol. 47, pp. 298-356.
- Lal, K.S. (1980). *Twilight of the Delhi Sultanate*, Munshiram Manoharlal, Delhi, (Selected sections).

Unit 3: (Week 4-5): The students will be introduced to the Monarchy and system of governance under the Lodi and Sur Afghans

- Aquil, Raziuddin. (2004). 'Scholars, Saints and Sultans: Some Aspects of Religion and Politics in the Delhi Sultanate', *IHR*, Vol. 31, Nos 1-2, pp. 210-20.
- Arjomand, Saïd Amir. (2001). 'Perso-Indian Statecraft, Greek Political Science and the Muslim Idea of Government', *International Sociology*, 16 (3), pp. 455-73.
- Aquil, Raziuddin. (2009). *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*, Oxford University Press, New Delhi, pp. 117-42.
- Kolff, Dirk. (1990). *Naukar, Rajput and Sepoy: The Ethnohistory of Military Labour Markets in Hindustan, 1450–1850*, Cambridge University Press, Cambridge, pp. 32-54; 102-17.
- Darling, Linda P. (2002). 'Do Justice, For that is Paradise, Middle Eastern Advice for Indian Muslim Rulers', *Comparative Studies of South Asia, Africa and the Middle East*, Vol. XXII, No. 1-2, pp. 3-19.
- Halim, Abdul. (1974). *History of the Lodi Sultans of Delhi and Agra*, Idarah-i Adabiyat-i Delli, Delhi, pp. 211-54.
- Lambton, A. K. S. (1980). 'Justice in the Medieval Persian Theory of Kingship', in *idem, Theory and Practice in Medieval Persian Government*, Variorum, London, Chapter-IV, pp. 91-119.
- Prasad, Ishwari. (1956). *The Life and Times of Humayun*, Orient Longmans, Calcutta, pp. 90-176.
- Richards, J.F. (1998). 'The Formation of Imperial authority under Akbar and Jahangir' in Richards. ed., *Kingship and Authority in South Asia*, Oxford University Press, Delhi, pp. 252-88.
- Siddiqui, I.H. (1969). *Some Aspects of Afghan Despotism in India*, Three Men Publications, pp. 29-60; 61-93 & 110-35.

Unit 4: (Week 6-7): This unit will highlight the Political and cultural roles of Sufi orders

- Digby, Simon (2003). 'The Sufi Shaikh as a source of authority in medieval India', in Richard Eaton, ed., *India's Islamic Traditions*, Delhi, Oxford University Press), pp. 234-262.
- Digby, Simon (1990). 'The Sufi Shaikh and the Sultan: A Conflict of Claims to Authority in Medieval India', *Iran*, 28, pp. 71-81.
- Aquil, Raziuddin. (2009). *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*, Oxford University Press, New Delhi, pp. 171-199.
- Aquil, Raziuddin. (2003a). 'Miracles, Authority and Benevolence: Stories of Karamat in Sufi literature of Delhi Sultanate', in Taneja, Anup. ed., *Sufi Cults and the Evolution of Medieval Indian Culture*, Northern Book Centre, Delhi, pp. 109-38.
- Eaton, Richard M. (1978). *Sufis of Bijapur, 1300-1700, Social Roles of Sufis in Medieval India*, Princeton: Princeton University Press, (Introduction).

Zilli, I. A. (2003). 'Early Chisti and the State', in Taneja, Anup. ed., *Sufi Cults and the Evolution of Medieval Indian Culture*, Northern Book Centre, Delhi, pp. 54-108.

Alam, Muzaffar. (2000). 'Shari'a and Governance in the Indo-Islamic Context', in Gilmartin, David and Lawrence, Bruce. eds., *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*, University of Florida Press, Gainesville, pp. 216-45.

Unit 5: (Week 8-9): North Indian Bhakti traditions will be studied in this unit

Hawley, John S. (2005). *Three Bhakti Voices : Mirabai, Surdas, and Kabir in their time and ours*, Delhi: Oxford University Press, pp. 1-18 & selected sections.

Hess, Linda. (2002). *The Bijak of Kabir*. Translations by Linda Hess and Shukdev Singh, Essays and Notes by Linda Hess, Oxford University Press, Delhi, pp. 1-35.

Lorenzen, David. (1991). *Kabir Legends and Ananta-Das's Kabir Parachai*, Albany: State University of New York Press, pp. 3-72.

Vaudeville, Charlotte. (1993). *A Weaver Named Kabir-Selected Verses with a Detailed Biographical and Historical Introduction*, Delhi: Oxford University Press, (selected chapters).

Unit 6: (Week 10-11): This unit will focus on Conversion and Islamicisation.

Aquil, Raziuddin. (1995-6). 'Sufi Cults, Politics and Conversion: The Chistis of the Sultanate Period', *The Indian Historical Review*, Vol. 22, Nos 1-2, pp. 190-97.

Aquil, Raziuddin. (1997-8). 'Conversion in Chisti Sufi Literature (13th-14th Centuries)', *The Indian Historical Review*, Vol. 24, Nos 1 & 2, pp. 70-94.

Ernst, Carl W. (2010). 'The Indian Environment and the Question of Conversion', in Aquil, Raziuddin. ed., *Sufism and Society in Medieval India*, Delhi: Oxford University Press, pp. 82-101.

Lawrence, Bruce B. (1984). 'Early Indo-Muslim Saints and Conversion', in Friedmann, Y. ed., *Islam in South Asia*, The Magnes Press, Jerusalem: The Hebrew University, , pp. 109-145.

Unit 7: (Week 12-13): This unit will focus on Religious diversity and social stratification

Rizvi, S.A.A. (1978). *A History of Sufism in India, Vol. I, Early Sufism and its History in India to 1600 A.D*, Munshiram Manoharlal, Delhi, pp. 322-96.

Digby, Simon. (1975). 'Shaikh Abd al-Quddus Gangohi (AD 1456-1537): The Personality and Attitude of a Medieval Indian Sufi', *Medieval India: A Miscellany* 3, pp. 1-66.

Aquil, Raziuddin. (2009). *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*, Oxford University Press, New Delhi, pp. 220-30.

Husain, Yusuf. (1957). *Glimpses of Medieval Indian Culture*, Asia Publishing House, Bombay, pp. 1-32.

- Halim, Abdul. (1947). 'Muslim Kings of Fifteenth Century and the Bhakti revival', *PIHC*, 10th Session, Bombay, pp. 305-10.
- Ahmad, Aziz. (1991). *Studies in Islamic Culture in the Indian Environment*, Oxford University Press, New Delhi, pp. 140-66.
- Zaki, M. (1996). *Muslim Society in Northern India During the Fifteenth and First Half of the Sixteenth Centuries*, K.P. Bagchi, Calcutta. (relevant section).
- Vaudeville, Charlotte. (1993). *A Weaver Named Kabir-Selected Verses with a Detailed Biographical and Historical Introduction*, Oxford University Press, Delhi, pp. 21-29; 78-87.

Unit 8: (Week 14): This unit will highlight the Vernacular and Persian literary traditions

- Ahmad, Aziz. (1991). *Studies in Islamic Culture in the Indian Environment*, Oxford University Press, New Delhi, pp. 218-60.
- Husain, Yusuf. (1957). *Glimpses of Medieval Indian Culture*, Asia Publishing House, Bombay, pp. 99-118.
- Halim, Abdul. (1957). 'Growth and Development of Hindi Literature During the Sayyid-Lodi Period', *Journal of the Asiatic Society of Pakistan* 2, pp. 69-89.
- Halim, Abdul. (1958). 'Growth of Urdu Language and Literature During the Sayyid-Lodi Period', *Journal of the Asiatic Society of Pakistan* 3, pp. 43-66.
- McGregor, Stuart. (2001). 'On the Evolution of Hindi as a Language of Literature', *South Asia Research*, Vol. 21, No. 2, pp. 203-17.

Suggested Readings:

- Ahmad, Aziz. (1991). *Studies in Islamic Culture in the Indian Environment*, Oxford University Press, New Delhi.
- Alam, Muzaffar. (2004). *The Languages of Political Islam in India, c. 1200-1800*, Permanent Black, New Delhi.
- Aquil, Raziuddin. (2010). ed., *Sufism and Society in Medieval India*, Oxford University Press, New Delhi.
- Asher, Catherine B. (1992). *Architecture of Mughal India*, Cambridge: Cambridge University Press.
- Al-Azmeh, Aziz. (2001). *Muslim Kingship Power and the Sacred in Muslim, Christian and Pagan Polities*, Tauris, London.
- Bagley, F.R.C. (1964). *Ghazali's Book of Counsel for Kings*, OUP, London.
- Eaton, Richard M. (2003). ed., *India's Islamic Traditions, 711-1750*, Oxford University Press, New Delhi.
- Ernst, Carl W. and Bruce B. Lawrence. (2002). *Sufi Martyrs of Love: The Chishti Order in South Asia and Beyond*, Palgrave Macmillan, New York.
- Erskine, William. (1854). *A History of India Under the two First Sovereigns of the House of*

Timur, Baber and Humayun, Longman Brown, London.

- Ewing, Catherine P. (1988). *Sharia't and Ambiguity in South Asian Islam: Comparative Studies on Muslim Societies*, Barkley: University of California Press,.
- Hasan, Ibn. (1970). *The Central Structure of the Mughal Empire and its Practical Working upto the year 1657*, Munshiram Manoharlal, Delhi, Introduction.
- Kolff, Dirk. (1990). *Naukar, Rajput and Sepoy: The Ethnohistory of Military Labour Markets in Hindustan, 1450–1850*, Cambridge University Press, Cambridge.
- Halim, Abdul. (1974). *History of the Lodi Sultans of Delhi and Agra*, Idarah-i Adabiyat-i Delli, Delhi.
- Lal, K.S. (1980). *Twilight of the Delhi Sultanate*, Delhi, Munshiram Manoharlal.
- Rizvi, S.A.A. (1978). *A History of Sufism in India, Vol. I, Early Sufism and its History in India to 1600 A.D*, Munshiram Manoharlal, Delhi.
- Siddiqui, I.H. (1971). *A History of Sher Shah Sur*, P. C. Dwadesh Shreni & Co, Aligarh.
- Imamuddin, S. M. (1960). 'The Makhzan-i Afghani', *Islamic Culture*, Vol. 34, pp. 159-72.
- Habib, Irfan and Tapan Raychaudhury. (1982). ed., *The Cambridge Economic History of India*, vol. 1, Cambridge University Press, Cambridge.
- Jackson, Peter. (1999). *The Delhi Sultanate: a Political and Military History*, University Press, Cambridge.
- Kumar, Sunil. (2007). *Emergence of the Delhi Sultanate*, Permanent Black, Delhi.
- Lawrence, Bruce and David Gilmartin. (2000). eds., *Beyond Turk and Hindu: Rethinking Islamicate Identities in Islamicate South Asia*, University of Florida Press, Gainesville.
- Richards, J.F. (1991). *The Mughal Empire*, Cambridge University Press, Cambridge.
- Tirmingham, J. (1971). *Sufi Orders of Islam*, Clarendon Press, Oxford.
- Hermann Kulke. (1997). ed., *The State in India, 1000-1700*, Delhi, Oxford University Press.
- Vaudeville, C., *A Weaver named Kabir*, (New Delhi: Oxford University Press, 1993).
- Wink, Andre. (1997). *Al-Hind, the Making of the Indo-Islamic World: Vol. II, The Slave Kings and the Islamic Conquest, 11th-13th Centuries*, Brill, Leiden.

Facilitating Teaching Learning Outcome:

The course is structured around weekly lectures and discussions based on the readings. Students will be required to make presentations in the class on the themes and topics of the course intended to promote verbal communication expertise and acquire competence to handle the readings efficiently.

Assessments:

There will be three modes of assessment:

- 1) There will be an internal assessment test held around mid-semester, marked out of 10 marks.

- 2) The students are required to write and present a research paper in the class (with full citations and bibliography) on the themes of the course identified by the teacher, marked out of 15 marks.
- 3) There will be an end of semester examination that will cover the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 353

Imperial Sovereignty, Court Culture and Politics in Mughal India, ca. 1526-1748

Course Objectives:

With a broad focus on the Mughal empire, the objective of this course is to acquaint students with the political and socio-cultural developments that provide a backdrop to early modernity in South Asia. The course will teach students about the political processes and, beyond changes in individual incumbents to the throne, it will address issues of structural changes in the system of rule during the 16th-18th centuries. It will also acquaint students with the rich historiography on the Mughal state, and the significant interventions that historians have made in an effort to study the society and culture of the period. During the course of their study, the students will learn about the archive, and the problems historians have in interpreting historical evidence.

Learning Outcomes:

At the end of the course, students would:

- Gain an understanding of the political processes that provide a backdrop to the development of early modernity in South Asian history.
- Appreciate the dynamic changes that were taking place in the social and cultural life in South Asia during the 16th-18th centuries
- Learn to draw continuities and ruptures in the development of the colonial and post-colonial order with the socio-cultural order in the 16th-18th centuries
- See the extent to which contemporary concerns and objectives have shaped the historiography of the period, and our perception of the Mughal empire.

Course Content:

Unit 1: (Week 1-2): Interpretations of the Mughal state

Unit 2: (Week 2-3): Reading the Archive: texts, genres and language.

Unit 3: (Week 4-5): Perspectives on state formation: warfare, ideology and alliances

Unit 4: (Week 5-6): The state in activity: Interrogating Legal Pluralism

Unit 5: (Week 7-8): State and Religion in Mughal India

Unit 6: (Week 9-10): Mughal Imperial Court Culture: norms of manliness, forms of deportment and norms of civility

Unit 7: (Week 11-12): Indo-Persian Literary Culture

Unit 8 (Week 13-14): The Eighteenth Century Transitions and the Shifts in the Political Culture

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Weeks 1-2): This unit will critically address the historiography on the Mughal state, and examine the theories that historians have advanced to grasp its relations with the social force.

Alam, Muzaffar and Sanjay Subrahmanyam. (Eds.). (2000). *The Mughal State*, Delhi: Oxford University Press, ("Introduction").

Alam, Muzaffar and Sanjay Subrahmanyam. (Eds.). (2011). *Writing the Mughal World*, New York: Oxford University Press, ("Introduction").

Alam, Muzaffar and Sanjay Subrahmanyam. (2007). *Indo-Persian Travels in the Age of Discoveries, 1400-1800*, (Cambridge: Cambridge University Press

Kulke, Hermann. (Ed.). (1995). *The State in India, 1000-1700*, Delhi: Oxford University Press

Habib, Irfan. (2002). 'Marx's Perception of India' in Irfan Habib, *Essays in Indian History: Towards a Marxist Perception*. New Delhi: Tulika Publications.

Hasan, Farhat. (2005). *State and Locality in Mughal India*. Cambridge: Cambridge University Press.

Ali, M. Athar. (2006). *Mughal India: Studies in Polity, Ideas, Society and Culture*. Delhi: Oxford University Press.

Blake, Stephen P. (1979). 'The Patrimonial-Bureaucratic Empire of the Mughals', *The Journal of Asian Studies*, 39, 1, 77-94.

Blake, Stephen P. (2011). 'Returning the Household to the Patrimonial-Bureaucratic Empire: Gender, Succession, and Ritual in the Mughal, Safavid and Ottoman Empires', in Peter Bang and C. A. Bayly (eds.), *Tributary Empires in Global History*. London: Palgrave Macmillan, 214-226.

Unit 2 (Weeks 2-3): This unit will look at the Mughal archive, with particular attentiveness to its multilingual character. It will also examine the relations of genre to meaning formation.

Busch, Allison (2012). *The Poetry of Kings: The Classical Hindi Literature of Mughal India*. Oxford: Oxford University Press.

Alam, Muzaffar (2004). *The Languages of Political Islam: India, 1200-1800*. Chicago: University of Chicago Press.

Alam, Muzaffar and Francois Delvoye. (eds.). (2000). *The Making of Indo-Persian Culture*. Delhi: Manohar.

Alam, Muzaffar Alam and Sanjay Subrahmanyam. (2011). *Writing the Mughal World*. New York: Columbia University Press.

Chatterjee, Kumkum.(2009). *The Cultures of History in Early Modern India: Persianization and Mughal Culture in Bengal*. Delhi: OUP.

Anooshahr, Ali. (2008). *The Ghazi Sultans and the Frontiers of Islam*. New York: Routledge.

Anooshahr, Ali. (2014). 'On the Imperial Discourse of the Delhi Sultanate and Early Mughal India', *Journal of Persianate Studies*, vol. 7, 157-176

Truschke, Audrey. (2016). *Culture of Encounters: Sanskrit at the Mughal Court*. Delhi: Oxford University Press.

Unit 3 (Weeks 4-6): The concern of this unit is to study the process of Mughal imperial expansion, with a focus on debates concerning military technology, war animals, military labour market and politics of alliances.

Gommans, Jos. (2002). *Mughal Warfare, Indian Frontiers and Highroads to Empire, 1500-1700*. London: Routledge.

Gommans, Jos. (2017). *The Indian Frontier: Horse and Warbands in the Making of Empires*. London: Routledge.

Khan, I. A. (2004). *Gunpowder and Firearms: Warfare in Medieval India*. Delhi: Oxford University Press.

Kolff, Dirk H. A. (2002). *Naukar, Rajput, and Sepoy: The Ethnohistory of the Labour Military Labour Market of Hindustan, 1450-1850*. Cambridge: Cambridge University Press.

Roy, Kaushik and Peter Lorge. (eds.). (2014). *Chinese and Indian Warfare- from the Classical Age to 1870*. London: Routledge.

Streusand, Douglas. (1999). *The Formation of the Mughal Empire*. Delhi: Oxford University Press.

Unit 4 (weeks 6-7): Focusing on the legal order, this unit is concerned with studying the state in activity, and will look at the judicial system, law and legal pluralism.

Chatterjee, Nandini. (2014). 'Reflections on Religious Differences and Permissive Inclusion in Mughal Law', *Journal of Law and Religion*, 28, 3 (2014), 393-415.

Chatterjee, Nandini. (2016). 'Mahzarnamas in the Mughal and British Empires', *Comparative Studies in Society and History*, 58, 2, 379-406.

Sahai, Nandita P. (2002). 'Collaboration and Conflict: Artisanal Jati Panchayats and the 18th Century Jodhpur State', *Medieval History Journal*, 5, 1, 77-101.

Hasan, Farhat. (2018). 'Property and Social Relations in Mughal India: Litigations and Disputes at the Qazi's Court in Urban Localities, 17th-18th centuries', *Journal of the Economic and Social History of the Orient*, 61, 851-877.

Raman, Bhavani. (2017). *Document Raj; Writing and Scribes in Early Colonial South India*. New Delhi:

Streusand, Douglas. (1999). *The Formation of the Mughal Empire*. Delhi: Oxford University Press.

Hasan, Farhat. (2019). 'Law as Contested Communication: Literacy, Performativity and the Legal Order in the Mughal Empire', *Oxford Journal of Law and Religion*, vol. 8, 1-18.

Unit 5 (weeks 8-9): In the unit, the students will learn about state initiatives in the field of religion and articulations and transformations of religious identities in the early modern period.

- Habib, Irfan. (ed.). (1999). *Akbar and his India*. New Delhi: Oxford University Press.
- Khan, I. A. (ed.). (1999). *Akbar and his Age*. New Delhi, Manohar.
- Ali, M. Athar (2006). *Mughal India*. New Delhi: Oxford University Press.
- Alam, Muzaffar. (2004). *The Languages of Political Islam in India*. Chicago: University of Chicago Press.
- Green, Nile. (2012). *Making Space: Sufis and Settlers in Early Modern India*. New Delhi: Oxford University Press.
- Green, Nile. (2006). *Indian Sufism Since the Seventeenth Century*. London: Routledge.
- Chandra, Satish (1993). *Mughal Religious Policies: The Rajputs and the Deccan*. New Delhi: Vikas Publishing House.
- Alam, Muzaffar. (1996). 'Assimilation from a Distance: Confrontation and Sufi Accommodation in Awadh Society', in R. Champaklakshmi and S. Gopal (eds.), *Tradition, Dissent and Ideology*. New Delhi: Oxford University Press.

Unit 6 (weeks 10-11): In this unit, we would study the Mughal imperial court culture, and the extent of its reach, and communication with the wider society.

- Moin, Azfar. (2014). *The Milleneal Sovereign: Sacred Kingship and Sainthood in Islam*. New York: Columbia University Press.
- Richards, John F. (1998). 'The Formulation of Imperial Authority under Akbar and Jahangir', in J. F. Richards (ed.), *Kingship and Authority in South Asia*. New Delhi, Oxford University Press.
- Richards, John F. 'Norms of Comportment among Imperial Mughal Officers', in Barbara Metcalf (ed.), *Moral Conduct and Authority : The Place of Adab in South Asian Islam*. Berkeley: University of California Press.
- Hanlon, Rosalind. (2007). 'Kingdom, Household and Body: History, Gender and Imperial Service under Akbar', *Modern Asian Studies*, 41, 5, 887-922.
- Hanlon, Rosalind. (1999). 'Manliness and Imperial Service in Mughal North India', *Journal of the Economic and Social History of the Orient*, 42, 1, 47-110.

Unit 7 (weeks 12-13): This unit is concerned with identifying the important strands, and aesthetic standards in the Indo-Persian literary culture

- Kinra, Rajeev. (2015). *Writing Self, Writing Empire: Chanderbhan Brahman and the Cultural World of the Indo-Persian State Secretary* Berkeley: University of California Press.
- Sharma, Sunil. (2017). *Mughal Arcadia*. Harvard: Harvard University Press.
- Keshavmurthy, Prashant. (2016). *Persian Authorship and Canonicity in Late Mughal Delhi*. London: Routledge.

Islam, Khurshidul and Ralph Russell. (1998). *Three Mughal Poets*. New Delhi: Oxford University Press.

Naim, C. M. (2004). *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*. New Delhi: Oxford University Press.

Losensky, Paul E. (1998). *Welcoming Fighani: Imitation and Poetic Individuality in the Safavid-Mughal Ghazal*. Costa Mesa, CA: Mazda Publishers.

Unit 8 (weeks 13-14): This unit is concerned with looking at the socio-economic and political transformations in the 18th century, following the decline of the Mughal empire.

Alavi, Seema. (2002). *The Eighteenth Century in India*. New Delhi: Oxford University Press.

Marshall, P. J. (Ed.). (2005). *The Eighteenth Century*. Oxford: Oxford University Press.

Bayly, C. A. (1999). *Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870*. New Delhi: Oxford University Press.

Bayly, C. A. (1983). *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870*. Cambridge: Cambridge University Press.

Alam, Muzaffar. (1986). *The Crisis of Empire in Mughal North India; Awadh and Punjab, 1707-1748*. New Delhi: Oxford University Press.

Habib, Irfan. (1999). *The Agrarian System of Mughal India*. New Delhi: Oxford University Press.

Subramanian, Lakshmi. (1996). *Indigenous Capital and Imperial Expansion*. New Delhi: Oxford University Press.

Suggested Readings:

- Benton, Lauren and Richard J. Ross. (Eds.). (2013). *Legal Pluralism and Empires, 1500-1850*. New York: NYU Press.
- Benton, Lauren. (2001). *Law and Colonial Cultures: Legal Pluralism in World History, 1400-1900*. Cambridge: Cambridge University Press.
- Dale, Stephen F. (2018). *Babur: Timurid Prince and Mughal Emperor, 1483-1530*. Cambridge: Cambridge University Press.
- Dale, Stephen F. (2009). *The Muslim Empires of the Ottomans, Safavids and Mughals*. Cambridge: Cambridge University Press.
- Flores, Jorge. (2018). *Unwanted Neighbours: The Mughals, the Portuguese, and Their Frontier Zones*. New Delhi: Oxford University Press.
- Meisami, Julie Scott. (1987). *Medieval Persian Court Poetry*. Princeton: Princeton University Press.
- Nath, Pratay. (2018). 'Through the Lens of War: Akbar's Sieges and Mughal Empire-Building in Early Modern North India', *South Asia*, 41, 2, 245-58.

- Subrahmanyam, Sanjay. (2005). *Explorations in Connected History: From the Tagos to Ganges*. New Delhi: Oxford University Press.
- Subrahmanyam, Sanjay. (2005). *Explorations in Connected History: Mughals and Franks*. New Delhi: Oxford University Press.
- Subrahmanyam, Sanjay and Muzaffar Alam. (2007). *Indo-Persian Travels in the Age of Discoveries, 1400-1800*. Cambridge: Cambridge University Press.
- Subrahmanyam, Sanjay. (2017). *Europe's India*. Harvard: Harvard University Press.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

Students enrolled in this course will have their work assessed in three modes:

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
- 2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 354
The Eighteenth century in Indian History

Course Objectives:

This course will teach students the period that spans from the later half of Aurangzeb's period (end of 17th century) to the age of reforms (1820-1830). It will look at changes in economy, society and culture that shaped regions, social groups and individual careers in the period of transition to English Company rule. An important part of this course will be to reorient students attention from subjects concerning the state and the meta-narrative of its oppression to in- house debates and discussions in the military, legal, medical and commercial cultures that determined the course of politics in the period of transition.

Learning Outcomes:

The course will familiarize students with the following:

- The late 17th century crisis of the Mughal Empire and the ensuing transition: economy, society and politics
- The early 18th century turn to Arabic learning with consequences for the transition to English colonial rule.
- Regional aspirations and politics of assertion
- The rise of the English Company as a political entity in North India and the beginning of colonial rule.
- The transition to colonialism viewed from the perspective of the local, the regional and individual histories. This offers fresh perspective on our methodologies of studying the rise of 'modern' India.

Course Content:

Unit 1 (Week 1): The 18th century in Indian History

Unit 2 (Week 2-3): State centric vs Region centric view of 18th century. Emergence of the regional states

Unit 3 (Week 4-5): Discussions on the Mughal successor states: Awadh, Punjab, Bengal, Hyderabad. Discussions on the New Conquest states: Afghans and Rohillas; And the Jats and Marathas

Unit 4 (Week 6-7): Early 18th century and the turn to Arabic learning: communities of religion and medicine

Unit 5 (Week 8-9): The rise of the English East India Company & the European interface. The debate on the transition to colonialism

Unit 6 (Week 10-11): Transition and the Issues of economy and society

Unit 7 (Week 11&12): Transition and the issues of law and governance

Unit 8 (Week 13&14): Military culture and the age of reform.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): This unit will introduce students to eighteenth century historiographical issues
Alavi, Seema. (2002). *The Eighteenth Century in India*, Delhi, Oxford University Press.
Marshall, P.J. (2005). ed. *The Eighteenth Century*, Oxford, Oxford University Press.
Bayly, C.A. (1999). *Empire and Information : Intelligence Gathering and Social Communication in India, 1780-1870*, New Delhi, Cambridge University Press.

Unit 2 (Week 2-3): This unit will introduce students to the political world of 18th century regional states and how their study can alter our understanding of Indian history.

Alam, Muzaffar. (1993). *Crisis of the Empire in Mughal India : Awadh and Punjab 1707-1730*, New Delhi, Oxford University Press.

Singh, Chetan. (1991). *Region and Empire : Punjab in the 17th century*, New Delhi , Oxford University Press.

Unit 3 (Week 4-5): Through case studies students will discuss regional states and their basic histories.

Alam, Muzaffar and Subrahmanyam, Sanjay. (1998). eds. *The Mughal State 1526-1750*, New Delhi, Oxford University Press.

Bayly, Chris. (1998). *Indian Society and the Making of the British Empire: New Cambridge History of India*, Cambridge, Cambridge University Press, vol.2.

Unit 4 (Week 6-7): This unit will study the turn of the literati and professional classes towards Arabic in the eighteenth century and its implications

Alavi, Seema. (2008). *Islam and Healing : Loss and Recovery of an Indo-Persian Medical Tradition 1700-1900*, London, Palgrave Macmillan.

Unit 5 (Week 8-9): This unit will concern the arrival and interference of the European Trading Companies in the Subcontinent and the nature of their early politics.

Alavi, Seema. (2002). *The Eighteenth Century in India*, New Delhi, Oxford University Press.

Bayly, C.A. (1983). *Rulers, Townsmen and Bazaars : North Indian Society in the Age of British Expansion*, New York , Cambridge University Press.

Unit 6 (Week 10-11): The nature of eighteenth century economy will be discussed in this unit
Bhargava, Meena. (2010). ed. *Exploring Medieval India Sixteenth to Eighteenth centuries: Politics Economy, Religion*, Hyderabad : Orient Blackswan, vol.1

Unit 7 (Week 12-13): This unit will study the questions of law and governance during the eighteenth century

Singha, Radhika. (1998). *A Despotism of Law : Crime and Justice in Early Colonial India*, New Delhi, Oxford University Press.

Benton, Lauren and Ross, Richard J. (2013). eds. *Legal Pluralism and Empires 1500-1850*, New York, New York University Press.

Unit 8 (Week 13-14): This unit will concern itself with the many armies of the 18th century and the culture of military service.

Kolff, Dirk H.A. (1995). *Naukar, Rajput, Sepoy : The Ethnohistory of the Military Labour Market in Hindustan 1450-1850*, Cambridge , Cambridge University Press.

Alavi, Seema. (1995). *Sepoys and the Company : Tradition and Transition in Northern India 1770-1830*, New Delhi, Oxford University Press.

Suggested Readings:

- Alam, Muzaffar. (1993). *Crisis of the Empire in Mughal India : Awadh and Punjab 1707-1730*. New Delhi, Oxford University Press.
- Alavi, Seema. (1995). *Sepoys and the Company : Tradition and Transition in Northern India 1770-1830*. New Delhi , Oxford University Press.
- Alavi, Seema. (2002). *The Eighteenth Century in India*. New Delhi, Oxford University Press.
- Alavi, Seema. (2008). *Islam and Healing : Loss and Recovery of an Indo-Persian Medical Tradition 1700-1900*. London, Palgrave Macmillan.
- Bayly, C.A. (1983). *Rulers, Townsmen and Bazaars : North Indian Society in the Age of British Expansion*. New York , Cambridge University Press.
- Bayly, C.A. (1989). *Imperial Meridian : The British Empire and the World 1780-1830*. London, Longman
- Habib, Irfan. (2012). *Class, Caste and Colony : India from Mughal Period to British Raj*. London, Verso Books.
- Hasan, Farhat. (2004). *State and Locality in Mughal India : Power Relations in Western India 1572-1730*. Cambridge, Cambridge University Press.
- Leonard, Karen. (1979). “ The ‘Great Firm’ Theory of the Decline of the Mughal Empire” in *Comparative Studies in Society and History*, Vol 21: No2, pp 151-167.
- Singh, Chetan. (1991). *Region and Empire : Punjab in the 17th century*. New Delhi ,Oxford University Press.
- Singha, Radhika. (1998). *A Despotism of Law : Crime and Justice in Early Colonial India*. New Delhi, Oxford University Press.
- Subramanian, Lakshmi. (1996). *Indigenous Capital and Imperial Expansion: Bombay and Surat and the West Coast*. New Delhi, Oxford University Press.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

Students enrolled in the course would have their work assessed in three modes.

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
- 2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-355

Religion and Society in Upper Gangetic Plain: 8th to 18th century

Course Objectives:

This course looks at the intellectual trends, sectarian debates, theological disputations, Sufi thought and moral and political treatises in the Islamic East till the mid-thirteenth century. The course tries to explore some of these linkages in the various state formations in the upper Gangetic valley subsequently. The debates between the Ulema and the Sufis, the patronage extended to them by individuals and the State-for its own legitimacy and also to reach the civil society- would be a part of the course. The Sufi orders and their impacts on the State policies will form a part of the discussion. The Messianic and the Reformist movements arising due to admixture of religious and societal compulsions and their impact on State and society will be taken up for the case studies. The monotheistic thought, Bhakti tradition and the devotional literature in the Indian sub continent will be a part of the study.

Learning Outcomes:

At the end of the course the students would be:

- Familiar with sectarian, philosophical and rationalist debates in the intellectual world of Islam and the way these debates have affected the further progression in the realm of thoughts and movements in Indian sub-continent
- Able to appreciate in a better way the divide between the Ulema and the Sufis in the Indian Sub-continent
- Able to appreciate in a better way the role of religion in the making of various State policies and societal movements.
- Comprehend the roots of pluralistic ethos, composite culture and literary traditions in a better way.
- Equipped to understand the colonial policies vis-à-vis the *ma'afi* grants in the proper historical background.

Course Content:

Unit 1: (Week 1-2): Muslim sects, socio-religious thought and movements in the Islamic East: theories of governance; Al-Mawardi on caliphate; Nizam al-Mulk Tusi on *wizarat*; the orthodox religious tradition – the Asharites; the Mutazalites and other rationalists.

Unit 2 (Week 3): Development of Tasawwuf in the Islamic East: Bayazid Bostami, Mansur Hallaj; *Awariful Ma'arif*, and other sufi texts; Ibn Arabi's *wahdatul wujud*; organization of the *khanqah*; Jalauddin Rumi's *mathnavi*.

Unit 3 (Week 4-5): Early Sufi traditions in India: Ghazi Mian- the tradition and legends; Shaikh Ali Hujwiri's *Kashful Mahjub*; Chishti and Suhrawardi silsilas; Sufi literature; Sufi thought and literature; *qalandars* and *darveshes*.

Unit 4 (Week 6): Naqshbandi tradition and revivalist tendencies: Shaikh Ahmad Sirhindi and his legacy.

Unit 5 (Week 7): Messianic Movements: The Mahdavi; the Roshaniya.

Unit 6 (Week 8-9): Patronage to religious institutions: *futuh*, *suyurghal*, *aimma*, *madad-i ma'ash*; *waqf* and endowments.

Unit 7 (Week 10-11): The migrant elite, Education and Transmission of knowledge in Medieval India.

Unit 8 (Week 12): Bhakti movement in North and South India.

Unit 9 (Week 13): Monotheistic thought: Kabir, Dadu and Satnamis.

Unit 10 (Week 14): Sikhism: Guru Nanak and the formation of *panth*; Guru Arjun and the compilation of Guru Granth Sahib.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will provide a socio-political background to the emergence of the religious and intellectual debates in the Islamic east and its continuing impact in the Indian sub-continent. Besides talking about the major sects it will also trace the background for the rise of mystical tendencies in the Islamic east.

M.M. Sharif, ed., (1989). *A History of Muslim Philosophy*, Vols. I-II, rpt., Delhi: Low Price Publications. Selected articles: Valiuddin, Mir, "Mu'tazilism" pp. 199- 219; Hye, M. Abdul, "Asha'rism" pp. 220-223; Farrukh, A. Omar, "Ikhwan al-Safa" pp. 289- 309; Khan, Muhammad Qamaruddin, "Al-Mawardi" pp. 717-731; Abid, S.A.A., "Political Theory of the Shi'ites" pp. 732-746; Hassan, Ruknuddin "Nizam al-Mulk Tusi" pp. 747-773, Ahsan, Abdul Shakoor, "Fall of the Abbasid Caliphate" pp. 789-797; Hakim, Khalifah Abdul, "Jalal al-Din Rumi" pp. 820-838 in

Gibb, H.R.A. (1962). "Al-Mawardi's Theory of Caliphate" in *Studies on the Civilization of Islam*, Boston: Beacon Press, pp. 151-165;.

Lewis, Bernard, Ch. Pellat and J. Schacht (Eds et al). (1956-2002) *Encyclopaedia of Islam, Second Edition* (relevant articles on the above mentioned articles)

Unit 2 (Week 3): This unit will examine the early development of religious thought in the Indian sub-continent with special reference to the debates between the *Ulema*, *Sufis* and *Danishmands*.

Habib, Irfan, (1996). "Reason and Science in Medieval India" in D.N. Jha, ed., *Society and Ideology in India: Essays in Honour of Professor R.S. Sharma*, pp. 163-174.

Habib, Mohammad, (1974). "Lord of the Assassins" pp. 229-47; "Early Muslim Mysticism" 251-290 in K.A. Nizami, ed., *Politics and Society during the Early Medieval period: The Collected Works of Prof. Mohammad Habib Aligarh*, Vol. I.

Lewis, Bernard, (1968). *The Assassins: A radical sect in Islam*, London: Oxford University Press, pp. 20-120.

Maclean, Derryl N. (1989). *Religion and Society in Arab Sind*, Leiden, E.J. Brill, Chapter 2- pp. 22-82.

Unit 3 (Week 4-5): This unit would focus on the literary and early Sufi- traditions in India.

Siddiqi, Iqtidar Husain. (1989). "A Note on the Dargah of Salar Masud in Bahraich in the light of the Standard Historical Sources", in Christian W. Troll.ed., *Muslim Shrines in India: Their Character, History and Significance*, Delhi: Oxford University Press, pp. 44-7.

Habib, Mohammad. (2016). "Chishti Mystic Records of the Sultanate Period" in Irfan Habib ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, Delhi: Oxford University Press, 436-493.

Digby, Simon (1984). "Qalandars and Related Groups: Elements of Social Deviance in the Religious Life of the Delhi Sultanate of the Thirteenth and Fourteenth Centuries", J. Friedmann, ed. *Islam in Asia*, Jerusalem: Hebrew University of Jerusalem, pp. 60–108.

Nizami, K.A. (1984). *Some Aspects of Religion and Politics in India during the Thirteenth Century*, Delhi, pp. 181-229.

Jafri, S.Z.H., (2008). "Islam in India before A.D. 1206" in R.S. Sharma and K.M. Shrimali, ed., *A Comprehensive History of India*, Vol. IV-B, New Delhi pp. 170-187.

Unit 4 (Week 6): This unit looks into the establishment, ideology and organization of the Naqshbandi Sufis in India and its impact in the subsequent centuries.

Friedman, Yohanan. (1971). *Shaikh Ahmad Sirhindi: An outline of his thoughts and a study of his image in the eyes of Posterity*, Canada.

Rizvi, S.A.A. (1993), *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries*, reprint New Delhi, pp. 176-260.

Habib, Irfan. (2015). "The Political Role of Shaikh Ahmad Sirhindi and Shah Waliullah", in K.M. Shrimali, ed., *Essays in Indian Art, Religion and Society*, Delhi, pp. 215-230.

Unit 5 (Week 7): This unit looks at the Messianic and Revivalist Movements in India during 15th and 16th Centuries.

Rizvi, S.A.A. (1993). *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries*, reprint New Delhi, pp. 68-134.

Leyden, J., (1810). "The Rosheniah Sect and its Founder Bayezid Ansari" in Tariq Ahmad, *Religio-Political Ferment in the N.W. Frontier during the Mughal Period: the Raushaniya Movement*, Delhi, pp. 79-129.

Unit 6 (Week 8-9): The Unit will look at the triangular relationship between state, institutions of learning/ Sufi centres and the agrarian society.

Hunter, W.W. (1871; reprint 1964), *The Indian Mussulmans*, Trubner and Co., Chapter-4, pp.120- 170.

Habib, Irfan. (reprint 2009). *Agrarian System of Mughal India, 1556-1707*, [chapter 8], Delhi: Oxford University Press, pp. 342-363.

Moosvi, Shireen. (2013), "Charity, Objectives and Mechanism in Mughal India [16th and 17th centuries]", in *Proceedings of Indian History Congress*, Mumbai, pp. 335-346.

Khan, Motiur Rahman. (2011). "Akbar and the Dargah of Ajmer" in *Proceedings of the Indian History Congress*, Vol. 71, pp. 226-235

Jafri, S.Z.H. (2018). "The Mughal-Nawabi Legacy under Siege in the Age of Empire (1860-1880): Familial Grants and the Waqf of Khanqah-e Karimia, Salon in India", in Miura Toru (ed.) *Comparative Study of the Waqf from the East: Dynamism of Norm and Practices in Religious and Familial Donations*, Tokyo, The Toyo Bunko, pp.191-216.

Arshi, Nida, (2012). 'Expansion of Colonial Authority in the City of Delhi, 1803 – 1856: A Study of Grants, Endowments and Urban Space', in *Proceedings of the Indian History Congress*, Vol. 73, pp. 528-537

Jafri, S.Z.H., (2014). "Indo-Islamic Learning and the Colonial State" in D.N. Jha(ed.), *The Evolution of a Nation: Pre-Colonial to Post-Colonial* (Essays in Memory of R.S. Sharma), Delhi: Manohar, pp.429-450

Unit 7 (Week 10-11): Here the emphasis will be on the transmission of knowledge and the making of the Indo-Islamic Culture.

Jafri, S.Z.H. (2012). "Education and Transmission of knowledge in Medieval India" *Intellectual Discourse*, 20.1, International Islamic University, Kuala Lumpur, Malaysia, pp. 79-102.

Jafri, S.Z.H. (2005), 'Religious Plurality in the Chishti Tradition: A Case Study of the *khanqah* at Salon in Awadh' in Jamal Malik and Helmut Reifeld ed. *Religious Pluralism in South Asia and Europe*, New Delhi: Oxford University Press, pp. 219-244.

Unit 8 (Week 12): In this unit the discussion will revolve around the social and political background of the monotheistic thought and movements as well as the traditional Bhakti movement in North and South India.

Habib, Irfan (1965). "Historical background for the rise of the Bhakti Movement in Northern India during 15th and the 16th centuries", (mimeograph)

Habib, Irfan (1993). "Medieval Popular Monotheism and its Humanism: The Historical Setting", *Social Scientist*, Vol. 21, No. 3-4, pp. 78-88.

Narayanan, M.G.S. and Veluthat, Kesavan (1987), "The Bhakti Movement in South India' in D.N. Jha ed. *Feudal Formations in Early India*, New Delhi.

Tarachand, (1928). *The Influence of Islam on Indian Culture*, Allahabad, pp. 49-83, 130-177.

Unit 9 (Week 13): This unit looks at the major figures in the monotheistic thought and the impact of their movement in the upper-Gangetic valley.

Habib, Irfan (2007). "Kabir: The Historical Setting", in Irfan Habib ed. *Religion in Indian History*, New Delhi: Tulika,

Mukhia, Harbans, (1973). "Aspects of State and Society in Dadu Dayal's Granthavali", Vol. 34, *Proceedings of the Indian History Congress*.

Singh, Abha (1985), "The Satnami Rebellion and the Mughal State" (mimeograph)

Unit 10 (Week 14): This unit will look at the evolution the Sikh panth and sects from the contemporary sources.

Grewal, J.S. & Habib, Irfan (2001). *Sikh History through Persian Sources*, New Delhi: Oxford University Press, pp. i- xl; 1-70.

Grewal, J.S. (2009). *The Sikhs: Ideology, Institutions and Identity*, OUP, New Delhi, [Chapter 2 and 3].

Suggested Readings:

- Browne E.G. (1956, 1969). *A Literary History of Persia* Cambridge: Cambridge University Press, vols. III & IV
- Burckhardt, Regula. (1986). *Sufi Music of India and Pakistan*, Cambridge: University Press
- Digby, Simon, (1984). "Qalandars and Related Groups: Elements of Social Deviance in the Religious Life of the Delhi Sultanate of the Thirteenth and Fourteenth Centuries", J. Friedmann, (Ed.). *Islam in Asia vol. 1*, Jerusalem: Hebrew University of Jerusalem, pp. 60–108.
- Ernst, Carl, (1993). *The Eternal Garden* New York
- Friedman, Y. (1991). :*Shaikh Ahmad Sirhindi: An outline of his thoughts and study of his image in the eyes of Posterity*, McGill, Canada: University Press
- Grewal, J.S. (1998). *History of Sikhism* New Delhi: Oxford University Press.
- Grewal, J.S. and Irfan Habib. (2001). :*Sikh History through Persian Sources* New Delhi: Oxford University Press
- Habib, Irfan. (2007). 'Kabir: The Historical Setting', in Irfan Habib (Ed.), *Religion in Indian History*, Delhi: Tulika
- Habib, Irfan. (2009), *Agrarian System of Mughal India, 1556-1707*, Delhi, Oxford University Press [chapter 8]
- Jafri, S.Z.H. (2005). 'Religious Plurality in the Chishti Tradition: A Case Study of the *khanqah* at Salon in Awadh' in Malik, Jamal and Helmut Reifeld (Eds.), *Religious Pluralism in South Asia and Europe*, Delhi: Oxford University Press, pp. 219-244
- Jafri, S.Z.H. (2008). 'Islam in India before A.D. 1206' in *A Comprehensive History of India*, Vol. IV-B edited by Professors R.S. Sharma and K.M. Shrivastava, Manohar, New Delhi, pp. 170-187

- Jafri, S.Z.H. (2012) “Education and Transmission of knowledge in Medieval India.” *Intellectual Discourse* 20.1, International Islamic University, Kuala Lumpur, Malaysia, pp.79-102.
- Jafri, S.Z.H. (2018). ‘The Mughal-Nawabi Legacy under Siege in the Age of Empire(1860’s-1880s): Familial Grants and the Waqf of Khanqah-e Karimia, Salon, India’ in Miura Toru (Ed.) *Comparative Study of the Waqf from the East: Dynamism of Norm and Practices in Religious and Familial Donations*, Tokyo: The Toyo Bunko, pp.191-216
- Khan, Motiur Rahman. (2010-2011). ‘Akbar and the Dargah of Ajmer’ in *Proceedings of the Indian History Congress*, Vol. 71, pp. 226-235
- Lebeskind, Claudia. *Piety on its Knees: Three Sufi Traditions of South Asia*, Delhi: Oxford University Press
- Lewis, Bernard, (1968). *The Assassins: a radical sect in Islam* London, Oxford University Press
- Lewis, Bernard, Ch. Pellat and J. Schacht (Eds et al). (1956-2002) *Encyclopaedia of Islam, Second Edition* (relevant articles)
- Maalouf, Amin. (1986). *The Crusades Through Arab Eyes*. London
- Moosvi, Shireen. (2013). ‘Charity, Objectives and Mechanism in Mughal India [16th and 17th centuries]’, in *Proceedings of Indian History Congress*, pp. 335-346.
- Nizami, K.A. (1961). *Religion and Politics in India during the thirteen century* Aligarh: University Press
- Nizami, K.A. (Ed.) (1992) :*Politics and Society during the Early Medieval period: The Collected Works of Prof. Mohammad Habib* New Delhi, 2 volumes.
- Rizvi. S.A.A. (1993). :*Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries* New Delhi, pp. 176-260.
- Robinson, Francis. (2000). *Ulema of Firangi Mahal*, Delhi: Oxford University Press
- Sharif, M.M. (Ed.). (1989). *A History of Muslim Philosoph*, 2 vols, Delhi [relevant chapters only]
- Tirmingham, J.S. (1971). *Sufi Orders of Islam* London.
- Vaudeville, C. (1991). *A Weaver named Kabir* New Delhi: Oxford University Press.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessments:

Students enrolled in the course would have their work assessed in three modes.

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks
- 2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-356

The Economic and Social History of India ca. 1200-1800

Course Objectives:

This course will teach student about the economic history of the Indian subcontinent from the thirteenth to the end of eighteenth century. It traces the changing nature of the economy by analyzing the shifts in the nature of agrarian production, assessment and collection of land revenue, the machinery of land revenue collection and history of agrarian classes. It highlights the effects of militarisation and political conflict on the Indian economy. This paper also familiarizes students with the nature of economy, history of trade, urbanization and urban economy in the early modern period.

Course Outcomes:

By the end of this course, students would be able to understand

- The basic strands of economic history in the Delhi Sultanate and Mughal periods.
- They would also be able to appreciate the critical role of economic and social changes in shaping the dynamics of power in the subcontinent.
- They would learn about the importance of medieval technology for irrigation, cultivation and grafting
- They would have a comprehensive knowledge of subject like medieval revenue administration, agrarian life and agrarian production through details of crop patterns, introduction and evolution of new crops.
- The readings and written assignments would help students build their comprehension and verbal communication skill.

Course Content:

Unit 1 (week-1): Economy of the Delhi Sultanate, Non-agricultural production and urban economy.

Unit 2 (week-2): Fiscal measures of Alauddin Khalji and Muhammad Tughluq.

Unit 3 (week-2): Agrarian relations and taxation during the Sultanate period.

Unit 4 (week-3): Population estimates of Mughal India.

Unit 5 (week-3): Agricultural production: Extent of cultivation, agricultural implements and crops.

Unit 6 (week 4): The peasant, village community and property rights.

Unit 7 (week-5): The origin and nature of the *zamindari* right, political role of the chieftains and *zamindars* in the Mughal Empire.

Unit 8 (week-6): The machinery of land revenue administration, methods of revenue assessment

and magnitude of revenue demand.

Unit 9 (week-7): Revenue assignments and revenue grants.

Unit 10 (week-8): Trade- Inland and foreign, organization and composition of commodity production.

Unit 11 (week-9): Advent of European Companies and their impact on Indian economy.

Unit 12 (week-10): The monetary system.

Unit 13 (week-11): The growth of cities and towns, urban life and regional shifts in urbanization.

Unit 14 (week-12): The debate on the nature of Mughal economy.

Unit 15 (week-13): The debate on the economy of 18th century.

Unit 16 (week-14): Shahjahanabad in eighteenth century, the invasions and their effects on the Indian economy.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (week-1): This unit will teach students about the economy of the Delhi Sultanate, its non-agricultural production and urban economy.

Bull, Marcus. (2005). *Thinking Medieval: An introduction to the study of Middle Ages*, New York: Palgrave Macmillan, ..

Sharma, R.S. (1965). *Indian Feudalism*, Delhi: Macmillan..

Chaudhary, Tapan and Irfan Habib. (Eds.) (1982). *Cambridge Economic History of India (1200-1750)*, vol. 1. Cambridge: Cambridge University Press.

Habib, Irfan. (1978). "Economic History of the Delhi Sultanate -- an Essay in Interpretation", *Indian Historical Review* 4, pp. 287-303

Jackson, Peter. (2003). *The Delhi Sultanate: A Political and Military History* Cambridge: Cambridge University Press

Pushpa, Prasad. (1990) *Sanskrit Inscriptions of Delhi Sultanate 1191-1526*, Delhi: Oxford University Press.

Unit 2 (week-2): This unit will teach students about the fiscal measures of Alauddin Khalji and Muhammad Tughluq.

Habib, Irfan. (1984). "The price regulations of 'Ala al-Din Khalaji--a defence of Zia Barani" *The Indian Economic & Social History Review*, vol. 21, pp. 393-414.

Habib, Irfan. (1978). "Economic History of the Delhi Sultanate -- an Essay in Interpretation", *Indian Historical Review* 4, pp. 287-303

Habib, Mohammad. (2015). *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and Its Times*, Delhi: Oxford University Press.

Unit 3 (week-2): Agrarian relations and taxation during the Sultanate period.

- Habib, Irfan. (1978). "Economic History of the Delhi Sultanate -- an Essay in Interpretation", *Indian Historical Review* 4, pp. 287-303
- Chaudhary, Tapan Ray and Irfan Habib. (1982). *Cambridge Economic History of India* (1200-1750), Cambridge: Cambridge University Press.
- W.H. Moreland, (2011). *The Agrarian System of Moslem India*, Cambridge University Press.
- Ashtor, E. (1976). *A Social and Economic History of the Near East in the Middle Ages*, Berkeley: University of California Press.

Unit 4 (week-3): Population estimates of Mughal India.

- Moosvi, Shireen. (1987). *The Economy of the Mughal Empire*, (New Delhi: Oxford University Press, 1987).
- W.H. Moreland. (1920). *India at the Death of Akbar*, London: Macmillan.

Unit 5 (week-3): Agricultural production: Extent of cultivation, agricultural implements and crops.

- Furber, Holden. (1976). *Rival Empires of Trade in the Orient, 1600-1800*, Minneapolis: University Press.
- Habib, Irfan. (1999). *The Agrarian System of Mughal India (1556-1707)*, (New Delhi: Oxford University Press.

Unit 6 (week 4): The peasant, village community and property rights.

- Habib, Irfan. (1999). *The Agrarian System of Mughal India (1556-1707)*, (New Delhi: Oxford University Press.
- Raychaudhari Tapan, and Irfan Habib (1982). (Eds.), *Cambridge Economic History of India* (1200-1750), Cambridge: Cambridge University Press.

Unit 7 (week-5): The origin and nature of the *zamindari* right, political role of the chieftains and *zamindars* in the Mughal Empire.

- Nurul Hasan, S. (1964). The Position of the Zamindars in the Mughal Empire. *The Indian Economic & Social History Review*, 1(4), pp. 107–119.
- Nadri, G.A. (2000). "Mughal Administration and the 'Zamindars' of Gujarat during late 16th And 17th Centuries", *Proceedings of Indian History Congress*, pp. 320-9.
- Habib, Irfan, (1999). *The Agrarian System of Mughal India (1556-1707)*, New Delhi: Oxford University Press.

Unit 8 (week-6): The machinery of land revenue administration, methods of revenue assessment and magnitude of revenue demand.

- Habib, Irfan, (1999). *The Agrarian System of Mughal India (1556-1707)*, New Delhi: Oxford University Press.

Moosvi, Shireen. (1987). *The Economy of the Mughal Empire*, New Delhi: Oxford University Press.

Gupta, S. P. 'Methods of Revenue assessment and Realization in Eastern Rajasthan during the 17th and 18th Century' *Proceedings of Rajasthan History Congress*.

Gupta, S. P. (1994). 'Reconstructing the Political and Economic Profile of Rajasthan, *Proceedings of Indian History Congress*, 55th session, pp. 159-72.

Unit 9 (week-7): Revenue assignments and revenue grants.

Habib, Irfan. (1999). *The Agrarian System of Mughal India (1556-1707)*, (New Delhi: Oxford University Press.

Richards, J. F. (1995). *The Mughal Empire*. Cambridge: Cambridge University Press.

Jafri, S.Z.H. (1998). *Studies in the Anatomy of Transformation: Awadh from Mughal to Colonial Rule*, Delhi: Gyan Publication House.

Unit 10 (week-8): Trade- Inland and foreign, organization and composition of commodity production.

Moosvi, Shireen. (1987). *The Economy of the Mughal Empire*, (New Delhi: Oxford University Press,

Raychaudhari Tapan, and Irfan Habib. (Eds.). (1982). *Cambridge Economic History of India (1200-1750)*, Cambridge: Cambridge University Press,

Choudhary, Manisha. (2018). *Trade, Transport and Tanda: Shifting Identities of the Banjaras*, New Delhi: Manohar.

Das Gupta, Ashin. (1979). *Indian Merchants and the Decline of Surat C 1700-1750*, Wiesbaden: Steiner,

Unit 11 (week-9): Advent of European Companies and their impact on Indian economy.

Gupta, Ashin Das *Indian merchants and the decline of Surat C. 1700-1750*, Manohar, 1994.

Alam, Muzaffar. (1986). *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748*, New Delhi: Oxford University Press.

Habib, Irfan. (1969). "Potentialities of Capitalistic Development in the Economy of Mughal India", *Journal of Economic History*, pp. 32-78.

Unit 12 (week-10): The monetary system.

Richards, J. F. (Eds.). (1988). *The Imperial Monetary System of Mughal India*, Delhi: Oxford University Press.

Haider, Najaf. (1996). "Precious Metal Flows and Currency Circulation in the Mughal Empire", *Journal of the Economic and Social History of the Orient*, Vol. 39, No. 3, pp. 298-364.

Prakash, Om. (1988). "On coinage in Mughal India", *The Indian Economic & Social*

History Review.

Haider, Najaf. 'The Monetary Integration of India under the Mughal Empire', in Irfan Habib (Ed.), *Aligarh Historians Society*, pp. 129-143.

Unit 13 (week-11): The growth of cities and towns, urban life and regional shifts in urbanization.

Habib, Mohammad. (2015). *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and Its Times*, Delhi: Oxford University Press.

Alam Muzaffar & Sanjay Subramanyam. (2000). *The Mughal State 1526-1750: Themes in Indian History: Oxford in India Readings: Themes in Indian History*, Oxford University Press.

Furber, Holden. (1976). *Rival Empires of Trade in the Orient, 1600-1800*, Minneapolis: University Press.

Alam, Muzaffar. (1986). *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748*, New Delhi: Oxford University Press.

Unit 14 (week-12): The debate on the nature of Mughal economy.

Alam Muzaffar & Sanjay Subramanyam. (2000). *The Mughal State 1526-1750*: Delhi: Oxford University Press.

Subramanyam, Sanjay. (1992). "The Mughal state-structure or Process", *The Indian Economic & Social History Review*, pp. 291- 321.

Seema Alvi (eds.) (2007). *The eighteenth century in India*, Oxford University Press.

Unit 15 (week-13): The debate on the economy of 18th century.

Alvi, Seema (Ed.) (2007). *The eighteenth century in India*, Delhi: Oxford University Press.

Marshall, P.J. (Ed.) (2003). *The Eighteenth Century in Indian History: Evolution or Revolution*, New Delhi: Oxford University Press.

Unit 16 (week-14): Shahjahanabad in eighteenth century, the invasions and their effects on the Indian economy.

Blake, Stephen P. (1991). *Shahjahanabad: The Sovereign city in Mughal India 1639-1739*, Cambridge: Cambridge University Press, 1991.

Hasan, S. Nurul. (1991). 'The Morphology of a Medieval Indian City: A case study of Shahjahanabad', in *The City in Indian History*, (Ed.) Indu Banga, Delhi: Manohar, pp. 87-97.

Suggested Readings:

- Asher, Catherine B. and Cynthia Talbot. (2007). *India before Europe*, Cambridge University Press.

- Bull, Marcus. (2005). *Thinking Medieval: An introduction to the study of Middle Ages*, New York: Palgrave Macmillan
- Das Gupta, Ashin. (2001). *The World of the Indian Ocean Merchants (Collected Essays)*, New Delhi: Oxford University Press.
- Jackson, Peter. (2003). *The Delhi Sultanate: A Political and Military History* Cambridge: Cambridge University Press.
- Moreland, W.H. (2011). *The Agrarian System of Moslem India*, Cambridge University Press.
- Prasad, Pushpa. (1990). *Sanskrit Inscriptions of Delhi Sultanate 1191-1526*, Delhi, Oxford University Press.
- Sharma, R.S. (1965). *Indian Feudalism*, Delhi: Macmillan, 1965.
- Siddiqui, Iqtidar H. (1992). *Perso-Arabic Sources of Information on the Life and Conditions in the Sultanate of Delhi*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. During the course participants are expected to write and present reports, participate in class discussions. This exercise is to ensure that students learn to comprehend with the reading material and shall be able to develop their oral presentations and writing skills.

Assessments:

There will be two modes of assessing students enrolled in this course:

- 1) Students will have to submit two papers (either in Hindi or English) approximately of 15-18 pages (inclusive of bibliographic apparatus) on themes finalised in the class discussions with the mentorship of the instructor. These essays will be marked out of maximum mark 25 in total, allotted against Internal Assessment.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-357

**History of Science, Technology, Body, and Dietary Practices in Pre-colonial India,
ca 1500-1700**

Course Objectives:

The objective of this course is to examine how pre-colonial Indian societies perceived science, technology, body, and curative practices. This course will train students to analyze the social and cultural history of knowledge production and scientific temper in different geo-political locations in India before modernity. It also explores the complicated process of knowledge transmissions in the realms of body, narcotics, and dietary behavior, responding to different political situations in the pre-colonial period.

Learning Outcomes:

At the end of the course, students would be:

- Familiar with the ways in which pre-colonial Indian societies responded to science and technology
- Having a clear understanding of the relationship between bodily practices and cultural formation before colonial modernity in India
- Able to analyse the complex nature of dietary practices and political formation in pre-colonial south Asia
- Familiar with the intersection of state formation and narcotics in pre-colonial court cultures
- Able to find new ways to read a variety of primary sources and formulate new research methodologies for writing history of regions and communities.

Course Content:

Unit 1: (Week 1-2): Introduction to the History of Science, Technology, Body, and Healing

Unit 2: (Week 3-4): State, Man, and the Order of Nature: Pre-colonial Ecological Vision

Unit 3: (Week 5-6): Technology, People and Transmission

Unit 4: (Week 7-8): The Realm of Disease and the Burden of Healing

Unit 5 (Week 9-10): Political and Cultural Construction of Body, Purity and Intimacy

Unit 6 (Week 11-12): Gastro-Diplomacy and Culinary Behavior in the Mughal Court

Unit7 (Week 13 14): Intoxicants, Narco-Politics and the Medieval Sate.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): The course introduces students to some of the exciting ideas in the history and philosophy of science and technology.

- Popper, Karl. (2005). *The Logic of Scientific Discovery*, London: Routledge, pp.1-56.
- Cohn, Floris, .H. (1994). *The Scientific Revolution: Historiographical Inquiry*, Chicago, The Chicago University Press, pp.1-44.
- Rahman, A. (1982). "Science and Technology in Medieval India" in Chattodhyaya, Debiprasad. (Ed.) *Studies in the History of Science in India. Vol 2*, New Delhi: Editorial Enterprises, pp. 805-815.
- Baber, Zaheer. (1996). *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, Albany: State University of New York Press, pp.1-14.
- Habib, Irfan (1980). "The Technology and Economy of Mughal India", *IESHR*, 17(1), pp.1-34
- Richardson, Kristina.(2012). *Difference and Disability in the Medieval Islamic World: Blighted Bodies*, Edinburgh:, Edinburgh University Press, pp. 1-21.

2).Unit 2: (Week 3-4): This unit discusses the relationship between state, people and nature in pre-colonial India.

- Fisher, Michael H. (2018). *An Environmental History of India: From Earliest Times to the Twenty-First Century*, Cambridge: Cambridge University Press, pp.77-116.
- Richards, John F. (2003), *The Unending Frontier: An Environmental History of the Early Modern World*, Berkeley: University of California Press, 1-88.
- Guha, Sumit.(1999), *Environment and Ethnicity in India, 1200-1991*, Cambridge: Cambridge University Press, pp. 1-82.
- Koch, Ebba. (2009). "Jahangir as Francis Bacon's Ideal of the King as an Observer and Investigator of Nature", *Journal of the Royal Asiatic Society*, Third Series, Vol. 19 (3), pp. 293-338.
- Barbosa, Duarte. (2009). *Description of the Coasts of East Africa and Malabar In the Beginning of the Sixteenth Century*, Cambridge: Cambridge University Press, pp.98-163.
- Dale, Stephen F. (2004). *The Garden of the Eight Paradises: Bābur and the Culture of Empire in Central Asia, Afghanistan and India (1483-1530)*, Leiden: Brill, 291-402.

Unit 3: (Week 5-6): This unit examines the social, cultural and political impact of technologies in the Indian subcontinent before the British colonial period.

- Garza, Andrew de la.(2016). *The Mughal Empire at War Babur, Akbar and the Indian military revolution, 1500–1605*, Oxford: Routledge, pp. 64-128.
- White, Lynn, Jr. (1960). "Tibet, India, and Malaya as Sources of Western Medieval Technology", *The American Historical Review*, Vol. 65 (3), pp. 515-526.
- Qaisar, Ahsan Jan.(1982), *The Indian response to European Technology and Culture, (A.D. 1498-1707*, New Delhi, Oxford University Press, pp.1-57.
- Riello, Giorgio and Roy, Thirthankar. (2009). eds. *How India Clothed the World: The World of South Asian Textiles, 1500-1850*, Leiden: Brill, pp. 1-52.
- Gommans, Jos and Kolff, Dirk.(2001). eds. *Warfare and Weaponry in South Asia:*

1000-.1800, New Delhi: Oxford University Press, pp. 133-184.

Sinopoli, Carla M. (1988). "The Organization of Craft Production at Vijayanagara, South India," *American Anthropologist*, Vol. 90 (3), pp. 580-597.

Unit 4: (Week 7-8): This unit focuses on a range of beliefs and practices around diseases and healing.

Alavi, Seema .(2007). *Islam And Healing: Loss And Recovery Of An Indo-Muslim Medical Tradition 1600-1900*, New Delhi: Permanent Black, 2007.

Zupanov, Ines G. (2002). "Drugs, Health, Bodies and Souls in the Tropics: Medical Experiments in Sixteenth-century Portuguese India¹", *IESHR*, 39(1), pp.1-43.

Pernau, Margrit.(2011). "The Indian Body and Unani Medicine: Body History as Entangled History", in Michaels, Axel and Wulf, Christoph. eds. *Images of the Body in India: South Asian and European Perspectives on Rituals and Performativity*, New Delhi: Routledge, pp. 97-108.

Speziale, Fabrizio.(2003). "The Relation between Galenic Medicine and Sufism in India during the Delhi and Deccan Sultanates", *East and West*, Vol. 53 (1/4), pp. 149-178.

Buckingham, Jane.(2002). *Leprosy in Colonial South India: Medicine and Confinement*, New York: Palgrave, pp.1-75.

Rezavi, Ali Nadeem.(2001). "Physicians as Professionals in Medieval India", in Kumar, Deepak. ed. *Disease and Medicine in India: A Historical Overview*, New Delhi: Tulika, pp. 40-65.

Foucault, Michel (2003), *The Birth of Clinic: An Archaeology of Medical Perception*, London: Routledge, pp.1-53.

Unit 5: (Week 9-10): This unit examines how different regions, communities and scholars understood the multiple dynamics human 'body' in pre-colonial India.

Ali, Daud. (2004). *Courtly Culture and Political Life in Early Medieval India*, Cambridge, Cambridge University Press, pp.144-182

O'Hanlon, Rosalind.(2007). "Military Sports and the History of the Martial Body in India", *Journal of the Economic and Social History of the Orient*, Vol. 50 (4), pp.490-523.

Cooper, Randolph G. S. (2005). "Culture, Combat, and Colonialism in Eighteenth-and Nineteenth-Century India". *The International History Review*, Vol. 27 (3), pp. 534-549.

Syros, Vasileios.(2012), Indian Emergencies: Baranī's Fatawā-I Jahāndārī, the Diseases of the body politic, and machiavelli's "accidenti", *Philosophy East and West*, Vol. 62 (4), pp. 545-573.

Fissell, Mary E. (2006). *Vernacular Bodies: The Politics of Reproduction in Early Modern England*, Oxford: Oxford University Press, pp.1-52.

Rich Freeman. (2011), Untouchable Bodies of Knowledge in the Spirit Possession of Malabar, 125-142 in Axel Michaels and Christoph Wulf, eds. *Images of the Body in India: South Asian and European Perspectives on Rituals and Performativity*, New Delhi: Routledge, pp.125-142.

White, David Gordon.(2007), *The Alchemical Body: Siddha Traditions in Medieval India*, Chicago: The University of Chicago Press, pp.184-217.

Unit 6: (Week 11-12): This unit covers the narratives and sensibilities around dietary practices in the Mughal State

Balabanlilar, Lisa.(2010). "The Beginnings of the Mystic Feast: Turco-Mongol Tradition in the Mughal Harem", *The Journal of Asian Studies*, 69 (1), pp. 123 – 147.

Dale, Stephen.(2004). *The Garden of the Eight Paradises: Babur and the Culture of Empire in Central Asia, Afghanistan and India (1483-1530)*, Leiden: Brill, pp.291-354.

Bynum, Caroline Walker.(1985). Fast, Feast, and Flesh: The Religious Significance of Food to Medieval Women, *Representations*,11, pp.1-25.

Abul- l- Fazl, *Ain-i Akbari*, H. Blochmann, ed. Vol. I, Frankfurt, Institute for the History of Arab-Islamic Science, pp. 51-82.

Douglas, Mary. (1972). "Deciphering a Meal". *Daedalus* 101 (1), pp. 61-81.

Sen, Colleen Taylor.(2015). *Feasts and Fasts: A history of Food in India*, London: Reaktion Books, pp.152-207.

Unit: 7 (Week 13-14): This unit how drugs and narcotics were used in the political functioning of the Mughal state

Chatterjee, Prasun.(2005). "The Lives of Alcohol in Pre-Colonial India", *The Medieval History Journal* Vol. 8 (1), 189-225.

Bhargava, Meena.(2012). "Narcotics and Drugs: Pleasure, Intoxication or Simply Therapeutic – North India, Sixteenth-Seventeenth Centuries", *The Medieval History Journal* Vol. 15 (1), pp. 103-135.

McHugh, James. (2014). "Alcohol in pre-modern South Asia, in Fisher-Tine, Haralad and Tschurennev, Jana. eds. *A History of Alcohol and Drugs in Modern South Asia: Intoxicating Affairs*, Oxford: Routledge, pp.29-44.

Khare, Meera.(2005). "The Wine-Cup in Mughal Court Culture: From Hedonism to Kingship". *The Medieval History Journal* Vol.8 (1), pp. 143-188.

Matthee, Rudi.(2005). *The Pursuit of Pleasure: Drugs and Stimulants in Iranian History, 1500-1900*, Princeton: Princeton University Press, pp.37-68.

Suggested Readings

- Albala, Ken.(2007). *The Banquet: Dining in the Great Courts of Late Renaissance Europe*. Chicago: University of Illinois Press.

- Appadurai, Arjun. (1981). "Gastro-politics in Hindu South Asia". *American Ethnologist* 8 (3), pp. 494-511.
- Bagchi, Ashok K. (1997). *Medicine in Medieval India: 11th to 18th Centuries*, New Delhi, Konark Publishers.
- Bala, Poonam.(2007). *Medicine and Medical Policies in India: Social and Historical Perspectives*, Lanham, Lexington Books.
- Bray, Tamara L. (2003). ed. *The Archaeology and Politics of Food and Feasting in Early States and Empires*, New York, Kluwer Academic Publishers.
- Counihan, Carole M. and Kaplan, Steven L. (1998). eds. *Food and Gender: Identity and Power*, New Jersey, Harwood Press.
- Gosling, David.(1976). *Science and Religion in India*, Madras, Christian Literature Society.
- Gupta, Beni.(1979). *Medical Beliefs and Superstitions*, New Delhi, Sundeep Prakashan.
- Habib, Irfan (1982). 'Technological Changes and Society, 13th and 14th Centuries', in Chattodhyaya, Debiprasad, ed. *Studies in the History of Science in India*, New Delhi: Editorial Enterprises.
- Hardiman, David and Mukhar, Projit Bihari.(2012). *Medical Marginality in South Asia: Situating Subaltern Therapeutics*, Oxon, Routledge
- Lal, Ruby.(2005). *Domesticity and Power in the Early Mughal World*, Cambridge, Cambridge University Press.
- Mines, Mattison.(1984). *The Warrior Merchants, Textiles, Trade, and Territory in South India*, Cambridge, Cambridge University Press.
- Moran, Bruce T. (1991). ed. *Patronage and Institutions; Science Technology and Medicine at The European Court, 1500-1750*, New York, Boydell Press.
- Pollock, Sheldon.(2011). ed. *Forms of Knowledge in Early Modern Asia: Explorations in the Intellectual History of India and Tibet, 1500-1800*, Durham, Duke University Press.
- Subramanyam, Sanjay.(1990). ed. *Merchants, Markets and State in Early Modern India*, New Delhi, Oxford University Press.

Facilitating Teaching Learning Outcome:

This course is organized around lectures and class room discussions, largely based on the readings as mentioned above. Students are expected to participate in class room discussions and make short theme based presentations and brief write ups that can help them to polish their language, communication skills and method of articulation.

Assessments:

Students taking this paper will have their work assessed in two modes:

- 1) Students are asked to submit a theme based research paper (2500-3000 words) on a topic that they are free to choose from the course, with the help of the teacher. This term paper is marked out of 25 marks.
- 2) The end of term semester examination covers the full content of this course. The examination will be of 3 hours duration and students are required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 358
Forms of Resistance in Northern India, ca. 1560-1740

Course Objectives:

The course introduces students to the varied forms of protest movements and rebellions that surfaced in the political landscape of North India from the mid-sixteenth to the mid-eighteenth century. The objective of the course is to teach students the theories and methodology of popular resistance as an *oppositional act*. Like all acts, resistance is situated in certain time, space and relations, and engages with different types of actors, techniques and discourses. While asking questions about what ‘counts’ as popular resistance this course will consider how popular resistance is developed and deployed as a tactic for subverting, seizing and transforming power relations. It underlines the divergent patterns of protest in Mughal India, ranging from ‘everyday forms of resistance’, to the ‘recalcitrance’ of elite service classes, revolts under the stewardship of sectarian leaders and armed peasant revolts. It also explores the historical and imagined memory of these revolts in oral traditions and folklores.

Learning Outcomes:

At the end of the course, the students would:

- Identify with the ‘history from below’ approach with reference to medieval India.
- Appreciate how social history and voice of the marginalised can be researched by differential reading of source material.
- Understand the concept of everyday forms of resistance and the ways in which it has transformed our understanding of ‘politics’, making the ordinary life of subalterns’ part of historical studies.
- Analyse how such mobilizations throw epistemological challenge to disciplines that traditionally focus on already identified structures of power, collective actions, or political processes.
- Be able to appreciate the historiographical shifts in the understanding of the popular forms of resistance.
- Able to examine and understand the early modern South Asian histories of resistance in terms of cultural domination and subversion.
- How popular literature helps in reconstruction of the marginalized resistance.

Course Content:

Unit 1: (Week 1-2): Meanings, Historiography and sources of popular resistance, everyday and routine forms of resistance.

Unit 2 (Week 3-4): Peasant Revolts: Nature of Peasant Revolts in Mughal India; Modes of Protest; Response of the State.

Unit 3 (Week 5-6): Mughal Frontiers: Protest and Resistance.

Unit 4 (Week 7-8): Zamindars' Revolts: Zamindar and the Mughal Administration- Local Uprisings and their Consequences for the Mughal Polity; Nature and Power of the New Zamindars; Revolts of Jats.

Unit 5 (Week 9-10): Religious Forms of Resistance: Raushani Movement (1585, 1611-16, 1628 A. D.); Satnami revolt (1672), Sikh revolts.

Unit 6 (Week 11-12): The Revolts of the Nobility and Princes: Changing Complexion of the Ruling Class, c. 1560-1740.

Unit 7 (Week 13-14): Merchant Forms of Resistance: Jaunpur, Gujarat.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit would explain to the students the historiography, sources and the concept of everyday forms of resistance especially non-violent form of resistance, understanding of infra politics and how it challenges the existing scholarship on popular dissent and protest.

Scott, James C. (1985). *Weapons of the Weak: Everyday Forms of Peasant Resistance*, Yale University Press.

Hobsbawm, E.J. (rpt. 2012). *Bandits*, London: Abacus.

Thompson, E.P. (February 1971). 'Moral Economy of the English Crowd in the Eighteenth Century', *Past & Present*, Volume 50, Issue 1, pp.76-136.

Ginzburg, Carlo. (1992). *The Cheese and the Worms: The World of a Sixteenth Century Miller*, John Hopkins University Press, pp. XI-XXVI; 125-126.

Tilly, Charles. (1991). 'Domination, Resistance, Compliance ...Discourse', *Sociological Forum*, Vol. 6, No. 3, pp. 593-602.

Mitchell, Timothy. (October 1990). 'Everyday Metaphors of Power', *Theory and Society*, Volume 19, Issue 5, pp. 545-577.

Sivaramakrishnan, K. (September 2005). 'Some Intellectual Genealogies for the Concept of Everyday Resistance', *American Anthropologist*, Vol. 107, No. 3, pp. 346-355.

Habib, Irfan.(Ed.). (1995). *Essays in Indian History: Towards a Marxist Perception*, Delhi: Tulika, 'Forms of Class Struggle in Mughal India', pp. 233-258.

Mayaram, Shail. (2004). *Against History, Against State: Counter Perspectives from the Margins*, Columbia: Columbia University Press, pp. 1-18 ('Introduction').

Unit 2 (Week 3-4): Beyond the conventional understanding of peasant resistance this unit would emphasise upon the recent understanding of peasant challenges to the cultural forms of dominance.

Habib, Irfan. (1999). *The Agrarian System of Mughal India, 1556-1707*, Delhi: Oxford University Press, pp. 364-405 (Chapter 9, 'The Agrarian Crisis of the Mughal Empire'),.

- Habib, Irfan. (1984). 'Peasant and Artisan Resistance in Mughal India' *Studies in International Development*, No. 34.
- Habib, Irfan. (1995). *Essays in Indian History: Towards a Marxist Perception*, Delhi: Tulika, pp. 109-160 (Chapter, 'The Peasant in Indian History').
- Alam, Muzaffar. (1988). 'Aspects of Agrarian Uprisings in North India in Early Eighteenth Century', in Muzaffar Alam and Sanjay Subrahmanyam, (eds.), *The Mughal State, 1526-1750*, New Delhi: Oxford University Press, pp. 449-473.
- Streusand, Douglas E. (1989). *The Formation of the Mughal Empire*, Delhi: OUP, (2.3.1.), pp. 41-43, 70-71 (Chapters, 'The Armed Peasantry'; 'The Armed Peasantry and the Mughal Regime in the Provinces').
- Khan, Iqtidar Alam, (2000). 'Muskets in the Mawas: Instruments of Peasant Resistance' in K.N. Pannikar (Ed et al), *The Making of History: Essays Presented to Irfan Habib*, Delhi: Tulika.
- Rana, R.P. (2006). *Rebels to Rulers: The Rise of Jat Power in Medieval India, c. 1665-1735*, New Delhi: Manohar, pp. pp. 107-181 (Chapters, 5-6).
- Mayaram, Shail. (2004). *Against History, Against State: Counter Perspectives from the Margins*, Columbia: Columbia University Press, pp. 97-125 (Chapter 5).

Unit 3 (Week 5-6): This unit would discuss notion of frontier under the Mughals especially in terms of incorporation of the new regions, responses of such cultural zones and vernacular imaginations of resistance.

- Gommans, J. (2002). *Mughal Warfare: Indian Frontiers and Highroads to Empire 1500–1700*, London: Routledge, pp. 7-38 (Chapter, "Introduction").
- Smith, W.C. (1998). 'Lower Class Uprisings in the Mughal Empire', in Muzaffar Alam and Sanjay Subrahmanyam, (Eds.), *The Mughal State, 1526-1750*, New Delhi: Oxford University Press, pp. 323-346.
- Bhadra, Gautam. (1998). 'Two frontier uprisings in Mughal India', in Muzaffar Alam and Sanjay Subrahmanyam, (Eds.), *The Mughal State, 1526-1750*, New Delhi: Oxford University Press.
- Eaton, Richard. (1997). *The Rise of Islam and the Bengal Frontier, 1204-1760*, Delhi: Oxford University Press, pp. 186-191.
- Singh, Surinder (2008). 'Mughal Centralization and Local resistance in North Western India: An Exploration in the Ballad of Dulla Bhatti', in Surinder Singh and Ishwar Dayal Gaur (Ed.), *Popular Literature and Pre-modern Societies in South Asia*, Delhi: Pearson, pp. 89-112.
- Chatterjee, Kumkum. (2013). 'Goddess encounters: Mughals, Monsters and the Goddess in Bengal', *Modern Asian Studies*, vol. 47, no. 5, pp. 1435–1487.
- Singh, Chetan. (1988). 'Conformity and Conflict: Tribes and the 'Agrarian System' of Mughal India' *IESHR*, Vol. 25, No. 3, pp. 319-40.

Unit 4 (Week 7-8): This unit would engage with the position and working of the institution of zamindari in terms of agrarian relations and hierarchies and its tension and conflict with the state.

Hasan, S.Nurul. (2010). 'Thoughts on Agrarian relation in Mughal India' in Meena Bhargava (Ed.), *Exploring Medieval India Sixteenth to Eighteenth Centuries: Politics, Economy, Religion*, Part I, Delhi: Orient Black Swan.

Ali, M. Athar.(1997). *The Mughal Nobility under Aurangzeb*, Delhi: Oxford University Press.

Rana, R.P. (2006). *Rebels to Rulers: The Rise of Jat Power in Medieval India, c. 1665-1735*, (Chapter, 'The Domain of the Zamindars'), pp. 107-121.

Alam, Muzaffar. *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-48*. Delhi: Oxford University Press.

Habib, Irfan. (1999). *The Agrarian system of Mughal India (1556-1707)*, Delhi: Oxford University Press, pp.169-229 (Chapter, 'The Zamindars').

Bayly, C.A. (1998). *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870*, Delhi: Oxford University Press.

Mayaram, Shail. (2004). *Against History, Against State: Counter Perspectives from the Margins*, Columbia: Columbia University Press, pp. 97-125 (Chapter 5).

सैयद नूरुल हसन, (1993), मुगलकालीन कृषि संबंध पर कुछ विचार , नयी दिल्ली: मोतीलाल बनारसीदास .

Unit 5 (Week 9-10): In this unit the students would deal with certain sectarian and religious movements, their ideological flavor, resulting sites of subversion and conflicts with the state.

Ahmed, Tariq. (1982). *Religio-Political Ferment in the North West Frontier During the Mughal Period: The Raushaniya Movement*, Delhi: Idarah-i Adabiyat.

Alam, Muzaffar. (2013). *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-48*, 2nd ed., Delhi: Oxford University Press, (Chapter 4, 'Mughal Power, the Sikhs and Other Local Groups in the Punjab').

Grewal, J.S. and Indu Banga (Ed.). (2001). *History and Ideology: The Khalsa Over 300 Years*, Delhi: Oxford University Press, pp. 35-64 (Chapters. J.S. Grewal, 'Guru Gobind Singh and Bahadur Shah', Muzaffar Alam, 'Sikh Uprising under Banda Bahadur 1708-15', Hari Ram Gupta, 'Declaration of Sikh Sovereignty').

McLean, Derryl N.(2002). 'Real Men and False Men at the Court of Akbar: The *Majalis* of Shaykh Mustafa Gujarati' in David Gilmartin and Bruce B. Lawrence (Eds.). *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*, New Delhi: India Research Press, pp. 199-215.

Unit 6 (Week 11-12): This unit analyses the political formations and revolts of the nobility and princes as well as their role in shaping the nature of Mughal - centered political culture and institutions.

Faruqui, Munis D.(2012).*The Princes of the Mughal Empire, 1504–1719*, Cambridge: Cambridge University Press, pp. 10-24, 181-234 (Chapters, ‘Introduction’, ‘Disobedience and Rebellion’).

Chandra, Satish. (2003).*Parties and Politics at the Mughal Court, 1707-1740*, New Delhi: Oxford University Press.

Chandra, Satish ‘Mughal Rajput Relations during the Seventeenth Century-Problems of a Class Alliance’ in *Essays on Medieval Indian History*, Delhi: Oxford University Press, 2003.

Khan, Iqtidar Alam.(1968). ‘The Nobility under Akbar and the Development of his Religious Policy, 1560-80’,*The Journal of the Royal Asiatic Society of Great Britain and Ireland*, pp. 29-36.

Sreusand, Douglas.E. (1989).*The Formation of the Mughal Empire*, Delhi: Oxford University Press, pp. 123-153 (Chapters, ‘The Components of the Mughal Ruling Class’, ‘The Akbari Constitution’).

Unit 7 (Week 13-14): This unit focuses on the forms of merchant resistance, its nature and the specificities of protest and its consequences for the political system.

Banarsidas. (1981). *Ardhakathanak*. Translated, introduced and annotated by Mukund Lath. *Ardhakathanak: Half a Tale*, Jaipur: Rajasthan Prakrit Bharati Sansthan.

Hasan, Farhat. (2004).*State and Locality in Mughal India Power Relations in Western India, c. 1572-1730*, Cambridge: Cambridge University Press, pp. 52-70 (Chapters, ‘Order and Disorder’)

Mehta, Shirin. (2004). ‘The Mahajans and The Business Communities of Ahmedabad’ in Dwijendra Tripathi (Ed.). *Business Communities of India*, Delhi: Manohar, pp. 173-184.

Misra, S.C. (2004). ‘The Medieval Trader and His Social World’ in Dwijendra Tripathi. (Ed.). *Business Communities of India*. Delhi: Manohar, pp. 41-58.

Sushil Chaudhary. (1980) ‘The Gujarati Mahajans: An Analysis of their Functional Role in the Surat Crisis of 1669’, *Proceedings of Indian History Congress*, 41st Session, Bombay.

Tripathi, Dwijendra and M.J. Mehta. (1984) ‘Class Character of the Gujarati Business Community’ in Dwijendra Tripathi (ed.), (1984),*Business Communities of India*, Delhi: Manohar, pp. 151-173.

Gokhale, Balkrishna Govind. (1971). ‘Surat in the Seventeenth Century: A Study in the Urban History of Pre-Modern India’, *Scandinavian Institute of Asian Studies Monograph* no. 28.

Habib, Irfan. (July 1984). ‘Peasant and Artisan Resistance in Mughal India’, *Studies in International Development*, No. 34.

Suggested Readings:

- Scott, James C. (1976). *The Moral Economy of the Peasant: Rebellion and Subsistence in South east Asia*. New Haven: Yale University Press.
- Scott, James C. (1990). *Domination and the Arts of Resistance: Hidden Transcripts*, New Haven: Yale University Press.
- Guillaume Marche. (2012). 'Why Infrapolitics Matters', *Revue française d'études américaines*, Issue 1 (n° 131), pp. 3-18.
- Burke, Peter. (1978). *Popular Culture in Early Modern Europe*, New York: New York University Press, pp. 173-178.
- Hobsbawm, Eric. (1959). *Primitive Rebels: Studies in Archaic Forms of Social Movement in the 19th and 20th Centuries*, Manchester: Manchester University Press.
- Hobsbawm, Eric. (1973). 'Peasants and Politics', *Journal of Peasant Studies* no. 1, pp. 3-22.
- Freedman, Paul. (1997). 'Peasant Resistance in Medieval Europe Approaches to the Question of Peasant Resistance', *Filozofskivestnik*, vol. XVIII, no. 2, pp. 179-211.
- Gommans, Jos. (Spring 1998). 'The Silent Frontier of South Asia, c. A.D. 1100-1800', *Journal of World History*, Volume 9, Number 1, pp. 1-23.
- Habib, Irfan. (1990). 'Merchant Communities in Pre-colonial India' in *The Rise of Merchant Empires: Long-distance Trade in the Early Modern World, 1350-1750*. J.D Tracy (Ed.), (1990), Cambridge: Cambridge University Press, pp. 371-400.
- O'Hanlon, Rosalind . (1988). 'Recovering the Subject Subaltern Studies and Histories of Resistance in Colonial South Asia', *Modern Asian Studies*, Vol. 22, No. 1, pp. 189-224.
- Gutmann, Matthew C. (Spring 1993). 'Rituals of resistance: A Critique of the Theory of Everyday Forms of Resistance', *Latin American Perspectives*, Issue 77, vol. 20, no. 2, pp. 74-92.
- हरबंस मुखिया .(1998). *मध्यकालीन भारत: नये आयाम*, नयी दिल्ली: [राजकमल प्रकाशन](#).

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course, aims at developing a rational insight with a focused objective of comprehending the course content.

Assessment:

Internal Assessment will be a continuous process based on threefold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

- 1) There will be a 10 marks internal assessment exam held in mid-semester.
- 2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.

3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 359
GENDER RELATIONS IN MUGHAL INDIA

Course Objectives:

The objective of the course is to acquaint the students with the significance of gender in shaping the political culture in Mughal India. It will teach students some of the gender sensitive interventions that have interrogated our understanding of harem and imperial sovereignty. The student will learn about the complex operations of gender in reproducing socio-cultural life, in particular, property relations, household intimacies, and caste iniquities.

Learning Outcomes:

At the end of the course, students would:

- Understand harem as a political space, and the political and ideological motivations that have shaped its historiography and popular perceptions.
- See gender as a crucial marker of difference and its connections with other markers of difference, in particular class, caste and race.
- Appreciate manliness as a form of social construction, and its inter-linkages with the political culture
- Learn to read and appreciate the contemporary sources within a gendered sensitive frame of reference
- Realize how gender works on bodies and emotions, and refines our framework for the study of the history of emotions and corporeality.
- See how the shifts in gender relations help us understand the social and cultural correlates of early modernity in South Asian history.

Course Content:

Unit 1: (Week 1): 'Domesticity' and Imperial Sovereignty in Mughal India

Unit 2: (Week 2-3): Gender Relations in Imperial Court Culture

Unit 3: (Week 4-5): Representation of Imperial Service and Manliness in the Mughal Archive

Unit 4: (Week 6-7): Gender Relations in Everyday Life

Unit 5: (Week 8-9): Manliness and Intimacies in Household Spaces.

Unit 6: (Week 10-11): Love, *Eros* and Gender in Indo-Persian literary Culture

Unit 7: (Week 12-13): Gender in the Vernacular Literature

Unit 8 (Week 14): Socio-Cultural Transitions and Gender Relations in the 18th century

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1): This unit will focus on the political process, and see how gender served to reproduce imperial sovereignty.

Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge University Press.

Balabanlilar, Lisa. (2012). *Imperial Identity in the Mughal Empire: Memory and Dynastic Politics in Early Modern South and Central Asia*. New York: I. B. Tauris.

Pierce, Leslie P. (1993). *The Imperial Harem: Women and Sovereignty in the Ottoman Empire*. Oxford: Oxford University Press.

Lal, K. S. (1988). *The Mughal Harem* New Delhi: Aditya Prakashan.

Findly, Ellison Banks. (1993). *Nur Jahan: Empress of Mughal India*. Oxford: Oxford University Press.

Bokhari, Afshan. (2011). 'Imperial Transgressions and Spiritual Investitures: Female Agency in Seventeenth Century Mughal India', *Journal of Persianate Studies*, vol.4, no.1.

Readings from Sources: Gulbadan Bano Begum, *Ahwal-i-Humayuni*, trans. A.S. Beveridge (1994). *The History of Humayun: Humayun Nama*. Reprint, New Delhi, 1994.

Readings from Sources: Orders issued by Nur Jahan and Jahanara, in Tirmizi, S.A.I. (1979). *Edicts from the Mughal Harem*. New Delhi: Idarah-i-Adabiyat-i-Dehli.

Unit 2: (Week 2-3): This unit will examine gender relations in the Mughal imperial court culture within a comparative frame of reference

Balabanlilar, Lisa. (2007). *The Lords of the Auspicious Conjunction: Turko-Mongol Imperial Identity on the Subcontinent*. Columbus: Ohio State University.

Balabanlilar, Lisa. (2010). 'The Begums of the Mystic Feast: Turco-Mongol Tradition in the Mughal Harem,' *Journal of Asian Studies*, 69, 1, 123-147.

Hambly, Gavin. (ed.). (2000). *Women, Patronage and Self-representation in Islamic Societies*. Albany: Palgrave Macmillan.

Pierce, Leslie. (2003). *Morality Tales: Law and Gender in the Ottoman Court of Aintab*. Berkeley: University of California Press.

Walthall, Anne. (ed.). (2008). *Servants of the Dynasty: Palace Women in World History*. Berkeley: University of California Press.

Yegenoglu, Meyda. (1998). 'Veiled Fantasies: Cultural and Sexual Difference in the Discourse of Orientalism', in Meyda Yegenoglu (ed.), *Colonial Fantasies: Towards a Feminist Reading of Orientalism*. Cambridge: CUP, 39-67.

Unit 3 (week: 4-5): This unit will focus on the norms of manliness in Mughal India, and their relations with the socio-cultural developments in the period

Hanlon, Rosalind. (2007). 'Kingdom, Household and Body: History, Gender and Imperial Service under Akbar', *Modern Asian Studies*, 41, 5, 887-922

Hanlon, Rosalind. (1999). 'Manliness and Imperial Service in Mughal North India', *Journal of the Economic and Social History of the Orient*, 42, 1, 47-93.

Hanlon, Rosalind. (2007). 'Military Sports and the History of the Martial Body in India', *JESHO*, 50, 4, 490-523

Najmabadi, Afsaneh. (2005). *Women with Moustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity*. Berkeley: University of California Press.

Stephen O. Murray and Will Roscoe (eds.). (1997). *Islamic Homosexualities: Culture, History, and Literature*. New York: New York University Press.

Readings from sources: Abul Fazl, *Akbarnama*, H. Beveridge (trans.). (1993) *The Akbarnama of Abul Fazl*. New Delhi: Low Price Publications.

Unit 4 (week 6-7): This unit studies the operations of gender, in routine everyday life, and sees gender as interacting with social institutions and practices.

Ramaswamy, Vijaya. (ed.). (2016). *Women and Work in Pre-colonial India*. New Delhi: Sage Publications.

Hasan, Farhat. (2005). *State and Locality in Mughal India: Power Relations in Western India, c. 1572-1730*. Cambridge: CUP.

Ahmed, Leila. (1992). *Women and Gender in Islam*. New Haven: Yale University Press.

Robert Jennings. (1975). 'Women in Early 17th century Ottoman Judicial Records: The *Shari'a* courts of Anatolian Kayseri,' *Journal of the Economic and Social History of the Orient*, 18, 1, 53-114.

Sahai, Nandita P. (2007). 'The "Other" Culture: Craft Societies and Widow Remarriage in Early Modern India', *Journal Of Women's History*, 19, 2, 36-58.

Sahai, Nandita P. (2002). 'Collaboration and Conflict: Artisanal Jati Panchayats and the Eighteenth Century Jodhpur State', *The Medieval History Journal*, 5, 1, 77-101

Bilgrami, Rafat. (1987). 'Property Rights of Muslim Women in Mughal India', *Proceedings of the Indian History Congress*, vol. 48, 261-70.

Unit 5 (week 8-9): The focus of this unit is on the distribution of affect in the spaces of the household, and the significance of gender in shaping the emotions in the household.

Chatterjee, Indrani. (ed.). (2004). *Unfamiliar Relations: Family and History in South Asia*. New Delhi: Permanent Black.

Roy, Kumkum. (ed.). (2015). *Looking Within and Looking Without: Exploring Households in the Subcontinent Through Time*. New Delhi: Primus Publications.

Hasan, Farhat (2009). 'Norms and Emotions in the *Ardhakathanaka*', in Vijaya Ramaswamy (ed.), *Biography as History*. New Delhi: Orient Blackswan.

Readings from the sources: Banarsidas, *Ardhakathanaka*, Mukund Lath (trans.). (2005). *Half a Tale*. New Delhi: Rupa and Company.

Unit 6 (week 10-11): The objective of this unit is to teach students how to read gender in Indo-Persian literature in the Mughal period.

Meisami, Julie Scott. (1987). *Medieval Persian Court Poetry*. Princeton: Princeton University Press.

Kalpakli, Mehmet and Walter J. Andrews. (2005). *The Age of Beloveds: Love and the Beloved in Early Modern Ottoman and European Culture and Society*. Durham: Duke University Press.

Najmabadi, Afsaneh. (2005). *Women with Moustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity*. Berkeley: University of California Press.

Sharma, Sunil. (2018). 'The Spring of Hindustan: Love and War in the Monsoon in Indo-Persian Poetry', in Margrit Pernau and Imke Rajamani (eds.), *Monsoon Feelings: A History of Emotions in the Rain*. New Delhi: Niyogi Books, 45-69.

Rizvi, Kishwar (Ed.) (2018). *Affect, Emotions and Subjectivity in Early Modern Muslim Empires: New Studies in Ottoman, Safavid and Mughal Art and Culture*. Leiden: Brill.

Unit 7 (week 12-13): This unit focuses on the representation of gender in vernacular literature
Orsini, Francesco. (ed.). (2006). *Love in South Asia: A Cultural History*. Cambridge: Cambridge University Press.

Petievich, Carla. (1990). 'Boy-Love in Urdu Ghazal', *Annual of Urdu Studies*, 7, 1-20.

Petievich, Carlo. (2001). 'Rekhti: Impersonating the Feminine in Urdu Poetry', *South Asia*, xxv, 75-90.

Naim, C. M.. (2001). 'Transvestic Words? The Rekhti in Urdu', *Annual of Urdu Studies*, vol.16.

Kidwai, Saleem and Ruth Vanita (eds.). (2001). *Same-Sex Love in India: Readings from Literature and History*. New Delhi: Palgrave Macmillan.

Behl, Aditya. (2012). *Love's Subtle Magic: An Indian Islamic Literary Tradition, 1379-1575*. New Delhi: Oxford University Press.

Orsini, Francesca and Katherine Butler Schofield (eds.). (2015). *Tellings and Texts: Music, Literature and Performance in North India*. Cambridge: Open Book Publishers.

Vanita, Ruth (ed.). (2001). *Queering India: Same-Sex Love and Eroticism in Indian Culture and Society*. New Delhi: Oxford University Press.

Unit 8 (week 14): This unit looks at the 18th century transformations, and their complex relations with shifts in gender relations

Vanita, Ruth. (2012). *Gender, Sex and City*. New Delhi: Oxford University Press.

Penrose, William. (2006). 'Colliding Cultures: Masculinity and Homoeroticism in Mughal and Early Colonial South Asia', in K. O' Donnell, et.al. (eds.), *Queer Masculinities, 1550-1800*. Basingstoke, UK: Palgrave Macmillan.

- Fisher, Michael H. (1988). 'Women and the Feminine in the Court and High Culture of Awadh, 1722-1856', in Gavin Hambly (ed.), *Women in the Medieval Islamic World*, 489-513.
- Oldenburg, Veena Talwar. (1991). 'Lifestyle as Resistance: The Courtesans of Lucknow', in Douglas Haynes and Gyan Prakash (Eds.), *Contesting Power: Essays on Everyday Relations in South Asia*. Oxford: Oxford University Press, 23-61.
- Vanita, Ruth. (2004). 'Married among their Companions: Female Homoerotic Relations in 19th century India', *Journal of Women's History*, 16, 1.
- Petievich, Carla. (2001). 'Doganas and Zanakhis: The Invention and Subsequent Erasure of Urdu Poetry's Lesbian Voice', in Ruth Vanita (Ed.), *Queering India*, 47-60
- Pernau, Margruit. (2017). 'Love and Compassion for the Community: Emotions and Practices among North Indian Muslims, c. 1870-1930', *Indian Economic and Social History Review*, 54, 1, 21-42.
- Dalal, Urvashi. (1999). 'Women's Time in the Havelis of North India', *Medieval History Journal*, 2, 2, 277-308
- Dalal, Urvashi. (2015). 'Femininity, State and Cultural Space in Eighteenth Century India', *Medieval History Journal*, 18, 1, 120-165.

Suggested Readings

- Ahmed, Leila. (1992). *Women and Gender in Islam*. New Haven: Yale University Press.
- Butler, Judith. (2011). *Bodies that Matter: On the Discursive Limits of Sex*. London: Routledge.
- Ghosh, Durba. (2006). *Sex and the Family in Colonial India: The Making of Empire*. Cambridge: Cambridge University Press.
- Lal, Ruby. (2018). *Empress: The Astonishing Reign of Nur Jahan*. New York, Penguin Viking
- Mernissi, Fatima. (1997). *The Forgotten Queens of Islam*. Minnesota: University of Minnesota Press.
- Murray, Stephen O. and Will Roscoe (eds.). (1997). *Islamic Homosexualities: Culture, History, and Literature*. New York: New York University Press.
- Papanek, Hanna and Gail Minault. (eds.). (1984). *Separate Worlds: Studies of Purdah in South Asia*. New Delhi: Chanakya Publications.
- Scott, Joan. (1986). 'Gender: A Useful Category of Historical Analysis', *American Historical Review*, 91, 5, 1053-1075
- Walthall, Anne (ed.). (2008). *Servants of the Dynasty: Palace Women in World History*. Berkeley: University of California Press.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessments:

The performance of students will be assessed in three modes:

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks
- 2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks?
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-360
HISTORY OF RAJASTHAN, ca. 1300-1900

Course Objective:

This course introduces students to the history of medieval Rajasthan through a study of wide range of themes: dynamics of state formation, political alliances and norms of governance, service culture, fiscal and economic organization, networks of trade and trading communities, social formation, changes in rural society, role of local cults, sects and popular preachers. By tracking these developments over six hundred years, this paper familiarizes students with the changing dimensions of regional history.

Course Outcome:

Through a study of this paper, the students will get an insight into the variety of regional sources and methodology adopted by historians who study history of regions. They will uncover the uniqueness of regions in terms of agents of change to unravel the processes that were instrumental in developing regional identity. It will help to understand the working of various local autonomous units and groups, who became important in the course of history.

Course Content:

Unit 1 (week-1): Sources- Archival, bardic and oral traditions.

Unit 2 (week-2): The idea of Rajasthan-language, region or culture.

Unit 3 (week-3): State formation with special focus on Mewar, Jodhpur and Jaipur.

Unit 4 (week-4): Role of topography in state formation.

Unit 5 (week-5): The Chittor-Rana Pratap and rise of nationalism.

Unit 6 (week-6): Advent of Turks and their impact in Rajasthan.

Unit 7 (week-7): Relations of Rajput kingdoms with the sultanates of Malwa and Gujarat.

Unit 8 (week-8): Mughal–Rajput relations from Akbar to Aurangzeb.

Unit 9 (week-9): Evolution of Rajput polity: King–clan relations and the system of *bhaibant*, *pattadari* and *chakri*.

Unit 10 (week-10): Territorial administration, fiscal organization and the system of agriculture production.

Unit 11 (week-11): Trade, mercantile communities, trade routes and links.

Unit 12 (week-12): Structure of village society and the working of caste panchayats.

Unit 13 (week-12): Society: *Bhomias*, peasants, professional classes, artisan and menial castes. Peasant unrest and *Bhomia* revolts.

Unit 14 (week-13): Emergence of the Bharatpur and Alwar States.

Unit 15 (week-14): Mirabai, Panch-Pir and Karni Mata. Sufi centres at Ajmer and Nagaur, the pilgrimage centre of Pushkar.

Unit 16 (week-14): Rise of militant ascetics in the politics of Rajput states.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (week-1): This unit will teach students about the Sources- Archival, bardic and oral traditions which help in re-constructing the history of region.

Ziegler, Norman P. (1976). 'The Marvari Historical Chronicles: Sources for the Social and Cultural History of Rajasthan', *IESHR*, 13 (2), pp. 219-50.

Ziegler, Norman P. (1976). 'The Seventeenth Century Chronicles of Marvara: A study in the Evolution and use of oral Traditions in Western India', *History in Africa*, vol. 3, pp. 127-153.

Das, Shyamal. (1886). *Vir Vinod*, 4 volumes, Udaipur.

Tod, James. (1998). *Annals and Antiquities of Rajasthan*, 2 Vols. Reprint, New Delhi: Rupa.

Unit 2 (week-2): This unit will teach students about the 'idea of Rajasthan' in context of the language, region or culture.

Tod, James. (1998). *Annals and Antiquities of Rajasthan*. 2 Vols. New Delhi: Rupa.

Schomer, Karine, Joan L. Erdman, Deryck O. Lodrick & Lloyd I. Rudolph. (Eds.) (2001). *The Idea of Rajasthan: Explorations in Regional Identity*. 2. Vols. New Delhi: Manohar, New Delhi.

Sharma, Dashrath (1966). *Rajasthan through the Ages*. Bikaner: Rajasthan State Archives.

Unit 3 (week-3): This unit will teach students about the process of State formation with special focus on Mewar, Jodhpur and Jaipur state.

Sharma, G.D. (1977). *Rajput Polity*. New Delhi: Manohar.

Fox, R. G. (1971). *Kin, Clan, Raja and Rule: State hinterland Relations in Pre-Industrial India*. Berkeley: University of California Press.

Sarkar, J. N. (1984). *A History of Jaipur*. New Delhi: Orient Longman.

Saxena, R. K. (1996). *Rajput Nobility, A Study of 18th Century Rajputana*. Jaipur: Publication Scheme.

Choudhary, Manisha (2013). 'The Court Protocol and Social Ordering in Jaipur State' *International Journal of History and Cultural Studies (IJHCS)*, Volume 1, Issue 1, pp. 14-26.

Choudhary, Manisha, 'Recruitment, Role and Hierarchy of Khojas in the Amber-Jaipur Kingdom', *Proceedings of Rajasthan History Congress*, 2018.

Kapur, Nandani. (2004). State Formation in Rajasthan: Mewar during the Seventh-Fifteenth Centuries, *Social Scientist*.

Unit 4 (week-4): This unit will teach students about the Role of topography in process of state formation.

McKee, E. D. (1980) (ed.). *A Study of Global Sand Seas*. Tunbridge Wells, Kent: Castle House Publications.

Gupta, Rajkumar and Ishwar Prakash (1975) (eds.), *Environmental Analysis of the Thar Desert*, Dehradun: English Book Depot. Introduction.

Unit 5 (week-5): This unit will teach students about the region of Chittor with emphasis on the personality of Rana Pratap and subsequent rise of nationalism.

Brooks, J.C. (1859). *History of Mewar*. Calcutta.

Unit 6 (week-6): This unit will teach students about the Advent of Turks in the region of Rajasthan and its impact.

Devra, G.S.L. (1980). *Some Aspects of Socio-Economic History of Rajasthan*. Jodhpur: Rajasthan Sahitya Mandir.

Sharma, G.N. (1968). *Social Life in Medieval Rajasthan, 1500-1800 A.D.* Agra: Lakshmi Narayan Agarwal.

Unit 7 (week-7): This unit will teach students about the Relations of Rajput kingdoms with the Sultanates of Malwa and Gujarat.

Sharma, Dashrath. (1966). *Rajasthan through the Ages*, Bikaner: Rajasthan State Archives.

Jain, K. C. (2016). *Ancient Cities and Towns of Rajasthan*, Jodhpur: Books Treasure.

Kolff, Dirk H. A. (2002). *Naukar, Rajput, and Sepoy: The Ethnohistory of the Labour Military Labour Market of Hindustan, 1450-1850*. Cambridge: Cambridge University Press.

Sharma, G. N. (1968). *Social Life in Medieval Rajasthan*, Agra: Lakshmi Narain Agarwal Educational Publishers.

Unit 8 (week-8): This unit will teach students about the Mughal–Rajput relations from the reign of Akbar to Aurangzeb.

Devra, G.S.L. (1980). *Some Aspects of Socio-Economic History of Rajasthan*. Jodhpur: Rajasthan Sahitya Mandir.

Rana, R.P. (2006). *Rebels to Rulers: The Rise of Jat Power in Medieval India C. 1665-1735*. New Delhi: Manohar.

Choudhary, Manisha (2013). 'The Court Protocol and Social Ordering in Jaipur State' *International Journal of History and Cultural Studies (IJHCS)*, Volume 1, Issue 1, pp. 14-26.

Khan, Refaat Ali (1976) *The Kachhwahas under Akbar and Jahangir* New Delhi: Kitab Publishing House.

Sarkar, J. N. (1984). *A History of Jaipur*, New Delhi: Orient Longman.

Ziegler, Norman P. (1978). 'Some Notes on Rajput Loyalties during the Mughal Period', in J. F. Richards, (ed.) *Kingship and Authority in South Asia*, Maidson: *South Asia Studies*, pp. 215-250.

Unit 9 (week-9): This unit will teach students about the Evolution of Rajput polity: King–clan relations and the system of *bhai-bant*, *pattadari* and *chakri*.

Devra, G.S.L. (1980). *Some Aspects of Socio-Economic History of Rajasthan*. Jodhpur: Rajasthan Sahitya Mandir.

Chattopadhyaya, B. D. (1994) 'The Emergence of Rajputs as Historical Process in Early Medieval Rajasthan', in Karine Schomer (eds.) *The Idea of Rajasthan*. Vol. II, Delhi: Manohar.

Rana, R.P. (2006), *Rebels to Rulers: The Rise of Jat Power in Medieval India C. 1665-1735*. New Delhi: Manohar.

Saxena, R. K. (1996). *Rajput Nobility, A Study of 18th Century Rajputana*. Jaipur: Publication Scheme.

Fox, R. G. (1971). *Kin, Clan, Raja and Rule: State hinterland Relations in Pre-Industrial India*. Berkeley: University of California Press.

Norbert Peabody (2009). *In Whose Turban Does the Lord Reside?: The Objectification of Charisma and the Fetishism of Objects in the Hindu Kingdom of Kota*. Cambridge: Cambridge University Press.

Unit 10 (week-10): This unit will teach students about the territorial administration, fiscal organization and the system of agriculture production.

Devra, G.S.L. (1980), *Some Aspects of Socio-Economic History of Rajasthan*. Jodhpur: Rajasthan Sahitya Mandir.

Gupta, S.P. (1986), *Agrarian System of Eastern Rajasthan*. New Delhi: Manohar.

Rana, R.P. (2006). *Rebels to Rulers: The Rise of Jat Power in Medieval India C. 1665-1735*. New Delhi: Manohar.

Singh, Dilbagh (1990). *State, Landlords and Peasants in Rajasthan*. New Delhi: Manohar.

Unit 11 (week-11): This unit will teach students about the trade commodities, mercantile communities, trade routes and links.

Jain, K. C. (2016). *Ancient Cities and Towns of Rajasthan*. Jodhpur: Books Treasure.

Bhadani, B. L. (1999), *Peasants, Artisans and Entrepreneurs*. Jaipur: Rawat Publications.

Choudhary, Manisha (2018). *Trade, Transport and Tanda: Shifting Identities of the Banjaras*. New Delhi: Manohar.

Powlett, Captain P.W., *Gazetteer of the Bikaner State*, (Office of Superintendent of Government Printing, Calcutta, 1874), Book Treasures, Jodhpur, second edition 2017. *The Gazetteer of India: History and Culture*, Vol. 2, Publication division, Government of India, 1973, 2015 (reprint).

The Rajputana Gazetteer, 2. Vols., Office of the Superintendent of Government Printing, Calcutta, 1879.

Unit 12 (week-12): This unit will teach students about the Structure of village society and the working of caste *panchayats*.

Devra, G.S.L. (1980). *Some Aspects of Socio-Economic History of Rajasthan*. Jodhpur: Rajasthan Sahitya Mandir.

Gupta, S.P. (1986), *Agrarian System of Eastern Rajasthan*. New Delhi: Manohar.

Rana, R.P. (2006), *Rebels to Rulers: The Rise of Jat Power in Medieval India C. 1665-1735*. New Delhi: Manohar.

Singh, Dilbagh (1990), *State, Landlords and Peasants in Rajasthan*. New Delhi: Manohar.

Unit 13 (week-12): This unit will teach students about the society: the role of *Bhomias*, peasants, professional classes, artisan and menial castes. Peasant unrest and *Bhomia* revolts.

Rana, R.P. (2006). *Rebels to Rulers: The Rise of Jat Power in Medieval India C. 1665-1735*. New Delhi: Manohar.

Sharma, G.D. (1974). 'Nature of Bhom Rights during the Seventeenth Century in Marwar'. *Proceedings of Indian History congress*. pp. 194-8.

Unit 14 (week-13): This unit will teach students about the Emergence of the Bharatpur and Alwar States during the eighteenth century and their political clout.

Rana, R. P. (2006), 'Chakar to Raja, The Emergence of Naruka State of Alwar (c.1660-1790)', *Social Science Probing*, June, pp. 59-79.

Rana, R.P. (2006), *Rebels to Rulers: The Rise of Jat Power in Medieval India C. 1665-1735*. New Delhi: Manohar.

Choudhary, Manisha (2013), 'Contesting and negotiating power: the multi-faceted dynamics of the Jat uprising during late 17th and early 18th century', *International Journal of Humanities and Social Science Invention*. pp. 23-6.

Unit 15 (week-14): This unit will teach students about the life and times of Mirabai, the role of Panch-Pir and Karni Mata in the social and political spheres of states. The rise of the Sufi centres at Ajmer and Nagaur, the pilgrimage centre of Pushkar will form significant part of the unit.

- Mukta, Parita (1994). *Upholding the Common Life: The Community of Mirabai*. New Delhi: Oxford University Press.
- Khan, Dominique-Sila. (2003). *Conversion and Shifting Identities: Ramdev Pir and Ismailis in Rajasthan*. Delhi: Manohar.
- Schomer, Karine, Joan L. Erdman, Deryck O. Lodrick & Lloyd I. Rudolph (2001) (eds.) *The Idea of Rajasthan: Explorations in Regional Identity*. 2. Vols. New Delhi: Manohar.
- Jain, K.C. (2016), *Ancient Cities and Towns of Rajasthan*. Jodhpur: Books Treasure.
- Trimizi, S. A. I. (1968). *Ajmer through inscriptions*. New Delhi: Indian Institute of Islamic Studies.
- Harcourt, Max (1993). 'The Deshnok 'Karni Mata' temple and political legitimacy in Medieval Rajasthan', *Journal of South Asian Studies*, pp. 33-48.

Unit 16 (week-14): This unit will teach students about the Rise of militant ascetics in the politics of Rajput states.

- Pinch, William R. (2006). *Warrior Ascetics and Indian Empires*. CUP.
- Pinch, William R. (1996). *Peasants and Monks in British India*. London: University of California Press.
- Choudhary, Manisha (2017), 'Interaction between Jaipur State, Popular Culture and Religious Dignitaries', *ADES IV Proceedings*.

Suggested Readings:

- Bhadani, B. L. (1999), *Peasants, Artisans and Entrepreneurs*. Jaipur: Rawat Publications.
- Chand, Lakhmi (1899). *Tawarikh Jaisalmer*. Jodhpur: Rajasthani Granthagar.
- Chattopadhyaya, B. D. (1994) 'The Emergence of Rajputs as Historical Process in Early Medieval Rajasthan', in Karine Schomer (eds.) *The Idea of Rajasthan*. Vol. II, Delhi: Manohar.
- Choudhary, Manisha (2013), 'Contesting and negotiating power: the multi-faceted dynamics of the Jat uprising during late 17th and early 18th century', *International Journal of Humanities and Social Science Invention*. pp. 23-6.
- Choudhary, Manisha (2013). 'The Court Protocol and Social Ordering in Jaipur State' *International Journal of History and Cultural Studies (IJHCS)*, Volume 1, Issue 1, pp. 14-26.
- Choudhary, Manisha (2017), 'Interaction between Jaipur State, Popular Culture and Religious Dignitaries', *ADES IV Proceedings*.
- Choudhary, Manisha (2018). *Trade, Transport and Tanda: Shifting Identities of the Banjaras*. New Delhi: Manohar.
- Choudhary, Manisha, 'Recruitment, Role and Hierarchy of Khojas in the Amber-Jaipur Kingdom', *Proceedings of Rajasthan History Congress*, 2018.
- Das, Shyamal. (1886). *Vir Vinod*, 4 volumes, Udaipur.

- Devra, G.S.L. (1980). *Some Aspects of Socio-Economic History of Rajasthan*. Jodhpur: Rajasthan Sahitya Mandir.
- Fox, R. G. (1971). *Kin, Clan, Raja and Rule: State hinterland Relations in Pre-Industrial India*. Berkeley: University of California Press.
- Gupta, Rajkumar and Ishwar Prakash (1975) (eds.), *Environmental Analysis of the Thar Desert*, Dehradun: English Book Depot. Introduction.
- Gupta, S.P. (1986), *Agrarian System of Eastern Rajasthan*. New Delhi: Manohar.
- Harcourt, Max (1993). 'The Deshnok 'Karni Mata' temple and political legitimacy in Medieval Rajasthan', *Journal of South Asian Studies*, pp. 33-48.
- *Imperial Gazetteer of India, Provincial Series: Rajputana*, 1908 (Superintendent of Government Printing, Calcutta), Books Treasure, Jodhpur, reprint 2007.
- Jain, K. C. (2016). *Ancient Cities and Towns of Rajasthan*, Jodhpur: Books Treasure.
- Kapur, Nandani. (2004). State Formation in Rajasthan: Mewar during the Seventh-Fifteenth Centuries, *Social Scientist*.
- Khan, Dominique-Sila. (2003). *Conversion and Shifting Identities: Ramdev Pir and Ismailis in Rajasthan*. Delhi: Manohar.
- Khan, Refaat Ali (1976) *The Kachhwahas under Akbar and Jahangir* New Delhi: Kitab Publishing House.
- Kolff, Dirk H. A. (2002). *Naukar, Rajput, and Sepoy: The Ethnohistory of the Labour Military Labour Market of Hindustan, 1450-1850*. Cambridge: Cambridge University Press.
- McKee, E. D. (1980) (ed.). *A Study of Global Sand Seas*. Tunbridge Wells, Kent: Castle House Publications.
- Mukta, Parita (1994). *Upholding the Common Life: The Community of Mirabai*. New Delhi: Oxford University Press.
- Nainsi, Munhot. Badri Prasad Sakaria (ed.) (1960, 1962, 1964 & 1967). *Munhot Nainsi ri Khyat*, 4. vols. Jodhpur: Rajasthan Oriental Research Institute.
- Nainsi, Munhot. Narayan Singh Bhati (ed.), (1968, 1969 & 1974). *Marwar ra Pargana ri Vigat*, 3. vols. Jodhpur: Rajasthan Oriental Research Institute.
- Norbert Peabody (2009). *In Whose Turban Does the Lord Reside?: The Objectification of Charisma and the Fetishism of Objects in the Hindu Kingdom of Kota*. Cambridge: CUP.
- Pinch, William R. (1996). *Peasants and Monks in British India*. London: University of California Press.
- Pinch, William R. (2006). *Warrior Ascetics and Indian Empires*. CUP.
- Powlett, Captain P.W., *Gazetteer of the Bikaner State*, (Office of Superintendent of Government Printing, Calcutta, 1874), Book Treasures, Jodhpur, second edition 2017.
- Rana, R. P. (2006), 'Chakar to Raja, The Emergence of Naruka State of Alwar (c.1660-1790)', *Social Science Probing*, June, pp. 59-79.
- Rana, R.P. (2006). *Rebels to Rulers: The Rise of Jat Power in Medieval India C. 1665-1735*. New Delhi: Manohar.

- Sarkar, J. N. (1984). *A History of Jaipur*. New Delhi: Orient Longman.
- Saxena, R. K. (1996). *Rajput Nobility, A Study of 18th Century Rajputana*. Jaipur: Publication Scheme.
- Schomer, Karine, Joan L. Erdman, Deryck O. Lodrick & Lloyd I. Rudolph. (eds.) (2001). *The Idea of Rajasthan: Explorations in Regional Identity*. 2. Vols. New Delhi: Manohar, New Delhi.
- Sharma, Dashrath (1966). *Rajasthan through the Ages*. Bikaner: Rajasthan State Archives.
- Sharma, G.D. (1974). 'Nature of Bhom Rights during the Seventeenth Century in Marwar'. *Proceedings of Indian History congress*. pp. 194-8.
- Sharma, G.D. (1977). *Rajput Polity*. New Delhi: Manohar.
- Sharma, G.N. (1968). *Social Life in Medieval Rajasthan, 1500-1800 A.D.* Agra: Lakshmi Narayan Agarwal.
- Brooks, J.C. (1859). *History of Mewar*. Calcutta.
- Singh, Dilbagh (1990). *State, Landlords and Peasants in Rajasthan*. New Delhi: Manohar.
- *The Gazetteer of India: History and Culture*, Vol. 2, Publication division, Government of India, 1973, 2015 (reprint).
- *The Rajputana Gazetteer*, 2. Vols., Office of the Superintendent of Government Printing, Calcutta, 1879.
- Tod, James. (1998). *Annals and Antiquities of Rajasthan*, 2 Vols. Reprint, New Delhi: Rupa.
- Trimizi, S. A. I. (1968). *Ajmer through inscriptions*. New Delhi: Indian Institute of Islamic Studies.
- Ziegler, Norman P. (1976). 'The Marvari Historical Chronicles: Sources for the Social and Cultural History of Rajasthan', *IESHR*, 13 (2), pp. 219-50.
- Ziegler, Norman P. (1976). 'The Seventeenth Century Chronicles of Marvara: A study in the Evolution and use of oral Traditions in Western India', *History in Africa*, vol. 3, pp. 127-153.
- Ziegler, Norman P. (1978). 'Some Notes on Rajput Loyalties during the Mughal Period', in J. F. Richards, (ed.) *Kingship and Authority in South Asia*, Maidson: *South Asia Studies*, pp. 215-250.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. During the course participants are expected to write and present reports, participate in class discussions. This exercise is to ensure that students learn to comprehend with the reading material and shall be able to develop their oral presentations and writing skills.

Assessments:

Students enrolled in the course would have their work assessed in two modes.

- 1) Students will have to submit two papers (either in Hindi or English) approximately of 15-18 pages (inclusive of bibliographic apparatus) on themes finalised in the class

discussions with the mentorship of the instructor. These essays will be marked out of maximum mark 25 in total, allotted against Internal Assessment.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-361

AWADH AND NORTHERN INDIA ca. 1500s-1860s

Course Objectives:

The course looks at the socio-cultural and economic changes in the region of Awadh, from the mid-16th to mid-18th centuries. During this period, it came under the Mughal control, transited to an autonomous kingdom, and then came under the control of the British. These changes in the political fortunes were crucial in influencing the socio-cultural and economic developments in the region. The course looks upon to study the changes in the caste composition of the superior right holders, the change and the continuity in the cultural and intellectual traditions, the formation of the Shi'a identity and the development of Shi'ite traditions and cultural norms, the roots of *wahabi* radicalism, communitarian and sectarian clashes during the pre Annexation and last but not the least a united struggle against the East India Company's rule during 1857. This course, thus, highlights the deep roots of composite culture and pluralistic ethos in the region.

Learning Outcomes:

At the end of the course the students would grasp an understanding of:

- A geographical region which was in the political backwaters and continued to maintain the caste structure of society for millennium with very little change.
- How the continuity of religious and intellectual traditions facilitated in the evolving of the elements of composite culture and pluralistic ethos.
- Living together of the various communities and caste groups ultimately leading to the culture of the shared past.
- Formation of the sectarian identities and evolution of the separate rituals and traditions that led to the trends of radicalization of the other sects.
- How during 1857 uprising, the largest anti-imperialist uprising east of Suez, was a joint struggle of the principal communities in spite of the worsening communitarian relations.

Course Content:

Unit 1: (Week 1): The history of the region during the sixteenth century and the legacy of the Sharqi Kingdom during pre Mughal times

Unit 2: (Week 2-3): Afghan-Mughal Struggle for supremacy of the region up to 1560s

Unit 3: (Week 4-5): New territorial divisions of the empire under Akbar: physical and historical geography; State formation; Mughal *jagirdars* and officials; agrarian relations; *zamindari* clans.

Unit 4: (Week 6-7): Awadh as an autonomous state: Awadh under Nawab Saadat Ali Khan and Burhanul Mulk; administration under the Nawabs; local chieftains and the Nawabs; *wizarat* and the struggle with Bangash Pathans; relations with the Mughals, Marathas and Rohilla Pathans.

Unit 5: (Week 8): Awadh under ‘Subsidiary Alliance’: Asaf-ud-Daulah and the growth of the provincial court, 1775-1799; Bahu Begum and her *jagirs*; Treaty of 1801; Saadat Ali Khan as a ruler and an administrator .

Unit 6: (Week 9): Cultural and Intellectual developments: changes in educational curriculum – *Dars-e-Nizami* and the house of Firangi Mahal.

Unit 7: (Week 10-11): Formation of sectarian identities, *khandan-i-ijtehad*; *Muharram* celebrations and the evolution of ‘new Shiite culture’

Unit 8: (Week 11-12): Major Sufi traditions and institutions in Awadh: case studies of the *khanqahs/dargah* at Salon, Kakori and Dewa.

Unit 9: (Week 13): Saiyad Ahmad Rae Bareilwi and the puritan Wahabi movement in upper Gangetic valley.

Unit 10: (Week 14): Annexation of Awadh and the great uprising of 1857: summary settlement, sepoys and the city of Lucknow on the eve of the revolt.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1): The unit will look at the history of the region during the sixteenth century along with the numerous state formations and the social structure.

Nizami, K.A.(1970). “The Sharqi Kingdom of Jaunpur” in Mohammad Habib and K.A.Nizami ed., *A Comprehensive History of India*, Vol. V, Delhi: People’s Publishing House, pp. 711-733.

Saeed, M.M. (1972). *Sharqi Kingdom of Jaunpur*, Karachi: The Karachi University Press, Chapter 1-3.

Buttler, Donald. (1982 reprint). *Topography and Statistics of Southern Districts of Awadh*, Delhi, pp. 1-31 and 109- 147.

Habib, Irfan. (1995). ‘Studying a Colonial Economy-Without Perceiving Colonialism’ in *Essays in Indian History: Towards a Marxist Perception*, Delhi: Tulika, pp. 336- 366.

Unit 2: (Week 2-3): The Unit will look at the aspects of the struggle of Delhi rulers to control the region from the regional powers and Afghan chieftains of eastern India till the region was captured by commanders of Mughal Emperor Akbar.

Tripathi, R.P. (1963). *The Rise and fall of the Mughal Empire*, Allahabad, Chapters 3 and 4.

Siddiqui, I.H.(1969). *Some Aspects of Afghan Despotism in India*, Aligarh.

Unit 3: (Week 4-5): This unit will look at the new territorial divisions of the Empire under Akbar along with the social structure and the classes in sixteenth century.

Moosvi, Shireen.(1987). *The Economy of the Mughal Empire c. 1595*, Delhi: Oxford University Press, pp. 3-22.

Moosvi Shireen. (2012). "Man and Nature in Mughal Era" in S.Z.H. Jafri, ed., *Recording the Progress of Indian History: Symposia Papers of the Indian History Congress, 1992-2010*, Delhi: Primus, pp. 27-53.

Jafri, S.Z.H. (2016). *Awadh from Mughal to Colonial Rule: Studies in the Anatomy of a Transformation*, Delhi, pp. 33-50 and pp. 87-124.

Barnett, Richard B. (1980). "The Development of Autonomous Political Goals in Awadh, 1720-1754", in *North India between Empires: Awadh, the Mughals, and the British 1720-1801*. Berkeley: University of California Press, pp. 17-41.

Unit 4: (Week 6-7): This unit will analyze the emergence of Awadh as an autonomous state under the governors and the Nawabs up to the battle of Buxar.

Khan, Mohammad Masih Uddin. (1933). *Oude: Its Princes and its Government Vindicated* [Reprinted as *British aggression in Avadh*, 1969], Meerut, pp. 24-68.

Shrivastav, A.L. (1933). *The First Two Nawabs of Awadh*, Agra, Chapter III-pp. 29-41; Chapter IV- pp. 42-49; Chapter IX- pp. 89-98; Chapter X- pp. 99-100.

Alam, Muzaffar.(1986). *The Crisis of the Empire in Mughal India: Awadh and Punjab, 1707-1748*, New Delhi: Oxford University Press, pp. 92-133; 204-242 (Chapter III-VI).

Jafri, S.Z.H. (2016). *Awadh from Mughal to Colonial Rule: Studies in the Anatomy of a Transformation*, Delhi, Introduction, pp. 25-31.

Unit 5: (Week 8): This unit will look at the position of Awadh under 'Subsidiary Alliance' and the role of Asaf-ud-Daulah and Bahu Begum up to the treaty of 1801.

Barnett, Richard B.(1980). *North India Between Empires: Awadh, the Mughals, and the British 1720-1801*. Berkeley: University of California Press, Chapter III- pp. 67-95; Chapter- IV- pp. 96-126; Chapter V- pp. 127-164; Chapter VIII- pp. 223-239.

Fisher, Michael H. (1987). *A Clash of Cultures: Awadh, the British, and the Mughals*, Delhi: Manohar, Chapter I- pp. 24-59; Chapter II- 60-89.

Kazmi, Sabina.(2011). "Dyarchy, Duality of Authority and the Perceptions about the Court of Awadh: A Study of some selected texts" in *Proceedings of the Indian History Congress*, Vol. 71, pp. 577-589.

Santha, K. S. (1980). *The Begums of Awadh*, Varanasi, [Chapter 2 and 3].

Unit 6: (Week 9): This unit will look at the intellectual developments in the Kingdom of Awadh and will trace the curricular developments and the transmission of Knowledge.

Husain, Iqbal.(2013). *Studies in Polity, Economy and Society of the Trans-Gangetic Valley: Fifteenth-Nineteenth Centuries*, New Delhi: Primus, Chapter IV- pp. 31-42; Chapter V- pp. 43-62.

Jafri, S.Z.H. (2012). 'Education and Transmission of knowledge in Medieval India' in *Intellectual Discourse*, 20.1, pp.79-102.

Jafri, S.Z.H. (2019). 'Making of the Indo-Islamic Intellectual Tradition during the pre-Nawabi Awadh: Migration, Settlements, Adaptations and 'Ultimate Decline'', in S.N.R. Rizvi and A.K. Sinha. (Ed.), *Issues and Problems of History*, Delhi, pp.17-38

Jafri, S.Z.H. (2006). 'Madrasa and Khanqah or Madrasa in Khanqah? Education and Sufi establishments in Northern India' in Jan-Peter Hartung and Helmut Reifeld, (Ed.) *Islamic Education, Diversity and National Identity: Dini Madaris in India Post 9/11*, Delhi: Sage India Publications, pp. 73-103.

Unit 7: (Week 10-11): This unit will look at the formation of the sectarian identities, *khandan-iijtehad*; Muharram celebrations and the evolution of 'new Shiite culture'

Rizvi, S.N.R. (2006). "Shi'ism and Sufism: Polemics and Identity Formation under the Nawabs of Awadh", in S.Z.H. Jafri and Helmut Reifeld ed., *The Islamic Path: Sufism, Politics and Society in India*, New Delhi: Sage, pp. 365-389.

Cole, J.R.I. (1989). *Roots of North Indian Shi'ism in Iran and Iraq: Religion and State in Awadh 1722-1859*, Delhi: Oxford University Press, pp. 36-66; 69-117; 223-250.

Ali, Mrs. Meer Hasan (1917). *Observations on the Mussulmauns of India: Descriptive of their Manners, Customs, Habits and Religious Opinions*, reprint 1975, Delhi: Deep Publications, pp. 1-65

Rizvi, Syed Najmul Raza (2006). 'Shia Madaris of Awadh: Historical Development and Present Situation', in Jan-Peter Hartung & Helmut Reifeld (ed.) *Islamic Education, Diversity and National Identity: Dini Madaris in India post 9/11*, Delhi: Sage, pp.104-131.

Unit 8: (Week 11-12): This unit will look at the major Sufi centres in the kingdom of Awadh and its surviving tradition in midst of rural magnets and the pressure from the state administration.

Lebeskiend, Claudia. (1998). *Piety on its Knees: Three Sufi Traditions of South Asia*, Delhi: Oxford University Press, Chapter 3,4,5- pp. 47-222.

Jafri, S.Z.H. (2005). 'Religious Plurality in the Chishti Tradition: A Case Study of the *khanqah* at Salon in Awadh' in Jamal Malik and Helmut Reifeld ed. *Religious Pluralism in South Asia and Europe*, New Delhi, Oxford University Press, pp. 219-244.

Jafri, S.Z.H. (2016). "Co-existence and Conflicts in pre-1857 Awadh", in S.Z.H. Jafri *Awadh- From Mughal to Colonial Rule*, Delhi, pp. 245-276.

Unit 9: (Week 13): The unit will look at the historical background for the rise of religious radicalization, its ideology and organization.

Farooqui, N.R. (2006). "Saiyid Ahmad of Rae Bareilly: An Account of His Life and Thought and an Appraisal of his Impact on the Sufi Centres of Awadh and Eastern India" in S.Z.H. Jafri and Helmut Reifeld ed. *The Islamic Path: Sufism, Politics and Society in India*, New Delhi: Sage, pp. 365-389.

Ahmad, Qeyamuddin. (1994). *The Wahabi Movement in India*, Delhi: Manohar, Chapter 1, 2, 3- pp. 1-99 and pp. 280-311.

Ahmad, Mohiuddin. (1980). *Saiyid Ahmad Shahid: His Life and Mission*, Lucknow, pp. 24-180.

Unit 10: (Week 14): This unit will look at the circumstances leading to the annexation of Awadh and the great uprising of 1857.

Khan, Sir Syed Ahmad. (reprint 2001). *The Causes of the Indian Revolt*, Francis Robinson (trns.), New Delhi, Oxford University Press, pp. 1-25

Mukherji, Rudranshu. (2001). *Awadh in Revolt*, Delhi: Permanent Black, pp. 1-40.

Chanana, Priyanka, (2012). 'Colonial Remodeling Of Land Rights After The Uprising Of 1857: Conferment And Resumptions In Baiswara Region', *Proceedings of the Indian History Congress*, Vol. 73, pp. 737-746

Ansari, Heena. (2019). 'Communitarian Relations, Colonial Remodelling and the British in Pre-Mutiny Awadh', in S.Z.H Jafri (Ed.), *Delhi and Awadh in 1857*, Delhi, pp. 235-260.

Jafri, S.Z.H. (2007). 'Indigenous Discourse and Modern Historiography of 1857: The Case Study of Maulvi Ahmadullah Shah' in Sabyasachi Bhattacharya (eds.), *Rethinking 1857*, New Delhi, Orient Longman, pp. 237-260.

Jafri, S.Z.H. (2017). 'The issue of religion in 1857: Three documents', *Studies in People's History, Special Issue State and Religion in India*, Volume 4, Issue 1, pp. 77-90.

Islamuddin, Shaheen, (2011). 'Legalising the Plunder in the Aftermath of the Uprising of 1857: The City of Delhi and 'Prize Agents'', in *Proceedings of the Indian History Congress*, Vol. 72, PART-I, pp. 670-682

Rizvi, S.N.R., (2009). 'Fishing in the Troubled Water: The Revolt of 1857 and Jung Bahadur Rana, the Prime Minister of Nepal', in S.N.R. Rizvi and S.Z.H. Jafri (Ed.), *The Great Uprising of 1857: Commentaries, Studies and Documents*, pp. 94-107

Khan, Farha, (2019). 'Religious Debates and the Making of 1857 in Northern India', in S.Z.H Jafri ed. *Delhi and Awadh in 1857*, Delhi, pp. 112-126

Suggested Readings:

- Ali, Mrs Meer Hasan, *Observations on the Musalmans of India*, ed. W. Crook, London 1917./
- Srivastava, A.L. (1954). *First Two Nawabs of Awadh*, Agra.
- Barnett, R.B. (1992). *North India between Empires: Awadh, the Mughals and the British (1720-1801)*, Cambridge: Cambridge University Press.
- Khan, Sir Syed Ahmad. (2001). *The Causes of the Indian Revolt*, Francis Robinson (trns.), Delhi: Oxford University Press.
- Fischer, M. (1987). *A Clash of Cultures: Awadh, the British and the Mughals*, Riverdale, Maryland.

- Husain, Iqbal. (2013). *Religion and Ideology of the Rebels of 1857*, Delhi.
- Cole, J.R.I.(1989). *Roots of North Indian Shi'ism in Iran and Iraq: Religion and State in Awadh 1722-1859*, Delhi: Oxford University Press, 1989
- Alam, Muzzaffar. (1986). *The Crisis in the Mughal Empire: Awadh and the Punjab 1707-1748*, New Delhi: Oxford University Press.
- Jafri, S.Z.H. (2016). *Awadh- From Mughal to Colonial Rule*, Delhi.
- Mukherji, Rudranshu. (2001). *Awadh in Revolt*, Delhi: Permanent Black.
- Lebeskeind, Claudia. (1998). *Piety on its Knees: Three Sufi Traditions of South Asia*, Delhi: Oxford University Press.
- Ahmad, Qeyamuddin. (1994). *The Wahabi Movement in India*, Delhi: Manohar.
- Robinson, F.(2001). *The Ulema of Farangi Mahal and Islamic Culture in South Asia*, London 1.
- Jafri, S.Z.H.(2007). 'Indigenous Discourse and Modern Historiography of 1857: The Case Study of Maulvi Ahmadullah Shah' in Sabyasachi Bhattacharya's (eds.), *Rethinking 1857*, New Delhi: Orient Longman, pp. 237-260.
- Jafri, S.Z.H.(2017). 'The issue of religion in 1857: Three documents', *Studies in People's History*, Special Issue State and Religion in India, Volume 4, Issue 1, pp.77-90 (ISSN 2348-4489)
- Jafri, S.Z.H.(2006). 'Madrasa and Khanqah or Madrasa in Khanqah? Education and Sufi establishments in Northern India,' in Jan-Peter Hartung and Helmut Reifeld's (ed.) *Islamic Education, Diversity and National Identity: Dini Madaris in India Post 9/11*, SAGE India Publications, pp. 73-103.
- Jafri, S.Z.H. (2018). 'The Mughal-Nawabi Legacy under Siege in the Age of Empire(1860's-1880s): Familial Grants and the Waqf of Khanqah-e Karimia, Salon', India' in MIURA Toru (ed.) *Comparative Study of the Waqf from the East: Dynamism of Norm and Practices in Religious and Familial Donations*, pp.191-216,, Tokyo: The Toyo Bunko.
- Jafri, S.Z.H.(2014). "Co-existence and Conflicts in Pre-1857 Awadh" in N.R. Farooqi & S.Z. H Jafri (eds.), *Understanding the Past: India in the Mirror of History*, Delhi pp.17-43
- Jafri, S.Z.H.(2019). 'Making of the Indo-Islamic Intellectual Tradition during the pre-Nawabi Awadh: Migration, Settlements, Adaptations and 'Ultimate Decline'', in S.N.R. Rizvi and A.K. Sinha ed., *Issues and Problems of History*, Delhi, pp.17-38
- Ansari, Heena. (2019). 'Communitarian Relations, Colonial Remodelling and the British in Pre-Mutiny Awadh', in S.Z.H Jafri (ed.) *Delhi and Awadh in 1857*, Delhi.
- Butler, Donald. (1984). *Topography Statistics of Southern District of Awadh*, Delhi.
- Ahmad, Safi (ed.), (1969). *British Aggression in Awadh*, Merrut.
- Trivedi, Madhu. (2010). *Making of Awadh Culture*, Delhi.
- Rizvi, S.A.A. (1989). *Shah Abdul Aziz: Puritanism, Sectarian, Polemics and Jihad*, Australia.
- Malik, Z.U. (1977). *The Reign of Muhammad Shah*, New Delhi.

- Hussain, SyedEjaz. (2017). *Shiraz-i Hind: A History of Jaunpur Sultanate*, New Manohar: Delhi.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessments:

Students enrolled in the course would have their work assessed in three modes.

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks?
- 2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks?
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-362

Political Culture: War, Society and Governance, ca. 1550-1700

Course Objective:

This course looks at the imbrications of the political system with social forces. It examines the inter-connections between the individual, the social body and the state. Examining the relations of social forces in shaping the nature of state, this course will provides insights about change and continuity in perception of social forces and its engagement with state. In doing so, it focuses on the process of articulation of identities, modes of legitimization, and norms of comportment to indicate the ways of correlating the social with the political in early modern South Asia.

Learning Outcome:

At the end of the course, students would /would be:

- Skilled about political culture and military labour market as a research concept to study history
- Familiar with elements of legitimacy in medieval India
- Aware about dialectical relation of state and social forces in medieval India
- Enlightened about changing social dynamism in Medieval India
- Familiar with militarization as source of resistance
- Updated about contemporary perspectives about political culture
- Skilled about role of culture as a concept to understand the history of medieval India
- Motivated to explore military labour market and militarization as an area of research

Course Content:

Unit -1 (Week 1-6): Political Culture

Identity formation and the military labour market.

Norms of manliness and the ethos of the warrior-aristocrat.

Martial bodies and the imperial body: linkages and connections.

Rituals, civility and comportment in the articulation of imperial identities.

Honour, rituals and bodily discipline in the formulation of martial identities.

Unit-2 (Week 7-10): Violence and legitimation

Violence and warfare among the sacral classes.

Modes of legitimation in the political system.

Gift-giving and co-sharing of sovereignty in the system of rule.

Unit-3(Week 11-13): Domination and resistance

Popular revolts and the rule structure.

Dominance and resistance in normative spaces.

Unit 4(Week 14): Review Week

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1(Week 1-6): By the end of this unit students will learn about change and continuity in political culture, court etiquettes and linkages between state and identity through military labour market.

Gommans, Jos.(2002). *Mughal Warfare: Indian Frontiers and Highroads to Empire,1500-1700*. New York: Routledge.

Mukhia, Harbans(2004). *The Mughals of India*. Oxford: Blackwell Publishing.

O'Hanlon, Rosalind, 'Manliness and Imperial Service in Mughal North India', *Journal of the Economic and Social History Review*, Vol. 42 (1999).

O'Hanlon, Rosalind, 'Military Sports and the History of the Martial Body in India', *Journal of the Economic and Social History Review*, Vol. 50 (2007).

Unit 2 (Week 7-11) By the end of this unit students will learn about change and continuity in idea of kingship and elements of legitimacy

Ali, Athar.(2006). *Mughal India: Studies in polity, Ideas, Society, and Culture*. New Delhi: Oxford University Press

Alam, Muzzafar and Subramaniam, Sanjay.(2015). *Writing the Mughal World: Studies in Political Culture*. New Delhi: Orient Blackswan Private Limited.

Lal, Ruby(2003). *Rethinking Mughal India: Challenge of a Princess's Memoir*. EPW, Vol.38,No.1(Jan.4-10,2003),pp-53-65

Unit 3 (Week 11-13) : By the end of this unit students will learn about state as process and revolts as expression of evolving social identities

Kolff, Dirk H.A.(1990). *Naukar, Rajput and Sepoy: Ethnohistory of the Military Market in Hindustan, 1450-1850*. Cambridge: Cambridge University Press.

Khan, Iqtidar Alam.(2004). *Gunpowder and Firearms*. New Delhi: Oxford University Press, 2004.

Suggested Readings:

- Gordon, Stewart (1966) 'Robes of Honor: A 'Transactional' Kingly Ceremony', *IESHR*, Vol. 33
- Gordon, Stewart, 'Zones of Military Entrepreneurship in India, 1500-1700', in S. Gordon (ed.), (1994) *Marathas, Marauders and State formation in Eighteenth Century India*.

New Delhi: Oxford University Press.

- Khan, Iqtidar Alam, 'Gunpowder and Empire', Presidential Address, *Proceedings of the Indian History Congress*, 65th session (Bareilly, 2004).
- Pauwels, Heidi, 'The Saint, the Warlord, and the Emperor: Discourses of Braj Bhakti and Bundela Loyalty', *JESHO*, Vol. 52 (2009).
- Pinch, William R.(2006). *Warrior Ascetics and Indian Empires*. Cambridge: Cambridge University Press, 2006.
- Streusand, Douglas(1999). *The Formation of the Mughal Empire*. New Delhi: Oxford University Press
- Talbot, Cynthia.(2009). "Becoming Turk the Rajput Way: Conversion and identity in an Indian Warrior Narrative". *Modern Asian Studies*, Vol.43, No.1, pp.211-243

Facilitating Teaching Learning Outcome:

The course is structured as weekly lectures and reading assignments. On the one hand, the essential readings build up basic understanding about issues, on the other, the students will be motivated to explore readings beyond those given in the course listing to gain a research orientation and further knowledge production. In order to enhance verbal communication skills of students, one paper presentation and group discussion on any two books (1 book from essential reading and one relevant book as per choice of student) will be held. Preparation of reports and assignment will enhance writing skills of students..

Assessment:

The Assessment is aimed to ensure that students not only acquire knowledge as per themes of paper, but also, develop understanding about reading texts, ability to connect history with relevant issues of society and find new dimensions on themes referred in paper by approaching relevant primary sources in creative ways. Students enrolled in the course would have their work assessed in two modes.

1) Three Tests will be held -- two written test and one presentation. Out of this, the best two will be counted for a total of 25 Marks – 12.5 marks each. In case of presentation, the students are required to consult primary sources, and prepare assignment following framework of research paper with proper citations.

2) Finally, the students have to appear in end semester exam (Maximum Marks-75) at the end of semester. The end semester exam will cover all contents of the course and the time duration is 3 hours. Out of 8 questions, the students can attempt any four questions.

HSM 363
War, Society and Politics, ca. 1700-1840

Course Objectives:

In this course students will learn about the early modern ‘military revolution’ in world history, and will consider India as the major testing ground of that revolution between 1700 and 1850. It discusses the social and political meanings of war and engages with the “new military history” – military history that is concerned with more than tactics, strategy, armaments, logistics and supply, but rather that seeks to both situate those features of war-craft in a social, cultural, and political context and, in the process, say something new about that context. Discussions on violence, criminality and its linkages with economy, state building and identity formations will be a key component of this course.

Learning Outcomes:

The course will familiarize students with the following:

- Mughal military culture: war, society and economy
- Warfare and military manuals -the making of a gentleman
- The Mughal military legacy
- War, society and the portfolio warrior of the 18th century
- War, economy and the emergence of regional states: Awadh, Rohilkhand and Mysore
- The military culture of the English East India Company:
- The 1830s age of reforms: Peasant Sepoys to disgruntled rebels.

Course Content:

Unit 1 (Week 1-2): The Historiography and the archives

Unit 2 (Week 2-3): Military revolution and its critique. Working with the concept of military culture

Unit 3 (Week 4-5): The Mughal military legacy and its fragments.

Unit 4 (Week 5-6): The regional warrior cultures of 18th century India

Unit 5 (Week 7-9): The English East India Company and its entanglements with the Indian soldiering tradition

Unit 6 (Week 10-11): European mercenaries and the English Company

Unit 7 (Week 12-13): The making of the Sepoy: caste, religion and region

Unit 8 (Week 14-15): The military reforms: 1830-1840.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2): This unit focuses on the historiography of India's military culture

Roy, K. (2010). *Warfare, state and society in South Asia*. New Delhi: Viva Books.

Gommans, J and Kolff, D. (2001). *Warfare and weaponry in South Asia 1000-1800*. New Delhi: Oxford University Press

Unit 2 (Week 3-4): This unit critiques the technology driven idea of military revolution and conceptualizes military culture as an alternative.

Alavi, Seema. (1995). *The Sepoys and the Company: Tradition and Transition 1770:1830*. New Delhi: Oxford University Press

Kolff, Dirk. (1995). *Naukar, Rajput and Sepoy*. Leiden: Cambridge University Press

Unit 3 (Week 5-6): This unit looks at the fragmentation of the Mughal military culture in the 18th century.

Gommans, Jos. (2002). *Mughal Warfare: Mughal Frontier and High Roads to Empire*. London: Routledge

Pinch, William. (2006). *Warrior ascetics and Indian Empires*. New York: Cambridge University Press

Unit 4 (Week 7-8): This Unit looks at the regions and the soldiering traditions

Gordon, Stewart. (1994). *Scarf and the Sword: Thugs, marauders and state formation in 18th century Malwa*. London: Oxford University Press

Habib, Irfan. (2001). *State and Diplomacy under Tipu Sultan*. New Delhi: Tulika Books

Brittlebank, Kate. (1997). *Tipu Sultan's Search for Legitimacy: Islam and Kingship in a Hindu Domain*. New Delhi: Oxford University Press

Fox, Richard. (1985). *The Lions of Punjab: Culture in the Making*. Berkeley: California University Press

Unit 5 (Week 9-10): This looks at the English East India Company's military culture.

Alavi, Seema. (1995). *The Sepoys and the Company: Tradition and Transition 1770:1830*. New Delhi: Oxford University Press

Kolff, Dirk. (1995). *Naukar, Rajput and Sepoy*. Leiden: Cambridge University Press.

Unit 6 (Week 11-12): This looks at the Europeans in Indian armies

Alam, Muzaffar and Alavi, Seema. (2001). *A European Experience of the Mughal Orient*. New Delhi: Oxford University Press

Unit 7 (Week 13-14): This unit looks at the making of the Sepoy in 18th century India

Pears, D. (1995). *Between Mars and Mammon: Colonial Armies and the Garrison State in India*. London: I.B. Tauris Publishers

Alavi, Seema. 1995. *The Sepoys and the Company: Tradition and Transition 1770:1830*. New Delhi: Oxford University Press

Unit 8 (Week 15-16): This unit looks at the military reforms : 1830-1840

Alavi, Seema. (1995). *The Sepoys and the Company: Tradition and Transition 1770:1830*. New Delhi: Oxford University Press

Kolff, Dirk. (1995). *Naukar, Rajput and Sepoy*. Leiden: Cambridge University

Suggested Readings:

- Alavi, Seema. 1995. *The Sepoys and the Company: Tradition and Transition 1770:1830*. New Delhi: Oxford University Press
- Bayly, Chris. 1996. *Empire and Information: Intelligence Gathering and Social Communication in India*. Cambridge: Cambridge University Press
- Brittlebank, Kate. 1997. *Tipu Sultan's Search for Legitimacy: Islam and Kingship in a Hindu Domain*. New Delhi: Oxford University Press
- Cooper, Randalf. 2003. *Anglo Maratha Campaigns and the Contest for India*. Cambridge: Cambridge University Press
- Fox, Richard. 1985. *The Lions of Punjab: Culture in the Making*. Berkeley: California University Press
- Gommans, Jos. 2002. *Mughal Warfare: Mughal Frontier and High Roads to Empire*. London: Routledge.
- Gordon, Stewart. 1994. *Scarf and the Sword: Thugs, marauders and state formation in 18th century Malwa*. London: Oxford University Press
- Habib, Irfan. 2001. *State and Diplomacy under Tipu Sultan*. New Delhi: Tulika Books
- Kolff, Dirk. 1995. *Naukar, Rajput and Sepoy*. Leiden: Cambridge University Press.
- Mukherjee, Rudrangshu. 2001. *Awadh in Revolt*. New Delhi: Permanent Black
- Pandey, Sitaram. (1970). *From Sepoy to Subedar : Being the Life and Adventures of Subedar Sita Ram*. New Delhi: Vikas Publications
- Parker, Geoffrey. (1988). *The Military Revolution: Military Innovation and the Rise of the West*. Cambridge: Cambridge University Press
- Pears, D. 1995. *Between Mars and Mammon: Colonial Armies and the Garrison State in India*, London: I.B. Tauris Publishers
- Pinch, William. 2006. *Warrior ascetics and Indian Empires*. New York: Cambridge University Press)
- Roy, Tapti. 1994. *Politics of a Popular Uprising: Bundelkhand in 1857*. New Delhi: Oxford University Press
- Travers, Robert. 2007. *Ideologies and Empire in 18th Century India*. Cambridge: Cambridge University Press

- Wagner, Kim. 2010. *The Great Fear of 1857: Rumours, Conspiracies and the making of the Indian Uprising*. Bern: Peter Lang

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

There will be three modes of assessment:

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
- 2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-364

Eastern India in Transition: Ecology, State and Culture; ca.1200-1850

Course Objectives:

The objective of this optional course is to explore the different historiographical interpretations of the 13th-18th centuries in the context of Eastern India. The paper will discuss the political, cultural and environmental history of medieval and early modern eastern India, surveying Jaunpur, Bihar, Bengal and parts of the Northeast. It will not only familiarize students with the history of these regions in the light of the existing historiographical debates but also kindle them to move beyond these epistemologies. The idea is to train them to understand history with multi-dimensional approach through variety of sources. Ecology certainly was an important aspect in the history of Eastern Indian provinces, and students will be introduced to different strands that led to the evolution of agrarian environment.

Learning Outcome:

At the end of the course, students would be:

- Able to ascertain the role environment and ecology play in shaping the history of a region
- Understand the use of vernacular literatures in writing history
- Comprehend the notions of religion, culture social formation
- Develop compositional, analytical and expressive skills
- Learn the interdisciplinary approach in history

Course Content:

Unit 1: (Week 1): Introduction to the course and review of various literatures on the history of Eastern India

Unit 2 (Week 2 and 3): Terrain and ecology: River system of mid-Ganga, lower Ganga and Brahmaputra basins

Unit 3 (Week 4-6): Politics and State: The Delhi Sultans, Afghans, Mughals; Ahoms and the local chieftains; the *Purabias*; Idioms of governance; administrative structures

Unit 4 (Week 7-8): Coming of the Europeans and their Control; Political Economy of Bihar and Bengal

Unit 5 (Week 8-9): Agrarian environment: Rural Society; Arable Landscapes; Irrigation; Drought and Famine

Unit 6 (Week 10): Cities, Bazaar, *Melas*, Trade and Industry

Unit 7 (Week 11): language and vernacular literature

Unit 8 (Week 12): Art and Architecture: Jaunpur; Bihar and Bengal

Unit 9 (Week 13): Vaishnavism, Islamisation and Mystic movement

Unit 10 (Week 14): Contextualizing Eastern India in the Eighteenth Century Debate

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1): This unit will cover the historiographical background of Eastern India

Habib, Irfan. (1978). "Economic History of the Delhi Sultanate -- an Essay in Interpretation", *Indian Historical Review* 4, pp. 287-303

Hardy, Peter. (1966). *Historians of Medieval India: Studies in Indo-Muslim Historical Writing*, London: Luzac & Co., pp. 3-19, 122-131

Kulke, Hermann ed. (1997). *The State in India, 1000-1700*, Delhi: Oxford University Press, pp.1-91

Kumar, Sunil. (2007). "Writing a History of the Delhi Sultanate", in *The Emergence of the Delhi Sultanate*, Delhi: Permanent Black, pp. 1-45

Unit 2 (Week 2 and 3): The peculiarities of Eastern India in the context of rivers shaping the course of history will be discussed in this unit

Eaton, Richard M. (1993). *The Rise of Islam and the Bengal Frontier, 1204-1760*, Delhi: Oxford University Press, pp. 1-70 and 194-227

Iqbal, Iftekhhar. (2010). *The Bengal Delta: Ecology, State and Social Change, 1840-1943*, New York: Palgrave Macmillan, pp.1-38

Singh, Vipul. (2018). *Speaking Rivers: Environmental History of A Mid-Ganga Flood Country*, Delhi: Primus Books

Unit 3 (Week 4-6): The political trajectories under the Delhi Sultans, Afghans, Mughals, Ahoms, Bengal Sultans and local chieftains will be discussed in this unit

Aquil, Raziuddin. (2007). *Sufism, Culture, and Politics: Afghans and Islam in Medieval North India*, Delhi: Oxford University Press, pp.39-170

Askari, Syed Hasan and Qeyamuddin Ahmad, eds. 1983-1987. *The Comprehensive History of Bihar*, 2 Vols, Patna: K.P. Jayaswal Research Institute.

Guha, Amlendu. (2015). *Medieval and Early Colonial Assam: Society, Polity and Economy*, Guwahati: Anwesha.

Habib, Irfan. (2014). "The Zamindars", *The Agrarian System of Mughal India 1556-1707*, Delhi: Oxford University Press, pp.169-229

Hussain, Syed Ejaz. (2003). *The Bengal Sultanate*, Delhi: Manohar.

Jackson, Peter. (1999). *The Delhi Sultanate*, Cambridge: Cambridge University Press

Kolff, Dirk. (1990). *Naukar, Rajput and Sepoy: The Ethnohistory of the Military Labour Market in Hindustan, 1450-1850*, Cambridge: Cambridge University Press

McLane, John R. (2002). *Land and Local Kingship in Eighteenth-Century Bengal*, Cambridge: Cambridge University Press

Roy, Nirodbhushan. (1958). *Niamatullah's History of Afghans*, Shantiniketan: Shantiniketan Press

Saikia, Yasmin. (2005). *Assam and India: Fragmented Memories, Cultural Identity, and the Tai-Ahom Struggle*, New Delhi: Permanent Black

Unit 4 (Week 7-8): The way coming of the European companies inflected the economy of the region will be discussed in this unit

Chatterjee, Kumkum. (1996). *Merchants, Politics and Society in Early Modern India, Bihar: 1733-1820*, Leiden: E.J.Brills

Chaudhury, Sushil. (1995). *From Prosperity to Decline, Eighteenth-Century Bengal*, Delhi: Manohar.

Datta, Rajat. (2000). *Society, Economy and the Market: Commercialization in Rural Bengal c. 1760-1800*, Delhi: Manohar.

Om Prakash. (1985). *The Dutch East India Company and the Economy of Bengal, 1630-1720*, Princeton: Princeton University Press

Yang, Anand A. (2000). *Bazaar India: Markets, Society, and the Colonial State in Gangetic Bihar*, Delhi: Munshiram Manoharlal Publishers

Unit 5 (Week 8-9): This unit will discuss the non-urban and arable landscapes and the transformations therein

Guha, Amlendu. (2015). "The Tai Migration and Its Impact on the Rice Economy", *Medieval and Early Colonial Assam: Society, Polity and Economy*, Guwahati: Anwasha, 74-98

Singh, Vipul. (2018). *Speaking Rivers: Environmental History of A Mid-Ganga Flood Country*, Delhi: Primus Books, pp.92-186

Unit 6 (Week 10): This unit surveys the dynamics of trading systems, from *bazaars* of small cities to rural *haats* and *melas* in Bihar and Bengal

Bayly, C.A. (1983). *Rulers, Townsmen and Bazaars: Noth Indian Society in the Age of British Expansion, 1770-1870*, Cambridge: Cambridhe University Press, pp.303-457

Chaudhuri, K.N. (1985). *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, Cambridge: Cambridge University Press, pp. 80-118

Yang, Anand A. (2000). *Bazaar India: Markets, Society, and the Colonial State in Gangetic Bihar*, Delhi: Munshiram Manoharlal Publishers

Unit 7 (Week 11): The reason behind sudden profusion of vernacular literatures and the way it could be used as sources of history will be discussed in this unit

Behl, Aditya. (2012). *Love's Subtle Magic: An Indian Islamic Literary Tradition, 1379-1545*, New York: Oxford University Press

Curley, David. (2008). *Poetry and History. Bengali Mangal-kabya and Social Change in Precolonial Bengal*, New Delhi: Chronicle Books

Unit 8 (Week 12): The architectural uniqueness of the Sharqi, Sur and Bengal rulers will be discussed in this unit

Asher, Catherine B. "The Mausoleum of Sher Shah Suri", *Artibus Asiae*, Vol 39, No.3/4 (1977), pp.273-298

Eaton, Richard M. (1993). *The Rise of Islam and the Bengal Frontier, 1204-1760*, Delhi: Oxford University Press, pp. 228-267

Saeed, M.M. (1972). *The Sharqi Sultanate of Jaunpur: A Political and Cultural History*, Karachi: University of Karachi

Unit 9 (Week 13): This unit will introduce students to different cultural and religious aspects of Eastern India

Aquil, Raziuddin. (2007). *Sufism, Culture, and Politics: Afghans and Islam in Medieval North India*, Delhi: Oxford University Press, pp.171-237

Eaton, Richard M. (1993). *The Rise of Islam and the Bengal Frontier, 1204-1760*, Delhi: Oxford University Press, pp. 113-136 and pp.228-315

Ernst, Carl. (1992). "The Interpretation of the Sufi Biographical Tradition in India", in *The Eternal Garden*, Albany: State University of New York Press, pp. 86-93

Unit 10 (Week 14): The major historiographical debates on the eighteenth century and its connection with Eastern India will be discussed in this unit

Marshall, P.J.ed. (2003). *The Eighteenth Century in Indian History*, Delhi: Oxford University Press

Suggested Readings:

- Alam, Muzaffar and Subrahmanyam, Sanjay eds. (1998). *The Mughal State: 1526-1750*, Delhi: Oxford University Press
- Alam, Muzaffar. (2004). *The Languages of Political Islam*. Delhi, Permanent Black
- Ashar, Catherine and Talbot, Cynthia. (2006). *India Before Europe*, New Delhi: Cambridge University Press
- Bayly, C.A. (1983). *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870*, Cambridge: Cambridge University Press
- Bhargava, Meena. (2017). *Frontiers of Environment: Issues in Medieval and Early Modern India*, Delhi: Orient BlackSwan, pp.1-40

- Chattopadhyaya, B.D. (1997). *The Making of Early Medieval India*. Delhi: Oxford University Press
- Chattopadhyaya, B.D. (1998). *Representing the Other? Sanskrit Sources and the Muslims*, Delhi: Manohar
- Deyell, John. (1990). *Living without Silver: The Monetary History of Early Medieval North India*. Delhi: Oxford University Press
- Digby, Simon. (1971). *War Horse and Elephant in the Delhi Sultanate: A Study of Military Supplies*, Karachi: Orient Monographs
- Eaton, Richard M. (2002). *Essays on Islam and Indian History*, Delhi: Oxford University Press
- Eaton, Richard. ed. (2003). *India's Islamic Traditions, 711-1750*. Delhi: Oxford University Press
- Ernst, Carl. (2000). *The Shambhala Guide to Sufism*, Boston: Shambhala South Asia Editions
- Habib, Irfan and Tapan Raychaudhury. ed. (1984). *The Cambridge Economic History of India*. vol. 1, Cambridge & Delhi: Orient Longman
- Habib, Irfan. (1995). *Essays in Indian History: Towards a Marxist Perspective*. New Delhi, Tulika
- Hardy, Peter. (1996). *Historians of Medieval India: Studies in Indo-Muslim Historical Writing*. London: Luzac and Company Ltd.
- Jackson, Peter. (1999). *The Delhi Sultanate: a Political and Military History*. Cambridge, University Press
- Kolff, Dirk. (1990). *Naukar, Rajput and Sepoy: The Ethnohistory of the Military Labour Market in Hindustan, 1450-1850*, Cambridge: Cambridge University Press
- Kuke, Hermann. (1993). *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, Delhi: Manohar
- Latif, S.K., Abdul. (1993). *The Muslim Mystic Movement in Bengal, 1301–1550*, Calcutta: K.P.Bagachi
- Nizami, K.A. (1966). *Studies in Medieval Indian History and Culture*, Allahabad: Kitab Mahal
- Yang, Anand A. (2000). *Bazaar India: Markets, Society, and the Colonial State in Gangetic Bihar*, Delhi: Munshiram Manoharlal Publishers
- प्रसाद, ओम प्रकाश. (2013). *बिहार: एक ऐतिहासिक अध्ययन*, दिल्ली: राजकमल प्रकाशन

Facilitating Teaching Learning Outcome:

The course is thematically organized and would involve reading resources and writing assignments. They would be asked to present reports and participate in formal class discussions on themes and texts identified by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessment:

Internal Assessment will be held in two parts for a total of 25 marks.

- 1) In the first assessment students will have to submit a term paper of circa 15-20 pages (inclusive of bibliographic apparatus) on a theme identified by the instructor. It will be marked out of 12.5 marks.
- 2) The second assessment will be in the form of a primary text review essay. The instructor would decide the text. This essay will be marked out of 12.5 marks.
- 3) There will be an end of term **Semester examination** that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-365

**The Marathas: Political Engagements, Social Formation and Popular Culture
ca. 1600-1800**

Course Objectives:

The objective of this course is to examine various aspects of Maratha history. It attempts to engage with the process of state formation and inter-community relations in the seventeenth and eighteenth centuries in the region of Maharashtra. Similarly, students will be introduced to the complex nature of religious and cultural interactions between various communities and micro-regions that formed and shaped Maratha identity over a period of time.

Learning Outcomes:

At the end of the course, students would be:

- Will be familiar with the regional and linguistic specificities of Maharashtra
- Able to understand how a range of historians engaged with the question of religion and caste sensibilities in Maharashtra
- Able to locate different vernacular sources that shaped the formation of Maratha identity from the 17th century
- Learn about the complex nature of political relations that the Maratha state shared with Deccan sultanates and the Mughals
- Become familiar with the fascinating stock of popular religions and pietistic life in the region of Maharashtra.

Course Content:

Unit 1 (Week 1-2): Marathas Perceived: Historiography.

Unit 2 (Week 2-3): Geography, People and Language

Unit 3 (Week 4-5): Marathas in the Mughal Empire.

Unit 4 (Week 6-7): Marathas: Shivaji and After.

Unit 5 (Week 8-9): Maratha Polity and Administration.

Unit 6 (Week 10-11): Scribal Elites, Conflicts and Legitimacy.

Unit 7 (Week 12-13): Popular Culture in Maharashtra.

Unit 8 (Week 14): Review Week

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will discuss the historiographical background of the Marathas. Gordon, Stewart. (1998). *The Marathas 1600-1818*, Cambridge: Cambridge

University Press, pp.1-10.

O' Hanlon, Rosalind. (1985). *Caste Conflict and Ideology of Mahatma Jotirao Phule and Low Caste Protest in Nineteenth Century Western India*, Cambridge: Cambridge University Press, pp. 164-188.

Ranade, M. G (1900). *The Rise of Maratha Power*, Bombay: Punalekar & Co.

Prachi Deshpande, *Creative Pasts: Historical Memory and Identity in Western India, 1700–1960* (New York: Columbia University Press, 2007)

Chandra, Satish. (1973). "Social Background to the Rise of the Maratha Movement during the 17th Century in India", *The Indian Economic and Social History Review*, 10(3): 209–17.

Guha, Sumit. (2004). "Speaking Historically: The Changing Voices of Historical Narration in Western India, 1400-1900", *The American Historical Review*, Vol. 109 (4): 1084-1103.

Unit 2: (Week 2-3): It examines how geography, people and literary engagements shaped the history of Maharashtra

Duff, James Grant. (2011). *History of the Marathas*, Cambridge: Cambridge University Press. pp.53-78.

Gordon, Stewart. (1998). *The Marathas 1600-1818*, Cambridge: Cambridge University Press, pp. 10-36.

Feldhaus Anne Mountains, Rivers, and Shiva: Continuity among Religious Media in Maharashtra, in Meera Kosambi. ed. *Intersections: Socio-cultural Trends in Maharashtra*, Hyderabad: Orient Longman, pp. 15-46.

Novetzke, Christian Lee. (2016). *The Quotidian Revolution: Vernacularization, Religion, and the Premodern Public Sphere in India*, New York: Columbia University Press, pp.74-102.

Laine, James , A question of Maharashtrian Identity: Hindu Self definition in the Tales of Shivaji in in Meera Kosambi. ed. *Intersections: Socio-cultural Trends in Maharashtra*, Hyderabad: Orient Longman , 47-58

Guha, Sumit (1999), *Environment and Ethnicity in India, 1200-1991*, Cambridge: Cambridge University Press, pp.62-107.

Guha, Sumit. (2004). "Transitions and Translations: Regional Power and Vernacular Identity in the Dakhan, 1500-1800", *Comparative Studies of South Asia, Africa and the Middle East*, Volume 24 (2), pp.23-31.

Habib, Irfan. (1995). "The Social Distribution of Landed Property in Pre-British India: A Historical Survey", in *Essays in Indian History: Towards a Marxist Perspective*. New Delhi: Tulika, pp. 59–108.

Unit 3: (Week 4-5): It covers the relationship between the Marathas and Mughals in the political arena.

- Richards, John F. (1995). *The Mughal Empire*, Cambridge: Cambridge University Press, pp. 205-252.
- Copland, Ian, Mabbett, Ian, Roy Asim, Brittlebank, Kate and Bowles, Adam .(2012). (Eds.). *A History of State and Religion in India*, Oxford: Routledge.pp.104-161.
- Gordon, Stewart. (1998). *The Marathas 1600-1818*, Cambridge: Cambridge University Press,pp. 59-112.
- Pearson, MN.(1976). "Symposium: Decline of The Mughal Empire", *The Journal of Asian Studies*, Vol.32(2), pp. 221-235
- Richards, John F (1981). "Mughal State Finance and the Premodern World Economy", *Comparative Studies in Society and History*, Vol. 23 (2), pp. 285-308.
- Perlin, Frank. (1984). "State Formation Reconsidered: Part Two", *Modern Asian Studies*, Vol. 19 (3), pp. 415-480.

Unit 4: (Week 6-7): It covers the role of Shivaji in shaping the Maratha state. It also deals examines how the Marathas engaged with a variety of political and social situations after Shivaji's death.

- Kincaid, Dennis. (1937). *The Grand Rebel: An Impression of Shivaji, Founder of the Maratha Empire*, London: Collins, pp.1-86.
- V. S. Bendry (1960), *The Coronation of Shivaji the Great*, Bombay
- Gordon, Stewart (1994), *Marathas, Marauders, and State Formation in Eighteenth-Century India*, New Delhi: Oxford University Press.
- Wink, Andre (2007), *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth-Century Maratha Svarajya*, Cambridge: Cambridge University Press.
- Inden, Ronald. 1981. 'Ritual, Authority, and Cyclic Time in Hindu Kingship' in J. F. Richards (Ed.), *Kingship and Authority in South Asia*. Madison: University of Wisconsin-Madison, pp. 28–73
- Chakrabarty, Dipesh (2015), *The Calling of History: Sir Jadunath Sarkar and His Empire of Truth*, Chicago: The University of Chicago Press.
- Jadunath Sarkar.(1997). *Shivaji and His Times*, Hyderabad: Orient Longman. pp.11-124.
- Vajpeyi, Ananya.(2005). "Excavating Identity through Tradition: Who was Shivaji?", *Bepress*, New Delhi, Centre for the Study of Developing Societies, pp. 240-271.

Unit 5: (Week 8-9): This unit covers the wars, Maratha martial culture and narratives around masculinity in their vernacular literary traditions.

- Sen, S. N. (1928). *Military System of the Marathas*, Calcutta, pp. 1-63
- Laine, James. (2001). *The Epic of Shivaji: A Translation and Study of Kavindra Paramananda's Sivabharata*, Hyderabad: Orient Longman, pp.1-150.
- Acworth, H. A. (1894). *Ballads of the Marathas: Rendered in to English Verse from*

the Marathi Originals, London: Longmans, Green and Co, pp.1-86.

Sinha, Mrinalini. (1999). "Giving Masculinity a History: Some Contributions from the Historiography of Colonial India", *Gender & History*, Vol.11 (3), pp. 445–460.

Kaushik Roy .(2012). *Hinduism and the Ethics of Warfare in South Asia: From Antiquity to the Present*, Cambridge: Cambridge University Press, 161-210.

Foucault, Michel. (1975). *Discipline and Punish: The Birth of the Prison*, London: Penguin, pp. 104-169

Unit 6: (Week 10-11): This unit covers the lives of scribal communities and their interactions in Maharashtra.

O' Hanlon, Rosalind. (2010). "Letters Home: Banaras Pandits and the Maratha regions in early modern India", *Modern Asian Studies* 44 (2), pp. 201–240.

O' Hanlon, Rosalind.(2010). "The Social worth of scribes: Brahmins, Kāyasthas and the Social Order in Early Modern India", *IESHR*, Volume 47 (4), pp. 563-595.

O' Hanlon, Rosalind.(2011). "Speaking from Siva's temple: Banaras scholar households and the Brahman 'ecumene' of Mughal India", *South Asian History and Culture*, Volume 2 (2), pp. 253-277.

Guha, Sumit.(2010). "Serving the Barbarian to Preserve the Dharma: The Ideology and Training of a Clerical Elite in Peninsular India c. 1300–1800", *IESHR*, Vol 47 (Issue 4), pp. 497-525.

Washbrook, David. (2010). "The Maratha Brahmin Model in South India: An afterword", *IESHR*, [Vol 47 \(4\)](#), pp. 597-615.

Unit 7: (Week 12-13): It deals with a range of popular cultural practices in the region of Maharashtra and medieval Deccan.

Feldhaus, Anne. (1984). *The Deeds of God in Riddipur*, Oxford: Oxford University Press, pp.1-58.

Richard Eaton, (1978). *Sufis of Bijapur: 1300-1700*. Princeton: Princeton University Press, pp. 177-202.

Lele, Jayant.(1981). (Ed.).*Tradition and Modernity in Bhakti Movements*, Leiden: Brill, pp.104-123.

Feldhaus, Anne. (2003). *Connected Places: Region, Pilgrimage, and Geographical Imagination in India*, New York, Palgrave: Manmillan, pp.1-126.

Novetzke , Christian Lee.(2008). *Religion and Public Memory: A Cultural History of Saint Namdev in India*, New York: Columbia University Press, pp.35-161

Unit 8 (Week 14): Review Week

Conceived as the review week, this unit will focus on the latest historiographical developments with regard to the Maratha. It also encourages students to point out how

the medieval and early colonial history of the region continues to shape the political and intellectual tradition of Maharashtra.

Suggested Readings

- Attwood, D, Israel. M and Wagle N. K .(1988). eds. *City, Countryside and Society in Maharashtra*, Toronto, University of Toronto.
- Chandra, Satish.(1959). *Parties and Politics at the Mughal Court 1707-1740*, Aligarh, Aligarh Muslim University.
- Cullum, P. H. Lewis, Katherine J (2004). *Holiness and Masculinity in the Middle Ages*, Toronto, University of Toronto Press.
- Devare, Aparna. (2011). *History and the Making of a Modern Hindu Self*, Oxon, Routledge.
- Dirks, Nicholas B. *The Hollow Crown: Ethnohistory of an Indian Kingdom*, Cambridge, Cambridge University Press.
- Eleanor Zelliot and Maxine Bernstein. (1989), ed. *The Experience of Hinduism: Essays on Maharashtra*, Albany, State University of New York Press
- Feldhaus, Anne. (1986). "Maharashtra as a Holy Land: A Sectarian Tradition", *Bulletin of the School of Oriental and African Studies*, Vol.49 (3): 532-548.
- Fukazawa, Hiroshi .(1991). *The Medieval Deccan: Peasants, Social Systems and States, Sixteenth to Eighteenth Centuries*, Delhi: Oxford University Press.
- Guha, Sumit. (2009). "The Frontiers of Memory: What the Marathas Remembered of Vijayanagara", *Modern Asian Studies* 43 (1), pp. 269–288.
- Guha, Sumit.(2013). *Beyond Caste: Identity and Power in South Asia, Past and Present*, Brill, Leiden.
- Kamble, B R. (1982). ed. *Studies in Shivaji and His Times*, Kohlapur, Shivaji University Publication.
- Kosambi, Meera.(2000). ed. *Intersections: Socio-Cultural Trends in Maharashtra*, Hyderabad, Orient Longman.
- Kulkarni, A. R.(2008), *The Marathas*, Pune, The Diamond Publications.
- Kulkarni, A.R. (1969). *Maharashtra in the Age of Shivaji*, Poona, Deshmukh and Co.
- Lewis, Katherine.(2013). *Kingship and Masculinity in Late Medieval England*, Oxon, Routledge.
- O'Hanlon, Rosalind, Washbrook, David .(2012). *Religious Cultures in Early Modern India: New Perspectives*, Oxon, Routledge.
- Perlin, Frank.(1978), "Of white whale and countrymen in the eighteenth-century Maratha Deccan. extended class relations, rights, and the problem of rural autonomy under the old regime", *The Journal of Peasant Studies*, Vol. 5 (2). pp.172-237.
- Rao, Anupama. (2009). *The Caste Question: Dalits and the Politics of Modern India*,

Berkeley: University of California Press.

- Raychaudhuri, Tapan and Habib, Irfan. (1982). *The Cambridge Economic History of India: Volume 1, C.1200-c.1750*, Cambridge, Cambridge University Press.
- Stein, Burton. (1968). “Social Mobility and Medieval South Indian Hindu Sects”, in James Silverberg. ed. *Social Mobility in the Caste System in India: An Interdisciplinary Symposium*. The Hague: Mouton.
- Wink, Andre.(2007). *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya*, Cambridge, Cambridge University Press.

Facilitating Teaching Learning Outcome:

This course is organized around lectures and class room discussions, largely based on the readings as mentioned above. Students are expected to participate in class room discussions and make short theme based presentations and brief write ups that can help them strengthen their language, communication skills and method of articulation.

Assessments:

Students who take this paper will be assessed in two modes:

- 1) They will be asked to submit a theme based research paper (15-20 Pages) on a topic that they are free to choose from the course, with the help of the teacher. This term paper is marked out of 25 marks.
- 2) The end of term semester examination covers the full content of this course. The examination will be of 3 hours duration and students are required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 367
Sultanate and Mughal Delhi ca. 1200-1850

Course Objectives:

The objective of the course is to chart the history of the region and the city, tracking the complex and surprisingly discontinuous pasts of the urban agglomerations constructed in the riverine plain of Delhi. Students will learn that this can be a surprisingly difficult exercise since sources dealing with Delhi are, for the large part of this period, relatively unreflective about specific details relating to the physical or the social world of the city. Students will therefore learn as much about Sultanate and Mughal Delhi as they will about how to question, research and contextualise materials accessible to them in the sources much of which are available in translation.

Course Outcomes:

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

- Establish the chronology, the location and the features of the many Sultanate and Mughal cities and settlements in Delhi.
- They will be familiar with the monumental sites that survive and would have visited many of them on field trips.
- They will learn about the geography of the riverine plain of Delhi and learn how to map the topography and monumental remains of past regimes.
- They will access architectural and epigraphical materials and learn how to correlate these with narrative, textual materials.
- Students will learn how to read space as site of social and political negotiation where authority, dominance and resistance is inscribed.
- Students will be able to differentiate between different types of heritage sites – those that are in ruins or saved as antiquities, others that continue as sites of residence and habitation and complicate modes of transcribing them as heritage sites.
- Students will learn about the more ‘organic’ settlements of Sufi masters and their shrines that dotted the riverine plain of Delhi.
- They will comprehend the difference between urbanisation and urbanity.
- They will become familiar with the lives of litterateurs and poets of the city, the merchants and the menials and the significance attached to civility and decorum in a city heralded as the capital of powerful political formations.
- Students will learn how to notice change in the life of the city and the different and complex ways in which elites, literati and the common people responded to these transitions and early modernity

Course Content:

Unit 1: (Week 1-2): Historiographical concerns – historicizing space, the city, urbanisation,

Unit 2: (Week 3): Studying Urbanisation in the Sultanate Context.

Unit 3: (Week 4-5): The social and political context of Sultanate cities

Unit 4: (Week 5-6): Monumental and conflicting claims to authority: Siri, ‘Ala al-Din Khalaji and Mubarak Shah Khalaji

Unit 5: (Week 7): Monumental and conflicting claims to authority: Field Trip to Tughluqabad.

Unit 6: (Week 8-9): Worship and communitarian scaffolding – the Qubbat al-Islam masjid, the dargah of Bakhtiyar Kaki and Nizam al-Din

Unit 7: (Week 9): Courts of a different order: Case study of Kilukhri

Unit 8: (Week 10): Fourteenth-fifteenth century transitions – the present and past of Firuz Shah’s Firuzabad

Unit 9: (Week 11): 15th and 16th century Afghan settlements and the making of the Akbarid dispensation

Unit 10: (Week 12-13): The city and Shah Jahani political order – the citadel and the city

Unit 11: (Week 14): 17th and 18th century transitions -- political decentralisation and new elites. The making of the early modern ‘public order’

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES: Most of these readings are available online, see <https://sites.google.com/site/dumafinalsultanatemughaldelhi/>

Unit 1: (Week 1-2): This historiographical unit will commence with Weberian paradigms of the city and go on to discuss how urbanity, space, power and monumentality have been recently studied. \

Weber, Max. (1966). “Associational and Status Peculiarities of the Occidental City”, in *The City*, Don Martindale (Ed.), Gertrud Neuwirth (Trans.). New York: The Free Press, pp. 80-89;

Eickelman, Dale F. (1974). “Is there an Islamic City? The making of a quarter in a Moroccan town”, *International Journal of Middle Eastern Studies*, vol. 5, pp. 274-294;

Wheatley, Paul. (1969). “City as Symbol” London: Inaugural Lecture, University College.

Lefebvre, Henri. (1996). “Right to the City” in *Writings on Cities*, Malden: Blackwell Press, pp. 147-159.

Inden, Ronald. (2006). “The Temple and the Hindu Chain of Being” in *Text and Practice: Essays on South Asian History*, Delhi: Oxford University Press, pp. 192-212;

Wendell, Charles. (1971). “Baghdad Imago Mundi and other foundation lore” *International Journal of Middle Eastern Studies* vol. 2 (1971);

Foucault, Michel. (1978). “Docile Bodies”, in *Discipline and Punish: the Birth of the Prison*, trans. Alan Sheridan, New York: Vintage Books, pp. 135-69.

Massey, Doreen. (2009). "Concepts of space and power in theory and in political practice" *Documents d'Anàlisi Geogràfica*, vol. 55, pp. 15-26;
Ginzburg, Carlo, (1993). "Microhistory: Two or Three Things That I Know about It", *Critical Inquiry*, vol. 20, No. 1, pp. 10-35.;

Unit 2: (week 3): This unit will focus on the existing historiography on urbanisation and Delhi in the Sultanate Context.

Chattopadhyaya, B.D. (2012). "Urban Centres in Early Medieval India: an overview" in *The Making of Early Medieval India*, Delhi: Oxford University Press, pp. 160-189;
Habib, Mohammad. (1974). "Introduction to Elliot and Dowson's History of India, vol. II", in K.A. Nizami, (Ed.), *Politics and Society in Early Medieval India, Collected Works of Professor Mohammad Habib*, New Delhi: People Publishing House, vol. 1, pp. 33-110.
Habib, Irfan. (1978). "Economic History of the Delhi Sultanate -- an Essay in Interpretation", *Indian Historical Review* vol. 4, pp. 287-303;
Ali, M. Athar. (1986). "Capitals of the Sultans: Delhi during the Thirteenth and Fourteenth Centuries," in R.E. Frykenberg, (Ed.), *Delhi Through the Ages*, Delhi: Oxford University Press, pp. 34-44;
Haider, Najaf. (2014). "Persian Histories and a Lost City of Delhi", *Studies in People's History*, vol. 1, pp.163–171

Unit 3: (Week 4-5): This unit will examine the social and political contexts in which the Delhi Sultans established new centres of power in the riverine plain of Delhi

Kumar, Sunil. (2014). "Bandagī and Naukarī: Studying transitions in Political Culture and Service under the North Indian Sultanates, 13-16th centuries" in Francesca Orsini and Samira Sheikh (Eds.), *After Timur Came*, Delhi: Oxford University Press, pp. 60-110
Kumar, Sunil. (2019). "Theorising Service with Honour: Medieval and Early Modern Responses to Servile Labour" in Nitin Verma, Nitin Sinha and Pankaj Jha (Eds.), *Serants' Pasts*. Delhi: Orient Blackswan, pp. 227-253.
Digby, Simon. (1986). "The Sufi Shaikh as a source of authority in medieval India" *Purusartha (Islam and Society in South Asia)* vol. 9, pp. 57-77.
Kumar, Sunil. (2007). *Emergence of the Delhi Sultanate*, Delhi: Permanent Black, pp. 278-298, 324-352.
Students need to study the following maps of Delhi at:
<https://sites.google.com/site/dumafinalsultanatemughaldelhi/>
Murray, 'The Environs of Delhi', 1901
Bashir al-Din Ahmad, *Dar al-Hukumat-i Dehli*, 1911
Bashir al-Din Ahmad, *Dar al-Hukumat-i Dehli*, 1911 -- perspective
R.E. Frykenberg, *Delhi through the Ages*.

Unit 4: (Week 5-6): Students will study the constructions of the Khalaji Dynasty focusing especially upon ‘Ala al-Din Khalaji and Mubarak Shah Khalaji in this unit

- Jackson, Peter. (1986), “Delhi, the Problem of a vast Military Encampment” in R.E. Frykenberg, (Ed.), *Delhi Through the Ages*, Delhi: Oxford University Press, pp. 18-33
- Anooshahr, Ali. (2014). “On the Imperial Discourse of the Delhi Sultanate and Early Mughal India”, *Journal of Persianate Studies* vol. 7. pp. 157-176
- 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. (2000). “Assertions of Authority: a study of the discursive statements of two Sultans of Delhi: in Muzaffar Alam, Françoise ‘Nalini’ Delvoye and Marc Gaborieu (Eds.), *The Making of Indo-Persian Culture: Indian and French Studies*, Delhi: Manohar, pp. 37-65.
- Cherian, Danny. (September 2004). 'Pairing Mega-Events and Hydrological Systems for Urban Sustainability: strategy framework for Delhi beyond the Commonwealth Games 2010', Massachusetts Institute of Technology: Master in City Planning Dissertation: (access at url: <https://dspace.mit.edu/handle/1721.1/28802>
- Wescoat, James. (2016). “Barapula Nallah and Its Tributaries: Watershed Architecture in Sultanate and Mughal Delhi”, in Jutta Jain-Neubauer (Ed.). *Water Design: Environment and Histories: Marg*, vol. 68, pp. 84-95.

Unit 5: (Week 7): V) The readings, discussions and field site on this unit will concern monumental spaces, conflicting claims and readings with a special case study of Tughluqabad.

- Shokoohy, Mehrdad and Natalie H. Shokoohy. (1994). “Tughluqabad, the Earliest Surviving Town of the Delhi Sultanate”, *Bulletin of the School of Oriental and Arican Studies*, vol. 57, pp. 516-550;
- Shokoohy, Mehrdad and Natalie H. Shokoohy. (1999). “The Dark Gate, the Royal Escape Route and More: Survey of Tughluqabad. Second Interim Report”, *Bulletin of the School of Oriental and Arican Studies*, vol. 62, pp. 423-61;
- Shokoohy, Mehrdad and Natalie H. Shokoohy. (2003). “Tughluqabad, Third Interim Report: Gates, Silos, Waterworks and other features”, *Bulletin of the School of Oriental and Arican Studies*, vol. 66, pp. 14-55.
- Kumar, Sunil. (2009). "The Ignored Elite: Turks, Mongols and a Persian Secretarial Class in the Early Delhi Sultanate", *Modern Asian Studies*, vol. 43, pp. 45–77.
- Please also read the articles in Unit 7 and more generally on how the courtly narrative of Sultanate 'order' needs to be enlarged.

Unit 6: (Week 8-9): The reproduction of the praxis of Islam and the sense of a united community will be studied in this unit with special reference to the Qubbat al-Islam masjid, the dargah of Bakhtiyar Kaki and Nizam al-Din

Flood, Barry. (2008). "Introduction", in Barry Flood (Ed.), *Piety and Politics in the Early Indian Mosque*, Delhi: Oxford University Press, pp. xi-lxvii,

Kumar, Sunil. (2010). 'Qutb and Modern Memory', in Suvir Kaul, ed., *Partitions of Memory*, pp. 140-181, reprinted in *The Present in Delhi's Pasts*, Delhi: 3 Essays Press, pp. 1-46.

Kumar, Sunil. (2000). "Assertions of Authority: a study of the discursive statements of two Sultans of Delhi: in Muzaffar Alam, Francoise 'Nalini' Delvoye and Marc Gaborieu (Eds.), *The Making of Indo-Persian Culture: Indian and French Studies*, Delhi: Manohar, pp. 37-65.

Siddiqui, I.H. (1989). "The Early Chishti Dargahs" in Christian W. Troll, (Ed.), *Muslim Shrines in India*, Delhi: Oxford University Press, pp. 1-23.

Kumar, Sunil. (2017). "Transitions in the relationship between political elites and Sufis: the 13th and 14th century Delhi Sultanate", in N. Karashima (Ed.), *State Formation and Social Integration in Pre-modern South and Southeast Asia: A Comparative Study of Asian Society*, Tokyo: Toyo Bunko, pp. 203-238.

Additionally see the online articles on Sufis:

<https://sites.google.com/site/dumafinaldelhisultanate2/>

Unit 7: (Week 9): In this unit we study the city of Kilukhri and its nearby settlement of Ghiyaspur. In many ways the two comprised a social and political world very different from the old city, *Dihli-i kuhna*.

Nilanjan Sarkar, "An urban imaginaire, ca 1350 : The capital city in Ziya' Barani's *Fatawa-i Jahandari*", *IESHR*, VOL. 48 (2011): 407-24.

Kumar, Sunil. (2018). "The Tyranny of Meta-narratives: Re-reading the History of Sultanate Delhi", Kumkum Roy and Naina Dayal (Eds.), *A Festschrift for Romila Thapar: Questioning Paradigms, Constructing Histories*, Delhi: Aleph Book Company, pp. 220-233

Pinto, s.j., Desiderio. (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:

Kumar, Sunil. (2019). "Time and its didactic possibilities: Sijzi's *Fawā'id al-Fu'ād* and the fourteenth-century Chishtiya", in Francesca Orsini, ed., *Digbynama: Papers from the Simon Digby Memorial Conference*, Delhi: Oxford University Press

Patricia Jeffery, "Creating a Scene: the Disruption of Ceremonial in a Sufi Shrine", in Imtiaz Ahmad, *Ritual and Religions among Muslims in India*, (Delhi: Manohar, 1984), pp.163-194;

Beatrix Pfleiderer, 'Mira Datar Dargah: the Psychiatry of a Muslim Shrine', in Imtiaz Ahmad, *Ritual and Religions among Muslims in India*, (Delhi: Manohar, 1984), pp.195-234;

Katherine Ewing, 'The Sufi as Saint, Curer, and Exorcist in Modern Pakistan', *Contributions to Asian Studies*, vol. 18 (1984), pp. 106-114.

Unit 8: (Week 10): The emergence of the large, connected city of Delhi with its centre at Firuzabad will be studied in this unit. Firuz Tughluq's self-proclamations and building activities will be contrasted with his historiographical appraisal and the curious significance associated with that site today.

Futuh-i Firuz Shahi. (1996). translated by Azra Alavi, Delhi: Idarah-i Adabiyar-i Delli, pp. 19-34..

Page, J.A. (1999 reprint). *A memoir on Kotla Firuz Shah* Delhi: Archaeological Survey of India

Welch, Anthony. (1993). "Architectural Patronage and the Past: the Tughluq Sultans of India" *Muqarnas*, vol. 10, pp. 311-322;

Welch, Anthony. (1983). "Master Builders of the Delhi Sultanate", *Muqarnas*, vol. 1, pp. 123-66;

Welch, Anthony. (1996). 'A Medieval Center of Learning in India: the Hauz Khas Madrasa in Delhi', *Muqarnas*, vol. 13, pp. 165-90;

Welch, Anthony. (1997). "The Shrine of the Holy Footprint in Delhi", *Muqarnas*, vol. 14, pp. 116-178;

Taneja, Anand. (2012). "Saintly Visions: Other histories and history's others in the medieval ruins of Delhi", *Indian Economic and Social History Review*, vol. 49, pp. 557–90 on <https://sites.google.com/site/sultanatemughaldelhifieldwork/home>.

Kumar, Sunil. (2017). "Transitions in the Relationship between Political Elites and Sufis: the 13th and 14th century Delhi Sultanate", N. Karashima (Ed.), *State Formation and Social Integration in Pre-modern South and Southeast Asia: A Comparative Study of Asian Society*, Tokyo: Toyo Bunko, pp. 203-238;

Unit 9: (Week 11): 15th and 16th century Afghan settlements and the making of the Akbarid dispensation

Green, Nile (2012). "Tribe, Diaspora and Sainthood in Afghan History", *Journal of Asian Studies*, vol. 67, reprinted in his *Making Space: Sufis and Settles in Early Modern India*, Delhi: Oxford University Press, pp. 65-115;

Matsuo, Ara. (1982). "The Lodhi Rulers and the Construction of Tomb-Buildings in Delhi", *Acta Asiatica*, vol. 43, pp. 61-80.

Orthmann, Eva. (2011). "Court Culture and Cosmology in the Mughal Empire: Humaun and the foundations of the *din-i ilahi*", in Albrecht Fuess and Jan Peter Hartung (Eds.),

Court Cultures in the Muslim World: Seventh to Nineteenth Centuries, London: Routledge, pp. 202-234.

Lowry, Glenn. (1984). "Delhi in the 16th century." In *Environmental Design: Journal of the Islamic Environmental Design Research Centre*, edited by Attilo Petruccioli, 7-17. Rome: Libreria Herder.

Koch, Ebba. (2001). "The Delhi of the Mughals Prior to Shahjahanabad as reflected in the Patterns of Imperial Visits-Appendix" in *Mughal Art and Imperial Ideology: Collected Essays*, Delhi: Oxford University Press, p. 180.

Welch, Anthony. (2008). "The Emperor's Grief: Two Mughal Tombs", *Muqarnas*, vol. 25, pp. 255-273.

Anooshahr, Ali. (2008). "The King who would be Man: the Gender Roles of the Warrior King in Early Mughal History", *Journal of the Royal Asiatic Society*, Series 3, pp. 327–340.

Khan, Iqtadar Alam. (1968). "The Nobility under Akbar and the Development of His Religious Policy, 1560-80", *Journal of the Royal Asiatic Society*, pp. 29-36;

Khan, Iqtadar Alam. (1997). "Akbar's Personality Traits and World Outlook -- a Critical Appraisal", in Irfan Habib, (Ed.), *Akbar and his India*, Delhi: Oxford University Press, pp. 79-96;

Unit 10: (Week 12-13): Shah Jahan's eponymous city and the new Mughal political ordering will be studied in this unit.

Blake, Stephen. (1979). "The Patrimonial-Bureaucratic Empire of the Mughals", *Journal of Asian Studies*, vol. 39, pp. 77-94;

Blake, Stephen. (1986). "Cityscape of an Imperial Capital: Shahjahanabad in 1739" in R.E. Frykenberg, (Ed.), *Delhi Through the Ages*, Delhi: Oxford University Press, pp. 152-191

Subrahmanyam, Sanjay. (1992). "The Mughal State -- Structure or Process? Reflections on recent western historiography", *IESHR*, vol 29, pp. 291-321.

Koch, Ebba. (2001). *Mughal Art and Imperial Ideology: Collected Essays*, Delhi: Oxford University Press, pp. 38-60, 61-129, 130-162, 183-202, 203-228, 229-254 (chapters on "The Baluster Column"; "Shah Jahan and Orpheus"; "The Hierarchical Principles of Shah Jahani Painting"; "The Mughal Waterfront Garden"; "The Mughal Palace Gardens from Babur to Shah Jahan (1526-1648)"; "Diwan-i 'Amm and Chihil Sutun: the Audience Halls of Shah Jahan").

Subrahmanyam, Sanjay. (1995). "Of Imarat and Tijarat: Asian Merchants and State Power in the Western Indian Ocean, 1400 to 1750", *Comparative Studies in Society and History*, Vol. 37, No. 4, pp. 750-780.

Unit 11: (Week 14): This unit will study the impact of 18th century social and political transitions and the impact of political decentralisation on old elites and the making of new elites. Students will read the *Muraqqa-i Dehli* and will discuss the text in the light of recent research.

Khan, Dargah Quli. (1989). *Muraqqa-e Dehli*, trans. Chander Shekhar and Shama Mitra Chenoy. Delhi: Deputy Publication, pp. 1-26, 33-52, 55-60, 65-70, 75-84, 93-125.

Alam, Muzaffar, (2012 edition). "Introduction" in *Crisis of Empire in Mughal North India*, Delhi: Oxford University Press, Millenium Edition, pp. xiv – lxi.

Kaicker, Abhishek. (2006). "The Colonial Entombment of the Mughal Habitus: Delhi in the 18th and 19th Centuries", University of British Columbia, MA thesis.

Petievich, Carla. (2001). "Gender politics and the Urdu ghazal: Exploratory observations on Rekhta versus Rekhti", *Indian Economic Social History Review* vol. 38, pp. 223-248.

Hasan, Farhat. (2005). "Forms of Civility and Publicness in Pre-British India" in Rajiv Bhargava and Helmut Reifeld (Eds.). *Civil Society, Public Sphere and Citizenship: dialogues and perceptions*, Delhi: Sage Publications, pp. 84-105.

Sharma, Sunil. (2004). "The City of Beauties in Indo-Persian Poetic Landscape", *Comparative Studies of South Asia, Africa and the Middle East*, Vol. 24, pp. 73-81.

Suggested Readings:

- Asher, Catherine and Cynthia Talbot. (2006). *India Before Europe*. Cambridge: Cambridge University Press.
- Raychaudhuri, Tapan and Irfan Habib. (1984). *The Cambridge Economic History of India, volume 1: c. 1200-1750*. Delhi: Orient Longman.
- Richards, John F. (1993). *The Mughal Empire: The New Cambridge History of India I-5*. Cambridge: Cambridge University Press.
- Jackson, Peter. (1999). *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press.

For additional readings use the following online resources:

- <https://sites.google.com/site/dumafinaldelhisultanate/>
- <https://sites.google.com/site/dumafinaldelhisultanate2/>
- <https://sites.google.com/site/lmudelhisultanate/>
- <https://sites.google.com/site/sultanatemughaldelhifieldwork/>

Facilitating Teaching Learning Outcome:

Other than readings and class discussions, field work is an important component of learning in this course. Please use Y.D. Sharma, *Delhi and its Neighbourhood*, Delhi: Archaeological Survey of India, several reprints, to discover a monumental site that you will visit, investigate and write about. You will shape your project with the assistance of the instructor. Many readings

that will get you started on this project are to be found at:

<https://sites.google.com/site/sultanatemughaldelhifieldwork/>

By the fourth week of the course students are supposed to have identified the site they wish to investigate and write upon. On the last class of the fourth week of the term they will submit a page long abstract on their sites and the questions they wish to raise in their paper.

Assessment:

Students enrolled in this course will have two modes of assessment:

- 1) They have to write a term paper, ca 5000 + words, inclusive of bibliographic apparatus, on a site which they will research and evaluate. Other than researching its history they also have to analyse it as a heritage site. They have to first discuss this site with the instructor. It is therefore a good idea to have a choice of sites from which the one most likely to yield profitable research outcomes can be chosen. This essay will be for 25 marks.
- 2) The end of semester examinations will cover the entire course. Students will be asked to respond to four questions out of a choice of eight. The examination is three hours long and worth 75 marks.

HSM 370

Forms of Historical Writing in Medieval and Early Modern India

Course Objectives:

This course introduces students to the vibrant traditions of history writing in medieval and early modern India. It focuses on the production of historical literature, mainly in Sanskrit, Persian and Indian vernaculars, broadly covering the period from the thirteenth to the eighteenth centuries and highlighting the wide variation in modes of narrativization and genre of historical writing. The paper familiarizes students with the key themes, tropes, social and political implications of the norms prescribed in Indian historical traditions during the period.

Learning outcomes:

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

- How scholars read historical texts to disaggregate their structure and organization for historical analysis.
- Identify key features of Indian historical texts that were both stylistically influenced as well as significantly different from the Arabic and Persian texts produced in the Central Islamic lands.
- Understand texts across languages and periods that could be seen influencing each other and, thus, cannot be studied as separate traditions altogether.
- Learn that the vast historical traditions of the medieval and early modern eras constitute examples of both India's classical civilizational culture and remarkable diversity in its regional spectrum.

Course Content:

Unit 1: (weeks 1-2): Introduction to the course: Sources of tradition, narratives, anecdotes and prescriptions

Unit 2: (weeks 3-4): Principle genre: *itihas*, *vanshavalī*, *charit*, *tarikh*, *tabaqat*, *tazkira*, *bakhar*, *buranji*, and *khyat*

Unit 3: (weeks 5-6): Main features of pre-modern historiography: Presence of God, the Prophet, rulers and other sources of authority

Unit 4: (weeks 7-8): Social and political functions of historical writings – elitist political ideology and regional and ethnic identities

Unit 5: (weeks 9-10): Sanskrit historical traditions – *Rajatarangini* and its afterlife in Persian *tarikh*

Unit 6: (weeks 11-12): Indo-Persian histories – general histories, court-chronicles, independent and unofficial accounts of the past

Unit 7: (weeks 13): regional and vernacular histories – Assamese, Bengali, Hindi, Marathi, Rajasthani, Urdu and literary and historical traditions from parts of southern India

Unit 8: (weeks 14): Concluding assessment – Indian historical traditions and modern discipline of history

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (weeks 1-2): This introductory unit to the course will look at sources of tradition, narratives, anecdotes and prescriptions as markers of historical traditions in pre-modern India

Chatterjee, Kumkum. (2009). *The Cultures of History in Early Modern India: Persianization and Mughal Culture in Bengal*, New Delhi: Oxford University Press (chapter 2).

Hardy, Peter. (1960). *Historians of Medieval India: Studies in Indo-Muslim Historical Writing*, London: Luzac (Chapter 1).

Majumdar, R.C. (1961). “Ideas of History in Sanskrit Literature” in C.H. Philips, (Ed.). *Historians of India, Pakistan and Ceylon*, London: Oxford University Press.

Thapar, Romila. (2013). *The Past Before Us: Historical Traditions of Early North India*, Ranikhet: Permanent Black, 2013 (Chapters 1-2).

Unit 2: (weeks 3-4): The principle genres of history such as *itihās*, *vanshavali*, *charit*, *tarikh*, *tabaqat*, *tazkira*, *bakhar*, *buranji*, and *khyat* will be discussed in this unit

Guha, Sumit. (2004). “Speaking Historically: The Changing Voices of Historical Narration in Western India, 1400-199”, *American Historical Review*, Vol. 109, No. 4, Pp. 1084-1103.

Hermansen, Mercia K. and Bruce B. Lawrence. (2000). “Indo-Persian Tazkiras as Memorative Communications”, in David Gilmartin and Bruce B. Lawrence, (Eds.). *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*, University of Florida Press, pp. 149-75.

Rao, Velcheru Narayana, David Shulman and Sanjay Subrahmanyam (2001). *Textures of Time: Writing History in South India*, New Delhi: Permanent Black (Chapter 5).

Thapar, Romila. (2013). *The Past Before Us: Historical Traditions of Early North India*, Ranikhet: Permanent Black, 2013 (Chapters 15).

Unit 3: (weeks 5-6): This unit will attempt an appreciation of the main features of pre-modern historiography, including divine presence and prophetic figures, sovereign power and other sources of authority

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.

Auer, Blain. (2015). "Pre-modern Intellectual Debates on the Knowledge of History and Ziya' al-Din Barani's *Tarikh-i Firuzshahi*", *Indian Economic and Social History Review*, Vol. 52, No. 2, pp. 207-23.

Robinson, Chase. (2003). *Islamic Historiography*, Cambridge: Cambridge University Press (chapter 1).

Syros, Vasileios. (2012). "Indian Emergencies: Barani's *Fatawa-i Jahandari*, the Diseases of the Body Politic, and Machiavelli's *Accidenti*", *Philosophy East & West*, Vol. 62, No. 4, pp. 545-73.

Unit 4: (weeks 7-8): Social and political functions of historical writings, especially articulation of elitist political ideology and regional and ethnic identities will be examined in this unit

Chatterjee, Partha. (2008). "Introduction", in Raziuddin Aquil and Partha Chatterjee, (Eds.). *History in the Vernacular*, Ranikhet: Permanent Black.

Hasan, Mohibbul. ed. (2018). *Historians of Medieval India*, reprint, Delhi: Aakar Books, pp. 111-48.

Mantena, Rama. (2007). "The Question of History in Pre-colonial India", *History and Theory*, Vol. 46, No. 3, pp. 396-4-8.

Mukhia, Harbans. (2017). *Historians and Historiography During the Reign of Akbar*, reprint, Delhi: Aakar Books (Chapters on Abdul Qadir Badauni and Abu'l Fazl).

Unit 5: (weeks 9-10): This unit will undertake a more detailed survey of Sanskrit historical traditions through the genre of historical *kavya* in the form of several narratives of *Rajatarangini* and how they go on to influence later historical traditions, especially in Kashmir

Rajatarangini of Kalhana, translations of the first *taranga* in English by M.A. Stein (Delhi: Motilal Banarsidass, 2017) and in Hindi by Sriramtej Shastri Pandey (Delhi: Chaukhamba Sanskrit Pratishthan, 2015).

Zaina Rajatarangini of Srivara, English translation by Kashi Nath Dhar (New Delhi: ICHR and People's Publishing House, 1994), Wave I, Canto I.

Kaul, Shonaleeka. (2018). *The Making of Early Kashmir: Landscape and Identity in the Rajatarangini*, New Delhi: Oxford University Press (Chapter 2).

Zutshi, Chitralekha. (2014). *Kashmir's Contested Pasts: Narratives, Sacred Geographies, and the Historical Imagination*, New Delhi: Oxford University Press (Introduction and Conclusion).

Unit 6: (weeks 11-12): Samples from the vast corpus of Indo-Persian histories will be examined as part of the course for this unit

Tarikh-i Firuz Shahi of Ziya-ud-Din Barani, English translation by Ishtiyahq Ahmad Zilli, New Delhi: Primus Books, 2015 (Introduction by the author) and Hindi translation by Saiyad Athar Abbas Rizvi in *Aadi Turk Kalin Bharat*, reprint, New Delhi: Rajkamal Prakashan, 2010, *bhumika* 1, pp. 122-39.

Muntakhab-ut-Tawarikh of Abdul Qadir Badauni, Vol. II, English translation by W.H. Lowe, first published 1899, Delhi: Idarah-i Adabiyat-i Delli, 1973 (parts related to the latter half of the reign of Akbar).

Akbarnama of Abu'l Fazl, 3 Vols, English translation by H. Beveridge, Delhi: Rare Books, 1972-73 (parts related to the latter half of the reign of Akbar).

Aquil, Raziuddin (2017). *The Muslim Question: Understanding Islam and Indian History*, New Delhi: Penguin Books (Chapters 3-4)

Unit 7: (weeks 13): The understated significance of regional and vernacular histories which emerged in large parts of the subcontinent in the early modern era will be evaluated in this unit

Allison Busch. (2005). "Literary Responses to the Mughal Imperium: The Historical Poems of Kesavdas", *South Asia Research*, Vol. 25, No. 1, pp. 31-54

Aquil, Raziuddin and Partha Chatterjee. (Eds). (2008). *History in the Vernacular*, Ranikhet: Permanent Black (Chapters 5-6).

Pollock, Sheldon. (1998). "The Cosmopolitan Vernacular", *Journal of Asian Studies*, Vol. 57, No. 1, pp. 6-37.

Rao, Velcheru Narayana, David Shulman and Sanjay Subrahmanyam (2001). *Textures of Time: Writing History in South India*, New Delhi: Permanent Black (Chapter 3).

Unit 8: (weeks 14): This concluding unit will assess the persistence of longstanding Indian historical traditions, which the modern discipline of history has not been able to completely decimate and, thus, popular historical memory continues to challenge modern professional history

Busch, Allison. (2011). *Poetry of Kings: The Classical Hindi Literature of Mughal India*, New York: Oxford University Press (Introduction and Conclusion).

Chakrabarty, Dipesh. (2015). *The Calling of History: Sir Jadunath Sarkar and His Empire of Truth*, Ranikhet: Permanent Black (Introductory chapter).

Deshpande, Prachi. (2007). *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*, Ranikhet: Permanent Black (Introduction and Conclusion).

Rao, Velcheru Narayana, David Shulman and Sanjay Subrahmanyam. (2001). *Textures of Time: Writing History in South India*, New Delhi: Permanent Black (Chapter 1).

Suggested readings:

- Abbas, Fauzia Zareen. (1987). *Abdul Qadir Badauni as a Man and Historiographer*, Delhi: Idarah-i Adabiyat-i Delli (Introductory parts).
- Kothiyal, Tanuja. (2016). *Nomadic Narratives: A History of Mobility and Identity in the Great Indian Desert*, New Delhi: Cambridge University Press (Chapter 5).
- Nizami, K.A. (1982). *On Historians and Historiography in Medieval India*, New Delhi: Munshiram Manoharlal (Introductory parts).

- Sarkar, Sumit. (2017). *Essays of a Lifetime: Reformers, Nationalists, Subalterns*, New Delhi: Permanent (Chapter on Raja Rammohan Roy and the break with the past).
- Upadhyay, Shashi Bhushan. (2016). *Historiography in the Modern World: Western and Indian Perspectives*, New Delhi: Oxford University Press (Chapter 5).
- Ziegler, Norman. (1976). “The Seventeenth Century Chronicles of Marvara: A Study in the Evolution and Use of Oral Traditions in Western India”, in *History of Africa*, Vol. 3, pp. 127-153.
- Ziegler, Norman. (1976). “Marvari Historical Chronicle: Sources for the Social and Cultural History of Rajasthan”, *Indian Economic and Social History Review*, Vol. 13, No. 1, pp. 219-50.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. During the course of the semester, students are required to write and present two term papers. The exercise is to ensure that students comprehend the readings and develop writing and verbal communication skills.

Assessment:

Students enrolled in the course would have their work assessed in two modes.

- 1) The two term papers (12-15 pages each), along with the presentations, will be marked out of 25 marks.
- 2) There will be an end semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer four out of eight questions. Marks will be awarded out of a maximum of 75 marks.

HSM-372
MEDIEVAL DECCAN, ca. 1300-1700

Course Objectives:

This course focuses on the political and cultural history of the medieval Deccan from the early fourteenth century to the seventeenth century. It will introduce students to idea of space shaped by complexity of external influences and local resistance-cum-assimilation in Deccan. It will also highlight the religious and social dimensions of the changes that were associated with shifts in political power.

Learning Outcomes:

At the end of course, the students would be-

- Familiar with the Deccan as a space, and its associated history of change and continuity
- Aware about the politics of the different regimes in the Medieval Deccan
- Having clarity about concepts like the military labour market and its role in shaping the nature of the state
- Understand trading and African diasporas
- Understand context of political legitimacy in medieval Deccan
- Understand the Deccani localisation of Sufi orders
- Understand gender and social aspects in Deccani poetry
- Comprehend the role of language as an instrument of resistance from below in the Deccan
- Provide skills to students for research in African and trading diaspora studies
- Provides skills to students about architecture as research tool.

Course Content:

Unit-1 (Week 1-3): Political Trajectories

State and evolution of political culture

Complexity of relations among states in Deccan

Nobility in 15th and 16th century - Afaqi and Deccani

Unit-2 (Week 4-7): Identity and Resistance: 16th and 17th century

Military Labour Market

Role of African Diaspora and Trading Diasporas

Change and continuity in Deccani Identity, and Resistance to Mughal Campaigns

Unit-3 (Week 8-10): Religious dimensions

The question of religion in politics

Sufi orders; Islam and non-Muslims
Shias and Sunnis
Bhakti Movement: From Chokhamela to Tukaram

Unit 4 (Week 11-13): Cultural contours

Miniature paintings and architecture
Language and literature in the Deccani, Urdu, Telugu, Kannad, and Marathi
Patronage to Persian poetry.

Unit 5 (Week 14): Review Week

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-3): By the end of this unit students will learn about context and nature of state in Deccan. The students will become aware about role of afaqi and Deccani nobility in shaping politics of medieval Deccan.

Eaton, Richard M.,(2005). *Social History of the Deccan, 1300 – 1761, Eight Indian Lives*. Cambridge: Cambridge University Press.

Sherwani, H.K.(1985). *The Bahamanis of the Deccan*. New Delhi: Munshiram Manoharlal.

Talbot, Cynthia.(1995). “Inscribing the other, Inscribing the self: Hindu-Muslim Identities in Pre-Colonial India”. *Comparative Studies in Society and History*, Vol. 37, No-4, pp. 692-722

Unit 2 (Week 4-7): By the end of this unit, students will learn about identity of social forces and nature of state with reference to military labour market

Ali, S.S.(1996). *African Dispersal in the Deccan: From Medieval to Modern Times*. Hyderabad: Orient Longman.

Cohen, Robin.(2008) *Global Diasporas*. New York: Routledge,pp. 1-54

Sherwani, H.K.(1942). *Mahmud Gawan: The Great Bahamani Wazir*. Allahabad: Kitabistan

Tamaskar, B.G. (1978). *The Life and Work of Malik Ambar*. Delhi: Idarah-I Adabiyat-I Delli

Unit 3 (Week 8-10): By the end of this unit students will learn about issues of Legitimacy and social processes associated with sufi orders and bhakti movement

Eaton, Richard M.(1996). *Sufis of Bijapur, 1300 – 1700, Social Roles of Sufis in Medieval India*, reprint. New Delhi: Munshiram Manoharlal.

Green, Nile. (2004). “Stories of Saints and Sultans: Remembering Sufi Shrines at Aurangabad.” *Modern Asian Studies*, Vol.38, No. 2. pp- 419-446.

Talbot, Cynthia.(2001). *Precolonial India in Practice: Society, Region, and Identity*

in Medieval Andhra. New Delhi: Oxford University Press.

Unit 4 (Week 11-13): By the end of this unit, students will learn about various aspects of power and culture especially with reference to architecture, painting and language

Eaton, Richard M. and Wagoner, Philip B.(2014). *Power, Memory and Architecture-Contested Sites on India's Deccan Plateau, 1300-1600.* New Delhi: Oxford University Press.

Michell, George and Mark Zebrowski. (1999). *Architecture and Art of the Deccan Sultanates.* Cambridge: Cambridge University Press.

Panchal, Parmanand.(2009). *Traditional Indian Forms of Deccani Poetry.* Indian Literature, Vol.53, No.5, pp- 211-219.

Tukaram and Machwe, Prabhakar.(1969). "Twenty-Five Poems". *Mahfil*, Vol.5, No.1/2, Published by Asian Studies Centre, Michigan State University

Select Readings:

- Curtin, Philip D(1984). *Cross-Cultural Trade in World History.* New York: Cambridge University Press.
- Kruijtzter, Gijs.(2009). *Xenophobia in Seventeenth-Century India.* Leiden: Leiden University Press.
- Kulkarni, A.R., M.A. Nayeem and T.R. de Souza. (eds), (1996) *Medieval Deccan History: Commemoration Volume in Honour of P.M. Joshi.* Bombay: Popular Prakashan, 1996
- Rao, Valcheru Narayan and Subrahmanyam, Sanjay.(2009). *Notes on Political Thought in Medieval and Early Modern South India.* Modern Asian Studies, Vol.43, No. pp- 175-210
- Richards, J.F.(1985). *Mughal Administration in Golconda.* Oxford: Clarendon Press, 1975.
- Sherwani, H.K. and P.M. Joshi. (eds),(1975). *History of Medieval Deccan, 1295 – 1724*, 2 vols, Hyderabad: Government of Andhra Pradesh.
- Wagoner, Philip B.(1999). *Fortuitous Convergences and Essential Ambiguities: Transcultural Political Elites in Medieval Deccan.* International Journal of Hindu Studies, Vol.3, No.3.pp- 241-264
- Wagoner, Phillip B. (1993). *Tidings of the King: A Translation and Ethnohistorical Analysis of Rayvacakamu.* Honolulu: University of Hawaii Press.
- Wink, Andre. (1986). *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya*, Cambridge: Cambridge University Press, pp. 417.

Facilitating Teaching Learning Outcome:

The course is structured as weekly lectures and reading assignments. On the one hand, the essential readings build up basic understanding about issues, on the other, the students will be motivated to explore readings beyond given in paper paving way for research orientation and knowledge production. In order to enhance verbal communication skills of students, one paper presentation and group discussion on any two books (1 book from essential reading and one

relevant book as per choice of student) will be held. Preparation of reports and assignment will enhance writing skills of students.

Assessments:

The Assessment is aimed to ensure that students not only acquire knowledge as per themes of paper, but also, develop understanding about reading a text, ability to connect history with relevant issues of society and find new dimensions on themes referred in paper by approaching relevant primary sources in creative ways. Students enrolled in the course would have their work assessed in two modes.

1) Three Tests will be held -- two written test and one presentation. Out of this, the best two will be counted for a total of 25 Marks – 12.5 marks each. In case of presentation, the students are required to consult primary sources, and prepare assignment following framework of research paper with proper citations.

2) Finally, the students have to appear in end semester exam (Maximum Marks-75) at the end of semester. The end semester exam will cover all contents of the course and the time duration is 3 hours. Out of 8 questions, the students can attempt any four questions.

HSM 375

Sources of the Mughal Period: Reading and Interpreting Texts

Course Objectives:

The objective of the course is to introduce students with the sources of the Mughal period, and the problems historians face in reading and interpreting historical texts. Since this is a seminar course, students read the texts beforehand, and there is intense discussion on a selected text every week. The students are encouraged to read texts written in different genres with a view to understand how genres shaped historical discourse.

Learning Outcomes:

At the end of the course, the student would:

- Learn about the nature, form and literary traditions that impact on Mughal sources
- Learn to critically engage with the texts
- Understand the limitations of positivist-empiricist reading of texts
- Appreciate the need to integrate author-centered readings of texts with reader-centered interpretations
- Have learnt to appreciate the significance of genre in shaping discourse in historical texts

Course Content:

Unit I (weeks 1-3): Historical Texts:

Unit II (weeks 4- 6): Imperial Memoirs:

Unit III (weeks 7-10): Biographies/autobiographies:

Unit IV (weeks 11-14): European Writings in Persian:

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit I (weeks 1-3): Abul Fazl. (2011). *Akbarnama*, trans. H. Beveridge. New Delhi: Low Price Publications.

Unit II (weeks 4-6): Babur.(2002). *Baburnama*, trans. W. M.Thackston Delhi.

Unit III (weeks 7-10): Banarsidas, (2005). *Ardhakathanaka*, trans. Mukund Lath, New Delhi.

Unit IV (weeks 11-14): Antoine-Louis Henri Polier, (2007). *Ijaz-i Arsalani*, trans. Muzaffar Alam and Seema Alavi under the title, *A European Experience of the Mughal Orient* Delhi: Oxford University Press

Suggested Readings:

- Alam, Muzaffar. (2004). *The Languages of Political Islam in India*. Chicago: University of Chicago Press.
- Ali, M. Athar (2006). *Mughal India*. New Delhi: Oxford University Press.
- Barthes, Roland. (1997). *On the Edge of the Cliff: History, Language, and Practices*. Baltimore and London: The John Hopkins University Press.
- Chartier, Roger. (1994). *The Order of Books*. Stanford: Stanford University Press.
- Chartier, Roger. (1973). *The Pleasure of the Text*. New York: Hill and Wang.
- Derrida, Jacques. (2001). *Writing and Difference*. London: Routledge.
- Habib, Irfan. (ed.). (1999). *Akbar and his India*. New Delhi: Oxford University Press.
- Islam, Khurshidul and Ralph Russell. (1998). *Three Mughal Poets*. New Delhi: Oxford University Press.
- Keshavmurthy, Prashant. (2016). *Persian Authorship and Canonicity in Late Mughal Delhi*. London: Routledge.
- Khan, I. A. (Ed.). (1999). *Akbar and his Age*. New Delhi: Manohar.
- Kinra, Rajeev. (2015). *Writing Self, Writing Empire: Chanderbhan Brahman and the Cultural World of the Indo-Persian State Secretary*. Berkeley: University of California Press.
- Losensky, Paul E. (1998). *Welcoming Fighani: Imitation and Poetic Individuality in the Safavid-Mughal Ghazal*. Costa Mesa, CA: Mazda Publishers.
- Naim, C. M. (2004). *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*. New Delhi: Oxford University Press.
- Sharma, Sunil. (2017). *Mughal Arcadia*. Harvard: Harvard University Press.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and intense discussions on the prescribed sources. At the end of each discussion, the students are required to make oral presentations on the text under discussion. This is followed by written submissions which are discussed in the class as well.

Assessments:

There are three modes of assessing the performance of students enrolled in this course:

- 1) The internal assessment is based on the student's participation in discussions in the class (10 marks)
- 2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-377

**Epigraphic, Numismatic and Archival Records
for the Study of Medieval Indian History**

Course Objectives:

The aim of the course is to acquaint the students (some familiarity with the script/language would be an advantage) with the latest research in the field of epigraphic, archival and numismatic evidence and the way they have altered (added) to our understanding of the history of the period. It will offer them an opportunity to undertake/understand the relationship the state had with professional scribes, secretaries, artisans and other experts specializing in the respective fields. Similarly, students would learn about the contexts and transitions in the social standing of these groups in response (or not) to the changes in the nature and composition of the ruling elite. With the opportunity to explore for themselves, students will access numerous (unreported) collections/coin hoards and inscriptional data in the religious/secular structures, some in the museum of the Department of History.

Learning Outcomes:

At the end of the course the students would be:

- Familiar with the major repositories and collections of the archival records from pre colonial times.
- Able to cull the data from some of the major catalogues, private collections and the religious institutions who have maintained these records.
- Learn about the inscriptional data in Arabic, Persian and Sanskrit spread throughout the sub-continent and the way this data has been compiled by the Archeological Survey of India, other government and research agencies, and independent bodies.
- Learn about the mints, minting techniques and mint towns
- Learn how to decipher the legends on the coins and the way these have been analysed and interpret in current scholarship.
- Familiar with major coin hoards in Indian museums and their catalogues.
- Able to develop some interest in the *shikasta* script, palaeography and codicology.
- Learn about the nature of the large number of records that have survived at different Museums, Archives and Libraries across the subcontinent.

Course Content:

Unit 1: (Week 1-2): Archives, Inscriptions and coins as repository of evidence for Historical studies; Arabic and Persian inscriptions of the Sultanate period

Unit 2: (Week 3-4): Sanskrit inscriptions from Delhi and North West India

Unit 3: (Week 5-6): Imperial orders and edicts by princes and nobles – *farmans, nishans and parwanas*

Unit 4: (Week 7): Edicts from the imperial *harem*

Unit 5: (Week 8): Local documents and papers in the establishments of the *qazis*

Unit 6: (Week 9-10): Documents in the *khanqahs* and Sufi hospices

Unit 7: (Week 11-12): Documents in the temples and *maths*

Unit 8: (Week 13): Coin hoards, catalogues and numismatic studies; Coins, mints, and metallurgy during the Delhi Sultanate and the Mughals.

9) Unit 9: (Week 14): Inscriptional data from ruined/abandoned cities and the possibilities of urban histories.

ESSENTIAL READINGS AND UNIT BASED TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will discuss the importance of archives, inscriptions and coins as repository of differing kinds of evidence for historical analysis.

Farooqui, N.R. (2017). “An Overview of Ottoman Archival Documents and their Relevance for Medieval Indian History”, *Medieval History Journal*, Vol. 20., Issue I, April. pp. 192-229.

Aziz, Sana. (2017). “The Colonisation of Knowledge and Politics of Preservation: National Archives of India, *EPW*, vol. 52, Issue 50.

Tirmizi, S.A.I. (1968). *Ajmer Through Inscriptions*, New Delhi: Indian Institute of Islamic Studies, pp. 11-24.

Siddiqui, I.H. (2012). “Money and Social Change in India during Medieval Times” in S.Z.H. Jafri (ed.) *Recording the Progress of Indian History: Symposia Papers of the Indian History Congress, 1992-2010*, 433-458.

Prasad, Pushpa. (1990). *Sanskrit Inscriptions of Delhi Sultanate, 1191-1526*. OUP, Delhi, pp. xv- xxxii.

Raza, S. Jabir. (2014). ‘Coinage and Metallurgy under the Ghaznavid Sultan Mahmud’, in *Proceedings of Indian History Congress*, Vol 75, Platinum Jubilee, pp. 224-231

Unit 2 (Week 3-4): This unit shall examine the Sanskrit inscriptions from the regions of Delhi and Gujarat and contextualize them within their socio-political milieu.

Bendrey, V.S. (1944). *A Study of Muslim Inscriptions*, Bombay: Karnatak Publishing House, pp. 1-30.

Prasad, Pushpa. (1990). *Sanskrit Inscriptions of Delhi Sultanate, 1191-1526*. OUP, Delhi, pp. xv- xxxii.

Prasad, Pushpa. (2011). “Artisans in Medieval India: through Nagari Inscriptions”, *Proceedings of the Indian History Congress*, Vol. 72, Part-I, pp. 246-263.

Sircar, D.C. (1965). *Indian Epigraphy*, Delhi: Motilal Banarsidas, [portions of some Chapters].

Unit 3 (Week 5-6): This unit would focus on the working of the imperial chancellery, the actual procedures for issuing the orders and the internal checks against the possibilities of any fraud.

Srivastava, K.P. (ed.), (1974). *Mughal Farmans [1540 to 1706]*, vol.1, Uttar Pradesh State Archives, Lucknow, 1-71.

Mohinuddin, Momin. (1971). *The Chancellory and Persian Epistolography Under the Mughals*, Calcutta: Iran Society, pp. 1-44.

Husain, Iqbal (2013). *Studies in Polity, Economy and Society of the Trans-Gangetic Valley Fifteenth-Nineteenth Centuries*, Delhi: Primus, pp. 261-271; 103-12; 122-138 (Specific chapters on “Akbar’s Farmans: A Study in Diplomatic”, “Sixteenth and Seventeenth Centuries Documents from the Firangi Mahal Collection [With a Calender of Select Documents]”, “A Calender of Khairabad Documents: Sixteenth-Nineteenth Centuries”).

Jafri, S.Z.H. (2016). “Madad-i Ma’ash: Farmans of Aurangzeb from Awadh”, in *Awadh from Mughal to Colonial Rule: Studies in the Anatomy of a Transformation*, New Delhi: Gyan Pub. House, pp. 59-74.

Unit 4 (Week 7): This unit will look at the position of the women in the imperial households during the Sultanate and Mughal times; their role in the administration through the surviving inscriptions/ archival documents and coin hordes.

Tirmizi, S.A.I. (1979). *Edicts from the Mughal Harem*, Delhi, Idarah-i Adabiyat-i Delli, pp. 1-131.

Habib, Irfan. (1969). ‘The Family of Nur Jahan during Jahangir’s Reign’, *Medieval India, A Miscellany vol.1*, Bombay: Asia Publishing House.

Habib, Irfan. (2012). ‘Exploring Medieval Gender History’ in S.Z.H. Jafri (Ed.) *Recording the Progress of Indian History: Symposia Papers of the Indian History Congress*, Delhi: Primus Books, pp. 263-276.

Moosvi, Shireen. (1992). ‘Travails of a Mercantile Community’, *Proceedings of the Indian History Congress*, 52nd Session, Delhi, pp. 400-9.

Unit 5 (Week 8): This unit will discuss the working of the administration at the provincial level and the judicial department through the surviving records from the qazi’s establishments.

Husain, Zakir. (2006). ‘Tughluq Period Documents- in the ‘Sururu’s Sudur, *Proceedings of the Indian History Congress*, Vol. 66, pp. 355-362.

Husain, Zakir. (2015). ‘Suyurghal Grants to Qazis under Babur and Humayun: Newly Discovered Documents’, *Proceedings of the Indian History Congress*, Vol. 76, pp. 221-252.

Jafri, S.Z.H. (1988). ‘Rural Bureaucracy in Cooch Bihar and Assam under the Mughals- Archival Evidence’, *Proceedings of the Indian History Congress*, pp. 277-286.

Jafri, S.Z.H. (1985). 'The Sarkar Qanungo: 16th-18th Century Documents', *Proceedings of the Indian History Congress*, pp. 417-431.

Bilgrami, Rafat M. (1984). *Religious and Quasi-Religious Departments of the Mughal period, 1556-1707*, Delhi: Munshiram Manoharlal Publishers, pp. 105-140.

Irfan Habib. (1967). 'Aspects of Agrarian Relations and Economy in a Region of Uttar Pradesh during the 16th century' in *Indian Economic and Social History Review*, IV [3], pp. 205-32

Unit 6 (Week 9-10): The unit will look at the surviving collections housed in old Sufi establishments and their use by modern scholars to reconstruct their histories.

Khan, Motiur Rahman. (2010-2011) 'Akbar and the Dargah of Ajmer' in *Proceedings of the Indian History Congress*, Vol. 71 (2010-2011), pp. 226-235

Jafri, S.Z.H. (1996). "A Sufi Institution in Awadh", in D.N. Jha (Ed.). *Society and Ideology in India: Essays in Honour of Professor R.S. Sharma*, Delhi: Munshiram Manoharlal Publishers, 269-290.

Jafri, S.Z.H. (2018). 'The Mughal-Nawabi Legacy under Siege in the Age of Empire (1860's-1880s): Familial Grants and the Waqf of Khanqah-e Karimia, Salon, India' in Miura Toru (ed.) *Comparative Study of the Waqf from the East: Dynamism of Norm and Practices in Religious and Familial Donations*, pp. 191-216, Tokyo: The Toyo Bunko.

Unit 7 (Week 11-12): Here the emphasis will be laid on the Persian archival records at the various temples and maths in the upper Gangetic valley and will discuss some case studies undertaken by the modern scholars.

Goswami, B.N. and J.S. Grewal. (1967). *Mughals and the Jogis of Jhakbar*, Shimla: Indian Institute of Advanced Studies, pp. 1-40 ("introduction") and pp. 41-108 ("documents").

Mukherjee, Trapada and Habib, Irfan. (1987). 'Akbar and the Temples of Mathura and its Environs.', *Proceedings of the Indian History Congress*, pp. 234-250.

Mukherjee, Trapada and Habib, Irfan. (1990). 'The Mughal Administration and the Temples of Vrindaban during the reigns of Jahangir and Shahjahan', *Proceedings of the Indian History Congress*, pp. 287-300.

Ansari, M.A. (1984). *Administrative Documents of Mughal India*, Delhi: B.R. Publishing Corp., pp. 1-71.

Unit 8 (Week 13): This unit would discuss the nature of coinage system under the Delhi Sultanate and the Mughals

Wright, H. Nelson. (1974). *The Coinage and Metrology of the Sultans of Delhi*, Delhi: Oriental Books Reprint Corporation, [Relevant sections].

Habib, Irfan. (1960). 'The Currency System of the Mughal Empire [1556-1707]', *Medieval India Quarterly*, IV [Nos. 1-2], Aligarh.

Ahmad, Qeyamuddin. (1996). 'The Mughal Mints in Bihar' in D.N. Jha ed. *Society and Ideology in India: Essays in Honour of Professor R.S. Sharma*, Delhi: Munshiram Manoharlal Publishers, pp. 213-248.

Moin, Danish. (2018). 'Understanding Transition in Indian History in the Light of Numismatics Evidence' in Radhika Seshan and Sharaddha Kumbhojkar ed. *Re-Searching Transition in Indian History*, London: Routledge.

Moin, Danish. (2001). 'Inscriptions on Medieval Indian Coins: An Analysis' in Amiteshwar Jha ed., *Medieval Indian Coinages: A Historical and Economic Perspective*, Nasik: India Institute of Research in Numismatic Studies.

Moin, Danish. (2016). 'Inscriptions and Calligraphy on the Mughal and Safavid Coinage: A Comparative Study', in Radhika Seshan ed. *Narratives, Routes and Intersections in Pre-Modern Asia*, London: Routledge.

Unit 9 (Week 14): this unit will look at the histories of the important towns during the pre-Mughal times through the surviving inscriptional data from the modern studies.

Begley, W.E. (1985). *Monumental Islamic Calligraphy from India*, Illinois: Islamic Foundation Villa park, pp. 1- 75

Khan, M. Abid Ali. (rpt. 1986). *Memoirs of Gaur and Pandua*, Edited and revised by H.E. Stapleton, Calcutta: The Department of Information & Cultural Affairs, pp. 80-105.

Sharda, Harbilas. (1941) *Ajmer: Historical and Descriptive*, Ajmer: Scottish Mission Industries Co., pp. 9-63.

Shokoohy, Mehrdad and Shokoohy, Natalie H. 1993. *Nagaur: Sultanate and Early Mughal History and Architecture of the District of Nagaur, India*, London, Royal Asiatic Society, pp. 7-84.

Kakkar, Jaya. (2018). "Strategic Significance and Architecture Magnificence of the Fort of Kara: The Last Bastion of The Gahadavala Dynasty", in *Proceedings of the Indian History Congress*, Delhi, pp. 1013-1020.

Suggested Readings

- Selected Volumes of *Epigraphica Indo-Moslemica* now *Epigraphica Indica* Arabic and Persian supplement Selected Volumes of the Memoirs of Archaeological Survey of India.
- Prasad, Pushpa. 1996. *Sanskrit Inscriptions of Delhi Sultanate*, Delhi: Oxford University Press, 1996
- Tirmizi, S.A.A.I. 1976. *Ajmer Through Inscriptions*, Delhi: Indian Institute of Islamic Studies.
- Modi. J.J. 1903. *The Parsis at the Court of Akbar*, Bombay: Bombay Education Society Press.

- Goswami, B.N. & Grewal, J.S.1967. *Mughals and the Jogis of Jhakbar, Shimla*: Indian Institute of Advanced Study.
- Hodivala, S.H. 1929. *Studies in Parsi History*, Bombay: Shahpurshah Hormasji Hodivala.
- Husain, Iqbal. 2013. *Studies in Polity, Economy and Society of the Trans-Gangetic Valley Fifteenth-Nineteenth Centuries*, Delhi: Primus.
- Deyell, John. 1999. *Living Without Silver: The Monetary History of Early Medieval North India*, New Delhi: OUP.
- Husain, Syed Ejaz. 2003. *The Bengal Sultanate: Politics, Economy and Coins (AD 1205-1576)*, Delhi: Manohar
- Habib, Irfan. 1960. 'The Currency System of the Mughal Empire [1556-1707]', *Medieval India Quarterly*, IV [Nos. 1-2], Aligarh.
- Raza, S. Jabir. 2014. 'Coinage and Metallurgy under the Ghaznavid Sultan Mahmud', in *Proceedings of Indian History Congress, Vol 75, Platinum Jubilee*, pp. 224-231
- Jha, Amiteshwar, (ed.), 2001. *Medieval Indian Coinages: A Historical and Economic Perspective*, India Institute of Research in Numismatic Studies.
- Gupta, Parmeshwari Lal. 1996. *Coins*, South Asia Books.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

There are three modes of assessing students who take this paper.

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
- 2) Students will also be asked to submit a research paper on one of the topics of the course, which will include footnotes and bibliography. The term paper will be marked out of 15 marks
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM New Course
Connected Empires: Mughals, Safavids and Ottomans

Course Objectives:

This paper shall trace the “connected histories” of the Mughal, Safavids and Ottoman Empires for critical appreciation of the historical processes within a vast geographical canvas. It will emphasize the complex circulation, exchanges and interactions that operated across the formal borders of imperial formations. The exchange of goods, people and ideas between Asia’s emerging ‘universal’ empires reshaped continental networks leading to the creation of new connections and new forms of alterities. The course will examine sources like paintings, portraits, architecture to understand connected histories. We shall also examine the “area studies” approach to understand specific structures and ideologies of the respective regimes in comprehending the urban morphologies as well as the economic and cultural lives of the people.

Course Outcomes:

At the end of the course, the students would

- Know the concepts, methodology and problems of ‘Connected Histories’.
- Explore the ways in which polities and societies in these empires engaged with and produced alternative imagined visions of interaction beyond given geographies.
- Develop understanding of how people in the past themselves understood and sought to influence patterns of long-distance interaction, and of how contemporaries drew comparisons between widely-separated parts of the world.
- Consequently, through the circulation and mobility of men, ideas and goods across the time and space the course will instruct students on trajectories of growth, interdependent relationships and the emergence of universal forms of knowledge across seemingly vast geographical expanses.
- Able to synthesize the histories of three empires through trade, migration and cultural encounters.
- How connected history helps in locating South Asia globally during the early modern period.
- Extend scope of connected histories into the realm of language, court cultures and power.
- Be acquainted with various sources for writing connected histories.

Course Content:

Unit 1: (Week 1-2): Understanding “Connected Histories”.

Unit 2: (Week 3-4): Sovereignty and Millennium Across the Empires.

Unit 3: (Week 5-6): The Movement of People, Circulation, and Travel Across the Empires.

Unit 4: (Week 7-8): Exchange Networks, Trade and Empires.

Unit 5: (Week 9-10): Histories of the Royal Household and the Politics of the Harem.

Unit 6: (Week 11-12): The Diffusion of Culture and Connected Metaphors Across the Empires.

Unit 7: (Week 13): Connecting, comparing and contrasting public spaces and urban culture of the Empires.

Unit 8 (Week 14): Europeans in Asian Empires, accounts of the encounters.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will explain the theoretical and methodological framework of 'Connected Histories'.

Subrahmanyam, Sanjay. (July 1977). "Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia", *Modern Asian Studies*, Vol. 31, No. 3, Special Issue: The Eurasian Context of the Early Modern History of Mainland South East Asia, 1400-1800, pp. 735-762.

Subrahmanyam, Sanjay. (2005). "On World Historians in the Sixteenth Century", *Representations*, 91, pp. 26-57.

Subrahmanyam, Sanjay. (2011). *From Tagus to the Ganges Explorations in Connected History*, Delhi: Oxford University Press.

Goldstone, Jack A. (1998). "The Problem of the "Early Modern" ", *Journal of the Economic and Social History of the Orient*, Vol. 41, No. 3, pp. 249-248.

Starn, Randolph. (2002). 'The Early Modern Muddle', *Journal of Early Modern History* vol. 6, no. 3, pp. 296-307.

Unit 2: (Week 3-4): This unit would help students to understand connected notions of 'millenarian sovereign' and the importance of lost epistemies of predictive sciences, occults and magic in shaping a new form of kingship across these Empires.

Moin, A. Afzar. (2014). *The Millennial Sovereign: Sacred Kingship & Sainthood in Islam*, New York: Columbia University Press.

Babayan, Kathryn. (2002). *Mystics, Monarchs, and Messiahs: Cultural Landscapes of Early Modern Iran*, Cambridge: Harvard Middle Eastern Monographs.

Subrahmanyam, Sanjay. (2003). "Turning the Stones Over: Sixteenth Century Millenarianism from the Tagus to the Ganges" in *Indian Economic and Social History Review*, 40, No. 2, pp. 129-161.

Moin, A. Afzar. (2009). "Challenging the Mughal Emperor: The Islamic Millennium According to Abd ai-Qadir Badayuni" in Barbara Metcalf ed., *Islam in South Asia in Practice*, New Jersey: Princeton University Press.

Balabanlilar, Lisa. (2007). "Lords of the Auspicious Conjunction: Turco-Mongol Imperial Identity on the Subcontinent", *Journal of World History*, Vol. 18, No. 1, pp. 1-39.

Unit 3: (Week 5-6): This unit would help students in understanding circulation and mobility of people (largely elite, intellectuals and professionals) as important vectors of connected histories and the resultant cultural encounters.

Subrahmanyam, Sanjay and Muzaffar Alam. (2007). *Indo-Persian Travels in the Age of Discoveries, 1400-1800*, Cambridge: Cambridge University Press.

Subrahmanyam, Sanjay. (2014). "Early Modern Circulation and the Question of 'Patriotism' between Indian and Central Asia" in Nile Green ed., *Writing Travel in Central Asian History*, Bloomington: Indiana University Press.

Subrahmanyam, Sanjay. (1992). "Iranians Abroad: Intra-Asian Elite Migration and Early Modern State Formation", *Journal of Asian Studies*, Vol. 54, No. 2, pp. 340-363.

Subrahmanyam, Sanjay. (2011). *Three ways to be Alien: Travails & Encounters in the Early Modern World*, Brandeis University Press: Massachusetts.

Dale, Stephen Frederic. (June 2003). "A Safavid Poet in the Heart of Darkness: The Indian Poems of Ashraf Mazandarani", *Iranian Studies*, Vol.36, No.2.

Digby, Simon. (1993). "Some Asian Wanderers in Seventeenth Century India: An Examination of Sources in Persian", *Studies in History*, vol. 9, no. 2, pp.

Ahmad, Aziz. (1976). "Safawid Poets and India", *Iran*, No. 14, pp. 117-132.

Unit 4: (Week 7-8): This unit would help the students to appreciate growth of exchange networks, trade and commerce beyond the narrow technicalities of Imperial economy, and the interconnections between trade and state.

Dale, Stephen Frederic. (1994). *Indian Merchants and Eurasian Trade, 1600-1750*, New York: Cambridge University Press.

Veinstein, Gilles. (2007), 'Commercial Relations between Indian and The Ottoman Empire (late fifteenth to eighteenth centuries): A few Notes and Hypotheses' in Sushil Chaudhury and Michel Morineau (ed.), *Merchants, Companies and Trade: Europe and Asia in Early Modern Era*, Cambridge: CUP, pp. 95-116.

Prakash, Om. (2001). 'The Indian Maritime Merchant, 1500-1800', *Journal of Economic and Social History of the Orient*, vol. 17, no. 3, pp. 135-157.

Lefevre, Corinne. (2012). Europe–Mughal India–Muslim Asia: Circulation of Political Ideas and Instruments in Early Modern Times in Flüchter, Antje and Susan Richter (ed.), *Structures on the Move Technologies of Governance in Transcultural Encounter*, Hidelberg: Springer, pp. 127-145.

Subrahmanyam, Sanjay.(1995). 'Of Ijarat and Tijrat: Asian Merchants and State Power in the Western Indian Ocean, 1400 to 1750', *Comparative Studies in Society and History*, vol. 37, no. 4, pp. 750-780.

Gopal, Surendra. (2016). *Born to Trade: Indian Business Communities in Medieval and Early Modern Eurasia*, Delhi: Manohar.

Unit 5: (Week 9-10): The nuances of royal household and harem would allow students to understand gender as an important if still narrowly explored window into connected histories.

Balabanlilar, Lisa. (February, 2010). "The Begins of the Mystic Feast: Turco-Mongol Tradition in the Mughal Harem", *The Journal of Asian Studies*, Vol. 69, No. 1, pp. 123-147.

Peirce, Leslie P. (1993). *The Imperial Harem: Women and Sovereignty in the Ottoman Empire*, London: Oxford University Press.

Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal*, Cambridge: Cambridge University Press.

Mukhia, Harbans. (2005). *The Mughals of India*. Oxford: Blackwell.

Unit 6: (Week 11-12): This unit would discuss the diffusion of culture and cultural metaphors through visual representations of the universal monarch and its implications on the Safavid and Mughal empires.

Koch, Ebba. (2012). "How the Mughal padshahs referenced Iran in their visual construction of universal rule" in Peter Fibiger Bang and Dariusz Kołodziejczyk ed., *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*, Cambridge: Cambridge University Press, pp. 194-209.

Ramaswamy, Sumathi. (2007). 'Conceit of the Globe in Mughal Visual Practice.' *Comparative Studies in History and Society*, vol.49, no.4, pp.751–782.

Necipoğlu, Gülru. (1993). "Framing the Gaze in Ottoman, Safavid, and Mughal Palaces", *Ars Orientalis*, Vol. 23, Pre-Modern Islamic Palaces, pp. 303-342.

Kleiss, Wolfram. (1993). "Safavid Palaces", *Ars Orientalis*, Vol. 23, Pre-Modern Islamic Palaces, pp. 269-280.

O'Kane, Bernard. (1993). "From Tents to Pavilions: Royal Mobility and Persian Palace Design", *Ars Orientalis*, Vol. 23, Pre-Modern Islamic Palaces, pp. 249-268.

Asher, Catherine B. (1993). "Sub-Imperial Palaces: Power and Authority in Mughal India", *Ars Orientalis*, Vol. 23, Pre-Modern Islamic Palaces, pp. 281-302.

Robinson, Francis. (1997). "Ottomans-Safavids-Mughals: Shared Knowledge and Connective Systems", *Journal of Islamic Studies*, Vol.8, No.2, pp. 151-184.

Unit 7: (Week 13): Connections and disconnections between the forms of public spaces and urban culture of the empires would be discussed in this unit.

Arjomand, Amir. (April 2004). "Coffee houses, Guilds and Oriental Despotism: Government and Civil Society in Late 17th to Early 18th Century Istanbul and Isfahan as Seen from Paris and London", *European Journal of Sociology*, Vol. 54, Issue 01, pp. 23-42.

Dale, Stephen Frederic. (2010). *The Muslim Empires of the Ottomans, Safavids, and Mughals: New Approaches to Asian History*, Cambridge: Cambridge University Press.

Streusand, Douglas E. (2011). *Islamic Gunpowder Empires: Ottomans, Safavids and Mughals*, Westview Press.

Hamadeh, Shirine. (2007). "Public Spaces and the Garden Culture of Istanbul in the Eighteenth Century" in Virginia H. Aksan and Daniel Goffman ed., *The Early Modern Ottomans: Remapping the Empire*, Cambridge: Cambridge University Press, pp. 277-312.

Hasan, Farhat. (2005). "Forms of Civility and Publicness in Pre-British India" in Rajeev Bhargava and Helmut Reifeld ed., *Civil Society, Public Sphere and Citizenship: Dialogues and Perceptions*, New Delhi: Sage Publication, pp. 84-105.

Robinson, Francis. (2007). *The Mughal Emperors and the Islamic Dynasties of India, Iran and Central Asia*, London: Thames & Hudson.

Stephen P. Blake, *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*, Cambridge: Cambridge University Press, 1991.

Unit 8 (Week 14): European engagement with these empires through trade and diplomacy and their travelogues will be the focus of this unit.

Subrahmanyam, Sanjay. (2017). *Europe's India: Words, People, Empires, 1500-1800*, Cambridge: Harvard University Press.

Subrahmanyam, Sanjay. (Winter 2006). 'A Tale of Three Empires: Mughals, Ottomans and Habsburgs in a Comparative Context', *Common Knowledge*, vol. 12, Issue 1, pp. 66-92.

Subrahmanyam, Sanjay. (2005), "Taking Stock of the Franks: South Asian Views of Europeans and Europe, 1500–1800", *Indian Economic and Social History Review*, vol. 62, no.1, pp 69–100.

Subrahmanyam, Sanjay. (2005). 'European Chronicles and The Mughals' in Sanjay Subrahmanyam, *Explorations in Connected History: From the Tagus to the Ganges*, Delhi: OUP, 2011, pp. 138-179.

Subrahmanyam, Sanjay. (2005). 'Mughals and Franks in an Age of Contained Conflict' in Sanjay Subrahmanyam, *Explorations in Connected History: Mughals and Franks*, Delhi: OUP, 2014, pp. 1-20.

Hasan, Farhat. (1989–1990). 'Mughal Officials at Surat and their Relations with the English and Dutch Merchants: Based on a Collection of Persian Documents of the Reigns of Jahangir and Shah Jahan.' in *Proceedings of the Indian History Congress*, 50th Session, Delhi: Indian History Congress, pp. 284–293.

Morineau, Michel. (2007). 'The Indian Challenge: Seventeenth and Eighteenth Centuries' in Sushil Chaudhury and Michel Morineau (ed.), *Merchants, Companies and Trade: Europe and Asia in Early Modern Era*, Cambridge: CUP, pp. 243-275.

Suggested Readings:

- Bang, Peter Fibiger and Dariusz Kołodziejczyk (ed.), (2012). *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*, Cambridge: Cambridge University Press.
- Kaviraj, Sudipta. (2005). “An Outline of a Revisionist Theory of Modernity”, *European Journal of Sociology*, Vol. 46, No. 3, pp. 497-526.
- Koch, Ebba. (2001). *Mughal Art and Imperial Ideology*, New Delhi : Oxford University Press.
- Koch, Ebba. (2006). *The Complete Taj Mahal*, London: Thames & Hudson.
- O’Hanlon, Rosalind. (September 2007). “Kingdom, Household and Body History, Gender and Imperial Service under Akbar”, *Modern Asian Studies*, Vol. 41, No. 5, pp. 889-923.
- Peirce, Leslie. (2007). “The Material World: Ideologies and Ordinary Things” in Virginia H. Aksan and Daniel Goffman (ed.). *The Early Modern Ottomans: Remapping the Empire*, Cambridge: Cambridge University Press, 2007, pp. 213-232.
- Pomeranz, Kenneth and Steven Topik. (2006). *The World that Trade Created: Society, Culture, and The World Economy, 1400 to the Present*, Armonk: New York.
- Rezavi, Syed Ali Nadeem. (2002). “Iranian Influence on Medieval Indian Architecture” in Irfan Habib ed., *A Shared Heritage: The Growth of Civilizations in India and Iran*, New Delhi: Tulika, pp. 127-149.
- Sachsenmaier, Dominic. (2011). *Global Perspectives on Global History: Theories and Approaches in a Connected World*, New York: Cambridge University Press. Chapter 1.

Facilitating Teaching Learning Outcome:

Primary sources and modern historiographical debates will be introduced to students in weekly lectures. Students are expected to prepare and participate in class discussions, and to give formal presentations so that they can develop their oratory skills and are able to understand the readings better.

Assessment:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

- 1) There will be a 10 marks internal assessment exam held in mid-semester.
- 2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
- 3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM: New Course
The World of Merchants in Early Modern South Asia

Course Objectives:

The course will teach students about a period of the early modern world (ca 1500-1800) that witnessed the rise of complex merchant networks and trade relations. The world of merchants was not subject to the idea of political frontiers; they worked with state systems but their networks and interests transcended geographical and imperial boundaries. The paper gives historical agency to merchants and their communities and examines their forms of commercial interconnections, the knowledge systems and their negotiations with local politics as they responded to larger global movements. Merchants were important actors in the intense circulation and exchange of the economic, political, social, and cultural life of early modern Asia and they brought societies around the world into interdependent relationships. Even as they resolutely defended their autonomy, they patronized cultural pluralism and regional societies, languages and literatures. They were collaborators and contestants in their search for autonomy as fierce adherents of tradition and pragmatic innovation. It is in these merchants and their communities that we find early-modern cosmopolitanism as well as the pursuit of local religious and sectarian traditions.

Learning Outcomes:

At the end of the course, students would:

- Be able to appreciate trade and commerce beyond the narrow technicalities of economic history.
- Comprehend the social roots of the mercantile economy in the larger milieu.
- Appreciate the complex transactional networks the South Asian merchants constructed and inhabited.
- Discover how merchants and their networks helped to create an interconnected world of Indian Ocean and Eurasian trade.
- Be able to examine the global status of South Asian merchants in terms of their commercial operations and business acumen.
- Able to recognize the literary and cultural contributions of South Asian merchants during early modern times.

Course Content:

Unit 1: (Week 1-2): Imagining the Early Modern Merchants and Traders.

Unit 2 (Week 3-4): The Merchant and the State: Markets and Urbanization.

Unit 3 (Week 5-6): Politics of Trade, Resistance and Search for Autonomy.

Unit 4 (Week 7-8): Communities and Networks: Banjaras, Baniyas, Bohras, Chettiars, Jain, Marwari and European Merchant Groups.

Unit 5 (Week 9-10): Maritime and Diaspora Merchants in the Indian Ocean region and beyond.

Unit 6 (Week 11): The Social Identities and Practices of Merchants and their Communities.

Unit 7 (Week 12): The Merchant as Litterateur and Patron- Literary Cultures and Narratives.

Unit 8 (Week 13-14): Case Studies: Banarsidas and Jean Baptiste Tavernier.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit would help students to pose and resolve methodological and theoretical questions in studying the histories of the South Asian merchants and traders during early modern times.

Gurevich, Aron Ja. Gurevich. (1977). "The Merchant" in Jacques Le Goff ed., *The Medieval World: The History of European Society*, trans. Lydia G. Cochrane, London, pp. 243-283.

Bayly, C.A. and Sanjay Subrahmanyam. (1988). 'Portfolio Capitalists and the Political Economy of Early Modern India', *Indian Economic and Social History Review*, vol. 23, pp. 357-77.

Bhaswati Bhattacharya, Gita Dharampal-Frick, Jos Gommans. (2007). 'Spatial And Temporal Continuities Of Merchant Networks in South Asia And The Indian Ocean (1500-2000)', *Journal of the Economic and Social History of the Orient*, vol. 50, No. 2/3, pp. 91-105.

Porter, David (ed.), (2012). *Comparative Early Modernities, 1100-1800*, New York: Palgrave.

Brotton, Jerry. (1998). *Trading Territories: Mapping the Early Modern World*, Ithaca: Cornell University Press

Frank, Andre Gunder. (1998). *ReOrient: Global Economy in the Asian Age*, Berkeley: University of Berkeley Press

[इरफान हबीब](#) (2001), *मध्यकालीन भारत का आर्थिक इतिहास: एक सर्वेक्षण*, नयी दिल्ली: राजकमल प्रकाशन.

Unit 2 (Week 3-4): This unit would emphasize the relationship between merchants and state and reflect on the participation of merchants in processes of market and urbanization through interpersonal relationship and control over the merchant bodies.

Subrahmanyam, Sanjay. (1995). 'Of Ijarat and Tijrat: Asian Merchants and State Power in the Western Indian Ocean, 1400 to 1750', *Comparative Studies in Society and History*, vol. 37, no. 4, pp. 750-780.

Alam, Muzaffar. (1994). 'Trade, State Policy and Regional Change: Aspects of Mughal-Uzbek Commercial Relations, c. 1550-1750', *Journal of Economic and Social History of the Orient*, vol. 37, no. 3, pp. 202-227.

Hasan, Farhat. (2004). *State and Locality in Mughal India Power Relations in Western India, c. 1572-1730*, New Delhi: Delhi: Cambridge University Press.

Pearson, Michael N. (1991). 'Merchants and States', in James D. Tracy. (Ed.), *The Political Economy of Merchant Empires: State Power and World Trade, 1350-1750*, New York: Cambridge University Press.

Pearson, M.N. (1972). 'Political Participation in Mughal India' *Indian Economic and Social Historical Review*, no. 9, pp. 113-131.

Samira Sheikh. (2010). *Forging A Region: Sultans, Traders, and Pilgrims in Gujarat, 1200-1500*, Delhi: Oxford University Press.

Unit 3 (Week 5-6): This unit would contextualise merchants and traders within the larger milieu of politics of local and long distance trade through histories of resistance and attempts to gain autonomy from the political structures of dominance.

Hasan, Farhat. (2004). *State and Locality in Mughal India Power Relations in Western India, c.1572-1730*, Cambridge: Cambridge University Press., pp. 52-70 (Chapter, 'Order and Disorder')

Pearson, M.N. (1976). *Merchants and the Rulers of Gujarat: The Response to the Portuguese in the Sixteenth Century*, Berkeley: University of California Press.

Gupta, Ashin Das. (1994). *Merchants of Maritime Trade, 1500-1800*, USA: Ashgate.

Chaudhary, Sushil. (1980). "The Gujarati Mahajans: An Analysis of their Functional Role in the Surat Crisis of 1669", *Proceedings of Indian History Congress*, 41st Session, Bombay.

Subrahmanyam, Sanjay. (2012). *The Portuguese Empire in Asia, 1500–1700 A Political and Economic History*, London: John Wiley & Sons Ltd.

Reinhard, Wolfgang.(ed.), (2015). *Empires and Encounters: 1350-1750*, Cambridge, MA: Harvard University Press.

Unit 4 (Week 7-8): This unit would introduce students to the leading business communities in South Asia along with business practices, commercial networks, forms of mobility and operations.

Habib, Irfan. (1990). 'Merchant Communities in Pre-colonial India' in *The Rise of Merchant Empires: Long-distance Trade in the Early Modern World, 1350-1750*, (Ed.) J.D. Tracy, Cambridge: Cambridge University Press, pp. 371-400.

Timberg, Thomas A. (2014). *The Marwaris: From Jagat Seth to the Birlas*, Gurgaon: Penguin Books.

Mehta, Makrand. (1991). "Vaishnav Baniyas as Merchants, Sharafs and Brokers: The 17th Century Parekhs of Surat" in Makrand Mehta ed., *Indian Merchants and Entrepreneurs in Historical Perspective with Special Reference to Shroffs of Gujarat: 17th to 19th Centuries*, Delhi: Academic Foundation, pp. 65- 90.

Jain, Shalin. (2018). "The Urban Jain Community, Commercial Mobility and Diaspora" in *Identity, Community and State: The Jains under the Mughals*, Delhi: Primus (Chapter 4).

Subramanian, Lakshmi. (2017). 'Parsi Traders in Western India, 1600-1900', *On Line Oxford Research Encyclopedia*.

Aghassian, Michel and Keram Kevonian. (2007). 'The Armeninan Merchant network: Overall Autonomy and Local Integration' in Sushil Chaudhury and Michel Morineau (Ed.), *Merchants, Companies and Trade: Europe and Asia in Early Modern Era*, Cambridge: Cambridge University Press, pp. 74-94.

टिम्बर्ग, थॉमसए. (1978). मारवाड़ी समाज व्यवसाय से उद्योग में , नईदिल्ली : राधाकृष्णप्रकाशन.

Unit 5 (Week 9-10): Linked together by a web of religious, commercial, and intellectual connections, the different regions of Asia's vast civilization, from Arabia to China, hummed with commerce, international diplomacy, and the brisk exchange of ideas.

Scott, Levi. (1999). 'The Indian Merchant Diaspora in Early Modern Central Asia and Iran', *Iranian Studies*, vol. 32, pp. 483-512.

Gupta, Ashin Das Gupta and M. N. Pearson. (Ed). (1987). *India and the Indian Ocean, 1500-1800* New Delhi: Oxford University Press, pp. 46-200, 301-316.

Steensgaard, Niels. (1987). 'The Indian Ocean Network and the Emerging World-Economy, circa 1500-1750', Satish Chandra (ed.), *The Indian Ocean: Explorations in History, Commerce and Politics*, New Delhi: Sage, pp. 125-150.

Subrahmanyam, Sanjay (ed.) (1996). *Merchant Networks in Early Modern World. An Expanding World: The European Impact on World History, 1450-1800*, Aldershot: Variorum.

Prakash, Om. (2001). 'The Indian Maritime Merchant, 1500-1800', *Journal of Economic and Social History of the Orient*, vol. 17, no. 3, pp. 135-157.

Veinstein, Gilles. (2007), 'Commercial Relations between Indian and The Ottoman Empire (late fifteenth to eighteenth centuries): A few Notes and Hypotheses' in Sushil Chaudhury and Michel Morineau (ed.), (2007). *Merchants, Companies and Trade: Europe and Asia in Early Modern Era*, Cambridge: CUP, pp. 95-116.

Prakash, Om. (2007). 'The Portuguese and the Dutch in Asian Maritime Trade: A Comparative Analysis' in Sushil Chaudhury and Michel Morineau (ed.), *Merchants, Companies and Trade: Europe and Asia in Early Modern Era*, Cambridge: Cambridge University Press, pp. 175-188.

Gaastra, Femme S. (2007). 'Competition or Collaboration? Relations between the Dutch East India Company and Indian Merchants around 1680' in Sushil Chaudhury and Michel Morineau (ed.), *Merchants, Companies and Trade: Europe and Asia in Early Modern Era*, Cambridge: CUP, pp. 189-201.

Unit 6 (Week 11): Here the emphasis would be on the formation and techniques of social

identity of the merchant communities to develop an understanding of the historical interface of cultural identity and trade.

Misra, S.C. (1984). 'The Medieval Trader and His Social World' in Dwijendra Tripathi ed., *Business Communities of India*, Manohar, pp. 41-58.

Allen Jr, Calvin H. (1981). 'The Indian Merchant Community of Masqat', *Bulletin of the School of Oriental and African Studies*, vol. 44, issue 1, pp. 39-53.

Roy, Tirthankar. (2018). *Company of Kinsmen: Enterprise and Community in South Asian History, 1700-1940*, Delhi: OUP.

Shalin Jain. (2018). *Identity, Community and State: The Jains under the Mughals*, Delhi: Primus, pp. 255-267 (especially portions dealing with social role of Jain merchants-Shantidas Jauhari and Virji Vora).

Granoff, Phyllis. (December 1992). 'The Householder as Shaman: Jain Biographies of Temple Builders', *East and West*, vol. 42, no. 2/4, pp. 301-317.

Unit 7 (Week 12): This unit would discuss merchants as the patrons of cultural pluralism in the social milieu of regional societies, languages and literatures.

Curtin, Philip D. (1984). *Cross- Cultural Trade in World History*, Cambridge University Press, 1984.

Clercq, Eva De. (2017). 'Memories of Yoginipura: Delhi's Digambara Merchant Community after Timur', *South Asia: Journal of South Asian Studies*, vol. 40, no. 3, pp. 531-543.

Cort, John.E. (2015). 'Making it Vernacular in Agra: The Practice of Translation by Seventeenth-Century Jains', in Francesca Orsini and Katherine Butler Schofield, (ed.), *Tellings and Texts: Music, Literature and Performance in North India*, Cambridge: Open Book Publishers, pp.61-105.

Snell, Rupert.(May 2005). 'Confessions Of A 17th-Century Jain Merchant: The: *Ardhakathanak* Of Banarasidas', *South Asia Research*, vol. 25, no. 1, pp. 79-104.

Khera, Dipti. (Spring 2016). 'Marginal, Mobile, Multilayered: Painted Invitation Letters as Bazaar Objects in Early Modern India', *Journal 18: a Journal of Eighteenth Century Art and Culture*.

Unit 8 (Week 13-14): This unit would introduce students to the case study of two merchants belonging two different geographical and cultural zones but active in a common space with a comparative emphasis on the notions of 'selfhood'.

Banarsidas. *Ardhakathanak* (1981), Text, translated, introduced and annotated by MukundLath. *Ardhakathanak:Half a Tale*, Jaipur, Rajasthan Prakrit Bharati Sansthan.

बनारसीदास, *अर्धकथानक* (1641) हिन्दी अनुवाद रोहिणी चौधरी, दिल्ली:पेंगुइनबुक्स

Tavernier, Jean-Baptiste. (2000). *Travels in India*. Trans. and Ed. V. Ball and William Crooke. (2000) Delhi: Low Price Publications, 2 vols.

Glorieux, Guillaume. (2018). *The Fabulous Destiny of Tavernier's Diamonds: From the*

*Great Mogul to the Sun King: Catalogue Under The Supervision Of Guillaume Glorieux,
L'École, School of Jewelry Arts.*

Suggested Readings:

- Bayly, C. A. (1988). *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870*, New Delhi: Cambridge University Press.
- Bayly, C.A. (2004). *The Birth of the Modern World: Global Connections and Comparisons, 1780-1914*, Oxford: Blackwell.
- Braudel, Fernand. (1985). *Civilization and Capitalism: 15th-18th Century. Vol.2: The Wheels of Commerce*, London: Fontana Press.
- Chaudhuri, K. N. (1989). *Trade and Civilization in the Indian Ocean: An Economic History*, New York, 1989.
- Gopal, Surendra. (2016). *Born to Trade: Indian Business Communities in Medieval and Early Modern Eurasia*, Delhi: Manohar.
- Gupta, Ashin Das. (1985). 'Indian Merchants and the Western Indian Ocean: The Early Seventeenth Century', *Modern Asian Studies*, vol. 19, no. 3, pp.481-99.
- Habib, Irfan. (2008). "The Mercantile Classes Of India During The Period Of The Delhi Sultanate", *Proceedings of Indian History Congress, 69th Session*, pp., 297-308.
- Habib, Irfan. (July 1984). 'Peasant and Artisan Resistance in Mughal India', *Studies in International Development*, No. 34.
- Lucassen, Jan, Tine De Moor, And Jan Luiten Van Zanden. (2008). 'The Return of the Guilds: Towards a Global History of the Guilds in Pre-industrial Times', *IRSH*, vol. 53, Supplement, pp. 5–18 ("Introduction")
- Markovits, Claude, Jacques Poucheпадass, and Sanjay Subrahmanyam. (2006). *Society and Circulation: Mobile People and Itinerant Cultures in South Asia, 1750-1950*, Anthem Press.
- Markovits, Claude. (2000). *The Global World of Indian Merchants, 1750-1947: Traders of Sind from Bukhara to Panama*, Cambridge: Cambridge University Press..
- Prakash, Om. (1998). *European Commercial Enterprise in Pre-Colonial India*, Cambridge: Cambridge University Press.
- S, Arasaratnam. (1968). *Merchants, Companies and Commerce on the Coromandel Coast, 1650-1740*, Delhi: Oxford University Press..
- Subrahmanyam, Sanjay, (ed.), (1990). *Merchants, Markets, and the State in Early Modern India*, Delhi: Oxford University Press.
- Subrahmanyam, Sanjay. (1990). *The Political Economy of Commerce: Southern India, 1500-1800*, Cambridge: Cambridge University Press.
- Subrahmanyam, Sanjay. (1997). "Persianization and 'Mercantilism': Two Themes in Bay of Bengal History, 1400- 1700" in Om Prakash and D. Lombard ed., *Commerce and Culture in the Bay of Bengal, 1500-1800*, Delhi: Manohar, pp. 47-87.

- Tracy, James D. (ed.), (1991). *The Political Economy of Merchant Empires*, Cambridge University Press.
- Tracy, James D.(ed.) (199.), *The Rise of Merchant Empires: Long-Distance Trade in the Early Modern World*, Cambridge: Cambridge University Press.
- Tripathi, Dwijendra. (1984) (ed.), *Business Communities of India: A Historical Perspective*, Delhi: Manohar.
- टिम्बर्ग, थॉमस ए. (1978). मारवाड़ी समाज व्यवसाय से उद्योग में , नई दिल्ली : राधा कृष्ण प्रकाशन.

Facilitating Teaching Learning Outcome:

Primary sources and modern historiographical debates will be introduced to students in weekly lectures. Students are expected to prepare and participate in class discussions, and to give formal presentations so that they can develop their oratory skills and are able to understand the readings better.

Assessments:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

- 1) There will be a 10 marks internal assessment exam held in mid-semester.
- 2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
- 3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

ELECTIVE COURSES MODERN INDIAN HISTORY

HSM-401
Rise of British Power in India, 1757 – 1857

Course Objectives:

The course covers the rise and establishment of British colonial power in India from 1757 to 1857. The main objective of this course is to familiarize the students with the main commercial, political, military and ideological aspects of the East India Company rule in India. Throughout the course the students study the impact of British rule on India and the Indian reactions to this rule ranging across a wide range of subjects. Students opting for an MA in modern history with specialization in papers on Indian history will consider this course as one of the *foundation courses* of the MA program in the Department of History.

Learning Outcomes:

- Students will develop a holistic critical understanding of the social, economic, political, military and cultural conditions prevalent in India (1757-1857).
- The course will enable the students to understand the evolution of British policy in India with reference to the key concepts of modern Indian colonial history like *Colonialism, Indology, Paramountcy, Orientalism* and *Utilitarianism*.
- While examining the Indian responses to the establishment of British power in India the students will learn more about the central concerns of *social reform initiatives, popular protest, military organization* and *education*.

Course content:

Unit 1 (Week 1): Introduction to the rise of British power in India, 1747-1857.

Unit 2 (Week 2): Colonial historiography and connections between trade and conquest.

Unit 3 (Week 3): The Dutch and English system of colonialism and various phases of British colonialism in India.

Unit 4 (Week 4): The Conquest of East and South India.

Unit 5 (Week 5): The Conquest of West and Central India.

Unit 6 (Week 6): The Conquest of North and North West India and the Afghan War.

Unit 7 (Week 7): The instruments of conquest and rule *and* Parliamentary controls.

Unit 8 (Week 8): Colonial ideology Part 1.

Unit 9 (Week 9): Colonial ideology Part 2.

Unit 10 (Week 10): The Princely States.

Unit 11 (Week 11): Indian reactions to colonialism Part 1.

Unit 12 (Week 11-12): Indian reactions to colonialism Part 2.

Unit 13 (Week 13): Indian reactions to colonialism Part 3.

Unit 14 (Week 13-14): Indian reactions to colonialism Part 4.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): The objectives of the course will be explained to the students and they will speak about their interest in the subject of British colonialism in general.

Farooqui, A. (2014). *The Establishment of British Rule 1757-1813*, New Delhi, Tulika Books, pp. 55-90.

Bandyopadhyay, S. (2007). *From Plassey to Partition*, Hyderabad, Orient Longman, pp. 1-100.

Unit 2 (Week 2): The students will study the nuances of colonial historiography and explore the connections between trade and conquest in the mercantilist age.

Ludden, D. (2002). *India and South Asia: A Short History*, London, One World, pp.127-138.

Bandyopadhyay, S. (2007). *From Plassey to Partition*, Hyderabad, Orient Longman, pp.1-66.

Bayly, C. (2010). *Indian Society and making of the British Empire*, Delhi: Cambridge University Press, pp. 45-78.

Bhattacharya, S. (2016). *The Colonial State: Theory and Practice*, New Delhi, Primus, pp. 176-195, 96-111.

Unit 3 (Week 3): In this unit the students will comprehend important aspects of Dutch and English company systems and be informed of the various stages of British colonialism in India.

Prakash, O. (2014). *The Economic Encounter Between Asia and Europe 1500-1800*, Surrey, Ashgate, Chapter VI.

Ludden, D. (2002). *India and South Asia: A Short History*, London, One World, pp.127-138.

Marx, K & Engels, F. (1978). *On Colonialism*, Moscow, Progress Publishers, pp. 45-74.

Unit 4 (Week4): During this week the students will study the British conquest of East and South India in the context of the 18th Century.

Subramanian, L. (2015). *History of India, 1707-1857*, New Delhi, Orient BlackSwan, pp. 1-50.

Bandyopadhyay, S. (2007). *From Plassey to Partition*, Hyderabad, Orient Longman, pp. 1-100.

Unit 5 (Week 5): During this week the students will study the British conquest of West and Central India in the context of the 18th and 19th Centuries.

Bandyopadhyay, S. (2007). *From Plassey to Partition*, Hyderabad, Orient Longman, pp. 1-65.

Subramanian, L. (2015). *History of India, 1707-1857*, New Delhi, Orient BlackSwan, pp. 47-85.

Farooqui, A. (2014). *The Establishment of British Rule 1757-1813*, New Delhi, Tulika Books, pp. 1-53.

Unit 6 (Week 6): During this week the students will critically examine the British conquest of North, North West and the Afghan War.

Bandyopadhyay, S. (2007). *From Plassey to Partition*, Hyderabad, Orient Longman, pp. 1-65.

Subramanian, L. (2015). *History of India, 1707-1857*, New Delhi, Orient BlackSwan, pp. 47-85.

Unit 7 (Week 7): In this week the students will analyze the instruments of colonial rule like the Army and Police and the growing Parliamentary control over company rule in India in the 18th and 19th Centuries.

Bandyopadhyay, S. (2007). *From Plassey to Partition*, Hyderabad, Orient Longman. pp. 139-184.

Farooqui, A. (2014). *The Establishment of British Rule 1757-1813*, New Delhi, Tulika Books, pp. 55-90;

Wickremesekera, C. (2002). *British Perceptions and the Making of the Sepoy 1746-1805*, New Delhi, Manohar, pp. 13-76.

Unit 8 (Week 8): During this week the students will explore the concept of *Orientalism*, *Indology* and the roots of modern nationalism.

Gottlob, M. (2006). *Historical Thinking in South Asia – A Handbook of Sources from Colonial Times to the Present*, Delhi: Oxford University Press, pp. 1-85.

Said, E. W. (2001). *Orientalism*, New Delhi, Penguin, pp. 1-28.

Unit 9 (Week 9): During this week the students will study fundamentals of Utilitarian and Whiggish ideology and their impact on British policies in India including education.

Metcalf, T. R. (1995). *Ideologies of the Raj: The New Cambridge History of India, III.4*, Cambridge University Press, pp. 1-50.

Ghosh, S.C. (2015). *The History of Education in Modern India 1757-2012*, New Delhi, Orient BlackSwan, pp. 1-84.

Unit 10 (Week 10): This unit will focus on the concept of Paramountcy and the important elements of the Princely States central to British colonialism.

Bandyopadhyay, S. (2007). *From Plassey to Partition*, Hyderabad, Orient Longman, pp.

1-65.

Ernst, W. & Pati, B. (2007). *India's Princely States – People, Princes and Colonialism*, New York, Routledge, pp. 1-15, 15-30.

Farooqui, A. (2011). *Sindhias and the Raj*, New Delhi, Primus Books, pp. 45-100.

Unit 11 (Week 11): During this week the students will be taught about the *historicization* of the Indian mind.

Gottlob, M. (2006). *Historical Thinking in South Asia – A Handbook of Sources from Colonial Times to the Present*, Delhi: Oxford University Press, pp. 1-85.

Figueira, D. M.(2015). *Aryans, Jews Brahmins: Theorizing Authority Through Myths of Identity*, New Delhi, Navayana, pp. 1-65.

Unit 12 (Week 11-12): In this week the students will study Indian reform initiatives under the impact of British rule with respect to some original texts.

Gottlob, M. (2006). *Historical Thinking in South Asia – A Handbook of Sources from Colonial Times to the Present*, Delhi: Oxford University Press, pp. 1-85.

Subramanian, L. (2015). *History of India, 1707-1857*, New Delhi, Orient BlackSwan, pp. 129-179.

Unit 13 (Week 13): During this week the students will develop an overview of popular protests in colonial India in the first half of the 19th Century.

Bayly, C. (2010). *Indian Society and making of the British Empire*, Delhi: Cambridge University Press, pp. 106-135, 169-199.

Farooqui, A. (2014). *The Establishment of British Rule 1757-1813*, New Delhi, Tulika Books, pp. 55-90.

Subramanian, L. (2015). *History of India, 1707-1857*, New Delhi, Orient BlackSwan, pp. 181-216.

Unit 14 (Week 13-14): The teaching during this week will concentrate on the causes and consequences of the mutinies in Presidency Armies including the Vellore Mutiny and the Great Revolt of 1857.

David, S. (2002). *The Indian Mutiny 1857*, London, Viking, pp.1-100.

Wickremesekera, C. (2002). *British Perceptions and the Making of the Sepoy 1746-1805*, New Delhi, Manohar, pp. 96-150.

Unit 15 (Week 16): During this week the students will be encouraged to ask questions about the key concepts taught in the course and discuss their doubts and learning outcomes of the course.

Suggested Reading:

- Anderson, B. (2015). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Jaipur, Rawat Publications.
- Barnett, R. (2002). *Rethinking Early Modern India*, Manohar, New Delhi.
- Bayly, C. A. (1989). *Imperial Meridian: The British Empire and the World 1780-1830*, London, Longman.
- Dasgupta, S. (2015). *Sepoy Rebellions in the Nineteenth Century*, New Delhi, Primus.
- Figueira, D. M. (2015). *Aryans, Jews Brahmins: Theorizing Authority Through Myths of Identity*, New Delhi, Navayana.
- Green, N. (2009). *Islam and the Army in Colonial India – Sepoy Religion in the Service of Empire*, Delhi: Cambridge University Press.
- Hobsbawm, E. (1990). *Nations and Nationalism since 1780*, Delhi: Oxford University Press.
- Kennedy, P. (1987). *The Rise and Fall of the Great Powers: Economic Change and*
- Lawson, P. (1993). *The East India Company: A History*, London, Longmans.
- Malcolm, J. (1970). *Political History of British India from 1784 to 1823*, New Delhi, Associated Publishing House.
- Mani, B. R. (2007). *Debrahmanising History: Dominance and Resistance in Indian Society*, Delhi, Manohar.
- *Military Conflict from 1500 to 2000*, New York, Vintage Books.
- Peers, D. (2006). *India under Colonial Rule 1700-1885*, London, Longmans.
- Raychaudhuri, T. (1999). *Essays on India's Colonial and Post-Colonial Experiences*, New Delhi: Oxford University Press, pp. 155-172. Toronto, University of Toronto Press.
- Ward, J. M. (1976). *Colonial Self-Government: The British Experience 1759-1856*,

Facilitating Teaching Learning Outcome:

Teaching will involve lectures and class discussions. This will ensure the development of verbal communication skills. *Discussions will take place both in English and Hindi.* Students will be encouraged to read widely on the subject.

Assessment:

There will be two modes of assessing students who take this course:

- 1) The students will submit ONE term paper in proper academic format numbering 15-20 pages (roughly 4000 to 5000 words inclusive of footnotes and bibliography). Marks will be awarded to the students on the basis of the content, form and presentation of their term papers from a maximum of 25 marks. These term papers will be considered an important step in the evolution of a student's capability of producing a narrative worthy of publication.
- 2) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 402
Strategies of Imperial Control, 1850s–1920s

Course Objectives:

The objective of this paper is to examine the evolution of the colonial state, focussing on the period from the mid-nineteenth century to the 1920s. It seeks to enable students to understand the character of the colonial state, the manner in which it exercised its authority, the devices it used for legitimization, and some of the means by which it sought to discipline colonial subjects. Historiographical approaches, and debates on issues such as sovereignty, would be explored, moving beyond administrative histories. The ideological framework, to which ideas of race were crucial, would be analyzed, providing an opportunity to understand society, ideas, politics and the state in colonial India of the late nineteenth and early twentieth centuries.

Learning Outcomes:

At the end of the course, students would be:

- Acquainted with some of the crucial issues relating to characterization of the colonial state, and the historiography on the problem of sovereignty
- Familiar with features of some of the major organs of the state, especially the bureaucracy and army, in the nineteenth century and the early twentieth century..
- Comprehend the manner in which the colonial state attempted to seek legitimacy, and its recourse to the use of violence to establish its authority.
- Grasp the ways in which sections of Indian society were sought be coopted into the colonial apparatus.
- Understand that politics and authority are inherent features of social and cultural life.
- Make sense of the several options available for colonial governance, wherein the indirect mode was a frequently preferred option.
- Able to appreciate the complex nature of the relationship between the colonial state and the British government.

Course Content:

Unit 1: (Week 1-2): The Colonial State in the mid nineteenth century, before and after the revolt

Unit 2: (Week 3-4): The Bureaucratic Apparatus (I): Recruitment and Training

Unit 3: (Week 4-5): The Bureaucratic Apparatus (II): The ‘Indianization’ question

Unit 4: (Week 6-7): The British Indian Army: Organization and recruitment of sipahis

Unit 5: (Week 7-8): ‘Martial Races’ and colonial ideology

Unit 6: (Week 9-10): The British Indian Army and the Question of Commissions for Indians

Unit 7: (Week 11-12): Princely States and 'Indirect rule'

Unit 8 (Week 13-14): Urban space and the new imperial capital

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will cover the administrative changes after the revolt of 1857, and look at the structure of governance, and introduce students to writings on processes of legitimization.

Minault, Gail, 'The Emperor's Old Clothes: Robing and Sovereignty in Late Mughal and Early British India', in Gordon, Stewart (Ed.) (2003), *Robes of Honour: Khil'at in Pre-colonial and Colonial India*, New Delhi: Oxford University Press.

Stokes, Eric (1989), *English Utilitarians and India*, Delhi: Oxford University Press.

Buckler, F.W., 'The Political Theory of the Indian Mutiny', reprinted in Pearson, M.N. (Ed.) (1985), *Legitimacy and Symbols: The South Asian Writings of F.W. Buckler*, Michigan: Centre for South and Southeast Asian Studies.

Dewar, Douglas, H. L. Garrett and F. W. Buckler (Eds.) (1924), 'The Political Theory of the Indian Mutiny: A Reply and with a Rejoinder', *Transactions of the Royal Historical Society*, London: Royal Historical Society, pp. 131-165.

Bhattacharya, Sabyasachi (2004), 'The Colonial State: Theory and Practice', General President's Address, *Proceedings of the Indian History Congress*, Bareilly Session, pp. 1-31.

Bhattacharya, Sabyasachi (2016), *The Colonial State: Theory and Practice*, Delhi: Primus.

Bowen, H.V. (2006), *The Business of Empire: The East India Company and Imperial Britain, 1756-1833*, Cambridge: Cambridge University Press.

Farooqui, Amar (2007), 'Governance, Corporate Interest and Colonialism: The Case of the East India Company', *Social Scientist*, Volume 35, nos. 9-10.

Hawkins, Angus (1984), 'British Parliamentary Party Alignment and the Indian Issue, 1857-1858', *Journal of British Studies*, 23, 2, 1984, pp.79-105.

Unit 2 (Week 3-4): This unit will examine the bureaucratic apparatus of the colonial state, focusing on the recruitment, training, and social composition of the higher civil services.

Cohn, Bernard (1990), 'The Recruitment and Training of British Civil Servants', in Cohn, Bernard, *An Anthropologist among the Historians*, Delhi: Oxford University Press.

Compton, J.M. (1968), 'Open Competition and the Indian Civil Service, 1854-1876', *The English Historical Review*, 83, 327, 1968, pp. 265-284.

Hunt, R. and J. Harrison (Eds.) (1980), *The District Officer in India, 1930-47*, London.

O'Malley, L.S.S. (1965), *Indian Civil Service, 1601-1930*, London: Frank Cass and Co.

Misra, B.B. (1970), *The Administrative History of India, 1834-1947*, Bombay: Oxford University Press.

Gilmour, David (2005), *The Ruling Caste: Imperial Lives in the Victorian Raj*, London: John Murray.

Unit 3 (Week 4-5): This unit will look at the 'Indianization' question in relation to the higher civil services, especially in the period after 1918.

Beaglehole, T.H. (1977), 'From Rulers to Servants: The ICS and the Demission of Power in India', *Modern Asian Studies*, Volume 11, Number 2, 1977, pp. 237-255.

Dewey, Clive (1993), *Anglo-Indian Attitudes the Mind of the Indian Civil Service*, London: Hambledon Press.

Potter, David (1973), 'Manpower Shortage and the End of Colonialism: The Case of the Indian Civil Service', *Modern Asian Studies*, 7, 1, 1973, pp. 47-73.

Spangenberg, Bradford (1971), 'The Problem of Recruitment for the Indian Civil Service During the Late Nineteenth Century', *Journal of Asian Studies*, 30, 2, 1971, pp. 341-360.

Hogben, Murray W. (1981), 'An Imperial Dilemma: The Reluctant Indianization of the Indian Political Service', *Modern Asian Studies*, 15, 4, pp. 751-769.

Unit 4 (Week 6-7): This unit will discuss reorganization of the army after the revolt and recruitment of sipahis between 1858 and the 1880, and changes from the 1880s onwards.

Omissi, David (1994), *The Sepoy and the Raj*, London: Macmillan.

Cohen, Stephen P. (1990), *The Indian Army: Contribution to the Development of a Nation*, revised Indian edition, Delhi: Oxford University Press.

Peers, Douglas (1990), 'Between Mars and Mammon; the East India Company and Efforts to Reform its Army, 1796–1832' *The Historical Journal*, Volume 33, Issue 2, pp. 385-401.

Rand, Gavin (2013), 'Reconstructing the Imperial Military after the Rebellion' in Crispin Bates, Gavin Rand (Eds), *Mutiny at the Margins Volume: IV: Military Aspects of the Indian Uprising*, Delhi: Sage.

Unit 5 (Week 7-8): The notion of 'martial races', colonial ideology and ideas of race will be studied in this unit.

Radhakrishna, Meena (2006), 'Of Apes and Ancestors: Evolutionary Science and Colonial Ethnography', *Indian Historical Review*, Volume XXXIII, Number 1, pp. 1-23.

Bates, Crispin (1997), 'Race, Caste, and Tribe in Central India: The Early Origins of Indian Anthropometry', in Peter Robb, (Ed.), *The Concept of Race in South Asia*, Delhi: Oxford University Press.

Constable, Philip (2001), 'The Marginalization of a Dalit Martial Race in Late Nineteenth- and Early Twentieth-Century Western India', *Journal of Asian Studies*, 60, 2, pp. 439-478.

Dirks, Nicholas (2004), 'The Ethnographic State', in Saurabh Dube (ed.), *Postcolonial Passages: Contemporary History-writing on India*, Delhi: OUP.

Singh, Gajendra (2013), 'Finding those Men with 'Guts': The Ascription and Re-ascription of Martial Identities in India after the Uprising' in Crispin Bates, Gavin Rand (Eds.) *Mutiny at the Margins Volume: IV: Military Aspects of the Indian Uprising*, Delhi: Sage.

Unit 6 (Week 9-10): This unit will examine issues of recruitment Indians as commissioned officers in the colonial land army.

Gupta, Partha Sarathi and A. Deshpande (Eds.) (2005), *The British Raj and Its Indian Armed Forces, 1857-1939*, Delhi: Oxford University Press, (especially essay of Partha Sarathi Gupta on the Sken committee)

Tan Tai Yong (2005), *The Garrison State. Military, Government and Society in Colonial Punjab, 1849-1947*, Delhi: Sage.

Roberts, Frederick (1897), *Forty-one Years in India: From Subaltern to Commander-in-Chief*

<http://www.gutenberg.org/ebooks/16528>

Farooqui, Amar (2014), "'Divide and Rule'? Race, Military Recruitment and Society in Late Nineteenth Century Colonial India", Presidential Address, Modern India Section, Indian History Congress, Delhi Session, *Proceedings of the Indian History Congress*, pp. 428-440.

Unit 7 (Week 11-12): This unit will explore colonial policy towards princely states, and examine 'indirect' rule as a mode of colonial governance, in theory and practice.

Ramusack, Barbara N. (1978), *The Indian Princes and their States*, Delhi: Cambridge University Press.

Cohn, Bernard (1983), 'Representing Authority in Victorian India', in E.J. Hobsbawm and Terence Ranger (Eds.), *The Invention of Tradition*, Cambridge: Cambridge University Press.

Singh, Hira (2009), 'Colonial and Postcolonial Historiography and the Princely States: Relations of Power and Rituals of Legitimation', Waltraud Ernst and Biswamoy Pati (Eds.), *India's Princely States: People, Princes and Colonialism*, Indian edition, Delhi: Primus.

Cannadine, David, *Ornamentalism: How the British Saw their Empire*, Oxford: Oxford University Press.

Bhagavan, Manu (2003), *Sovereign Spheres: Princes, Education and Empire in Colonial India*, Delhi: Oxford University Press.

Jeffrey, Robin (Ed.) (1978), *People, Princes and Paramount Power: Society, and Politics in the Indian Princely States*, Delhi: Oxford University Press.

Hettne, Bjorn (1978), *The Political Economy of Indirect Rule: Mysore, 1881-1947*, London: Curzon Press.

Copland, Ian (1982), *The British Raj and the Indian Princes: Paramountcy in Western India, 1857-1930*, London: Sangam.

Fisher, Michael (1991), *Indirect Rule in India: Residents and the Residency System, 1764-1858*, Delhi: Oxford University Press.

Unit 8 (Week 13-14): The conceptualization of the new capital of the empire, and the manner in which it encapsulated the imperial idea will be studied in this unit.

King, Antony (1976), *Colonial Urban Development: Culture, Social Power and Environment*, London: Routledge.

Irving, R.G. (1981), *Indian Summer: Lutyens, Baker and Imperial Delhi*, New Haven: Yale University Press.

Metcalf, Thomas (1989), *An Imperial Vision: Indian Architecture and Britain's Raj*, Berkeley: University of California Press.

Oldenburg, Veena T. (1989) *The Making of Colonial Lucknow, 1856-1877*, Delhi: Oxford University Press.

Gupta, Narayani (1981), *Delhi Between Two Empires*, Delhi: Oxford University Press.

Kanwar, Pamela (1999), *Imperial Simla*, Delhi: Oxford University Press.

Frykenberg, R.E. (Ed.), *Delhi Through the Ages*, Delhi: Oxford University Press (especially, essays by Frykenberg, and Thomas Metcalf).

Singh, Malvika (2009), *New Delhi: Making of a Capital*, Delhi: Lustre.

Suggested Readings

- Alavi, Seema (1995) *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830*, Oxford: Oxford University Press.
- Bayly, C. A. (1996), *Empire and Information*, Cambridge: Cambridge University Press.
- Dirks, Nicholas (1987), *The Hollow Crown: Ethnohistory of an Indian Kingdom*, Cambridge: Cambridge University Press.
- Ehrlich, Joshua, (2018), 'The Crisis of Liberal Reform in India: Public opinion, pyrotechnics, and the Charter Act of 1833' *Modern Asian Studies*, Volume 52, Issue 6, pp. 2013-2055.
- Epstein, Simon (1982), 'District Officers in Decline: The Erosion of British Authority in the Bombay Countryside, 1919-47', *Modern Asian Studies*, Volume 16, Number 3, pp. 493-518.
- Legg, Stephen (2007), *Spaces of Colonialism: Delhi's Urban Governmentalities*, Oxford: Oxford University Press.
- MacMunn, George F. (1933), *The Martial Races of India*, London, 1933. Archive.org <https://archive.org/details/martialracesofin030605mbp/page/n9>
- Metcalfe, Thomas (1994), *Ideologies of the Raj*, Cambridge: Cambridge University Press.
- Streets, Heather (2004), *Martial Races: The Military, Race and Masculinity in Imperial Culture (1857-1914)*, Manchester: Manchester University Press.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. Students are expected to regularly spend some time every week to consult readings in libraries accessible to postgraduate students. They would also be required to engage in dialogue in the class on themes being discussed by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills. They would also be encouraged to consult relevant material available online, for which the department provides computer facilities.

Assessment:

Students will be evaluated in two modes in this paper

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 25 marks. This will consist of two parts: i) one essay on a topic to be selected from 2 or 3 topics given beforehand to the students; and ii) brief and precise notes or comments on some selected issues discussed in class, which will allow evaluation of regularity and comprehension in the classroom, and ability to write succinctly.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 403
The Colonial Economy in India: 1750-1850

Course Objectives:

This course studies some of the most significant aspects of the Indian economy under British rule from the mid 18th to the mid 19th century. It introduces students to fundamental economic changes that were brought about by colonialism during this period in the world of agriculture, weaving, trade and finance, labour and law.

Learning Outcomes:

At the end of the course, students would:

- Understand the emergence of modern institutions such as the state and market in the context of colonialism in India
- Understand the relationship between political conquest and the economy as much as law and economic practice
- Understand the relationship between colonial policies and their effects on various populations in the subcontinent
- Be able to read and analyse primary sources.

Course Content:

Unit 1: (Week 1-2): (a). Economic history/Economic method: Smith and Marx, Hayek and Polanyi.

(b). The Industrial Revolution - The Indian sub-continent in The Great Divergence Debate

Unit 2: (Week 3): The Long 18th Century: Trade and Conquest – Maritime laws and Maritime Trade - History and the Nature of the East India Company – Oceanic Trade Across the Indian Ocean -- Regional Formations

Unit 3: (Week 4-5): The Company's Conquests: Economic Effects of Political Control – Weavers and Merchants (Eastern and Southern India) - Legal questions on Ownership and Jurisdiction

Unit 4: (Week 5-6): Sovereignty, Land Revenue and Property – “proprietary right” - The Permanent Settlement

Unit 5: (Weeks 6-7): Sovereignty, Land Revenue and Property II - Baramahal - Mirasidars and the Jagir - The Raiyatwari and Other Settlements

Unit 6: (Week 8): Ecology and Economy - The “Tribal” Question – Western and Central India - Jangal Mahals – “North East Frontier”

Unit 7 (Week 9): Commercial Crops in British India: Cotton, Opium, Indigo

Unit 8 (Week 10): Labour and Law in Britain and British India – Defining Poverty, Slavery, Wage-labour

Unit 9 (Week 11): Agrestic Servitude; Debt Bondage; Penal Colonies; Indentured Labour

Unit 10 (Week 12): Approaching the Study of Poverty and Famines; Currency, Banking and Finance

Unit 11 (Week 13): How does Economic History express and address Political Resistance: Thematic Considerations

Unit 12 (Week 14): How does Economic History express and address Caste: Thematic Considerations

Unit 1: (Week 1-2): This unit will study the methodological issues pertaining to Economic History as well as study the recent literature on the position of the Indian subcontinent in the global economy of the 18th century.

General Introductory Texts for the Entire Course:

Kumar, Dharma. Ed. (1983). *Cambridge Economic History of India Vol. II*, Cambridge, University Press. [Selections]

Habib, Irfan. (1985). “Studying a Colonial Economy without Perceiving Colonialism”, *MAS*. Vol. 19, 3.

For Unit 1:

Hayek, Fredrick. (1994). *Road to Serfdom*, Chicago: University of Chicago Press [Chapters 3 – 7]

Polanyi, Karl (1963) *The Great Transformation*, Boston: Beacon Press

Parthasarathi, Prasannan. (2011). *Why Europe Grew Rich and Asia Did Not*, Cambridge: Cambridge University Press [Chapters 1-4]

Perlin, Frank. (1983). “Proto-Industrialization and Pre-colonial South Asia” *Past and Present* No. 98

Unit 2: (Week 3): This unit will study the nature of trade and conquest in the long 18th century.

Lawson, P. (1993). *East India Company: A History*, New York, Longman

Stern, Phillip. (2009). “From the Fringes of History: Tracing the Roots of the East India Company” in Sameeta Agha and Elizabeth Kolsky. (Eds.) *Fringes of Empire*, New Delhi: Oxford University Press.

Bowen, H.V. (1991). *Revenue and Reform*, New York: Cambridge University Press.

Gupta, A.D. (2001). *The World of the Indian Ocean Merchant*, New Delhi: Oxford University Press, [Part I]

Prakash, Om. (2004). *Bullion for Goods*, New Delhi, Manohar [Selections]

Perlin, Frank (1985) “State formation Reconsidered”, *Modern Asian Studies* 19, 3.

Unit 3: (Week 4-5): This unit will study the relationship between the English East India Company's conquests and its economic effects on weavers and merchants in Eastern and Southern India. It will also study legal questions pertaining to issues such as ownership.

Arasaratnam, S. (1980). "Weavers, Merchants and Company: The Handloom Industry in Southeastern India 1750-1790", *IESHR*, Vol. 17, 3.

Arasaratnam, S. (1979). "Trade and Political Domination", *Modern Asian Studies* 13,1

Chatterjee, Kumkum. (1996). *Merchants, Politics and Society in Early Modern India*, Leiden, Brill.

Parthasarathi, Prasannan. (2001). *The Transition to A Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800*, Cambridge: Cambridge University Press

Hossain, Hameeda. (1988). *The Company weavers of Bengal : the East India Company and the organization of textile production in Bengal, 1750-1813*, New Delhi: Oxford University Press.

Chaudhuri, Sushil. (1996). *From Prosperity to Decline*, New Delhi: Manohar.

Unit 4: (Week 5-6): This unit will study the relationship between Sovereignty, Land Revenue and Property as well as the coming of the Permanent Settlement

Wink, Andre. (1986). *Land and Sovereignty in India*, Cambridge, Cambridge University Press.

Chaudhury, Faisal. (2018). "Property and its Rule (in Late Indo-Islamicate and Early Colonial) South Asia: What's in a Name?", *JESHO* Volume 61, Issue 5-6, pp. 920-975

Govind, Rahul. (2011). "Revenue Rent.. Profit: Early British Imperialism, Political Economy and the Search for a Differentia Specifica (inter se)" *IESHR*, Vol. 48, 2.

Guha, Ranajit . (1963). *A Rule of Property in Bengal: An Essay on the Idea of Permanent Settlement*, Paris: Mouton.

Travers, Robert. (2004). "The Real Value of the Lands': The Nawabs, the British and the Land Tax in Eighteenth-Century Bengal" *Modern Asian Studies* 38(03):517 - 558

Datta, Rajat (2000) *Society, Economy and the Market* New Delhi, Manohar

Unit 5: (Weeks 6-7): This unit will study the relationship between Sovereignty, Land Revenue and Property in relationship to the 'Raiyatwari' and Other Settlements

Stokes, Eric. (1959). *English Utilitarians and India*, Oxford: Clarendon Press

Ludden, David. (2005). *Early Capitalism and Local History in South India*, Delhi: Oxford University Press

Stein, Burton. (1990). *Thomas Munro: The Origins of the Colonial State and his Vision of Empire*, New York: Oxford University Press.

Irshick, Eugene. (1994). *Dialogue and History* Berkeley: University of California Press, [Chapters 1-2]

Stein, Burton. (Ed.). (1992). *The Making of agrarian policy in British India 1770-1900*, Delhi: Oxford University Press.

Siddiqi, Asiya. (1973). *Agrarian change in a Northern Indian State: Uttar Pradesh, 1819-1833*, Oxford: Clarendon Press.

Unit 6: (Week 8): This unit will study Ecology and Economy through the “tribal” question” in Western and Central India, the Jangal Mahals and the “North East Frontier”

Gadgil, Madhav and Ramachandra Guha. (1993). *This Fissured Land*, Delhi: Oxford University Press.

Guha, Sumit. (2006). *Environment and Ethnicity*, Cambridge: Cambridge, University Press.

Sivaramakrishnan, K. (1999). *Modern Forests: State Making and Environmental Change in Colonial Eastern India*. Stanford: Stanford University Press, [Chapters 1-4]

Bannerjee, Prathama. (2006). *Politics of Time*, Delhi: Oxford University Press, [Chapter 3]

Misra, Sanghamitra. (2018). “The Sovereignty of Political-Economy”, *IESHR*, Vol. 55, 3

Unit 7 (Week 9): This unit will study the economy of commercial crops in British India such as cotton, opium, and indigo

Chaudhury, B.B. (1964). *Growth of Commercial Agriculture in Bengal 1757-1900*, Calcutta, Indian Studies Past and Present.

Farooqui, Amar (1998) *Smuggling as Subversion*, New Delhi, New Age International
Cederlof, Gunnel. (2019). “Poor Man’s Crop: Evading Opium Monopoly” *Modern Asian Studies*, Vol. 53, Issue 2.

Bharadwaj, Krishna. (1985). “Note on the Commercialization of Agriculture” in K.N. Raj (Ed.). *Essays on Commercialization of Indian Agriculture*, Delhi: Oxford University Press.

Unit 8 (Week 10): This unit will study labour and law in Britain and British India so as to better understand the categories – and contexts of – of Poverty, Slavery and Wage-labour in colonial India

Deakin, Simon and F. Wilkenson. (2005). *The Law of the Labour Market*, New York: Oxford University Press.

Patnaik, Utsa and Dingwaney Ed. (1985). *Chains of Servitude : Bondage and Slavery in India*, Hyderabad: Sangam Books.

Cassels, N.G. (2010). *Social Legislation of the East India Company*, Delhi: Sage Publications, [Chapter 3]

Unit 9 (Week 11): This unit will study agrestic Servitude, debt bondage, penal colonies and indentured labour in the colonial economy

- Banaji, Jairus. (2003). "The Fictions of Free Labour" *Historical Materialism* 11, no. 3
- Prakash, Gyan Ed. (1992). *The World of the Rural Labourer*, Delhi: Oxford University Press.
- Amin, Shahid and Marcel van der Linden. (Eds.) (1997). "Peripheral Labour", in *Studies in the History of Partial Proleterianization*, Cambridge: Cambridge University Press.
- Anderson, Clare. (2003) "The Execution of Rughobarsing: The Political Economy of Convict Transportation and Penal Labour in Early Colonial Mauritius". *Studies in History*, 19 (2), pp. 185-197

Unit 10 (Week 12): This unit will study the methodology involved in the study of poverty and famines, as well as currency, banking and finance.

- Sen, Amartya (1981) *Poverty and Famines*, Delhi: Oxford University Press, [Chapters 1-5]
- Ahuja, Ravi (2002) "State formation and 'famine policy' in Early Colonial South India" *IESHR*, Vol. 39, 4,
- Siddiqi, Asiya Ed. (1995). *Trade and Finance in Colonial India 1750-1860* Delhi: Oxford University Press
- Esteban, J. C. (2001). "The British balance of payments, 1772-1820: India transfers and war finance," *Economic History Review* LIV (1): 58-86.
- Bagchi, A. K. (1985). "Transition from Indian to British Indian systems of Money and Banking 1800 – 1850" *Modern Asian Studies* 19

Unit 11 (Week 13): This unit will study how Economic History expresses and addresses Political Resistance

- Stokes, Eric. (1986). *Peasant Armed*, Oxford: Clarendon.
- Guha, Ranajit .(1983). *Elementary Aspects of Peasant Insurgency*, Delhi: Oxford University Press.
- Kaviraj, Narahari. (1972). *A Peasant Uprising in Bengal, 1783*, Delhi: Peoples Publishing House.
- Wilson, Jon (2005). "A Thousand Countries to go to" *Past and Present*, 189, pp. 81-109
- Mukhopadhyay, Bhaskar. (1995). "Orientalism, Genealogy and the Writing of History: The Idea of Resistance to Silk Filature in Eighteenth Century Bengal" *Studies in History* Vol. 11, 2.

Unit 12 (Week 14): This unit will study how Economic History expresses and addresses Caste

Guha, Sumit. (2015). *Beyond Caste, Identity and Power in South Asia*, Leiden, Brill, [Selections]

Washbrook, David. (1993). "Land and Labour in Late 18th century South India" in Peter Robb (Ed.). *Dalit Movements and Meanings of Labour in India* Delhi: Oxford University Press.

- Irschick, Eugene. (1982). "Peasant Survival Strategies and Rehearsals for rebellion in Eighteenth Century South India" *Peasant Studies*, 9, no. 4., pp. 215-41
- Viswanathan, Rupa. (2015). *The Pariah Problem*, Delhi, Navayana Publishers, [Chapters 1,2]
- Chaudhuri, B.B. Ed. (2004) *Tribes, Forests and Social Formation in Indian History*, Manohar, Delhi [Selections]

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to make short presentations on the themes and topics of the course to develop their persuasive and analytical abilities. Students will also formulate a research paper based on the themes taught. Suggested readings will be assigned keeping each student's specific research interest in mind when they write their research papers.

The following are general introductory texts for the entire course:

- Kumar, Dharma. Ed. (1983). *Cambridge Economic History of India Vol. II*, Cambridge, University Press. [Selections]
- Habib, Irfan. (1985). "Studying a Colonial Economy without Perceiving Colonialism", *MAS*. Vol. 19, 3.

Assessments:

There are three modes of assessment:

- 1) The students will have to make one presentation based on a text. This will be graded out of 10.
- 2) Students have to write one research paper based on primary and secondary sources. Students will have to inform and seek permission from the teacher on the topics/texts chosen for the presentation and research paper in advance. They will also be given more readings specifically tailored to their topics. The written paper will comprise 15 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-404 MA Final
Themes in the Economic History of India, c. 1850-1950

Course Objectives:

This course will teach students the core themes of economic history of India relating to a period when it was firmly integrated into the Global economy as a crucial appendage of the British Empire. It pays particular attention to the rich historiographical debates surrounding these themes from different perspectives. The course examines the changing relation of India with Britain and the world economy in two phases, before and after the first world war and the ways the worlds of peasants, artisans and labourers were impacted.

Learning Outcomes:

At the end of the course students are expected:

- To be equipped to understand trends and fluctuations of major economic indicators
- To be fully conversant with the historiographical debates on major issues of Indian economy
- To be familiar with quantitative and qualitative analysis used in the course.
- To be able to compare, connect and contrast economic performance of contemporary India with colonial India
- To be able to locate Indian economic history in a global history perspective

Course Content:

Unit 1: India as a Colonial economy – Reprising the Great Divergence debate

Unit 2: Colonial Financial, Monetary and Economic Policy: Determinants

Unit 3: Changing Patterns of External Trade-Britain, India and the World Trade

Unit 4: Farms , Fields and Forests I: Impact of Commercialisation

Unit 5: Farms, Fields and Forests II: Colonial Transformation of the Forest and the Arable

Unit 6: Spinning Wheels and Cotton Mills: Fate of Industry “Traditional” and Modern

Unit 7: Indian Population: Change and determinants of demographic structure

Unit 8: Indian Economy between the Great Wars: Tariff protection and The Great Depression

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: Week 1: India as a Colonial economy – Reprising the Great Divergence debate

Pomeranz, Kenneth. *The Great Divergence: China, Europe and the Making of the Modern World Economy*. Princeton (N.J.): Princeton University Press, 2012, Introduction

Parthasarathi, Prasannan. (2014). *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850*. Cambridge: Cambridge University Press, Chapters 1, 4 and 8.

Habib, Irfan. "Studying a Colonial Economy—Without Perceiving Colonialism." *Modern Asian Studies*, Vol. 19, no. 3 (1985): 355-81.

Balachandran, G. *India and the World Economy: 1850-1950*. New Delhi: Oxford University Press, 2005. Introduction.

Gallagher, John and Ronald Robinson. "The Imperialism of Free Trade," *The Economic History Review* (August 1953). Vol. 6, No.1 pp 1–15.

Unit 2: Weeks (2-3): Colonial Financial, Monetary and Economic Policy: Determinants

Bhattacharya, Sabyasachi. (2005). *The Financial Foundations of the British Raj: Ideas and Interests in the Reconstruction of Indian Public Finance 1858-1872*. Hyderabad: Orient Longman, Introduction.

Bhattacharya, Sabyasachi. (1965). "Laissez-Faire in India" *The Indian Economic and Social History Review*, Vol. II, No. 1, pp 1-22.

Chatterji, Basudev. (1992). *Trade, Tariffs, and Empire: Lancashire and British Policy in India, 1919-1939*. Delhi: Oxford Univ. Press. Chapter 4.

Chandra, Bipan. *The Rise and Growth of Economic Nationalism in India*. New Delhi: Anamika Publishers & Distributors (P), 2016, Chapters 6.

Unit 4: Weeks (4-5): Changing Patterns of External Trade-Britain, India and the World Trade

Cain, Peter J., and Anthony G. Hopkins. (2000). *British Imperialism: Innovation and Expansion: 1688 -1914*. London: Longman. Chapters 3, 5 and 10.

Banerji, Arun K. (1982). *Aspects of Indo-British Economic Relations: 1858-1898*. Bombay: Oxford Univ. Pr., Chapters 2,7, and 11

Desai, Meghnad, and Dharma Kumar. (1989). *The Cambridge Economic History of India*. Cambridge: Cambridge University Press, pp 804-877

Unit 5: Weeks 6-7: Farms , Fields and Forests I: Impact of Commercialisation

Banaji, Jairus. (1977). "Capitalist Domination and The Small Peasantry: The Deccan Districts in The Late Nineteenth Century." *Economic and Political Weekly*, Vol. 12, No. 33/34, pp 1375-1404.

Chaudhuri, Binay Bhushan. (1970) "Growth of Commercial Agriculture in Bengal—1859-1885." *The Indian Economic & Social History Review*, Vol. 7, S. No. 1, pp 25-60.

Chaudhuri, Binay Bhushan, "The Process of Agricultural Commercialisation in Eastern India During British Rule" in Peter Robb (ed.) *Meanings of Agriculture: Essays in South Asian History and Economics*. Delhi: Oxford University Press, 1997.

Beckert, Sven. (2004) "Emancipation and Empire: Reconstructing the Worldwide Web of Cotton Production in the Age of the American Civil War." *The American Historical Review*, Vol. 109, no. 5.

Richards, J. F. (1981) "The Indian Empire and Peasant Production of Opium in the Nineteenth Century." *Modern Asian Studies*, Vol. 15, no.1, pp: 59-82.

Shahid Amin. (1982). "Small peasant commodity production and rural indebtedness: The culture of sugarcane in Eastern UP, c. 1880-1920" in *Subaltern Studies*, Vol.1, pp 39-87.

Unit 5: Weeks 8-9: Farms, Fields and Forests II: Colonial Transformation of the Forest and the Arable

Sivarmakrishnan, K 1999“ *Modern Forests: Statemaking and Environmental Change in Eastern India*, New Delhi, Oxford University Press, pp1-29, pp185-284

Neeladri Bhattacharya,(2018) *The Great Agrarian Conquest :Colonial Reshaping of a Rural World*. Ranikhet, Permanent Black, Chapters 1, 9and 10.

Unit 6: Weeks 10-11:. Spinning Wheels and Cotton Mills: Fate of Industry “Traditional” and Modern

Roy, Tirthankar. (1993). *Artisans and Industrialization: Indian Weaving in the Twentieth Century*. Delhi: Oxford University Press. Introduction, Chapter 1, 3, 5 and 8.

Roy, Tirthankar.(1999) *Traditional Industry in the Economy of Colonial India*. Cambridge: Cambridge Univ. Press, Introduction and Chapters 1, 2, 3, 6 and 8.

Ian C. Wendt, “Four Centuries of Decline? Understanding the Changing Structure of the South Indian Textile Industry” and Prasannan Parthasarathi, “Historical Issues of Deindustrialization in Nineteenth-Century South India” in Giorgio Riello and Tirthankar Roy (eds.)(2009) “*How India Clothed the World of South Asian Textiles, 1500-1850*”.

Leiden: Brill Academic Pub. pp

Guha, Sumit. (1989). "The Handloom Industry of Central India: 1825-1950." *The Indian Economic & Social History Review*. Vol. 26, No. 3: 297-318.

Chandavarkar, Rajnarayan. (1994). *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-1940*. Cambridge: Cambridge University Press. Chapter 1 and 3.

Chakrabarty, Dipesh. (2000). *Rethinking Working-class History: Bengal, 1890 to 1940*. Princeton, NJ: Princeton University Press. Introduction.

Bagchi, Amiya Kumar. (2000). *Private Investment in India 1900-1939*. London: Routledge, Chapter 1, 2, 7 and 14

Unit 7: Week 12: Indian Population: Change and determinants of demographic structure

Desai, Meghnad and Dharma Kumar. (1989). *The Cambridge Economic History of India*. Cambridge: Cambridge University Press, pp 463-532.

Ravindran Gopinath, (2004)“South Indian Fertility in Past Times” in Christophe Guilmoto and S.Irudaya Rajan, eds. *Fertility Trends in South India*, Sage, Delhi, pp 53-89.

Sumit Guha. (2001). *Health and Population in South Asia*. Orient Blackswan. Introduction and Chapter 2.

Unit 8: Weeks 13-14: Indian Economy between the Great Wars: Tariff protection and The Great Depression

Chatterji, Basudev. (1992). *Trade, Tariffs, and Empire: Lancashire and British Policy in India, 1919-1939*. Delhi: Oxford Univ. Press. Chapter 1, 2, 4, and 8.

Bagchi, Amiya Kumar. (2000). *Private Investment in India 1900-1939*. London: Routledge, Chapter 1, 2, 7 and 14.

Rothermund ,Dietmar, *India in the Great Depression 1929-1939* ,New Delhi, Manohar , Chapters.1-4

Balachandran , G , *John Bullion's Empire: Britain's Gold Problem and India Between the Wars* ,London, Routledge, Chapters 1, 2, 4 and 7.

Suggested Readings:

- Bhattacharya, Sabyasachi. (2005). *The Financial Foundations of the British Raj: Ideas and Interests in the Reconstruction of Indian Public Finance 1858-1872*. Hyderabad: Orient Longman.
- Breman, Jan. (1985). *Of Peasants, Migrants, and Paupers: Rural Labour Circulation and Capitalist Production in West India*. Delhi: Oxford University Press.
- Cain, Peter J., and Anthony G. Hopkins. (2000). *British Imperialism: Innovation and Expansion: 1688 -1914*. London: Longman. Chapters 3, 5, 10 and 23.
- Chandra, Bipan. *The Rise and Growth of Economic Nationalism in India*. New Delhi: Anamika Publishers & Distributors (P), 2016, Chapters 6, 7, 13 and 14.
- Chaudhary, Latika, Bishnupriya Gupta, Tirthankar Roy, and Anand V. Swamy, eds. *A New Economic History of Colonial India*. Abingdon, Oxon: Routledge, 2016. Introduction, Chapters 4, 7 and 13.
- Parthasarathi, Prasannan. (2001). *The Transition to a Colonial Economy in South India: Industry and Commerce in the Eighteenth Century*. New York: Cambridge University Press.
- Prakash, Gyan. (Ed.) (1992) *The World of the Rural Labourer in Colonial India*. Delhi: Oxford University Press.
- Raj, K. N. (Ed.) (1985). *Essays on the Commercialization of Indian Agriculture*. Delhi: Oxford University Press.
- Ray, Rajat K. (1992). *Entrepreneurship and Industry in India, 1800-194*. Delhi: Oxford University Press

- Riello, Giorgio, and Tirthankar Roy, eds. (2009) *How India Clothed the World of South Asian Textiles, 1500-1850*. Leiden: Brill Academic Pub, pp 193-217 and 415-35
- Roy, Tirthankar. (1996) *Cloth and Commerce: Textiles in Colonial India*. New Delhi: Sage.
- Sivasubramonian, S. (2001) *The National Income of India in the Twentieth Century*. Delhi: Oxford University Press.
- Guha, Sumit. (2001). *Health and Population in South Asia*. Delhi: Orient Blackswan. "Introduction",

Teaching Learning:

Teaching of the course is organized around lectures and discussions in two weekly classes of one hour forty minutes duration each. Students will be encouraged to read up the essential readings and discuss those in the class after the lectures. Basic understanding of quantitative data sources and analyzing and visualizing data will be imparted to the students through use of digital instructional aids .

Assessment:

Students who take this course will be assessed in two modes”

- 1) They will be assessed on the basis of a mid term examination of one hour duration of twenty five marks **or** on the basis of two take home assignments to be submitted in week 5 and week 10 of the course duration of 12.5 marks each.
- 2) At the end of the semester the students will take an examination of three hours duration for 75 marks. They are required to answer any four out of eight questions .

HSM-405
Caste and Gender Identities in Modern India

Course Objectives:

The objective of this course is to study caste and gender as central to identity politics in modern India. It will inform the students as to why and how caste and gender are at the centre of historical writings on colonial India today, whereby studies on them have been widely recognised as the most challenging and exciting interventions in the recent past in social and cultural histories of modern India. In historicizing various axes of gender and caste identities, the course will guide students on how these were represented and conceived through a historical and an interactional course. The paper will be thematic rather than chronological and will particularly grapple with how these identities could be both limiting and liberating. Central to it will be the role and impact of women and caste stratification on constructions of nationalism.

Learning Outcomes:

After the successful completion of this course, students will:

- Have knowledge about the making and remaking of gender and caste identities in modern India.
- Understand how gender and caste are deeply intertwined.
- Appreciate how and why gender and caste identities help us in critiquing and challenging singular, neat identities.
- Comprehend the nature of debates that were taking place between the colonisers, reforms and nationalists around 'gender' and 'caste' questions.
- Understand layers of discussions around 'tradition' and 'modernity'.
- Be able to analyse women's role and participation in social reforms and nationalist movements.
- Have a firm grasp over caste movements that emerged in various regions of India in late nineteenth, early twentieth century.
- Comprehend debates between Gandhi and Ambedkar on the caste question.

Course Content:

Unit 1: (Week 1-2): Colonial Knowledge, Caste and Census; Emerging Caste Associations

Unit 2: (Week 3-4): Non Brahmin and Dalit Movements in Different Regions: Maharashtra, Tamilnadu, Bengal, Gangetic Plains

Unit 3: (Week 5-6): Gandhi and Ambedkar on the Caste Question

Unit 4: (Week 7-8): The Gender of Caste

Unit 5: (Week 8-9): Gendering Reforms and Nationalism: A Broad Historiography

Unit 6: (Week 9-10): Women and Social Reform Movements: Sati Debates, Age of Consent, Widow Remarriage, Education

Unit 7: (Week 11-12): Women and Popular Culture

Unit 8 (Week 13-14): Women, Nationalism and Partition

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will examine the implications of colonialism for caste and how census helped in consolidating caste identities.

Ahmad, Imtiaz. (1971). 'Caste Mobility Movements in North India', *Indian Economic and Social History Review*, 8 (2), pp. 164-91.

Carroll, Lucy. (1978). 'Colonial Perceptions of Indian Society and the Emergence of Caste(s) Associations', *The Journal of Asian Studies*, 37 (2), February, pp. 233-50.

Guha, Sumit. (2003). 'The Politics of Identity and Enumeration in India c. 1600–1990', *Society for Comparative Study of Society and History*, pp. 148-67.

Sarkar, Sumit and Tanika Sarkar, eds. (2014). *Caste in Modern India*, Vol. 1, Ranikhet: Permanent Black. (Chapter 9: Padmanabh Samarendra, 'Anthropological Knowledge', pp. 255-96; Chapter 10: Frank Conlon, 'The Census of India', pp. 297-310; Chapter 11: Bernard Cohn, 'The Census, Social Structure', pp. 311-39).

Srinivas. M. N. (2001). *Adhunik Bharat Mein Jati*, trans. Rashim Chowdhury. Delhi: Rajkamal Prakashan [in Hindi].

Unit 2 (Week 3-4): This unit will study non-Brahmin and Dalit movements in various parts of India in the colonial period and how they asserted themselves in the public sphere.

Pandian, M.S.S. (1994). 'Notes on the Transformation of 'Dravidian' Ideology: Tamilnadu, c. 1900-1940', *Social Scientist*, 22 (5/6), May-June, pp. 84-104.

Rawat, Ramnarayan S. (2003). 'Making Claims for Power: A New Agenda in Dalit Politics of Uttar Pradesh, 1946–48', *Modern Asian Studies*, 37 (3), pp. 585–612.

Sarkar, Sumit and Tanika Sarkar, eds. (2014). *Caste in Modern India*, 2 Vols, Ranikhet: Permanent Black. (Vol. 1: Chapter 13: Sekhar Bandyopadhyay, 'Popular Religion', pp. 381-422; Vol. 2: Chapter 5: Nandini Gooptu, 'Caste and Labour', pp. 107-32; Chapter 14: Rosalind O' Hanlon, 'The Creation of Lower-Caste Identity', pp. 382-401).

Kumar, Ajay. (2018). 'Dalit Andolan: Adhinasthon ke Andolan ki Sameeksha', *Bhartiya Samajshastra Sameeksa*, 5 (1), pp. 42-87 [in Hindi].

Unit 3 (Week 5-6): This unit will understand debates between Gandhi and Ambedkar regarding the caste question.

Ambedkar, B. R. (1937). *Annihilation of caste, with a reply to Mahatma Gandhi*, Bombay.

- Dirks, Nicholas B. (2011). *Castes of Mind: Colonialism and the Making of Modern India*, Princeton: Princeton University Press, Chapter 12: 'The Reformation of Caste: Periyar, Ambedkar, and Gandhi', pp. 255-74.
- Palshikar, S. (1996). 'Gandhi-Ambedkar Interface: When Shall the Twain Meet?', *Economic and Political Weekly*, August 3, pp. 2070-72.
- Rodrigues, Valerian. (2011). 'Reading Texts and Traditions: The Ambedkar-Gandhi Debate', *Economic and Political Weekly*, XLVI (2), pp. 56-66.
- Sarkar, Sumit and Tanika Sarkar, eds. (2014). *Caste in Modern India*, Ranikhet: Permanent Black. (Vol. 2: Chapter 11: Christophe Jaffrelot, 'Analysing and Ethnicizing Caste', pp. 315-29; Chapter 12: D.R.Nagaraj, 'Self-Purification vs Self-Respect', pp. 330-61).
- Zelliot, Eleanor. (1972). 'Gandhi and Ambedkar: A Study in Leadership'. In Michael Mahar, ed. *Untouchables in Contemporary India*, Tucson: University of Arizona Press.
- Omvedt, Gail. (2015). *Dalit aur Prajataantrik Kranti: Aupniveshik Bharat mein Dr. Ambedkar evam Dalit Andolan*. Delhi: Sage [in Hindi].

Unit 4 (Week 7-8): This unit will focus on the intersections between gender and caste in modern Indian history.

- Anandhi, S. (1991). 'Women's Question in the Dravidian Movement c. 1925-1948', *Social Scientist*, 19 (5-6), May-June, pp. 24-41.
- Gupta, Charu. (2007). 'Dalit Viranganas and Reinvention of 1857', *Economic and Political Weekly*, 42 (19), pp. 1739-46.
- Gupta, Charu, *The Gender of Caste: Representing Dalits in Print*, Ranikhet: Permanent Black, 2016, Introduction, pp. 1-30.
- Rao, Anupama (ed.). (2003). *Gender and Caste*. Delhi: Kali for Women, Introduction, pp. 1-47.
- Chakravarti, Uma. (2011). *Jati Samaj mein Pitrasatta: Narivadi Najariye Se*, trans. Vijay Jha. Delhi: Granth Shilpi [in Hindi].
- Gupta, Charu. (2015). 'Antarang Chahaten: Aupniveshik Uttar Bharat mein Dalit Stri aur Dharmantaran', *Alochana*, 53, Jan-March, pp 107-26 [in Hindi].
- Gupta, Charu. (2010). 'Roop aur Aroop, Seema aur Aseem: Aupniveshik Kaal mein Dalit Paurush', *Pratiman: Samay, Samaj, Sanskriti*, 1 (1), January-June, pp. 99-125 [in Hindi].
- Narayan, Badri. (2015). *Dalit Viranganen evam Mukti ki Chah*. Delhi: Rajkamal Prakashan [in Hindi].

Unit 5 (Week 8-9): This unit will examine the historiography of gender in modern India, particularly with regard to social reforms and nationalism.

- Forbes, Geraldine. (1996). *Women in Modern India*, Cambridge: Cambridge University Press, Introduction, pp. 1-9.

Gupta, Charu, ed., (2012). *Gendering Colonial India: Reforms, Print, Caste and Communalism*, New Delhi: Orient Blackswan, 'Introduction', pp. 1-36.

Sangari, Kumkum and Sudesh Vaid, eds. (1989). *Recasting Women: Essays in Colonial History*, Delhi: Kali for Women. ('Recasting Women: An Introduction', pp. 1-26; Partha Chatterjee, 'The Nationalist Resolution', pp. 233-53).

Unit 6 (Week 9-10): Debates on sati, age of consent, widow remarriage and women's education will be studied in this unit.

Major, Andrea (ed.). (2007). *Sati: A Historical Anthology*, Delhi: Oxford University Press, Introduction.

Minault, Gail. (1998). *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*, Delhi: Oxford University Press.

Sangari, Kumkum and Sudesh Vaid (eds). (1989). *Recasting Women: Essays in Colonial History*, New Delhi: Kali for Women. (Lata Mani, 'Contentious Traditions: The Debate on Sati in Colonial India', pp. 88-126; Vir Bharat Talwar, 'Feminist Consciousness in Women's Journals in Hindi: 1910-1920', pp. 204-32).

Sarkar, Sumit and Tanika Sarkar (eds). (2007). *Women and Social Reform in Modern India: A Reader*, 2 Vols, Ranikhet: Permanent Black (Vol.1: Geraldine Forbes, 'Education for Women', pp. 83-112; Lucy Carroll, 'Law, Custom and Statutory Social Reform', pp. 113-44; Tanika Sarkar, 'Conjugality and Hindu Nationalism', pp. 385-419).

Yang, Anand A. (1989). 'Whose Sati? Widow Burning in Early Nineteenth Century India', *Journal of Women's History*, 1 (2), pp. 8-33.

Gupta, Charu. (2010). 'Aupniveshik Uttar Bharat mein Vidhva Vivah par Badalte Vimarsh', *Alochana*, 38, July-September, pp. 89-101 [in Hindi].

Gupta, Charu. (2010). 'Chahe Lakshya, Anchahe Parinam: Aupniveshik Uttar Bharat Mein Stri Shiksha aur Padhne ka Bhay', *Tadbhav*, 21, pp. 43-52 [in Hindi].

Kumar, Radha. (2002). *Stree Sangharsh ka Itihaas*, trans. Ram Shankar Singh. Delhi: Vani Prakashan [in Hindi].

Orsini, Francesca (2013). *Hindi Lokvritt*, trans. Nilaabh. Delhi: Rajkamal Prakashan, Chapter 6 [in Hindi].

Unit 7 (Week 11-12): The implications of popular culture on women's lives and spaces will be the subject of this unit.

Sangari, Kumkum and Sudesh Vaid (eds). (1989). *Recasting Women: Essays in Colonial History*, New Delhi: Kali for Women. (Sumanta Banerjee, 'Marginalization of Women's Popular Culture', pp. 127-79).

Uberoi, Patricia. (2006). *Freedom and Destiny: Gender, Family and Popular Culture in India*, New Delhi: Oxford University Press. (Chapter 1: ' "Beautyfull Wife, Denger Life": Engaging with Popular Culture', pp. 1-47).

Virdi, Jyotika. (2003). *The Cinematic ImagiNation: Indian Popular Film as Social History*, New Brunswick: Rutgers University Press. (Chapter 2: 'The Idealized Woman', pp. 60-86).

Hansen, Kathryn. (1992). *Grounds for Play: The Nautanki Theatre of North India*, Berkeley: University of California Press. (Chapter 7: 'Women's Lives and Deaths', pp. 171-207).

Thakurta, Tapati Guha. (1991). 'Women as "Calendar Art" Icons: Emergence of Pictorial Stereotype in Colonial India', *Economic and Political Weekly*, 26 (43), pp. WS91-WS99.

Gupta, Charu. (2009). 'Pehre Par Mahila Manoranjan', *Samved*, 18, pp. 205-24 in Hindi].

John, Mary E., Janaki Nair (eds). (2008). *Kamsutra se Kamsutra Tak: Adhunik Bharat Mein Sexuality ke Sarokar*, trans. Abhay Kumar Dube. Delhi: Vani Prakashan [in Hindi].

Menon, Dilip M. (2010). *Adhunik Bharat ka Sanskritik Itihas*. Delhi: Orient Blackswan, Chapter 5 [in Hindi].

Unit 8 (Week 13-14): The unit will study women's participation in the national movement and the implications of partition for women.

Butalia, Urvashi. (1993). 'Community, State and Gender: On Women's Agency during Partition', *Economic and Political Weekly*, 28 (17), April 24, pp. WS 12-WS21-WS24.

Didur, Jill. (2006). *Unsettling Partition: Literature, Gender, Memory*, Toronto: University of Toronto Press, Introduction.

Kishwar, Madhu. (1985). 'Gandhi on Women', *Economic and Political Weekly*, 20 (40), 5 October, pp. 1691-1702 & 20 (41), 12 October, pp. 1753-58.

Menon, Ritu and Kamla Bhasin. (1998). *Borders and Boundaries: Women in India's Partition*, New Brunswick: Rutgers University Press. (Chapter 1: 'Speaking for Themselves: Partition History, Women's Histories', pp. 1-30).

Patel, Sujata. (1988). 'Construction and Reconstruction of Woman in Gandhi', *Economic and Political Weekly*, 23 (8), February 20, pp. 377-87.

Kumar, Radha. (2002). *Stree Sangharsh ka Itihaas*, trans. Ram Shankar Singh. Delhi: Vani Prakashan [in Hindi].

Shweta. (2018). *Bhartiya Rashtriya Congress evam Mahilaen (1920-1950)*. Delhi: Vani Prakashan [in Hindi].

Suggested Readings:

- Amin, Shahid and Gyanendra Pandey (eds). (1995 and 2002). *Nimnvargiya Prasang, Bhaag 1 aur 2*. Delhi: Rajkamal Prakashan [in Hindi].
- Bandyopadhyay, Shekhar. (2015). *Plassey se Vibhaajan Tak aur Uske Baad*. Delhi: Orient Blackswan [in Hindi].
- Banerjee-Dube, Ishita. (2015). *A History of Modern India*, Cambridge: Cambridge University Press, 2015.

- Bayly, Susan. (1999). *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: Cambridge University Press.
- Chand, Achhut Ank. (2005 [1927]). Ed. Nandkishore Tiwari. Delhi: Rajkamal Prakashan [in Hindi].
- Forbes, Geraldine, (1996). *Women in Modern India*, Cambridge: Cambridge University Press.
- Gupta, Charu. (2001). *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*, Delhi: Permanent Black.
- Kumar, Ravindra. (1997). *Adhunik Bharat ka Samajik Itihas*, trans. Aditya Narayan Singh, Delhi: Granth Shilpi [in Hindi].
- Malhotra, Anshu. (2002). *Gender, Caste and Religious Identities: Restructuring Class in Colonial Punjab*, Delhi: Oxford University Press.
- Michel, S.M. (2015). *Aadhunik Bharat Mein Dalit*. Delhi: Sage [in Hindi].
- Nandy, Ashis. (1983). *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*, Delhi: Oxford University Press.
- Sarkar, Sumit. (1997). *Writing Social History*, Delhi: Oxford University Press.
- Sarkar, Sumit. (2001). *Saamaajik Itihaas Lekhan ki Chunauti*, trans. N.A.K. Shahid, Delhi: Granth Shilpi [in Hindi].
- Sarkar, Tanika. (2001). *Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism*, Delhi: Permanent Black.
- Zelliot, Eleanor. (1992). *From Untouchable to Dalit: Essays of Ambedkarite Movement*, Delhi: Manohar.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to write an essay on one of the topics of the course, with footnotes and bibliography, and further readings will be given to them on their chosen topic, so that they can go in much more depth on a particular topic, thus preparing them for future and further research. This would also facilitate rigorous conceptualization and written expression.

Assessments:

There are three modes of assessing students in this course.

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
- 2) Students will also be asked to submit a written essay of 3000 words with footnotes and bibliography, which will be out of 15 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM-407

Select Issues in the History of Nationalism in India, ca. 1860 – 1917

Course Objectives:

The objective of the course is to teach students some of the broad debates and theoretical formulations of early phases of nationalist politics in India. The course addresses themes in the early history of Indian nationalism, including the response of the Indian intelligentsia to social and political reforms, the role of print and standardisation of language in the formation of nationalist collectives, the issue of gender, and the Swadeshi movement. A search for nationalist identity, quest for improvement in socio-economic status, a share in political power and ultimately destruction of the inequalities are the motives to be discussed. The course also attempts to explain intersectionalities through which students can comprehend what nationalism means for common people in their everyday lives.

Learning Outcomes:

At the end of the course, students would:

- Reflect upon sources, methods and approaches to the study of nationalism.
- Chart the ways in which South Asian nationalism has been understood by anthropologists, sociologists and other social scientists from the beginning of the British rule up to the present era of global integration.
- On completing this course, students will have an understanding of some of the key trends that defined Indian history during formative period of the national movement.
- Understand ways in which Indians responded to colonialism and learn about a variety of nationalisms emerged in response to British rule.
- The assignments in reading and writing will help in the development of rigorous conceptualization and written expression about the vision of Indian nationalism.

Course Content:

Unit 1: (Week 1-2): Perspectives: Conceptual problems, sources and methods to study nationalism.

Unit 2: (Week 3-4): Imperial Imperatives: Ideas, attitudes and policies of the rulers.

Unit 3: (Week 4-5): Patterns of change under colonialism and Indian responses, the Indian intelligentsia; intellectual cross-currents; print, press, societies, associations and socio-political reforms.

Unit 4: (Week 5-6): The Politics of Nationalism and the Early Congress.

Unit 5: (Week 7-8): Religious Communities, and Traditionalist and Modern Politics and Identities; Language, conflicts and riots.

Unit 6: (Week 9-10): Nationalism, Gender, Culture and Politics.

Unit 7: (Week 11-12): The Swadeshi Movement and its Aftermath.

Unit 8: (Week 13-14): Tagore's *Nationalism* and Gandhi's *Hind Swaraj*.

Essential Readings and Unit Wise Learning Outcome:

Unit 1: (Week 1-2): This unit will explain the history of nationalism as ideas, sentiments, and cultural identities in relation to recent historiography.

Loomba, Ania. (2015). *Colonialism/Postcolonialism*, new ed., London, pp.154-end.

Smith, Anthony D. (1998). *Nationalism and Modernism: A Critical Survey of Recent Theories of Nations and Nationalism*, London: Routledge, Introduction, chapter 1 and Conclusion.

Anderson, Benedict. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London, Verso, ch. 1-3, till page 113.

Bayly, C.A. (1998). *The Origins of Indian Nationality: Patriotism and Ethical Government in the Making of Modern India*, Delhi, Cambridge University Press, pp. 1-35, 98-113 (Chapter 1, Chapter 4).

Balakrishnan, Gopal. (1999). *Mapping the Nation*, London: Verso.

Gallagher, J. A. et al, (Eds.). (1973). "Locality, Province and Nation: Essays on Indian Politics 1870 to 1940", *Modern Asian Studies*, Chapters 1-5.

Goswami, Manu. (2004). *Producing India: from colonial economy to national space*, Chicago: University of Chicago, (Introduction, ch. 1, ch. 8 and Conclusion).

Chatterjee, Partha. (1995). *The Nation and its Fragments: Colonial and Postcolonial Histories*, Delhi: Oxford University Press, (Chapters 1 – 5).

Chatterjee, Partha. (2011). "The Nation in Heterogeneous Time" *IESHR*, vol. 38. no.4, pp. 399 -- 418.

Ray, Rajat Kanta. (2003). *The Felt Community: Commonality and Mentality before the Emergence of Indian Nationalism*, Delhi: Oxford University Press, Chapters 1-2.

Sarkar, Sumit. (2008). "Nationalism and Poverty: Discourses of Development and Culture in 20th Century India", *Third World Quarterly*, Vol. 29, No. 3, pp 429 – 445.

Unit 2 (Week 3-4): This Unit will take a historical overview of the *idea* of ruling an empire and the *attitudes and policies* toward colonized people.

Bayly, C.A. (2012). *Recovering Liberties: Indian Thought in the Age of Liberalism and Empire*, Cambridge: Cambridge University Press.

Mantena, Karuna. (2010). *Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism*, Princeton: Princeton University Press.

Sinha, Mrinalini. (1995). *Colonial Masculinity: The 'Manly Englishman' and the 'Effeminate Bengali' in the Late Nineteenth Century*, Manchester: Manchester University Press.

Metcalf, Thomas R.(1998).*Ideologies of the Raj*, Cambridge: Cambridge University Press.

Mehta, Uday Singh. (1999). *Liberalism and Empire: A Study in Nineteenth Century British Liberal Thought*, Chicago: University of Chicago Press.

Unit 3 (Week 4-5): This unit will assess the nature and role of new intelligentsia in modern transformation and development of modern institutions in the public sphere.

Mukherjee, Aditya. (December 2010). “Empire: How Colonial India made Modern Britain” *EPW*, vol. XLV, no. 50, pp. 73-82.

Banerjee, Arindam, Chirashree Das Gupta and Surajit Mazumdar. (August 2015). ‘Historiography sans History: A Response to Tirthankar Roy,’ *EPW*, vol.L, no.35, , pp 124–32.

Chandra, Bipan. (1996). ‘Economic Nationalism’ in *The Rise and Growth of Economic Nationalism in India*, Delhi: People’s Publishing House, pp. 736-759.

Patel, Dinyar. (2013). “Dadabhai Naoroji and the Evolution of the Demand for Swaraj,” *NMML Occasional Paper*, no. 25.

Goswami, Manu. (2004).*Producing India: From Colonial Economy to National Space*, Chicago: University of Chicago, chapter 8.

Roy, Tirthankar. (April 2015). “The Economic Legacies of Colonial Rule in India,” *EPW*, vol. L, no.15, pp.51-57;

Roy, Tirthankar. (October 2015). “The Economic Legacies of Colonial Rule Revisited,” *EPW*, vol. L, no.40, pp.75-79.

Unit 4 (Week 5-6): This unit moves around the *early* stage of the nationalist politics to build a national *political* community in British India in relation to the Indian National Congress.

Bayly, C.A. (1975).*The Local Roots of Indian Politics: Allahabad 1880-1920*, Oxford: Oxford University Press, 1975, Chapters 4-5.

Bose, Sugata and Ayesha Jalal. (1998).*Modern South Asia: History, Culture and Political Economy*, Delhi: Oxford University Press, Chapter 11, ‘A Nation in the Making?’pp. 107-125.

Chandravarkar, Rajnarayan. (1998).*Imperial Power and Popular Politics: Class, Resistance and the State in India c. 1850-1950*, Cambridge: Cambridge University Press, Chapter 8.

Johnson, Gordon. (2005).*Provincial Politics and Indian Nationalism: Bombay and the Indian National Congress, 1880 to 1915*, Cambridge: Cambridge University Press.

McLane, J. R. (1977).*Indian Nationalism and the Early Congress*, Princeton: University Press

Mehrotra, S.R.(1971).*Emergence of Indian National Congress*, Delhi: Oxford University Press.

Seal, Anil. (1971). *The Emergence of Indian Nationalism*, Cambridge : Cambridge University Press, Chapters 1-3, 5-6 and 8.

Seth, Sanjay. (February 1999). 'Rewriting Histories of Nationalism: The Politics of "Moderate Nationalism" in India, 1870- 1950', *The American Historical Review*, Vol. 104, No. 1, pp. 95-116.

Washbrook, D.A. (1976). *The Emergence of Provincial Politics: The Madras Presidency 1870-1920*, Cambridge: Cambridge University Press 1976, Chapter 5, 'The Emergence of Provincial Politics'.

Unit 5 (Week 7-8): This unit examines the complex ways in which religion shape modern identities, and how people get mobilized in support of specific forms of nationalist identities based on such cleavages.

Adcock, C. S. (2010). "Sacred Cows and Secular History: Cow Protection Debates in Colonial North India", *Comparative Studies of South Asia, Africa and the Middle East*, Vol.30, No. 2, pp. 297-311.

Amin, Shahid. (2015). *Conquest and Community: The Afterlife of Warrior Saint Ghazi Miyan*, New Delhi: Orient Blackswan.

Freitag, Sandria B. (Ed.). (1989). *Collective Action and Community: Public Arenas and the Emergence of Communalism in North India*, Berkeley: University of California Press, (Chapters by Lutgendorf , King and Nita Kumar).

Freitag, Sandria B. (October 1980). "Sacred Symbol as Mobilizing Ideology: The North Indian Search for a Hindu Community", *Comparative Studies in Society and History*, Vol. 22, No. 4, pp. 597-625.

Gupta, Charu. (2001). 'The Icon of Mother in Late Colonial North India: Bharat Mata, *Matri Bhasha*, and Gau Mata', *Economic and Political Weekly*, Vol. 36, No. 45, pp. 4233-4277.

Hardy, Peter. (1972). *The Muslims of British India*, Cambridge: Cambridge University Press.

Jalal, Ayesha. (2002). "Negotiating Colonial Modernity and Cultural Difference: Indian Muslim Conceptions of Community and Nation, 1878-1914" in Leila Tarazi Fawaz and C.A. Bayly ed., *Modernity and Culture: From the Mediterranean to the Indian Ocean*, New York: Columbia University Press, pp. 230-260.

Metcalf, Barbara Daly. (1982). *Islamic Revival in British India: Deoband, 1860–1920*, Princeton: Princeton University Press, Introduction, Chapters 1-3, 5-8.

Pandy, Gyanendra. (1999). *Colonial Construction of Communalism in North India*, Delhi: Oxford University Press.

Parel Antohy. (1969). 'The Political Symbolism of the Cow in India,' *Journal of Commonwealth Political Studies* ,vol. 7, no.11, pp. 179–203.

Veer, Peter van dar. (1996). *Religious Nationalism: Hindus and Muslims in India*, Berkeley, University of California Press, pp. 154- 176.

Yang, Anand A.(1980). 'Sacred Symbol and Sacred Space in Rural India: Community Mobilization in the 'AntiCow Killing' Riot of 1893', *Comparative Studies in Society and History*, vol. 25,,pp. 576-96.

Unit 6 (Week 9-10): This unit unfolds roles of colonization, nationalism and cultural norms in defining gender roles.

Sarkar, Tanika. (2001).*Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism*, Delhi: Permanent Black, Chapters 1-3,6-7,Seventh chapter Imp.

Sinha, Mrinalini. (1995).*Colonial Masculinity:The 'Manly Englishman' and the 'Effeminate Bengali' in the Late Nineteenth Century*, Manchester: University Press.

Davis, Nira Yuval. (1997).“Theorizing Gender and Nation”, *Gender and Nation*, New York: Thousand Oaks.

Chatterjee, Partha. (2010).*Empire and Nation: Essential Writings, 1985-2005*, Delhi: Oxford University Press; Chapter 6, pp. 116-135.

McGinn, Padma Anagol. (November 1992). “The Age of Consent Act (1891) Reconsidered: Women's Perspectives and Participation in the Child-Marriage Controversy in India’ *South Asia Research*, Vol.12,pp. 100-118.

Unit 7 (Week 11-12): How *the Swadeshi Movement* spreading from an economic boycott had profound *effects* on Indian society to encompass multiple facets of *nationalism* is the main concern of this unit.

Jones, Reece. (2006). ‘Whose Homeland? Territoriality and Religious Nationalism in Bengal’, *South Asia Research*, Vol. 26, No.2, pp. 115–131.

Sarkar, Sumit. (2010). *The Swadeshi Movement in Bengal,1903-1908*, new ed. Delhi: Oxford University Press.

Ludden, David. (2011). ‘Spatial Inequity and National Territory: Remapping 1905 in Bengal and Assam’, *Modern Asian Studies*, vol. 45, pp.1-43.

Manjapra, Kris. (October 2012). ‘Knowledgeable Internationalism and the Swadeshi Movement, 1903-1921,’ *EPW*, vol. xlvii, no.42, pp 53-62.

Menon, Dilip M. (October 2012). ‘The Many Spaces and Times of Swadeshi,’ *EPW*, vol. xlvii, no.42, pp 44-52.

Unit 8 (Week 13-14): Through critical analysis of the views of Mahatma Gandhi and Rabindranath Tagore the two giant thinkers of modern India with vastly different ideas of nationalism, this unit shows the intellectual depth of the ideas like patriotism, nationalism and Swaraj.

Vajpeyi, Ananya. (2012).*Righteous Republic: The Political Foundations of Modern India*, Harvard: University Press.

Gandhi, M. K. *The Hind Swaraj*, Various editions: Parel (ed.), and T. Surhud, S. Sharma (ed.), etc.

Collins, Michael. (October 2008). "Rabindra Nath Tagore and Nationalism: An Interpretation" *Heidelberg Papers in South Asian and Comparative Politics*, Working paper no. 42.

Tagore, R.N.(1992).*Nationalism, With an Introduction by E.P. Thompson*, Calcutta: Rupa.

Bhattacharya, Sabyasachi. (2017). 'Rethinking Tagore on the Antinomies of Nationalism,' in K.L. Tuteja & K. Chakraborty, (eds.), *Tagore and Nationalism*, Shimla: Indian Institute of Advanced Study.

Bhattacharya, Sabyasachi. (2011).*Talking Back: The Idea of Civilization in the Indian Nationalist Discourse*, New Delhi: Primus, Introduction & Chapters 2 & 3.

Nandy, Ashish. (2004). 'The Illegitimacy of Nationalism: Rabindranath Tagore and the Politics of Self, *Bonfire of Creeds: The Essential Ashis Nandy* , New Delhi: Oxford University Press, pp. 153-233.

Suggested Further Readings:

- Seal, Anil. (1971).*The Emergence of Indian Nationalism*, Cambridge: Cambridge University Press.
- McLane, J. R.(1977).*Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.
- Ray, Rajat. (1984).*Social Conflict and Political Unrest in Bengal, 1875-1927*, Delhi : Oxford University Press.
- Bayly, C.A.(1975).*The Local roots of Indian Politics: Allahabad, 1880-1920*, Oxford: Clarendon Press, 1975.
- Sarkar, Sumit. (1973).*The Swadeshi Movement in Bengal*, Delhi: Permanent Black.
- Hardy, Peter. (1972).*The Muslims of British India*, Cambridge: Cambridge University Press.
- Lelyveld, David. (1978).*Aligarh's First Generation: Muslim Solidarity in British India*, Princeton, N.J.: Princeton University Press.
- Raychaudhuri, Tapan. (1988).*Europe Reconsidered: Perceptions of the West in Nineteenth-century Bengal*. Delhi: Oxford University Press.
- Chatterjee, Partha. (1993).*Nationalist Thought and the Colonial World: A Derivative Discourse*, Minneapolis: University of Minnesota Press.
- Tagore, R.N. (1992).*Nationalism, With an Introduction by E.P. Thompson*, Calcutta: Rupa.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course, aims at developing a rational insight with a focussed objective of comprehending the course content and develop oratory skills of the students.

Assessments:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

- 1) There will be a 10 marks internal assessment exam held in mid-semester.
- 2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
- 3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 408
Select Issues in the Study of Nationalism in India (1917-49)

Course Objectives:

This course focuses on select themes in the study of Indian nationalism from the early 20th century to Independence. The course lays emphasis both on reading primary sources, as well as understanding important secondary literature on these themes. In addition to scholarly material, students will be exposed to films, literature and visual material. Students will be required to engage with the thoughts and ideas of important nationalist figures as well as with the histories of nationalism “from below.” How was Indian nationalism experienced, appropriated and articulated by non-elite groups in society? The course will also emphasize the use of non-official archives – particularly the oral and the visual- used by historians to study this period.

Learning Outcomes:

By the end of the course, students will:

- Critically read a variety of primary sources on late nationalism in India.
- Read seminal literature by historians on the topics dealt with in this course.
- Go beyond academic work through exposure to the rich corpus of literature, films and visual material that deal with issues pertinent to this period. This will also allow students to engage with how historians have creatively used new kinds of archives to study Indian nationalism.

Course Content:

Unit 1: (Week 1): The ways of Indian nationalism

Unit 2 (Week 2-3): The nation and nationalism according to Gandhi

Unit 3: (Week 4-5): Gandhian politics and the ways of mass nationalism

Unit 4: (Week 5-6): Critiques of caste: Ambedkar and Gandhi

Unit 5: (Week 7-8): Economic nationalism

Unit 6: (Week 9-10): Hindu nationalism in late colonial India

Unit 7: (Week 11-12): Partition: accountability, violence and displacement

Unit 8: (Week 13-14): Approaches and Sources: Rethinking the nationalist archive through the visual

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): This unit will focus on how nationalism was understood in the period of its emergence with a particular focus on the views of Rabindranth Tagore

Primary Source: Tagore, Rabindranath. (2009). *Nationalism*, Delhi: Penguin India. Originally published in 1917.

Anderson, Benedict. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Verso: London and New York, pp. 1-38, 69-84.

Bhattacharya, Sabyasachi. (2016). "Antinomies of Nationalism and Rabindranath Tagore," *Economic and Political Weekly*, 15(6), pp. 39-45.

Chatterjee, Partha. (1993). *The Nation and its Fragments: Colonial and Post-Colonial Histories*, Princeton: Princeton University Press, pp. 3-13.

Nandy, Ashis. (2006). "Nationalism, Genuine and Spurious: Mourning Two Early Post-Nationalist Strains," *Economic and Political Weekly*, 41(32), pp. 3500-3504.

Film: *Ghare Bhaire* or *The Home and the World*. (1983) directed by Satyajit Ray.

Unit 2 (Week 2-3): This unit focuses on Gandhian thought and ideas.

Primary Source: Gandhi, M.K. (1997) *Hind Swaraj and Other Writings: With an Introduction by Anthony Parel*, Cambridge: Cambridge University Press, 1997. Originally published in 1909.

Bilgrami, Akeel.(2003). "Gandhi as Philosopher," *Economic and Political Weekly* 38 (39), pp. 4159-4165.

Devji, Faisal. (2012). *The Impossible Indian: Gandhi and The Temptation of Violence*, London: Hurst, pp. 1-66.

Hardiman, David. (2003). *Gandhi: In His Time and Ours*, Delhi: Permanent Black, pp. 1-84.

Mehta, Uday. (2003). "Patience, Inwardness and Self- Knowledge in Gandhi's Hind Swaraj," *Public Culture* 23 (2), pp. 417-29.

Mehta, Uday.(2010) "Gandhi on Democracy, Politics and the Ethics of Everyday Life," *Modern Intellectual History* 7(2), pp. 355-371

<https://thewire.in/40893/the-religion-of-gandhi-a-conversation-about-satyagraha-with-ajay-skaria/>

http://www.india-seminar.com/2014/662/662_ajay_skaria.html

Unit 3: (Week 4-5): This unit looks at Gandhian mass movements with a particular focus on the Champaran Satyagraha and the Non Cooperation Movement. It discusses significant historiographical interventions that have conceptualized the nature of peasant nationalism.

Primary Source: Misra, B.B. (ed.), *Select Documents on Mahatma Gandhi's Movement in Champaran, 1917-1918*, Government of Bihar, Patna, 1963.

Amin Shahid. (1995) *Event, Metaphor, Memory: Chauri Chaura 1922-1992*, Princeton: Princeton University Press.

Brown, Judith (1974) *Gandhi's Rise to Power*, Cambridge: Cambridge University Press, pp. 16-51

Chatterjee, Chatterjee. "Gandhi and the Critique of Civil Society," in Ranajit Guha (ed.) *Subaltern Studies* 3, Delhi: Oxford University Press, pp. 153-195. Kumar, Ravinder. (1969). "Class, Community or Nation? Gandhi's Quest for a Popular Consensus in India," *Modern Asian Studies* 3 (4), pp. 357-76.
Pouchepadass, Jacques. (1999). *Champaran and Gandhi, Planters, Peasants and Gandhian Politics*, Delhi: OUP, Oxford University Press.

Unit 4 (Week 5-6): The unit focuses on the emergence of economic nationalism in India.

Primary Source: Naoroji, Dadabai. (1909). *Poverty and Un-British Rule in India*. London: Swan Sonnenschein and Co.

Sarkar, Sumit. (1973) *Swadeshi Movement in Bengal 1903-1908*. Delhi: People's Publishing House, pp. 31-148.

Goswami, Manu. (1998). "From Swadeshi to Swaraj: Nation, Economy, Territory in Colonial South Asia, 1870 to 1907", *Comparative Studies in Society and History*, 40(4), pp. 609-636.

Chandra, Bipan. (1966). *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership*. Delhi: People's Publishing House.

Unit 5 (Week 7-8): This unit looks at the caste question through the ideas of Ambedkar and Gandhi.

Primary Source: Ambedkar, B.R. (2014) *Annihilation of Caste with a Reply to Mahatma Gandhi*, Delhi: Navayana Press. Originally published in 1936

Nagaraj, D. R. (1993) *The Flaming Feet: A Study of the Dalit Movement*, Bangalore, pp. 1-29.

Omvedt, Gail. *Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India*, Delhi: Sage Publications.

Rodrigues, Valerian. (2011) "Reading Texts and Traditions: The Gandhi- Ambedkar Debate," *Economic and Political Weekly*, Vol 46, Issue 2, pp. 56-66.

Zelliot, Eleanor. (1972). "Gandhi and Ambedkar: A Study in Leadership" in Michael Malhar (ed), *Untouchables in Contemporary India*, Tucson: University of Arizona, pp. 69-95.

Unit 6 (Week 9-10): This unit looks at the rise of Hindu nationalism, examining in particular, the work of V. D. Savarkar.

Primary Source: Savarkar, VD. (1966) *Hindutva*. Bombay: Veer Savarkar Prakashan. Originally published in 1922.

Gould, William. (2004) *Hindu Nationalism and the Language of Politics in Late Colonial India*, Cambridge: Cambridge University Press, pp.1-86.

Hansen, Thomas Blum. (1999) *The Saffron Wave: Democracy and Hindu Nationalism in Modern India*. Princeton: Princeton University Press, pp. 60-89.

- Jaffrelot, Christophe. (2007). *Hindu Nationalism*, Delhi: Permanent Black, pp. 1-96.
- Pandey, Gyanendra (2012) *The Construction of Communalism in Colonial North India* Delhi, Delhi: Oxford University Press, pp. 1-156.
- Zavos, John. (1999) "Searching for Hindu Nationalism in Modern Indian History: Analysis of Some Ideological Developments," *Economic and Political Weekly*, Vol. 34, Issue 32, pp. 2269-2276.

Unit 7: (Week 11-12): This unit looks the Partition of India, playing special attention to the importance of non-official sources including oral history and literature.

Primary Source: Manto, Saadat Hasan. (2000) *Mottled Dawn: Fifty Sketches and Stories of Partition*, Delhi: Oxford University Press.

- Bhalla, Alok (1999). "Memory, History and Fictional Representations of the Partition," *Economic and Political Weekly*, 34(44), pp. 3119-3128.
- Butalia, Urvashi. (1998) *The Other Side of Violence: Voices from the Partition of India*, Delhi: Penguin India, pp. 1-65, 106-171.
- Gilmartin, David. (2015) "The Historiography of India's Partition: Between Civilization and Modernity," *The Journal of Asian Studies*, Vol 74, no.1, 2015, pp. 23 - 41.
- Jalal, Ayesha.(1994) *The Sole Spokesman: Jinnah, The Muslim League and the Demand for Partition*, Cambridge: Cambridge University Press, pp. 1-6, 82-125, 241-293
- Pandey, Gyanendra. (2001) *Remembering Partition: Violence, Nationalism and History in India*, Cambridge: Cambridge University Press, pp. 1-91.
- Zamindar, Vazira. (2007). *The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories*. New York: Columbia University Press, pp. 1-160
- Film: *Garam Hawa*. (1973). Director: M.S. Sathyu

Unit 8: (Week 13-14): This unit looks at how historians have used non-official sources, focusing on the visual archive, to study the period of nationalism in India.

Primary Source: Ramaswamy Sumathi. (2013). *When Language Becomes A Goddess: An Image Essay on Tamil*, Tasveer Ghar Digital Online Archive.

<http://www.tasveergharindia.net/essay/language-mother-goddess.html>

- Kajri, Jain. (2012). "Mass Reproduction and the Art of the Bazaar," in Vasudha Dalmia and Rashmi Sadana (eds.), *Cambridge Companion to Modern Indian Culture*, Cambridge: Cambridge University Press, pp. 184-204.
- Maclean, Kama. (2011). "The Portrait's Journey: The Image, Social Communication and Martyr-Making in Colonial India," *The Journal of Asian Studies*, 70(4), pp. 1051-1082.
- Pinney, Christopher. (2004). *Photos of the Gods: The Printed Image and Political Struggle in India*, Chicago: University of Chicago Press, pp. 7-12, 105-144.
- Trivedi, Lisa. (2003) "Visually Mapping the "Nation": Swadeshi Politics in Nationalist India, 1920-1930," *The Journal of Asian Studies* Vol. 62, No. 1, pp. 11-41.
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Suggested Reading:

For a comprehensive historical overview of the period:

- Sarkar, Sumit. (1983) *Modern India 1885-1947*. Basingstoke: Macmillan.
A recent book that focuses on the historiography of India nationalism:
- Dube, Ishita Bannerjee. (2014). *A History of Modern India*, Cambridge: Cambridge University Press.

Facilitating Teaching Learning Outcome:

The class will be based on weekly lectures along with class discussions based on the readings. Most of the primary sources are also available in Hindi

Assessment:

There will be three modes of assessing students who take this paper.

- 1) 10 marks for participation in class discussions which will be assessed through the term.
- 2) 15 marks for a research paper. The student will be asked to analyze a primary source of her choice pertaining to the topics covered in the course. With permission from the teacher, the student can write a research paper on a topic not in the syllabus as long as it is relevant to the course.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a total of 75.

HSM 409
Community and Religion in Modern India

Course Objectives:

The objective of the course is to teach important historical trends and interpretations about constantly changing and evolving community identities such as religion and caste under colonial rule. It will teach students the role of various processes such as religious reforms and colonial education which reinforced community identity formation, hardening of community identities and increasing community consciousness during the period under study. It will teach students the ways in which scholars analyse the impact of colonial policies and colonial knowledge collection such as census, codification of personal laws, over caste and religious categories. It will discuss the prehistory and history of communalism and various historical interpretations for the rise of religious conflicts and communalism

Learning outcomes:

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

- Better understand processes involved in community identity formation
- Deeper Knowledge about impact of colonial rule on Indian communities
- Comprehensive understanding of history of communalism and causes responsible for the rise of communalism and communal animosity
- Learn about the historiography surrounding the study of secularism and history of secularism in India.

Course Content:

Unit 1: (Week 1): Introduction.

Unit 2: (Week 2-3): The implications of colonial codification of knowledge about Indian society and culture for the formation/hardening of community boundaries.

Unit 3: (Week 4-5): Colonialism and gospel: conversion to Christianity and question of the involvement of colonial state

Unit 4: (Week 5-7): Religion and power-relations; late-colonial consolidation and fragility of identities

Unit 5: (Week 8-9): Revivalism, education and community identity

Unit 6: (Week 10-12): Communalism: meanings and approaches

Unit 7: (Week 13-14): Secularism and Indian state: Doctrine, practice and criticism

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ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1. (Week 1.): This unit will introduce students to the questions surrounding community and identity formation through the discussion of a recent influential book on the subject.

Anderson, Benedict. (2016). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, revised ed, Verso publication,

Unit 2: (Week 2-3): In this unit ideology, separate personal laws, social reforms, Census enumerations, the politics of numbers, the issue of origins and the question of the prehistory of communalism will be discussed.

Appadorai, Arjun. (1993) “Number in the colonial imagination”, In Carol Breckenridge and Peter Van der Veer, ed. *Orientalism and the Postcolonial Predicament*, Philadelphia: University of Pennsylvania Press.

Cohn, Bernard S. (2004). “Notes on the history of the study of Indian society and culture”. in his *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford India Paperback.

Cohn, Bernard S. (2004). “Census, social structure and objectification in British India”, In his *An Anthropologist Among Historians and Other Essays*, Delhi: Oxford India Paperback.

Bayly, C. A. (1985). “The Pre-History of 'Communalism'? Religious Conflict in India, 1700-1860”, *Modern Asian Studies*, Vol. 19, No. 2, pp. 177-203.

Derrett, J.D.M. (1968). *Religion, Law and the State in India*, London, Faber and Faber, pp. 171-224, (Especially Chapters 8 and 9)

Jones, Kenneth. (1981). “Religious identity and the Indian census”, In N.G. Barrier, (ed.), *Census in British India: New Perspectives*, New Delhi: Manohar.

Dirks, Nicholas B. (2002). *Castes Of Mind: Colonialism And the Making Of Modern India*, New Delhi: Permanent Black.

Datta, Pradip Kumar. (1999). *Carving Blocs: Communal Ideology in Early 20th century Bengal*, New New Delhi, Oxford University Press, (Especially chapter 1.)

Guha, Sumit. (2003). “The Politics of Identity and Enumeration in India (1600- 1990)”, *Comparative Studies in Society and History*, Vol. 45, No. 1, pp. 148-167.

Savarkar, V. D. (1969). *Hindutva : Who is a Hindu ? Veer Savarkar Prakashan*,

Inden, Ronald. (1986). “Orientalist Construction of India”, *Modern Asian Studies*, Vol. 20, No. 3, pp. 401-446.

Unit 3: (Week 4-5): In this unit dynamic relationship of native Christian converts with colonial state, their former community members and proselytizing Christian missionaries will be explored. Its impact on their identity formation and self-conception will also be discussed.

Sarkar, Tanika. (2002). “Missionaries, Converts and the State in Colonial India”, *Studies in History*, Vol. 18, No. 3, PP. 22-32.

- Constable, Philips. (2000). "Sitting on the school verandah: The ideology and practice of 'untouchable' educational protest in late nineteenth-century western India", IESHR, PP. 383-444.
- Kent, Eliza F. (2004). *Converting Women: Gender and Protestant Christianity in Colonial South India*, New York, Oxford University Press.
- Oddie, G.A. (Ed.). (1977). *Religion in South Asia: Religious conversion and Revival Movements in South Asia in Medieval and Modern Times*. New Delhi: Manohar, pp. 65-175.
- Copley, Antony. (1997). *Religions in conflict: Ideology, cultural contact and conversions in late colonial India*, New Delhi: Oxford University Press.
- Viswanathan, Gauri. (1998). *Outside the fold: Conversion, modernity and belief*, New Delhi, Oxford University Press, PP. 73-117. (Especially Chapters 3 and 4.)
- Jones, Kenneth W. (1992). "Swami Dayananda Saraswati's Critique of Christianity", In Kenneth W. Jones, (ed) *Religious Controversy in British India: Dialogues in South Asian Languages*, New York: State University of New York.
- Zupanov, Ines. (1999). *Disputed Mission: Jesuit Experiments and Brahmanical Knowledge in Seventeenth Century India*, New Delhi: Oxford University Press.
- Oddie, Geoffrey A. (2006). *Imagined Hinduism: British Protestant Missionary Constructions of Hinduism, 1793-1900*, New Delhi: Sage.
- Sarkar, Sumit. (2002). *Beyond Nationalist Frames: Relocating Postmodernism, Hindutva, History*, New Delhi: Permanent Black.

Unit 4: (Week 6-8): impact of various Sikh, Islamic and Hindu socio religious reformist and revivalist movements on identity formation will be discussed.

- Hardy, Peter. (1978). *Muslims of British India*, London, Cambridge University Press.
- Metcalf, Barbara. (1982). *Islamic Revival in British India: Deoband, 1860-1900*, New Jersey, Princeton University Press
- Lelyveld, David. (1978). *Aligarh's first generation*, New Jersey, Princeton University Press,
- Robinson, Francis. (1975). *Separatism Among Indian Muslims: The Politics of the United Provinces' Muslims, 1860-1923*, New Delhi, Vikas Publishing House.
- Malik, Hafeez. (1970). "Sir Sayyid Ahmad Khan's Contribution to the Development of Muslim Nationalism in India", *Modern Asian Studies*, Vol. 4, No. 2, PP. 129-147).
- Malik, Hafeez. (1968). "Sir Sayyid Ahmad Khan's Doctrines of Muslim Nationalism and National Progress", *Modern Asian Studies*, Vol. 2, No. 3, 1968, PP. 221-244.
- Mujahid, Sharif Al. (1999). "Sir Syed Ahmad Khan and Muslim Nationalism in India", *Islamic Studies*, Vol. 38, No. 1, 87-101.
- Jones, Kenith W. (1990). *Socio-Religious Reform Movements in British India*, London, Cambridge.

- Jones, Kenneth W. (1989). *Arya Dharm: Hindu Consciousness In 19th-Century Punjab*, New Delhi, Manohar.
- Oddie, Geoffrey A. (2006). *Imagined Hinduism: British Protestant Missionary Constructions of Hinduism, 1793-1900*, New Delhi, Sage Publications.
- Ahmad, Rafiuddin. (1981). *Bengal Muslims: a quest for identity 1871-1906*, New Delhi, Oxford University Press, pp. 39-106.
- Oberoi, Harjot K. (1994). *The construction of religious boundaries: culture, identity and diversities in the Sikh tradition*, New Delhi, Oxford University Press.
- Pandey, Gyanendra. "Rallying round the cow", in Ranajit Guha, ed., *Subaltern Studies, Vol. II*, Delhi: Oxford University Press.
- Menon, Dilip M. (2005). *The Blindness of Insight: Essays on Caste in Modern India*, Delhi: Navayana.

Unit 5: (Week 9-10): 4. This theme will discuss sectarian nature of the colonial education. other educational efforts by religious revivalist movements will also be discussed in this light.

- Bhokta, Naresh Prasad. (1998). "Marginalisation of Popular Languages and Growth of Sectarian Education in Colonial India", in Sabyasachi Bhattacharya (ed.), *The Contested Terrain: Perspectives on Education in India*, New Delhi, Orient Longman Limited.
- Kumar, Krishna. (1990). "Hindu Revivalism and Education", *Social Scientist*, Vol. 18, No. 10, PP. 4-26.
- Kumar, Nita. (1996). "Religion and Ritual in Indian Schools: Benaras from the 1880s to the 1940s", In Nigel Crook, ed., *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*. New New Delhi: Oxford University Press,
- Minault, Gail. (1998). *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*, London: Oxford University Press.
- Hasan, Mushirul. Ed. (1998) *Knowledge, Power and Politics: Educational Institutions in India*, Delhi: Roli Books.
- Kishwar, Madhu. (1986). "Arya Samaj and Women's Education: Kanya Mahavidyalaya, Jalandhar", *Economic and Political Weekly*, Vol. 21, No. 17, PP. 9-25.
- Kumar, Krishna and Oesterheld, Joachem. (2007). ed. *Education and Social Change in South Asia*, New New Delhi, Orient Longman.
- Seth, Sanjay. (2008). *Subject Lessons: The Western Education of Colonial India*, New New Delhi, Oxford University Press.

Unit 6: (Week 11-12): this unit will discuss various historical approaches focusing upon rise of communalism and other aspects of communalism such as elite communalism and Communal riots; women and the community violence etc.

- Chandra, Bipan. (2008). *Communalism in Modern India*, New Delhi: Har Anand Publication.
- Chandra, Bipan. (2004). *Communalism a Primer*, New Delhi: Anamika.

- Sarkar, Sumit (2002). *Modern India*, Delhi: Macmillon, pp. 44-81, 21-22, 156-161, 233-236, 352-356. (especially Sections on Communalism.)
- Sarkar, Sumit. (1985). *A Critique of Colonial India*, Calcutta: Papyrus Gariendra, pp. 134-164.
- Page, David. (1999). *Prelude to Partition: The Indian Muslims and the Imperial System of Control (1920-1932)*, New Delhi: Oxford University Press.
- Freitag, Sandria B. (1989). *Collective Action and Community: Public Arenas and the Emergence of Communalism in North India*, Berkeley: California University Press.
- Datta, Pradip Kumar. (1999). *Carving Blocks*, New Delhi: Oxford University Press.
- Jalal, Ayesha. (1994). *The Sole Spokesman, Jinnah, The Muslim League and the demand for Pakistan*, London: Cambridge University Press.
- Jalal, Ayesha and Seal, Anil. (1981). "Alternative to Partition: Muslim Politics between the Wars", *Modern Asian Studies*, Vol. 15, No. 3, pp. 415-454.
- Roy, Asim. (1993). "The High Politics of India's Partition: The Revisionist Perspective", In Mushirul Hasan (Ed.). *India's Partition: Process, Strategy and Mobilization*, New Delhi: Oxford University Press, pp. 2-132.
- Jalal, Ayesha. (2001). *Self and sovereignty: individual and community in South Asian Islam since 1850*, New Delhi: Oxford University Press.
- Pandey, Gyanendra. (2006). *The Construction of Communalism in Colonial North India*, (Second Edition), New Delhi: Oxford University Press.
- Pandey, Gyanendra. (1983). "The Bigoted Julaha", *Economic and Political Weekly*, Vol. 18, No. 5, pp. 19-28.
- Pandey, Gyanendra. "Prose of Otherness". *Subaltern Studies* Vol. 8.
- Pandey, Gyanendra. (2001). *Remembering Partition, Violence, Nationalism and History in India*, London, Cambridge,
- Pandey, Gyanendra. (Aug. 9-5, 1997). "Community and Violence: Recalling Partition", *Economic and Political Weekly*, Vol. 32, No. 32, pp. 2037-2045.
- Brass, Paul R. 2003. "The partition of India and retributive genocide in the Punjab, 1946-47: means, methods, and purposes", *Journal of Genocide Research*, Vol. 5, No. 1, pp. 71-101.
- Butalia, Urvashi. (1994). *The Other Side of Silence: Voices from the Partition of India*, New Delhi, Penguin Books.
- Menon, Ritu and Bhasin, Kamla. (1998). *Borders and Boundaries: Women in India's Partition*, New Delhi: Kali for Women.

Unit 7: (Week 13-14): Secularism and Indian state: Doctrine, practice and criticism.

- Bhargava, Rajeev. Ed. (1998). *Secularism and Its Critics*, New Delhi: Oxford University Press.

Asad, Talal. (1999). "Religion, Nation-State, Secularism", In Peter van der Veer and Hartmut Lehmann, ed., *Nation and Religion: Perspectives on Europe and Asia*, Ithaca: Princeton University Press, pp 178-196.

Chatterjee, Nandini. (2011). *The Making of Indian Secularism Empire, Law and Christianity, 1830-1960*, Palgrave Macmillan.

Needham, Anuradha Dingwaney and Rajan, Rajeswari Sunder. (Ed.). (2007). *The Crisis of Secularism in India*, Ranikhet: Permanent Black.

Suggested readings:

- Cohn, Bernard S. (1997) *Colonialism and its Forms of Knowledge*, Oxford University Press,
- Dalmia, Vasudha. (1993). Ed. *Representing Hinduism*, Delhi, Sage Publication.
- Dalmia, Vasudha. (1996). *Nationalization of Hindu Tradition: Bharatendu Harischandra and Nineteenth-century Banaras*, Delhi, Oxford University Press.
- Hunter, W.W. (1968). *Indian Musalmans: Are They Bound In Conscience To Rebel Against The Queen ?* (Reprinted from 1971 Edition), Lahore, The Premier Book House.
- Inden, R. *Imagining India*. (Especially Introduction).
- Powell, Avril A. (1993). *Muslims and Missionaries in Pre-Mutiny India*, Richmond, Curzon Press.
- Rai, Alok *Hindi Nationalism*. Orient Longman Limited, 2000.
- Risley, H.H. *Tribes and Castes of Bengal*. (Especially the Introductory Essay.)
- Trautmann, Thomas R. *Aryans and British India*, New Delhi, Yoda Press, 2004.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. Students will be asked to take part in the class discussions which will be based on the prescribed readings. Short class presentations based on the class readings will also be organized regularly. The aim and objective of the exercise will be to inculcate oratory and analytical skills among the students.

Assessment:

There will be two modes of assessing students who take this course:

- 1) Students will be asked to submit two term papers each consisting of 12.5 marks each. Everyone will be allowed to submit term paper on the theme/topic of their choice after necessary consultation and approval from the course instructor.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 411
Political Economy of Decolonization 1914-1950

Course Objectives:

This paper strives to comprehend interconnections and interrelations between political economy and the process of decolonization. Economic impact of colonial rule and consequent political agitations surrounding economic issues will be understood through various historical explanations. To understand historical explanations about British economic interests in India and consequently increasing political pressure on British government to not only retain Indian colony but pursue and prioritize the interests of British home economy. Causes for the slow pace of growth of indigenous industries, pursuing of British fiscal and industrial interests in India and response of Indian intelligentsia, big bourgeoisie and the nationalist movement will be discussed by discussing various historiographical approaches.

Learning Outcomes:

At the end of the course, students would be:

- Able to comprehend colonization and decolonization as a process.
- They will become familiar with different explanations provided for the slow pace of growth of indigenous industries and causes for haphazard industrialization in India
- Inherent British interests in pursuing specific kind of industrial, fiscal and monetary policies in India will be understood.
- A nationalist critique of British economic policies, role of economic issues in the nationalist movement and attitude of big business class towards nationalist movement will be understood by the course participants.
- Various historical explanations regarding economic policies pursued by post-independence Indian government to carry forward the process of decolonization will be grasped.

Course Content:

Unit 1: (Week 1-2): Introduction to the course. Colonization and Decolonization: a Theoretical Framework, Economic Explanations and Interpretations.

Unit 2: (Week 3-4): Slow pace of Industrialization and Growth of Indigenous industries.

Unit 3: (Week 5): Impact of 1st World War over Indian Economy and IndoBritish Relations.

Unit 4: (Week 6-7): Nature of the Indian Big Bourgeoisie Class, Programs, Policies, and Their Relations with Indian National Congress and Colonial Indian British Government.

Unit 5: (Week 8): British Fiscal and Industrial Policies in India.

Unit 6: (Week 9-10): Monetary Policy in Colonial British India, Gold Standard, Formation of RBI and response of Indian Nationalist Intelligentsia Class.

Unit 7: (Week 11): Balance of Payment, Direction of Trade and decolonization.

Unit 8: (Week 12-13): Second World War, Transfer of Power and Political Economic Explanations.

Unit 10: (Week 13-14): Nature and Character of the Post Colonial Indian States, Economic Programs, Policies and Decolonization.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2): This unit will introduce the course and discuss various aspects, related to colonization and decolonization, Economic effect of colonialism, “Colonialism as a mode of production”, and as an organized structure. Legacy and Long term effects of colonialism over economy will be discussed in the Indian context.

Chandra, Bipan. (1999). *Essays on Colonialism*, New Delhi: Orient Longman.

Chandra, Bipan. (2008). *India Since Independence*, New Delhi: Penguin, pp. 1-23.

Chandra, Bipan. (1989). *India's Struggle for Independence 1858-1947*, New Delhi: Penguin, pp. 91-101.

Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India*, New Delhi: Orient Longman, pp. 1-143.

Alavi, Hamza, (1975). “India and the Colonial Mode of Production”, *Economic and Political Weekly*, Vol. 10, No. 33-34, pp. 1235-1265.

Alavi, Hamza. (1981). “Structure of Colonial Formation”, *Economic and Political Weekly*, Vol. 16, No. 10/12.

Wallerstein, Immanuel. (1986). “Incorporation of Indian Subcontinent into Capitalist World Economy”, *Economic and Political Weekly*, Vol. 21, No. 4,

Mukherjee, Aditya. (2008). “The Return of the Colonial in Indian Economic History: The Last Phase of Colonialism in India”, *Social Scientist*, Vol. 36, No. 3-4, PP. 3-44.

Mukherjee, Aditya. (2010). “How Colonial India Made Modern Britain”, *Economic and Political Weekly*, Vol. 45, No. 50, PP. 73-82.

Tomlinson, B.R. (2008). *The Economy of Modern India*, Cambridge: Online publication, pp. 1-30.

Unit 2: (Week 3-4): This unit will cover historical explanations for slow pace of industrialization in India. Growth of indigenous industries will also be discussed.

Bagchi, Kumar Amiya. (2008). *Private Investment in India (1900-1939)*, Cambridge, Digital Publication.

Chandavarkar, Rajnarayan. (1985). “Industrialization in India before 1947: Conventional Approaches and Alternative Perspectives”, *Modern Asian Studies*, Vol. 19, No. 3, PP. 623-688.

Kumar, Dharma. (2008). (Eds.) *Economic History of India, Vol. 2, 1757-1970*, Cambridge: Cambridge University Press Online Publication. pp. 552-762.

Roy, Tirthankar. (1995). "Price movements in early twentieth- century India", *The Economic History Review*, New Series, Vol. 48, No. 1, pp. 118-133.

Sethia, Tara. (1996). "The Rise of the Jute Manufacturing Industry in Colonial India: A Global Perspective", *Journal of World History*, Vol. 7, No. 1, pp. 71-99.

Simmons, Colin. (April 1984-1985). "De-Industrialization', Industrialization and the Indian Economy, c. 1850-1947", *Modern Asian Studies*, Vol. 19, No. 3, (Special Issue), pp. 593-622.

Bagchi, Amiya Kumar. (1988). "Colonialism and the Nature of 'Capitalist' Enterprise in India", *Economic and Political Weekly*, Vol. 23, No. 31, pp. 38-50.

Rothermund, Dietmar. (2003). *An Economic History of India From Precolonial Time to 1991*, Second Edition, Routledge, (Taylor & Francis e-Library) pp. 30-65.

Unit 3. (Week 5): This unit will discuss Indian contribution in the first world war. impact of first world war over India, British imperialism and IndoBritish relations will also be discussed.

Darwin, John. (2009). *The Empire Project: Rise and Fall of British World System, 1830-1970*, Cambridge.

Bagchi, Amiya Kumar. (2014). "Indian Economy and Society during World War One", *Social Scientist*, Vol. 42, No. 7/8, pp. 5-27.

Rothermund, Dietmar. (2003). *An Economic History of India From Precolonial Time to 1991*, Second Edition, Routledge, (Taylor & Francis e-Library) pp. 66-75.

Cain, P. J. and Hopkins, A. G. (2001). *British Imperialism, 1688- 2000*, New York, Longman.

Balachandran, G. (1993). "British Liquidity Crisis and India 1919-1920", *The Economic History Review*, New Series, Vol. 46, No. 3, pp. 575-591.

Unit 4. (Week 6-7): This unit will discuss emergence of Indian Big business class, Their demands, programmes, policies and attitude towards national freedom struggle and Indian National Congress. Their relations with British imperial apparatus will also be covered.

Bhattacharya, Sabyasachi. (1976). "Cotton Mills and Spinning Wheels: Swadeshi and the Indian Capitalist Class, 1920-22", *Economic and Political Weekly*, Vol. 11, No. 47, pp. 1828-1834.

Bhattacharya, Sabyasachi. (1981). "Capital and Labour in Bombay City, 1928-29", *Economic and Political Weekly*, Vol. 16, No. 42/43, pp. 36-44.

Markovits, Claude. (1981). "Indian Business and the Congress Provincial Governments 1937-39", *Modern Asian Studies*, Vol. 15, No. 3, pp. 487-526.

Ghosh, Suniti. (1988). "Indian Bourgeoisie and Imperialism", *Economic and Political Weekly*, Vol. 23, No. 45/47, pp. 2445-2558.

Markovits, Claude. (2002). *Indian Business and Nationalist Politics 1931-1939: The Indigenous Capitalist Class and the Rise of the Congress Party*, London, Cambridge. (paperback).

Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India*, New Delhi, Orient Longman, pp. 144-203.

Mukherjee, Aditya. And Mukherjee, Mridula. (1988). "Imperialism and Growth of Indian Capitalism in Twentieth Century", *Economic and Political Weekly*, Vol. 23, No. 11, pp. 531-546.

Mukherjee, Aditya. (2002). *Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947*, Delhi, Sage, pp. 1-75.

Bagchi, Kumar Amiya. (2008). *Private Investment in India (1900-1939)*, Cambridge, Digital Publication, pp. 420-443.

Sarkar, Sumit. (2000). "The Logic of Gandhian Nationalism : Civil Disobedience and the Gandhi-Irwin Pact (1930-31)", in *A critique of Colonial India*, , Calcutta: Papyrus Second Edition, pp. 102-133.

Chakrabarti, Manali. (2009). "Why Did Indian Big Business Pursue a Policy of Economic Nationalism in the Interwar Years? A New Window to an Old Debate", *Modern Asian Studies*, Vol. 43, No. 4, pp. 979-1038.

Unit 5. (Week 8): This unit will discuss British industrial and fiscal policies in India which were governed by British home interests and safety and security of British imperial system.

Mukherjee, Aditya. (2002). *Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947*, Delhi, Sage, pp. 173-338.

Chatterji, Basudev. (1981). "Business and Politics in the 1930s: Lancashire and the Making of the Indo-British Trade Agreement, 1939", *Modern Asian Studies*, Vol. 15, No. 3, pp. 527-573.

Chatterji, Basudev. (1992). *Trade, Tariff and Empire Lancashire and British Policy in India 1919-39*, Delhi, Oxford.

Charlesworth, Neil. (1985). "The Problem of Government Finance in British India: Taxation, Borrowing and the Allocation of Resources in the Inter-War Period", *Modern Asian Studies*, Vol. 19, No. 3, (Special Issue), pp. 521-548.

Thomas, Parakunnel J. (1935). "India in the World Depression", *The Economic Journal*, Vol. 45, No. 179, pp. 469-483.

Kumar, Dharma. (2008). "The Fiscal System", in Dharma Kumar ed. *Cambridge Economic History of India*, Vol. 2, 1757-1970, Cambridge: Cambridge University Press, Online Publication, pp. 904-946.

Unit 6. (Week 9-10): This unit will explore monetary policy in colonial India as a tool to promote and secure imperial interests.

- Mukherjee, Aditya. (2002). *Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947*, Delhi, Sage, pp. 75-172.
- Mukherjee, Aditya. (1991). "Controversy over Formation of Reserve Bank of India, 1927-35", *Economic and Political Weekly*, Vol. 27, No. 5, pp. 229-234.
- Balachandran, G. (1989). "Britain, USA and Indian Gold Standard", *Economic and Political Weekly*, Vol. 24, No. 35/36, pp. 2015-2023.
- Balachandran, G. (1996). "Gold, Silver, and India in Anglo-American Monetary Relations, 1925-1933", *The International History Review*, Vol. 18, No. 3, pp. 573-590.
- Thomas, Parakunal, J. (1938). "The Indian Currency in the Depression", *The Economic Journal*, Vol. 48, No. 190, pp. 237-248.
- Cecro, Marcelio de. (2003). "Indian Monetary Vicissitudes: An Interlude", and Tomlinson, B.R. "Britain and the Indian Currency Crisis, 1930-2", in G. Balachandran ed *India and the World Economy 1850-1950*, Delhi, Oxford. pp. 223-265 and 266-307.
- Chandavarkar, A.G. (2008). "Money and Credit, 1858-1947", in Dharma Kumar ed. *Cambridge Economic History of India*, Vol. 2, 1757-1970, Cambridge: Cambridge University Press, Online Publication, pp. 762-803.
- Banerji, A.K. (1982). *Aspects of Indo-British Economic Relations 1858-1898*, Bombay, Oxford, pp. 223-239. Chapter 10.

Unit 7. (Week 11): Changes in the Balance of Payment which includes (current and capital account), direction of trade and decline of colonialism will be discussed.

- Patnaik, Utsa. (1984). "Transfer of Tribute and the Balance of Payments", *Social Scientist*, Vol. 12, No. 12, pp. 43-55.
- Patnaik, Utsa. (2014). "India in the World Economy 1900 to 1935: The Inter-War Depression and Britain's Demise as World Capitalist Leader", *Social Scientist*, Vol. 42, No. ½, pp. 13-35.
- Tomlinson, B.R. (1981). "Colonial Firms and the Decline of Colonialism in Eastern India 1914-47", *Modern Asian Studies*, Vol. 15, No. 3, pp. 455-486.
- Tomlinson, B.R. (1975). "India and the British Empire 1885-1935", *The Indian Economic and Social History Review*, Vol. XII, No. 4, pp. 339-380.
- Tomlinson, B.R. (1976). "India and the British Empire 1935-1947", *The Indian Economic and Social History Review*, Vol. XIII, No. 3, pp. 332-351.
- Chaudhuri, K.N. (2008). "Foreign Trade and Balance of Payments (1757-1947)", in Dharma Kumar ed *Cambridge Economic History of India*, Vol. 2, 1757-1970, Cambridge: Cambridge University Press, Online Publication, pp. 804-878.
- Banerji, Arun Kumar. (1963). *India's Balance of Payment Estimates of Current and Capital Accounts from 1921-22 to 1938-39*, Bombay, Asia Publishing House.

Unit 8. (Week 12-13): This unit will discuss Second World War, Bengal Famine and political and economic historical interpretations which led to transfer of power in 1947.

- Sarkar, Sumit. (1982). "Popular Movements and National Leadership, 1945-47", *Economic and Political Weekly*, Vol. 17, No. 14/16, pp. 677-689.
- Kamtekar, Indivar. (2002). "The Summer of 1942", *Studies in History*, Vol. 18, No. 1.
- Kamtekar, Indivar. (2002). "A Different War Dance: State and Class in India 1939–1945." *Past & Present*, Vol. 176No. 1, pp. 187-221.
- Sen, Amartya. (1977). "Starvation and Exchange Entitlements: a General Approach and its Application to the Great Bengal Famine", *Cambridge Journal of Economics*, Vol. 1, No. 1, pp. 33-59.
- Bowbrick, P. (1986). "The Causes of Famine: a Refutation of Professor Sen's Theory", *Food Policy*, Vol. 11 No. 2, pp. 105-124.
- Omvedt, G. (1975). "The Political Economy of Starvation", *Race & Class*, Vol. 17, No. 2, pp. 111-130.
- Owen, N. (2003). "The Conservative Party and Indian Independence, 1945-1947", *Historical Journal*, Vol. 2, No. 46. pp. 403-436.
- Menon, V. P. (1997). *The Transfer of Power in India*, Chennai, Orient Longman.
- Potter, D. C. (1973). "Manpower shortage and the end of colonialism: the case of the Indian Civil Service." *Modern Asian Studies*, Vol. 7, No. 1. pp. 47-73.
- Sucheta, Mahajan. (2000). *Independence and Partition: The Erosion of Colonial power in India*. New Delhi, Sage.

Unit 9. (Week 13-14): This unit will discuss decolonization and nature and character of post-independence Indian state by examining economic policies and programs carried out by Indian state. Comparison and contrast between pre-independence and post independence-Indian state will also be discussed.

- Chandra, Bipan. (2008). *India Since Independence*, New Delhi, Penguin, pp. 24-135, 167-189, 442-456, 508-584.
- Mundle, Sudipto. (1974). "State Character and Economic Policy", *Social Scientist*, Vol. 2, No. 10, pp. 3-19.
- Kelkar, Vijay Laxman. (1980). "India and World Economy: Search for Self-Reliance", *Economic and Political Weekly*, Vol. 15, No. 5/7, pp. 245, 247, 249, 251, 253, 255, 257-258.
- Namoodripad, EMS. (1973). "On Intermediate Regimes", *Economic and Political Weekly*, Vol. 8, No. 48, pp. 2133-2140.
- Raj, K.N. (1973). "The Politics and Economies of Intermediate Regimes", *Economic and Political Weekly*, Vol. 8, No. 27, 1189+1191-1198.
- Kalecki, Michael. "Social and Economic Aspects of Intermediate Regimes", *Economic and Political Weekly*,
- Vidyanathan, A. (2008). "The Indian Economy since Independence (1947-70)", in Dharma Kumar ed. *Cambridge Economic History of India*, Vol. 2, 1757-1970, Cambridge: Cambridge University Press, Online Publication, pp. 946-995.

Suggested Readings:

- Goldsmith, R.W. (1983). *The Financial Development of India 1860-1977*, U.S.A. Yale,
- Shirokov, G.K. (1973). *Industrialization in India*, Central Books Ltd.
- Singh V.B. (2008).ed. *Economic History of India 1857-1956*, Atlantic.
- Tomlinson, B.R. (2008). *The Economy of Modern India, 1860-1970*, Online version, Cambridge.
- Tripathi, Dvviendra. (1991). Ed. *Business And Politics In India*, New Delhi, Manohar, 1991.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. Students will be asked to take part in the class discussions which will be based on the prescribed readings. Short class presentations based on the class readings will also be organized regularly. The aim and objective of the exercise will be to inculcate oratory and analytical skills among the students.

Assessment:

There will be two modes of assessing students who take this course:

- 1) Students will be asked to submit two term papers each consisting of 12.5 marks each. Everyone will be allowed to submit term paper on the theme/topic of their choice after necessary consultation and approval from the course instructor.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 412

Colonial Northeastern India: Economy, Society and Politics

Course Objectives:

This course introduces students to the modern history of northeastern India over a period of about two centuries of British rule, beginning in the mid eighteenth century and ending in the middle of the twentieth century. Beginning with historicising of the space that comes to be called India's North East, the course engages with various themes in the economy, culture and politics of this region such as agrarianisation, colonial forestry, migration, plantation economies, print culture, the advent of missionaries, the politics of nationalism and the impact of Partition. The associations between political sovereignty, law, economy and culture are examined through concrete illustrations from the history of the hills and the valleys. Further, the course historicises the idea of the 'tribe' in northeastern India and locates it in the history of anthropology, race and empire.

Learning Outcomes:

- The course requires students to read and analyse a collection of primary texts from the colonial period through class discussions, presentations and written tutorials.
- It introduces them to the methods of conducting historical research and encourages them to formulate original projects of research in the final semester of their postgraduate programme.
- Other significant outcomes of the course include discerning critical shifts in historiographical trends in writings on northeastern India.
- The course familiarises students with the political history of northeastern India under British rule and into the period of Partition.
- The focus on the history of the 'tribe' in India would help students understand contemporary ethnic movements in the region.
- A significant outcome of the course would also be a closer understanding of the history of commodities such as tea, rubber, coal and oil.
- The reading and writing assignments build the comprehension and verbal abilities of the students.

Course Content:

Unit 1: (Week 1-2): The Politics of Space: Counter Narratives for Northeastern India

Unit 2: (Week 3-5): The Colonial Order: Reorganising the Hills and Plains

Unit 3: (Week 6-8): A: The Colonial Economy I: Land, peasants, migration, forests

Unit 4: (Week 9-11): The Colonial Economy II: Tea, Opium, Rubber and Jute

Unit 5: (Week 12): Print, Missionaries and Identity

Unit 6: (Week 13-14): Nationalism, Separatism and Partition

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit studies alternate approaches to the study of the spatial history of northeastern India.

Scott, James. (2009). 'Hills, Valleys, States: An Introduction to Zomia' in James Scott, *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, New Haven, Yale University Press.

Schendel, Willem van. (2002). 'Geographies of knowing, geographies of ignorance: jumping scale in Southeast Asia', *Environment and Planning D: Society and Space*, Volume 20, pp. 647—668.

Scott, James. (2009). 'Civilization and the Unruly' in James Scott, *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, New Haven, Yale University Press.

Ludden, David. (2005). 'Where is Assam? Using Geographical History to Locate Current Social Realities', *Himal South Asia*.

Zou, D.V. and M.S. Kumar. (2011). 'Mapping a Colonial Borderland: Objectifying the Geo-body of India's Northeast', *Journal of Asian Studies*, Vol. 70, no. 1, pp. 41–70.

Baruah, Sanjib. (2008). 'Territoriality, Indigeneity and Rights in the North-east India', *Economic and Political Weekly*, Vol. 43, Issue No. 12-13, pp. 15-19..

Unit 2: (Week 3-5): This unit explores aspects of colonial conquest through the history of raids, territorialisation, slavery, road building and headhunting.

Schendel, Willem van. (1992). "The invention of the 'Jummas': State Formation and Ethnicity in Southeastern Bangladesh", *Modern Asian Studies*, Vol. 26, No. 1, pp.95-128.

Chowdhury, Tamina M. (2016). 'Raids, annexation and plough: Transformation through territorialisation in nineteenth-century Chittagong Hill Tracts', *The Indian Economic and Social History Review*, Volume 53, No. 2, pp. 183–224.

Robb, Peter. (1997). 'The Colonial State and Constructions of Indian Identity: An Example on the Northeast Frontier in the 1880s', *Modern Asian Studies*, Vol. 31, pp. 245—283.

Dzuvichu, Lipokmar. (2013). 'Roads and the Raj: The politics of road building in colonial Naga Hills, 1860s–1910s', *The Indian Economic and Social History Review*, Vol. 50, No.4, pp. 473–494.

Guite, Jangkhomang. (2011). 'Civilisation and its malcontents: The politics of Kuki raid in nineteenth century Northeast India', *The Indian Economic and Social History Review*, Vol. 48, No. 3, pp. 339—376.

Misra, Sanghamitra. (1998). 'The Nature of Colonial Intervention in the Naga Hills, 1840-80,' *Economic and Political Weekly*, Volume 33, No. 1, pp. 3273—3279.

Misra, Sanghamitra (2018) 'The sovereignty of political economy: The Garos in a pre-conquest and early conquest era', *Indian Economic and Social History Review*, Volume 55, No. 3 pp. 345–387.

Unit 3: (Week 6-8) This unit will focus on the changes in the land revenue system, forests and ecology under British rule in different parts of northeastern India.

Barpujari, H.K. (1963). *Assam in the Days of the Company*, Shillong. (Chapters 1,2,3,5,7)
Baruah, Sanjib. (2001). 'Clash of Resource Use Regimes in Colonial Assam: A Nineteenth-Century Puzzle Revisited,' *Journal of Peasant Studies*, Vol. 28, No. 3, pp.109-124.

Saikia, Arupjyoti. (2008). 'State, Peasants and Land Reclamation: Predicament of Forest Conservation in Assam State, 1850s-1980s', *Indian Economic and Social History Review*, Vol.45, no.1, pp.77-114.

Cederlof, Gunnel. (2014). *Founding an Empire on India's North-Eastern Frontiers, 1790-1840*, Delhi, Oxford University Press.

Misra, Sanghamitra. (2011). *Becoming a Borderland: The Politics of Space and Identity in Colonial Northeastern India*, London and Delhi, Routledge.

Kar, Bodhisattva. (2016). 'Nomadic capital and speculative tribes: A culture of contracts in the Northeastern Frontier of British India', *The Indian Economic and Social History Review*, Volume 53, No. 1, pp. 41–67.

Unit 4: (Week 9-11): This unit will focus on the commercialization of agriculture, the emergence of plantation economies, and the history of labour and peasant protests.

Kar, B. (2009). "Historia Elastica: A Note on the Rubber Hunt in the North-Eastern Frontier of British India", *Indian Historical Review*, Volume 36, No. 1, pp. 131-150.

Sharma, Jayeeta. (2009). '“Lazy” Natives, Coolie Labour, and the Assam Tea Industry', *Modern Asian Studies*, Vol. 43, No. 6, pp. 1287---1384.

Kolsky, Elizabeth. (2010) *Colonial Justice in British India: White Violence and the Rule of Law*, New Delhi, Cambridge University Press.

Behal, Rana P. and Prabhu P. Mohapatra. (1992). 'Tea and Money versus Human Life': The Rise and Fall of the Indenture System in the Assam Tea Plantations 1840-1908', *Journal of Peasant Studies*, Vol. 19, Nos. 3 and 4, pp. 142-172.

Varma, Nitin. (2006). 'Coolie Strikes Back: Collective Protest and Action in the Colonial Tea Plantations of Assam, 1880–1920', *Indian Historical Review*, pp. 289—297.

Unit 5: (Week 12): This unit will focus on the advent of missionaries, and the emergence of print culture and linguistic nationalism in different parts of northeastern India.

- Thirumal, P. and C. Lalrozami. (2010). 'On the discursive and material context of the first handwritten Lushai newspaper 'Mizo Chanchin Laishuih', 1898', *The Indian Economic and Social History Review*, Volume 47, No. 3, pp. 377–403.
- Pachau, Joy (2014). *Being Mizo*, Oxford University Press, New Delhi. .
- Misra, Sanghamitra. (2006). 'Redrawing frontiers: Language, resistance and the imagining of a Goalparia people', *The Indian Economic and Social History Review*, Volume 43, No. 2, pp. 200—225.
- Sharma, Jayeeta (2011) *Empire's Garden*, Durham, Duke University Press.
- Kar, Bodhisattava. (2008). "'Tongue Has No Bone': Fixing the Assamese Language, c. 1800 – c. 1930", *Studies in History* Volume 24, No. 1, pp. 27-76.
- Misra, Tilottoma. (1987). *Literature and Society in Assam*, Omsons Publications, Delhi.

Unit 6: (Week 13-14): This unit will study the politics of nationalism and separatism as well as the history leading up to the Partition of India.

- Nag, Sajal. (2008). *Pied Pipers in North-East India: Bamboo-flowers, Rat-famine and the Politics of Philanthropy (1881-2007)*, Delhi, Manohar Publishers.
- Thomas, John. (2015). *Evangelising the Nation: Religion and the Formation of Naga Political Identity* (Transition in Northeastern India), Delhi, Routledge.
- Misra, Udayon. (2017). *Burden of History: Assam and the Partition---Unresolved Issues*, Oxford University Press, Delhi.
- Dutta, Binayak. (2014). "The 'Stout Fanatical Mahomedan' and Mullan's Burden: The History of Bengali Immigration in Colonial Assam (1871-1931)," *Man and Society: A Journal of North-East Studies*, Vol. 11.
- Hossain, Ashfaq. (2013). "The Making and Unmaking of Assam-Bengal Borders and the Sylhet Referendum", *Modern Asian Studies* Vol.47, No. 1.
- Ludden, David. (2012). "Spatial Inequity and National Territory: Remapping 1905 in Bengal and Assam." *Modern Asian Studies*, Volume 46, No. 3, pp. 483–525.
- Baruah, Sanjib. (1999). *India Against Itself*, Oxford University Press, Delhi.
- Dasgupta, Anindita (2008) "Remembering Sylhet: A Forgotten Story of India's 1947 Partition". *Economic and Political Weekly*, Vol. XLIII, No. 31.

Suggested Readings

- Behal, Rana P. (2014). *One Hundred Years of Servitude: Political Economy of Tea. Plantations in Colonial Assam*, New Delhi, Tulika Books.
- Breman, Breman (1992) 'Conclusion: The Making of a Coolie', in *Journal of Peasant Studies*, 19, pp. 3-4.
- Duara, Prasenjit. (1995). *Rescuing History from the Nation: Questioning Narratives of Modern China*, Chicago, Chicago, University of Chicago Press.

- Jackson, Kyle. (2016). 'Globalizing an Indian Borderland Environment: Aijal, Mizoram, 1890-1919,' *Studies in History*, Vol. 32, No. 1, pp.39--71.
- Kar, Boddhisatva. (2002). "Energizing Tea, Enervating Opium: Culture of Commodities in Colonial Assam", in Manas Ray (ed.), *Space, Sexuality and Postcolonial Cultures*, Centre for Studies in Social Sciences, ENRECA papers series, Calcutta.
- Ludden, David. (2003). 'Maps in the Mind and the Mobility of South Asia', *The Journal of Asian Studies*, Vol. 62, No. 4, pp. 1057-1078.
- Saikia, Arupjyoti. (2015). 'Jute in the Brahmaputra Valley: The Making of Flood Control in Twentieth Century Assam', *Modern Asian Studies*, Vol. 49, No. 5.
- Winichakul, Thongchai. (1994). 'Geo-body and History', in *Siam Mapped: A History of the Geo-Body of a Nation*, Hawaii, University of Hawaii Press.
- Zou, David Vumllallian. (2005). 'Raiding the dreaded past: Representations of headhunting and human sacrifice in north-east India', *Contributions to Indian Sociology*, Vol. 39, No.1.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. Students will have to read the weekly assigned readings and participate in formal class discussions. There will be formal class presentations, which while being part of the assessment, also encourage communication and verbal skills.

Assessment :

Students enrolled in the course would have their work assessed in three modes.

- 1) Each student will have to choose a primary text from a collection listed by Course Instructor and make a presentation before the class on the same. These presentations will be marked out of 10.
- 2) Each student will also have to submit a term paper of not less than 3000 words on a theme chosen by the Instructor. Students are encouraged to include in their essay, an analysis of their reading of the primary text chosen for presentation. They are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. The term paper will be marked out of 15 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 413

Select Issues in the Study of Peasant and Tribal Movements in Colonial India

Course Objectives:

This course analyses the nature of agrarian structure and peasant movements largely in the latter half of the colonial period. In doing so it will address 1) The issues involved in the categories of peasant and tribal and their relationship with the colonial agrarian world 2) The issues of organization, solidarity and consciousness of movement. 3) The issues involved in questions of territoriality, ethnicity and nationalism. Finally it will illustrate the all of this through a detailed study of some cases of peasant revolt.

Learning Outcomes:

At the end of this course the student will be able to:

- Understand the categories of peasant and tribal
- Understand the nature of the agrarian world of the peasant
- Understand questions of solidarity, territoriality and ethnicity in peasant movements
- Analyse historical case studies.

Course Content

Unit 1: (Week 1-2): Sources, Methods, Approaches, Question of Evidence: I

Unit 2: (Week 3-4): Sources, Methods, Approaches, Question of Evidence: II

Unit 3: (Week 5-8): The Structure of Resistance: Territoriality, Solidarity, Nationalism

Unit 4: (Week 9-11): The Left Movement, Kisan Sabha and Peasants

Unit 5: (Week 12-13): Case Studies: The Pabna Revolt, the 'Moplah Outbreaks'; the Santhal Rebellion

Unit 6: (Week 14): Case Studies: The Ulgulan of Birsa Munda; The Tana Bhagat Movement, The Indigo Revolt

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will study some of the core approaches in the historiography of peasant movements in world history.

Wolf, Eric. (1966). *Peasants*, Princeton, Prentice Hall.

Scott, James C. (1976). *The moral economy of the peasant: Rebellion and subsistence in Southeast Asia*, New Haven, Yale University Press.

Scott, James C. (1987). *Weapons of the Weak : Everyday Forms of Peasant Resistance*, New Haven, Yale University Press.

Hobsbawm, Eric. (2010). *Bandits*, London, Hachette UK.

Alavi, Hamza. (1973). 'Peasant classes and primordial loyalties,' *Peasant Studies*, Vol. 1, No. 1, pp. 23-62.

Unit 2: (Week 3-4): This unit will study some of the core approaches in the historiography of peasant movements in Indian history.

Guha, Ranajit. (1982). 'Introduction', *Subaltern studies: writings on South Asian history and society: Writings on South Asian History and Society*, Volume 1, Delhi, Oxford University Press.

Guha, Ranajit. (1983). 'The Prose of Counter Insurgency', in Guha, Ranajit (ed)., *Subaltern Studies. Writings on South Asian History and Society*, Volume 2, Delhi, Oxford University Press.

Guha, Ranajit. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*, Delhi, Oxford University.

O'Hanlon, R. (1988). 'Recovering the Subject Subaltern Studies and Histories of Resistance in Colonial South Asia' Review of *Subaltern Studies. Writings on South Asian History and Society*. Edited by Ranajit Guha. *Modern Asian Studies*, 22(1), 189-224.

Mukherjee, Mridula. (1988). 'Peasant Resistance and Peasant Consciousness in Colonial India-Subalterns and Beyond', *Economic and Political Weekly*, Vol. 23, Issue No. 41 and Issue 42.

Unit 3: (Week 5-8): This unit will study the structure of peasant resistance through concepts of territoriality, solidarity and nationalism.

Hardiman, David. (1981). *Peasant nationalists of Gujarat: Kheda district, 1917-1934*, Delhi and New York, Oxford University Press.

Siddiqi, Majid Hayat. (1978) *Agrarian unrest in North India: The United Provinces, 1918—1922*, New Delhi, Vikas Publications.

Pandey, Gyanendra. (1982). 'Peasant Revolt and Indian Nationalism: The Peasant movement in Awadh, 1919-1922', in Guha, Ranajit (ed). *Subaltern studies: writings on South Asian history and society: Writings on South Asian History and Society*, Volume 1, Delhi Oxford University Press.

Arnold, David. (1984). 'Famine in Peasant Consciousness and Peasant Action: Madras, 1876-8', in Guha, Ranajit (ed). *Subaltern studies: writings on South Asian history and society: Writings on South Asian History and Society*, Volume 1, Delhi, Oxford University Press.

Hardiman, David. (1987). 'The Bhils and Shahukars of Eastern Gujarat', Ranajit Guha edited *Subaltern Studies Subaltern Studies: Writings on South Asian History and Society*, Volume V, Delhi, Oxford University Press.

- Guha, Ranajit. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*, Delhi, Oxford University.
- Hardiman, David. (1995). *The Coming of the Devi: Adivasi Assertion in Western India*, Delhi, Oxford University Press.
- Stokes, Eric. (1978). *The peasant and the Raj: Studies in agrarian society and peasant rebellion in colonial India*, Cambridge, Cambridge University Press.
- Fuchs, Stephen. (1965). *Rebellious prophets: A study of messianic movements in Indian religions*, Bombay, New York, Asia Publishing House.
- Chaudhuri, Binay Bhushan (1972). 'Agrarian movements in Bihar and Bengal, 1919-39,' in B.R. Nanda ed. *Socialism in India*, Delhi, Vikas Publications. pp. 190-229.

Unit 4: (Week 9-11): This unit will focus on the role of the Left Movement and the Kisan Sabha in peasant movement in India.

- Hauser, Walter. (2019). *The Bihar Provincial Kisan Sabha, 1929-1942: A Study of an Indian Peasant Movement*, Delhi, Routledge.
- Dhanagare, D.N. (1991). 'Peasant Organisations and the Left Wing, 1925-1947', in D.N. Dhanagare, *Peasant Movements in India, 1920-1950*, Delhi, Oxford University Press.
- Dhanagare, D.N. (1976). 'Peasant protest and politics: The Tebhaga movement in Bengal, 1946-7,' *Journal of Peasant Studies*, Vol. 3, No. 3, pp. 360-78.
- Narayan Das, Arvind. (2008). 'Swami and Friends: Sahajanand Saraswati and Those Who Refuse to Let the Past of Bihar's Peasant Movements Become History', in William Pinch ed. *Speaking of Peasants: Essays on Indian History and Politics in Honor of Walter Hauser*, Delhi, Manohar.
- Sen, Sunil. (1979). 'The Kisan Sabha', in A.R. Desai (ed)., *Peasant Struggles in India*, Oxford and London, Oxford University Press.
- Chatterjee, P. (1986). 'The Colonial State and Peasant Resistance in Bengal, 1920—1947', *Past and Present*, Vol. 110, No. 1, pp. 169–204.

Unit 5: (Week 12): This unit will consist of the following case studies: the Pabna Revolt, the 'Moplah Outbreaks'; the Santhal Rebellion

- Dhanagare, D.N. (1977). 'Agrarian conflict, religion and politics: The Moplah rebellions in Malabar in the nineteenth and early-twentieth centuries,' *Past and Present*, Vol. 74, 1977, pp. 112-41.
- F. Dale., Stephen. (1975). 'The Mappilla Outbreaks: Ideology and social conflict in nineteenth-century Kerala,' *Journal of Asian Studies*, Vol. 35, No. 1, pp. 85-98.
- Singh, Suresh, *Dust-storm and the Hanging Mist*, Calcutta, 1966.
- Sarkar, Tanika. (1985). 'Jitu Santal's Movement in Malda, 1924-1932: A Study in Tribal Protest', in Guha, Ranajit. (ed)., *Subaltern studies: writings on South Asian history and*

society: Writings on South Asian History and Society, Volume V, Delhi, Oxford University Press.

Natarajan, L. (1979). 'The Santhal Insurrection, 1855-56' in A.R. Desai ed., *Peasant Struggles in India*, Oxford and London, Oxford University Press.

Panikkar, K.N. (1979). 'Peasant Revolts in Malabar in the Nineteenth and Twentieth Centuries', in A.R. Desai ed., *Peasant Struggles in India*, Oxford and London, Oxford University Press.

Sen Gupta, Katyan. (1974). *Pabna Disturbances and the Politics of Rent, 1873-1885* (New Delhi, South Asian Books.

Unit 6: (Week 13-14): This unit will consist of the following case studies: The Ulgulan of Birsa Munda; The Tana Bhagat Movement, The Indigo Revolt

Guha, Ranajit. (1974). 'Neel-Darpan: The image of a peasant revolt in a liberal mirror,' *Journal of Peasant Studies*, Vol. 2, No.1, pp.1-46.

Chaudhuri, Binay Bhushan. (1973). 'The story of a peasant revolt in a Bengal District,' *Bengal Past and Present*, Vol. 92, No. 2, pp. 220-78.

Chandra, Uday. (2016). 'Flaming fields and forest fires: Agrarian transformations and the making of Birsa Munda's rebellion', Volume 53 Issue. 1, pp. 69-98.

Dasgupta, Sangeeta. (1999). 'Reordering a world: The Tana Bhagat movement, 1914-1919', *Studies in History*, Vol. 15, No. 1.

Sinha, Shashank. (2007) 'Witch-Hunts, Adivasis, and the Uprising in Chhotanagpur', *Economic and Political Weekly*, Vol. 42, No. 19, pp. 1672-1676.

Macdougall, John. (1977) 'Agrarian reform vs. religious revitalization: collective resistance to peasantization among the Mundas, Oraons and Santals, 1858-95', *Contributions to Indian Sociology*, Volume. 11, Issue. 2, pp. 295-327.

Suggested Readings:

- 'The Rebellion Number', *Man in India*, Vol. xxv, No. 4, December, 1945.
- Banaji, Jairus. (1977). 'Capitalist Domination and the Small Peasantry: Deccan Districts in the Late Nineteenth Century', *Economic and Political Weekly*, Vol. 12, No. 33/34, Special Number, pp. 1375-1404.
- Banerjee, Prathama. (2006). *Politics of Time: 'Primitives' and History-writing in a Colonial Society*, New Delhi, Oxford University Press.
- Dale, Stephen. (1980). *Islamic Society on the South Asian Frontier: The Mapillas of Malabar, 1498-1922*, Delhi, Oxford University Press.
- Dasgupta, Sangeeta. (2016). 'Reordering histories: Tana readings of their past', *Indian Economic and Social History Review*, Vol. 53:1, Special Issue.
- Gough, Kathleen. (1974). 'Indian Peasant Uprisings,' *Economic and Political Weekly*, Vol. 9, pp. 1391-1412

- Guha, Ramachandra. (1989). *Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, Delhi, Oxford University Press.
- Kling, B.B. (1966). *The Blue Mutiny—The Indigo Disturbances in Bengal 1859—1862*, Philadelphia.
- Mridula Mukherjee, EPW.
- Nandini, Sundar. (2007). *Subalterns and Sovereigns: An Anthropological history of Bastar 1854-2006*, Delhi, Oxford University Press.
- Sengupta, Kalyan Kumar. (1971). 'Agrarian disturbances in Eastern and Central Bengal in the late nineteenth century,' *Indian Economic and Social History Review*, Vol. 8, No. 2, pp. 192-212.
- Siddiqi, Majid H. (2008). 'Power, Agrarian Structure, and Peasant Mobilization in Modern India', in William Pinch ed. *Speaking of Peasants: Essays on Indian History and Politics in Honor of Walter Hauser*, Delhi, Manohar.
- Wolf, Eric. (1982). *Europe and the people without history*, Berkeley and Los Angeles: University of California Press.

Facilitating Teaching Learning Outcome

The course is organized around weekly lectures and reading assignments. Students will have to read the weekly assigned readings and participate in formal class discussions. There will be formal class presentations, which while being part of the assessment, also encourage communication and verbal skills.

Assessment

Students enrolled in the course would have their work assessed in two modes.

- 1) Each student will have to make a class presentation on a text and theme that will be arrived at after discussion with the Course Instructor. These presentations will be marked out of 10. Each student will also have to submit a term paper of not less than 3000 words on a theme chosen by the Instructor. Students are encouraged to include in their essay, an analysis of their reading of the text chosen for presentation. They are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. The term paper will be marked out of 15 marks.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 414 – MA Final
The Great Revolt, 1857-59

Course Objectives:

The objective of this paper is to examine the diverse historiographical interpretations of the revolt of 1857 and to look at how the resistance of the period c.1857-59, and its suppression, can be situated in the longer history of anti-colonial struggles, especially during the nineteenth century. It seeks to enable students to understand some of the problems that the long-term impact of colonial historiography has had on writings on the struggles of 1857-59, and acquaint them with approaches that have more recently tried to broaden historical enquiry regarding the revolt. The narrower geographical focus of questions pertaining to the revolt in much of the earlier scholarship has given way to a wider sweep, which in turn has led to fresh questions and insights. The student would be introduced to some of the debates on the relationship between the 'mutinies' in the East India Company's army and civil rebellion, peasant resistance, and popular mobilization. Responses of various social classes would be analyzed, providing an opportunity to understand society, politics and the state in colonial India of the 1850s and beyond.

Learning Outcomes:

At the end of the course, students would be:

- Acquainted with problems of sources for writing histories of the revolt, particularly the excessive reliance on the colonial archive due to its relative profusion.
- Familiar with character of the colonial state in the nineteenth century, with its recourse to the use of violence to establish its authority.
- Comprehend the diverse historiographical approaches to the study of revolt anti-colonial resistance and their ideological moorings.
- Grasp the different ways in which individuals and social groups perceived colonial authority, articulated grievances, opposed or sided with the state or its organs, and the options available to empire for exercising power.
- Understand that politics and authority are inherent features of social and cultural life.
- Make sense of the processes whereby resistance and collaboration shaped colonialism during the second and third quarters of the nineteenth century.

Course Content:

Unit 1: (Week 1): Introduction to the course and discussion on colonial historiography on the revolt, and its impact.

Unit 2 (Week 1): Alternative sources

Unit 3 (Week 2-3): Case studies (1): Meerut–Delhi

Unit 4 (Week 4-5): Case studies (2): Kanpur

Unit 5 (Week 6): Case studies (3): Jhansi-Gwalior

Unit 6 (Week 7): Responses of i) the intelligentsia; ii) peasants; iii) landed elites

Unit 7 (Week 8): Role of the sipahis ('sepoys'); reasons for disaffection; mutiny

Unit 8 (Week 9): Pan-Indian character of the revolt: Panjab; south India

Unit 9 (Week 10): Pan-Indian character of the revolt: Eastern and north-Eastern India.

Unit 10 (Week 11): Survey of recent trends in historiography, since c.2007

Unit 11 (Week 12): Survey of recent trends in historiography, continued (focus on writings on lower castes)

Unit 12 (Week 13): Politics of Commemoration: Colonial memorials (Kanpur, Lucknow, the '1857 tour')

Unit 13 (Week 14): 'The 1857 tour'; review

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1): This unit will provide an overview of the chronology of the revolt, and introduce some of the issues relating to problems of historiography on the revolt.

Sen, Surendranath (1957), *Eighteen Fifty-Seven*, New Delhi: Publications Division.

Joshi, P.C. (Ed.) (1957), *Rebellion 1857: A Symposium*, Delhi: National Book Trust.

Hibbert, Christopher (1980), *The Great Mutiny: India, 1857*, Delhi: Penguin.

Stokes, Eric (1986), *The Peasant Armed: The Indian Rebellion of 1857*, Oxford: .

Husain, Iqbal (Ed.) (2006), *Marx on India*, Delhi:

Unit 2 (Week 1): This unit will explore some of the alternative sources which might be useful for undermining the colonial narrative of the revolt.

Russell, Ralph and Khurshidul Islam (Trans. and Eds.) (2010), *Ghalib: Life and Letters* (chapters 6 and 7), Delhi: Oxford University Press.

Krishnan Mini (Ed.) and Priya Adarkar, Shanta Gokhale (Trans.) (2014), *Mazha Pravas, Adventures of a Brahmin Priest: My Travels in the 1857 Rebellion*, Oxford

Moosvi, Shireen (Ed.) (2008), *Facets of the Great Revolt: 1857*, Delhi: Tulika,

(especially Shireen Moosvi, 'Rebel Press, Delhi 1857'; Pankaj Rag, 'The Need for Alternative Sources' and Saiyid Zaheer Husain Jafri, 'The Profile of a Saintly Rebel: Maulvi Ahmadullah Shah').

Unit 3 (Week 2-3): The beginnings of the struggle, focussing on the outbreak of the 'mutiny' at Meerut, and events at Delhi, will be discussed in this unit, and the different ways in which these have been depicted in historiography

Dalrymple, Willaim (2006), *The Last Mughal: The Fall of a Dynasty, Delhi, 1857*, Delhi: Viking, (Chapters 5-11).

Letters of Col. Keith Young, compiled by Henry W. Norman and Mrs. Keith Young (2010), Delhi: Low Price Publications.

Farooqui, Amar (2013), *Zafar and the Raj: Anglo-Mughal Delhi, c.1800-1850*, Delhi: Primus, (Chapters 7 and 8; Appendix: B).

Spear, Percival (2002), *Twilight of the Mughals*, Delhi: Oxford University Press, (Chapter 10, 'The Mutiny in Delhi').

Hussain, Syed Mahdi (2006), *Bahadur Shah Zafar and the War of 1857 in Dehli*, Delhi: Aakar Books.

Palmer, J.A.B. (1966), *The Mutiny Outbreak at Meerut in 1857*, Cambridge: Cambridge University Press.

Unit 4 (Week 4-5): Events at Kanpur, and Awadh, will be discussed in this unit, and the different ways in which these have been depicted in historiography.

Mukherjee, Rudrangshu (2001) *Awadh in Revolt: 1857-1858*, Delhi: Permanent Black.

Sen, Surendranath (1957), *Eighteen Fifty-Seven*, New Delhi: Publications Division (Chapter 4, including appendix).

Mukherjee, Rudrangshu (1998), *Spectre of Violence: The 1857 Kanpur Massacres*, Delhi: Penguin.

Mukherjee, Rudrangshu (1990), "'Satan Let Loose upon Earth': The Kanpur Massacres in India in the Revolt of 1857", *Past and Present*, pp. 92-116.

English, Barbara (1994), 'The Kanpur Massacres in India in the Revolt of 1857' *Past & Present*, pp. 169-178.

Unit 5 (Week 6): Events at Jhansi and Gwalior will be discussed in this unit, and the different ways in which these have been depicted in historiography.

Sen, Surendranath (1957), *Eighteen Fifty-Seven*, New Delhi: Publications Division, (Chapter 7).

Roy, Tapti (1994), *The Politics of a Popular Uprising: Bundelkhand in 1857*, Delhi: Oxford University Press.

Khan, Iqtidar Alam (2008), 'The Gwalior Contingent in 1857-58: The Organization and Ideology of the Sepoy Rebels', in Moosvi, Shireen, *Facets of the Great Revolt*, Delhi: Tulika.

Unit 6 (Week 7): This unit will examine the responses of i) the intelligentsia; ii) peasants; iii) zamindars/talluqdars during the anti-colonial struggle of 1857-59

Brodin, E.I. (1972), 'The Struggle for Succession: Rebels and Loyalists in the Indian Mutiny of 1857', *Modern Asian Studies*, Vol.6, no.3, pp. 277-290.

Pernau, Margrit (2006), *The Delhi College: Traditional Elites, the Colonial State and Education before 1857*, Delhi: Oxford University Press, (especially Swapna Liddle, 'Azurda: Scholar, Poet and Judge')

Russell, Ralph and Khurshidul Islam (Trans. and Eds.) (2010), *Ghalib: Life and Letters*, Delhi: Oxford University Press (chapters 6 and 7).

Hartung, Jan-Peter (2014), 'Abused Rationality?: On the Role of maquli Scholars in the Events of 1857/1858' in Crispin Bates (Ed.), *Mutiny at the Margins Volume: 5: Muslim, Dalit and Subaltern Narratives*, Delhi : Sage.

Pati, Biswamoy (Ed.) (2007), *The 1857 Rebellion*, Delhi: Oxford University Press, (especially S.B. Chaudhuri, 'Theories on the Indian Mutiny'; Eric Stokes, 'Traditional Elites in the Great Rebellion'; Rudrangshu Mukherjee, 'Awadh in Revolt')

Moosvi, Shireen (Ed.) (2008), *Facets of the Great Revolt: 1857*, Delhi: Tulika, (especially K.S. Singh, 'The Tribals and the 1857 Uprising')

Farooqui, Amar (2013), *Zafar and the Raj: Anglo-Mughal Delhi, c.1800-1850*, Delhi: Primus, pp.160-66.

Unit 7 (Week 8): This unit will discuss the role of the sipahis, the reasons for disaffection, and debates on the character of the mutiny in the Bengal Army of the East India Company.

Dasgupta, Sabyasachi (2015), *In Defence of Honour and Justice: Sepoy Rebellions in the Nineteenth Century*, Delhi: Primus.

Misra, Amaresh (2005), *Mangal Pandey: The true story of an Indian revolutionary*, Delhi: Rupa and Co.

Mukherjee, Rudrangshu (2005), *Mangal Pandey: Brave Martyr or Accidental Hero?*, Delhi: Penguin.

Alavi, Seema (1995), *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830*, Delhi: Oxford University Press.

Peers, Douglas M. (1990), 'Between Mars and Mammon: the East India Company and Efforts to Reform its Army, 1796–1832' *The Historical Journal*, pp. 385-401.

Unit 8 (Week 9): This unit will introduce students to some of the research of the past few decades which has explored the pan-Indian character of the revolt, focussing on Panjab and southern India

Yadav, K.C. (2014), *1857: The Role of Punjab, Haryana and Himachal Pradesh*, Delhi: National Book Trust.

Rajendran, N (2007), 'The Revolt of 1857: Rebellious Prelude and Nationalist Response in Tamil Nadu', Sabyasachi Bhattacharya (Ed.), *Rethinking 1857*, Delhi: Orient BlackSwan.

Unit 9 (Week 10): This unit will introduce students to some of the research of the past few decades which has explored the pan-Indian character of the revolt, focussing on Eastern India (including Bihar) , and north-eastern India

Sen, Surendranath (1957), *Eighteen Fifty-Seven*, Delhi: Publications Division, (Chapter 6)

Syiemlieh, David R., (2007) 'Historiography of Literature and Sources on the Uprising of 1857 in North East India' in Sabyasachi Bhattacharya (Ed.), *Rethinking 1857* Delhi: Orient BlackSwan.

Chattopadhyay, Basudeb (2007), 'Panic Sunday in Calcutta: 14 June 1857' in Sabyasachi Bhattacharya (Ed.), *Rethinking 1857* Delhi: Orient BlackSwan, pp. 165-179.

Unit 10 (Week 11): This unit will survey some of the recent trends in historiography, since c.2007.

Mukherjee, Rudrangshu (2014), 'Two Responses to 1857 in the Centenary Year: S. N. Sen and S. B. Chaudhuri' in Crispin Bates (Ed.), *Mutiny at the Margins Volume VI: Perception, Narration and Reinvention: The Pedagogy and Historiography of the Indian Uprising*, Delhi: Sage .

Gupta, Sanjukta Das '1857 and the Hos of Singhbhum', in Sabyasachi Bhattacharya (Ed.), *Rethinking 1857*, Delhi: Orient BlackSwan.

Sinha, Shashank (2007), '1857: Witch-hunts, Adivasis and the Uprising in Chhotanagpur', *Economic and Political Weekly*, Volume 42, Number 19, pp. 1672-1676.

Mallick, Ata (2008), 'Witch Hunting in 1857' (Comment on Sinha's article), *Economic and Political Weekly* Volume 43, Number 39, pp. 118-119.

Unit 11 (Week 12): This unit will continue the survey of some of the recent trends in historiography, especially with a focus on lower caste responses.

Tiwari, Badri Narayan, (2014) 'Identity and Narratives: Dalits and Memories of 1857' in Crispin Bates (Ed.), *Mutiny at the Margins Vol 5: Muslim, Dalit and Subaltern Narratives*, Delhi: Sage.

Gupta, Charu (2014), 'Condemnation and Commemoration: (En) Gendering Dalit Narratives of 1857' in Crispin Bates (Ed.), *Mutiny at the Margins Volume: 5: Muslim, Dalit and Subaltern Narratives*, Delhi: Sage.

Tiwari, Badri Narayan, 'Dalits and Memories of 1857' in Sabyasachi Bhattacharya (Ed.), *Rethinking 1857*, Delhi: Orient BlackSwan, pp. 143-164.

Sinha, Shashank (2007), '1857: Witch-hunts, Adivasis and the Uprising in Chhotanagpur', *Economic and Political Weekly*, Volume 42, Number 19, pp. 1672-676.

Mallick, Ata (2008), 'Witch Hunting in 1857' (Comment on Sinha's article), *Economic and Political Weekly*, Volume 43, Number 39, pp. 118-119.

Unit 12 (Week 13): This unit will discuss the politics of commemoration, focussing on colonial memorials in Kanpur, Lucknow and Delhi.

Lahiri, Nayanjot (2003) 'Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife', *World Archaeology*, Volume 35, Number 1, pp. 35-60.

Farooqui, Amar (2010), 'Sanitizing Indigenous Memory: 1857 and Mughal Exile', Biswamoy Pati (Ed.), *The Great Rebellion of 1857 in India: Exploring Transgressions, Contests and Diversities*, London: Routledge.

Banerjee, Jacqueline (2015), 'An Icon of Empire. The Angel at the Cawnpore Memorial, by Baron Marochetti (1805-1867)' *The Victorian Web*

<http://www.victorianweb.org/sculpture/marochetti/30.html>.

Chakravarty, Gautam (2004), *The Indian Mutiny and British Imagination*, Cambridge: Cambridge University Press.

Unit 13 (Week 14): This unit will look at the ways in which the '1857 tour' became important to memory of the revolt, and contestations over commemoration. It will conclude with a summing up and review of the course.

Royal Visit to India 1905-1906 by the Prince & Princess of Wales (King George V & Queen Mary) at <http://www.rvi1905-6.com/about.html>

A Handbook for Travellers in India, Burma and Ceylon, John Murray, London, 1911
(<https://archive.org/details/handbooktraveller00john/page/n6>)

Suggested Readings

- Buckler, F.W. (1985), 'The Political Theory of the Indian Mutiny', reprinted in M.N. Pearson, (Ed.), *Legitimacy and Symbols: The South Asian Writings of F.W. Buckler*, Michigan: Centre for South and Southeast Asian Studies.
- Chakravarty, Gautam (2004), *The Indian Mutiny and British Imagination*, Cambridge: Cambridge University Press.
- Chaudhuri, S.B. (1957), *Civil Rebellion in the Indian Mutinies*, Calcutta: World Press.
- Dewar, Douglas, H. L. Garrett and F. W. Buckler (1924), 'The Political Theory of the Indian Mutiny: A Reply and with a Rejoinder' *Transactions of the Royal Historical Society*, London: Royal Historical Society, pp. 131-165.
- Guha, Ranajit (1983), *Elementary Aspects of Peasant Insurgency Delhi*: Oxford University Press.
- Hawkins, Angus (1984), 'British Parliamentary Party Alignment and the Indian Issue, 1857-1858' *Journal of British Studies*, Volume 3, Number 2, pp. 79-105.
- Kaye, J.W. (1988), *History of the Sepoy War*, Volume: 2, Delhi..
- Metcalfe, T.R. (1964), *The Aftermath of Revolt: India 1857-70*, Princeton: Princeton University Press.

- Pramod K. Nayar, Pramod K. (Ed.) (2007), *The Trial of Bahadur Shah Zafar*, Hyderabad: Orient Longman, (trial proceedings).
- Savarkar, V.D. (1960), *The Indian War of Independence*, Bombay: Dhawale-Popular.
- Tope, Parag (2010), *Tatya Tope's Operation Red Lotus*, Delhi: Rupa and Co.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. These readings are cumulative; it is therefore important that no essential reading is left out. Students are expected to regularly spend some time every week to consult readings in libraries accessible to postgraduate students. They would also be required to engage in dialogue in the class on themes being discussed by the instructor. The exercise is to ensure that students comprehend the readings and develop verbal communication skills. They would also be encouraged to consult relevant material available online, for which the department provides computer facilities.

Assessment:

There will be two modes of assessing students in this course:

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 25 marks. This will consist of two parts: i) one essay on a topic to be selected from 2 or 3 topics given beforehand to the students; and ii) brief and precise notes or comments on some selected issues discussed in class, which will allow evaluation of regularity and comprehension in the classroom, and ability to write succinctly.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 415

History of Labour, Labouring Poor and the Working Class in India, c. 1750-2000

Course Objectives:

The paper will focus on the major themes of labour history in modern India, straddling the colonial and postcolonial period. The course shall familiarise students with conceptual issues and historiographical debates along with detailed case studies. The emphasis in this paper will be on studying Indian labour history in a global comparative perspective.

Learning Outcomes:

At the end of this course the students are expected

- To be aware of the main historiographical trends in the field of labour history
- To have mastered at least three main texts suggested in the readings
- To have a strong chronological awareness about the development of labour history
- To be able to connect the contemporary transformation of labour with the past changes.
- To be able to fully grasp the connection between changes in global capitalism and structures of labour relations.
- To be aware of the technology driven future trends in work and work relations.

Course Content:

Unit 1: (weeks 1-2): Requiem or Revival: Changing concept of Worker and Working Class
Historiography

Unit 2: (week 3): Euro centrism and Indian Working Class Formation-Global Comparisons

Unit 3: (Weeks 4-5): Labour Regimes I- Pre Colonial and early colonial, Slaves, Artisans and agricultural workers

Unit 4: (Weeks 6-7): Labour Regimes II- Factory, Plantations and Mines

Unit 5: (Week 8): The Gender Question and Labour

Unit 6. (Weeks 9-10): Forms of Workers Protest and Politics of Labour Movement

Unit 7: (Weeks 11-12): Worker in the Mirror of Law: Legal Regulation of Labour

Unit 8: (Weeks 13-14): Informality and Informal Labour relations.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (weeks 1-2): This unit will familiarise students with the historiographical issues and conceptual problems associated with the category of “ worker” and “ working class”and the debates around decline and revival of labour history.

Van der Linden,(2008)*Workers of the World :Essays in Global Labour History*,Leiden

and Boston, Brill, pp. 1-63.

Van der Linden (Ed.).(1993). “End of Labour History?”, *International Review of Social History*.Cambridge, Cambridge University Press.

Katznelson, Ira. (1994). The “Bourgeois” Dimension: A Provocation About Institutions, Politics, and the Future of Labor History, *International Labour and Working Class History*, Vol. 46 , Fall, pp. 7-32.

Thompson, E.P. (1963). *The Making of the English Working Class*, NewYork, Vintage Books, pp. 9-17, pp. 189-212, and 711-746.

Eckert, Andreas, “ What is all this fuss about Global Labour History”, Eckert, Andreas (Ed.) *Global History of Work*, Oldenbourg, Degruyter pp. 3-22.

Bhattacharya, Sabyasachi(1998)” The Labouring Poor and their Notion of Poverty: Late Nineteenth and Early Twentieth Century Bengal”, *Labour and Development*, pp. 1-23.

Unit 2: (week 3): This unit will focus on on the issues arising out of comparative working class formation with a special focus on Indian working class formation and its historiography.

Katznelson, Ira and Aristide Zolberg(ed) *Working Class Formations:Nineteenth Century Patterns in Western Europe and the United States*, Princeton, Princeton University Press, pp3-44, pp397-456.

Bhattacharya, Sabyasachi(2006)” Paradigms in the Historical Approach to Labour Studies in South Asia” in Lucassen, Jan (ed)*Global Labour History: A State of the Art*, Bern, PterLang pp147-160.

Margaret R. Somers (1996). “Class Formation and Capitalism. A Second Look at a Classic”. *European Journal of Sociology*, Vol 37, pp 180-202 .

Behal, Rana, Chitra Joshi and Prabhu Mohaptra(2010) “ India” in Allen,Joan, Alan Campbell, John McIlroy (ed)*Histories of Labour: National and International Perspectives* ,Pontypool, Merlin.

Unit 3: (Weeks 4-5): This unit focusses on the emergence of a novel labour regime in early colonial India and its pre colonial and metropolitan lineages.

Ahuja, Ravi. (1999)“The Origins of Colonial Labour Policy in Late Eighteenth-Century Madras

International Review of Social History , Cambridge, Cambridge University Press,Vol 44 , pp. 159–195.

Ahuja, Ravi. (2002) “Labour Relations in an Early Colonial Context: Madras, c.1750–1800” *Modern Asian Studies* , Cambridge, Cambridge University Press,Vol36, No 4, pp. 793–826.

Joshi, Chitra. (2013) “Public Works and the Question of Unfree Labour” in Stanzianni, Alessandro(ed) *Labour, Coercion, and Economic Growth in Eurasia, 17th-20th Centuries*,Leiden, Brill pp 273-287.

- Joshi, Chitra. (2012) “Dak Roads, Dak Runners and Reordering of Communication Networks” in van der Linden, Marcel M and Leo Lucassen (ed) *Working on Labour: Essays in honour of Jan Lucassen*, Leiden, Brill, pp73-97.
- Lucassen, Jan. (2012) Working at the Ichapur Gunpowder Factory in the 1790s (Part I and II), *Indian Historical Review*, Vol 39 no 1 and 2, pp19-56, pp251-271.
- Prakash, Gyan. (2002) *Bonded Histories, Genealogy of Labour Servitude in Colonial India*, Cambridge, Cambridge University Press, pp 1-2 and pp218-226.
- Mohapatra, Prabhu Prasad. (2009) “From Contract to Status: Or How Law shaped Labour Relations in Colonial India 1780-1880” in Breman, J, I, Guerrin and Aseem Prakash (ed) *India's Unfree Workforce: Of Bondage Old and New*, New Delhi, Oxford, pp96-125.

Unit 4: (Weeks 6-7): This unit takes up the establishment and operation of Labour Regimes on Plantations, Factories and Mines.

- Behal R.P. and Prabhu P Mohapatra (1992) Tea and Money versus Human Lives: “Rise and Fall of the Indentured System in Assam Tea Plantations 1840-1908” *Journal of Peasant Studies*, Vol 19, No 3 and 4, pp142-172.
- Behal, Rana. P. (2014) “One Hundred Years of Servitude: Political Economy of Tea Plantations in Colonial Assam”, New Delhi, Tulika books, pp. 1-24 and pp. 252-335.
- Chakrabarty, Dipesh. (1989) *Rethinking Working Class History: Bengal 1890-1940*, Princeton, Princeton University Press. pp. 3-65 and pp. 219-235.
- Chandavarkar, Raj Narain. (1995) *The Origins of Industrial Capitalism in India: Business Strategies and Working Classes in Bombay 1890-1940*, Cambridge, Cambridge University Press, Chapters 1, 3, 4, 5 and 7.
- Joshi Chitra. (2003). *Lost Worlds: Indian Labour and its Forgotten Histories*. Ranikhet, Permanent Black, Chapters - Introduction, 2, 3, 4 and 6.
- Simeon, Dilip. (1995). *The Politics of Labour under Late Colonialism: Workers, Unions and the State in Chotanagpur 1928-1939*, New Delhi, Manohar, pp1-70.
- Simeon, Dilip. (2005). “Calibrated Indifference” in Sabyasachi Bhattacharya and Jan Lucassen (Ed.). *Workers in the Informal Sector: Studies in Labour History*, New Delhi, Macmillan pp 97-120.
- Nite, Dheeraj Kumar. (2016), “Slaughter Mining and the “Yielding” Collier: The Politics of Safety in the Jharia Coalfields 1895-1950” in Kuntala Lahiri Dutta (ed) *The Coal Nation: History, Ecology and Politics of Coal in*, London, Routledge, Chapter 5.

Unit 5: (Week 8): This unit focusses on the emergence of the gender question in history of Labour in India focussing on household work, paid and unpaid work of women and the “male breadwinner’ debate.

- Sen, Samita (1999) *Women and Labour in Late Colonial India, The Bengal Jute Industry*, Cambridge, Cambridge University Press, pp1-89.

- Sen, Samita. (2008). "Gender and Class: Women in Indian Industry 1890-1990" in *Modern Asian Studies*, Cambridge, Cambridge University Press, Volume 42 No 1, pp 75-116.
- Janssen, Angelique. (Ed.). (1997). "The Rise and Fall of the male Breadwinner Family?" Special Issue .Supplement in *International Review of Social History*, Vol 42, issueS5.
- Joshi, Chitra. (2002) "On De Industrialisation and the Crisis of Male Identities" in *International Review of Social History* , Vol 47, No. 10, pp. 159-175.
- Mies, Maria. (2012). *The Lacemakers of Narsapur: Indian Housewives Produce for the World Market* Melbourne: Spinifex Press, Preface, Introduction, Chapter 3-6.

Unit 6. (Weeks 9-10): This Unit will focus on modes of resistance of workers by taking up specific case studies .

- Joshi, Chitra . (2003). "Lal Kanpur", in *Lost Worlds: Indian Labour and its Forgotten Histories*, Ranikhet: Permanent Black, Chapter 6.
- Dilip, Simeon. (1993) "The Great TISCO Strike and Lockout of 1928," Part I and II, *Indian Economic and Social History Review*, New Delhi, Sage, Volume 30, No 2and 3 p135-161, pp311-335.
- Bhattacharya, Sabyasachi. (1981) "Capital and Labour in Bombay City, 1928-29" *Economic and Political Weekly*, Vol. 16, No. 42/43 (Oct. 17-24), pp. PE36-PE44.
- Chandavarkar , Rajnarayan. (1999) Questions of class: The general strikes in Bombay, 1928-1929, *Contributions to Indian Sociology* , Volume: 33 issue: 1-2, pp 205-237.
- Sukomal, Sen. (1990). *Working Class in India , History of Emergence and Movement 1830-1990*, Kolkata: K.P Bagchi and Co, pp1-65.

Unit 7: (Weeks 11-12): This Unit will familiarise students with the history Labour Regulations in India in a global comparative perspective

- Mohapatra, Prabhu Prasad (2016), " Regulated Informality: Legal Construction of Labour Relations in India 1814-1926" in Andreas Eckert (ed) *Global History of Work*, Oldenbourg, Degruyter Chapter 9.
- Mohapatra, Prabhu Prasad(2005)" Assam and West Indies: Immobilising Plantation Labour 1860-1920" in Douglas Hay and Paul Craven (ed) *Masters , Servants and Magistrates in Britain and The Empire, 1562-1955*, Chapel Hill, University of North Carolina Press.pp455-480.
- Anderson, Michael (2005) "India, 1858-1930: Illusions of Free Labour" in Douglas Hay and Paul Craven (ed) *Masters , Servants and Magistrates in Britain and The Empire, 1562-1955*, Chapel Hill, University of North Carolina Press.pp422-454
- Bhattacharya , Debashis (2002)"Organized Labour and Economic Liberalization in India: Past, Present, and Future",in A.V.Jose (ed.), *Organized Labour in the 21st Century*, Geneva: ILO, pp.307-346.

Halder, Antara and Simon Deakin(2015), “ How should India Reform its Labour Law?” in *Economic and Political weekly*, Mumbai, Sammeksha Trust, Vol 50 No 12(21 March)

Sarkar, Aditya (2018) *Trouble at the Mills:Factory Law and The Emergence of the Labour Question in late 19th Century Bombay* ,New Delhi, Oxford University Press , Introduction and Chapters 1-3.

Unit 8: (Weeks 13-14): This Unit will reprise the issue of Informal labour and labour relations focussing on the contemporary transformations in global labouring landscape.

Breman, Jan (2016) *At Work in the Informal Economy of India : A Perspective from the Bottom Up*, New Delhi, Oxford University Press, pp 1-44,112-144,pp165-246.

Breman, Jan (1996) *Footloose Labour*, Cambridge, Cambridge University Press, Introduction

Breman, Jan (2007) *Labour Bondage in West India: Past and Present I*, New Delhi, Oxford University Press, *Chapters 1 and 2*.

Harriss- White, Barbara (2004) *India Working: Essays on Society and Economy* Cambridge, Cambridge University Press, Chapters 1,2 9 and 10.

Bhattacharya, Sabyasachi and Jan Lucassen (ed) (2005) *Workers in the Informal Sector:Studies in Labour History*, New Delhi, Macmillan , Introduction.

Agarwala, Rina (2013) *Informal Labour, Formal Politics and Dignified Discontent in India*, Cambridge , Cambridge University Press,Chapters 12 and 3.

Sanyal, Kalyan (2014) *Rethinking Capitalist Development: Primitive Accumulation, Governmnetality and Post Colonial Capitalism*, New Delhi, Routledge Foreword, Chapters 1,2,5 and 6.

Srivastava , Ravi (2007) *Report on Conditions of Work and Promotion of Livelihood in the Unorganised Sector*.New Delhi, National Commission on Enterprises in the Unorganised Sector, pp1-108.

Standing Guy (2016) *Precariat:The New Dangerous Class*, London, Bloomsbury Chapters 1-3.

Suggested Readings and Primary Sources

- Government of India (1891)*Report of the Indian Factory Labour Commission*, 1891. Shimla, Government Printing Press.
- Government of India (1919) *Report of the Indian Industrial Commission, 1916-1918*, Shimla, Government Printing Press.
- J.H Wheatley (1931) *Report of the Royal Commission of Labour in India* . London, H.M Stationery Office.
- P.B Gajendragadkar (1969) *Report of the National Commission on Labour in India*. Delhi.
- Government of India (1988) *Shram Shakti: Report on the SelfEmployed Women in India*. Delhi

- Sengupta , Arjun (2009) *Report of the National Commission on the Enterprises in the Unorganised Sector*, Delhi.

Teaching and Learning:

The Course is based on lectures and extensive discussion of essential readings assigned to the students. Students are expected to be prepared to present short reports on the readings assigned either individually or in groups. Apart from readings primary archival sources, visual sources including documentaries will be utilised in the teaching of the course.

Assessment:

Students will be assessed in two modes.

- 1) First they have to present an archival/ field research based assignment of 15 pages maximum on topics which will be chosen by them in consultation with the instructor at the end of the semester. The total marks for this assignment and presentation will be twenty five.
- 2) Secondly at the end of the semester the students will have to take an end semester examination where they have to answer four out of eight questions .The total marks will be 75 for this examination.

HSM 419

The Margins of History: Tribes in Central and Western India

Course Objectives:

This course will study societies living on the various margins of the British empire in India and their modes of protest against changes under colonial rule during the course of the nineteenth and first half of the twentieth century. It will introduce students to the rich historiography on the conquest of communities categorized as 'tribes' and to the broader European intellectual context of empire, including ideas of liberalism, race and ethnology.

Learning Outcomes:

This course will require students to read and analyse a collection of primary texts from the colonial period through class discussions, presentations and written tutorials. These texts belong to the genre of colonial ethnographies and students will be required to understand how a primary history source categorises and classifies a community as tribe or caste. This intellectual exercise will introduce them to the methods of conducting historical research and also encourage them to formulate original projects of research in the final semester of their postgraduate programme. The course will also familiarise students with the historiography on the intellectual history of Empire and the robust debates in the decades immediately after 1947 on the position of the tribe in India. The latter will be particularly useful for studying ethnic movements in contemporary times.

Course Content:

Unit 1: (Week 1-4): Categories and Concepts: Tribe, Race and Human Difference

Unit 2: (Week 4-8): The Tribe in Colonial Ethnography

Unit 3: (Week 8-12): Tribes and the State: Resistance

Unit 4: (Week 12-14): Debating the Tribe-Caste continuum in the time of the Nation.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-4): This unit will introduce students to writings on Empire and liberalism, race and ethnology.

Mehta, Uday. (1999). *Liberalism and the Empire, A Study in Nineteenth Century British Liberal Thought*, Chicago, University of Chicago Press.

Smith, Adam. (1982). *Lectures in Jurisprudence*, Liberty Fund, Glasgow, pp. 12-72.

- Meek, Ronald L. (1976). *Social Science and the Ignoble Savage*, Cambridge, Cambridge University Press.
- Pitts, Jennifer. (2006). *A Turn to Empire: The Rise of Imperial Liberalism in Britain and France*, Princeton, Princeton University Press.
- Majeed, Javed. (1992). *Ungoverned Imaginings*, London, Oxford University Press.
- Todorov, Tzvetan. (1984). *The Conquest of America: The Question of the Other*, trans. Richard Howard, New York, Harper Collins.
- Trautman, Thomas R. (1997). *Aryans and British India*, Berkeley University of California Press.

Unit 2: (Week 4-8): This unit will study classificatory orders based on occupation, language, race and caste in the works of colonial ethnographers and implications of this for the categorization of the 'tribe' in India:

- Bates, Crispin. 'Race (1995) Caste and Tribe in Central India: the early origins of anthropometry in India' in Peter Robb edited *Concept of Race in South Asia*, Delhi, Oxford University Press.
- Trautman, Thomas R. (1997). 'The Mosaic Ethnology of Asiatick Jones' *Aryans and British India*. Berkeley, University of California Press.
- Guha, Sumit. (1998). 'Lower Strata, Older races and Aboriginal Peoples: Racial Anthropology and Mythical History Past and Present'. *The Journal of Asian Studies* Vol. 57, No. 2, pp. 423-441.
- Bayly, Susan. (1995). 'Caste and Race in Colonial Ethnography', in Peter Robb (Ed.). *Concept of Race in South Asia*, Delhi, Oxford University Press.

Primary texts (selected texts from this list will be discussed in class):

- Risley, H.H. (1908). *People of India*, 1908, London, Thacker, Spinks & Co.
- Risley, H.H. (1891). *Tribes and Castes of Bengal*, Vol. 1, Bengal Secretariat Press, Calcutta.
- Crooke, W. (1907). *The Native Races of the British Empire*, Bengal Secretariat Press, Calcutta.
- Hunter, W.W. (1868). *The Annals of Rural Bengal*, New York and London, Leypoldt and Holt.
- Dalton, E.T. (1872). *The Descriptive Ethnology of Bengal*, Government of Bengal Printing Press, Calcutta.
- Ibbetson, Denzil. (1916) *Punjab Castes: Races, Castes and Tribes of the People of Punjab*, 1916, Government Printing Press, Lahore.
- Dowding, Reverend Charles. (1894). *Tea Garden Coolies in Assam*, London, Thacker, Spinks & Co.
- Thurston, Edgar. (1909). *Castes and Tribes of Southern India*, Government Printing Press, Madras.

Unit 3: (Week 8-12): This unit will study the political economy of conquest and cultures of fixing, disciplining and policing communities. It will also study peasant modes of protest.

Skaria, Ajay. (1997). 'Shades of Wildness', Tribe, Caste and Gender in Western India', *The Journal of Asian Studies*, Vol. 56, No. 3.

Skaria, Ajay. (1997). 'Writing Orality and Power in the Dangs, Western India, 1800-1920's' in Shahid Amin and Dipesh Chakravarty eds. *Subaltern Studies, Vol. IX*, New Delhi, Oxford University Press.

Padel, Felix. (1995). *The Sacrifice of Human Being: British Rule and the Konds of Orissa*, New Delhi, Oxford University Press.

Singha, Radhika. (2000). 'Settle, Mobilize, Verify: Identification Practices in Colonial India', *Studies in History*, Vol. 16, pp. 150--197.

Lloyd, Tom. (2008). 'Thuggee, marginality and the state effect in colonial India', *Indian Economic Social History Review*, Vol. 45.

Kolsky, Elizabeth. (2010). *Colonial Justice in British India: White Violence and the Rule of Law*, New Delhi, Cambridge University Press.

Bannerjee, Prathama. (2006). *The Politics of Time*, New Delhi, Oxford University Press.

Guha, Ranajit. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*, Delhi, Oxford University Press.

Hardiman, David. (1995). *The Coming of the Devi: Adivasi Assertion in Western India*, Delhi, Oxford University Press.

Unit 4: (Week 12-14): This unit will focus on the debates between the Isolationists, Interventionists, Assimilationists, Integrationists and the Romanticists.

Ghurye, G.S. (1941). *The Aborigines so called and their Future*, (Reprinted as *The Scheduled Tribes*), Gokhale Institute of Politics and Economics Publication No. 11, Poona

Grigson, W.V. (1938). *The Maria Gonds of Bastar*, Nagpur, Government Printing Press.

Elwin, Verrier. (1944). *The Aborigines*, London, Oxford University Press.

Elwin, Verrier. (1943). *The Baiga*, London, Oxford University Press.

Elwin, Verrier. *The Philosophy for NEFA*, Oxford University Press, London.

Thakkar, A.V. (1941). *The Problem of the Aborigines in India*, R.R. Kale Memorial Lecture, Poona.

Suggested Readings

- Appadurai, Arjun. (1986). 'Theory in Anthropology: Center and Periphery', *Comparative Studies in Society and History*, Vol. 28, pp.356-357.
- Rosaldo, Renato. (1986). 'From the Door of His Tent: The Fieldworker and the Inquisitor' in *Writing Culture, The Poetics and Politics of Ethnography*, Berkeley, University of California Press.

- Guha, Sumit. (1999). *Environment and Ethnicity in India 1200 - 1991*, Cambridge, Cambridge University Press.
- Bates, Crispin. (2006). 'Human Sacrifice in Colonial Central India: Myth, Agency and Representation, Beyond Representations: colonial and postcolonial constructions of Indian identity', Oxford University Press, New Delhi.
- Nag, Sajal. (2008). *Pied Pipers in North East India, Bamboo Flowers, Rat Famine and the Politics of Philanthropy, 1881-2007*, Delhi, Manohar Publications.
- Sundar, Nandini. (1996) *Subalterns and Sovereigns: An Anthropological History of Bastar, 1854-1996*, Delhi, Oxford University Press.
- Scott, James. (2011). 'State evasion, state prevention: the culture and agriculture of escape' in James Scott, *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, New Haven, Yale University Press.
- Prasad, Archana. (2011). (Second Revised and Expanded Edition) *Against Ecological Romanticism: Verrier Elwin and the Making of an Anti-Modern Tribal Identity*, New Delhi, Three Essays Collective.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and reading assignments. Students will have to read the weekly assigned readings and participate in formal class discussions. There will be formal class presentations, which while being part of the assessment, also encourage communication and verbal skills.

Assessment:

There are three modes of assessing the work of students in this course:

- 1) Each student will have to choose a primary text from a collection listed by Course Instructor and make a presentation before the class on the same. These presentations will be marked out of 10.
- 2) Each student will also have to submit a term paper of not less than 3000 words on a theme chosen by the Instructor. Students are encouraged to include in their essay, an analysis of their reading of the primary text chosen for presentation. They are expected to meet with the instructor to develop and finalise subjects and materials on which their papers would be based. The term paper will be marked out of 15 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 420
Law and Society in Colonial India

Course Objectives:

This course will examine the formation of a new legal culture and the making of the colonial legal subject in India under British rule. Its themes will include the nature of pre-colonial legal regimes and the transition to Company rule; Orientalist discourse and the making of colonial law; custom and legal codification; criminality and criminalization; gender and law; the nature and implications of a new documentary regime. We will end with a discussion on the legal archive and a summing up of the themes we have explored in the course. The course will engage with important debates in Indian legal history as well as with the different ways in which historians read and use legal records in their scholarship.

Learning Outcomes:

By the end of the course, students:

- Will have an understanding of the major historiographical interventions and debates in the field of legal history in colonial India.
- Will understand the “law” in an expansive, cultural and historicist sense.
- Will appreciate how historians have critically and creatively used the colonial legal archive.

Course Content:

Unit 1: (Week 1-2): Pre-colonial Legal Regimes and the Transition to the Early Company State

Unit 2 (Week 3-4): Indology and British Rule: The Shastras and the Sharia

Unit 3: (Week 5-6): Custom and Codification

Unit 4: (Week 7-8): Surveillance, Control and Rule

Unit 5: (Week 9-10): Gender and Law in Colonial India

Unit 6: (Week 11-12): The Document Raj: Evidence, Legitimacy, Authority.

Unit 7: (Week 12-13): Law and the Subaltern: Thinking about the legal archive

Unit 8: (Week 14): Summing Up: Colonialism and Law

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2): This unit studies the transition to colonialism from pre-colonial legal systems in India

Singha, Radhika.(1998). *A Despotism of Law: Crime and Justice in Early Colonial India*, Delhi: Oxford University Press, pp. 1-35

Guha, Sumit. (1997). "Wrongs and Rights in the Maratha Country" in Michael Anderson and Sumit Guha (eds.) *Changing Conceptions of Law and Justice in South Asia*, Delhi: Oxford University Press, pp. 14-29

Subramaniam, Lakshmi. (2004) "A Trial in Transition: Courts, Merchants and Identities in Western India circa 1800," *Indian Economic and Social History Review* 41:3, pp. 269-92

Galanter, Marc (1968) "The Displacement of Traditional Law in Modern India," *Journal of Social Issues* 24:4, pp. 65-88.

Unit 2 (Week 3-4): This unit will look at the relationship between religious law and colonialism
Anderson, Michael. (1996). "Islamic Law and the Colonial Encounter in British India," *Women Living Under Muslim Laws*, Occasional paper no 7 ,
<http://www.wluml.org/node/5627>.

Balachandran, Aparna. (2011) "The Many Past of Mamul: Law and Custom in Colonial Madras in Anne Murphy (ed.), *Time, History and the Religious Imaginary in South Asia*, Routledge, London, 2011, pp. 84-99.

Cohn, Bernard. (1996) "Law and the Colonial State in India," in Bernard Cohn (ed.) *Colonialism and its Forms of Knowledge: The British in India*, Princeton: Princeton University Press, pp. 57-75.

Davis, Donald R. (2007). "Hinduism as a Legal Tradition," *Journal of the American Academy of Religion*, 75:2, pp. 241-267.

Kugle, Scott. (2011). "Framed, Blamed and Renamed: The Recasting of Islamic Jurisprudence in Colonial South Asia," *Modern Asian Studies* 35: 2, pp. 257-313.

Unit 3 (Week 5-6) : This unit will consider colonialism's role in identifying and codifying indigenous custom.

Balachandran, Aparna. (2011) "The Many Past of Mamul: Law and Custom in Colonial Madras in Anne Murphy (ed.), *Time, History and the Religious Imaginary in South Asia*, Routledge, London, 2011, 84-99.

Bhattacharya, Neeladri. (1996). "Remaking Custom: The Discourse and Practice of Colonial Codification," in R. Champakalakshmi and S. Gopal (eds), *Tradition, Dissent and Ideology: Essays in Honour of Romila Thapar*, Delhi: Oxford University Press, pp. 20-51.

Dirks, Nicholas (1997) "The Policing of Tradition: Colonialism and Anthropology in Southern India", *Comparative Studies in Society and History*, 39, no 1, pp. 187-212.

Mantena, Karuna. (2010). *Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism*, Princeton: Princeton University Press, pp. 119-147.

Unit 4 (Week 7-8): This unit looks at methods of surveillance and rule used by the colonial state.

Arnold, David. (1994) "The Colonial Prison: Power, Knowledge and Penology in Nineteenth Century India" in David Arnold and David Hardiman (eds.), *Subaltern Studies VIII*, Delhi: Oxford University Press, pp. 148-187.

Fisch, Jorg, (1983). *Cheap Lives and Dear Limbs: The British Transformation of Bengal Criminal Law*, Wiesbaden: F. Steiner, pp. 31-121.

Major, Andrew J. (1999) "State and Criminal Tribes in Colonial Punjab: Surveillance, Control and Reclamation of the 'Dangerous Classes,'" *Modern Asian Studies*, 33: 3, pp.657-688.

Skuy, David. (1998). "Macaulay and the Indian Penal Code of 1862." *Modern Asian Studies*, 32: 3, pp. 513-557.

Unit 5 (Week 9-10): This unit looks at important historical moments that throw light on the relationship between law and gender in colonial India.

Mani, Lata. (1989). "Contentious Traditions: The Debate on Sati in Colonial India" in K Sangari and S Vaid (ed.) *Recasting Women: Essays in Indian Colonial History*, New Delhi: Kali for Women, pp. 88-126

Nair, Janaki. (1996). *Women and Law in Colonial India: A Social History*, Delhi: Kali for Women.

Sarkar, Tanika. (1993). Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife. *Economic and Political Weekly*, 28(36), pp.1869-1878.

Sturman, Rachel. "Property and Attachments: Defining Autonomy and the Claims of Family in Nineteenth-Century Western India," *Comparative Studies in Society and History* 47: 3, pp. 611–637.

Unit 6 (Week 11-12): This unit looks at the emergence of the colonial state as a documentary regime.

Mongia, Radhika. (1999) "Race, Nationality, Mobility: A. History of the Passport," *Public Culture* 11:3, pp. 527–56.

Raman, Bhavani.(2012). *Document Raj: Writing and Scribes in Early Colonial South India*, Princeton: Princeton University Press, 137-160.

Saumarez Smith, Richard. (1985) "Rule-by-Records and Rule-by-Reports: Complementary Aspects of the British Imperial Rule of Law." *Contributions to Indian Sociology*, 19: 1, pp. 153-176.

Singha, Radhika (2000). "Settle, Mobilize, Verify: Identification Practices in British India," *Studies in History*, 16: 2, pp. 151-198.

Unit 7 (Week 13-14) This unit looks at the subaltern as a legal subject.

Baxi. Upendra. (1993). The State's Emissary: The State of Law in Subaltern Studies in Partha Chatterjee and Gyanendra Pandey (eds.), *Subaltern Studies 7*, Delhi: Oxford University Press.

Amin, Shahid. (1987) "Approver's Testimony, Judicial Discourse: The Case of Chauri Chaura," in Ranajit Guha (ed.), *Subaltern Studies V*, Delhi: Oxford University Press, pp. 166-202.

Baxi, Upendra.

Guha, Ranajit. (1987) "Chandra's Death." in Ranajit Guha (ed.) *Subaltern Studies 5*, Delhi: Oxford University Press, pp. 135-165.

Guha, Ranajit. (1983) "The Prose of Counter Insurgency" in Ranajit Guha (ed.) *Subaltern Studies 2*, Delhi: Oxford University, pp. 1-42.

Unit 8 (Week 14): This unit will sum up looking at significant scholarly work on law and colonialism.

Comaroff, John. (2001) "Colonialism, Culture, and the Law: A Foreword," *Law and Social Inquiry*, 26 (2001), pp. 305-314.

Rudolph, Lloyd and Susanne. (1984). *The Modernity of Tradition: Political Development in India*, Chicago: Chicago University Press, pp. 251-95.

Benton, Lauren. (1999) Colonial Law and Cultural difference: Jurisdictional Politics and the Formation of the Colonial State, *Comparative Studies in Society and History*, 41:3, pp. 563-588.

Galanter. Marc. (1996). "The Modernization of Law," in Myron Weiner (ed.), *Modernization of Law*, New York, 1996, pp. 153-165.

Balachandran, Aparna, Pant, Rashmi and Raman Bhavani. *Iterations of Law: Legal Histories from India*, Delhi: Oxford University Press, pp. 1-25.

Suggested Reading:

Cover, Robert. (1983). *Nomos and Narrative*, Yale Law School Legal Scholarship Repository.

Facilitating Teaching Learning Outcome:

The class will be based on weekly lectures along with class discussions based on the readings.

Assessment:

There will be three modes of assessing students who take this paper:

- 1) 10 marks for participation in class discussions on select readings at different junctures of the course.
- 2) 15 marks for a research paper with citations and an annotated bibliography.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a total of 75.

HSM-421

Language, History and Nationalism in South Asia

Course Objectives:

This course will examine the relationship of language to culture and politics in South Asian history. Its themes will include the relationship between language, culture and power in pre-modern India, colonial knowledge production and language, the role of language in shaping National and regional imaginations in colonial and post-colonial India, the emergence of linguistic publics and counter-publics (defined through print, literary genres, cultural and political rhetoric, etc.); social power and language, and the relationship between language and history writing in India.

Learning Outcomes:

The successful completion of this course will result in the knowledge of the relationship between language, culture and politics in modern India.

The assignments in reading and writing will result in the development of rigorous conceptualization, written and verbal expression.

Course Content:

Unit 1 (week 1-2): Language and the nation, some theoretical considerations.

Unit 2 (week 3-4): Languages, literatures and identities in pre-colonial South Asia.

Unit 3 (week 5-7): Language, Print and modern Public Sphere.

Unit 4 (week 8-9): colonial state's project of education and knowledge production and the transformation of Indian languages and identities.

Unit 5 (week 11-12): Language, community, gendered personifications and nationalism in colonial India.

Unit 6 (week 13-14): Language politics in post-colonial India.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (week 1-2): This unit will survey the theoretical-Historiographical scholarship that seeks to define nationalism and the conceptual ways in which it places language in such definitions.

Anderson, Benedict. (1991) *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London: Verso

Bayley, C.A. (2001) *Origins of Nationality in South Asia: Patriotism and Ethical Government in the Making of Modern India*, New Delhi, Oxford University Press.

- Chatterjee, Partha. (2001) "The nation in heterogeneous time" *The Indian Economic and Social History Review* 38, pp. 399-419
- Gellner, Ernest. (1983) *Nations and Nationalism*, England, Basil Blackwell, pp. 1-63
- Goswami, Manu. (2002) "Rethinking the Modular Nation Form: Toward a Sociohistorical Conception of Nationalism" *Comparative Studies in Society and History* 44, pp. 770-799
- Hobsbawm, E.J. (2012) *Nations and Nationalism Since 1780: Programme, myth, reality*, Cambridge: Cambridge University Press, pp. 1-45
- Nandy, Ashis. (2006) "Nationalism, Genuine and Spurious" *EPW* 41, pp. 3500-504.
- Renan, Ernst. (1992). "What is a Nation?" text of a conference delivered at the Sorbonne on March 11th, 1882, in Ernest Renan, *Qu'est-ce qu'une nation?*, Paris, Presses-Pocket, (translated by Ethan Rundell)
http://ucparis.fr/files/9313/6549/9943/What_is_a_Nation.pdf
- Sen, Amartya. (2008) "Is Nationalism a Boon or a Curse" *EPW* 43, pp. 39-44

Unit 2 (week 3-4): In this unit, students will study pre-modern language order in South Asia and the patterns of imagining oneself and the other. They will examine (A) some scholarly perspectives about the nature of language orders in pre-modern South Asia and (B) discursive representations of different peoples and communities. Thus, students will understand how community Identities were shaped in pre-modern discourses? They will also understand what significant differences these representations demonstrate from their modern forms.

- Chattopadhyaya, Brajadulal. (1998). *Representing the Other? Sanskrit Sources and the Muslims*, Delhi: Manohar, especially pp. 13-91
- Naregal, Veena. (2001). *Language Politics, Elites, and the Public Sphere*, Delhi: Permanent Black. (Chapter 1)
- Pollock, Sheldon (2006). *The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India*, California: University of California Press.
- Pollock, Sheldon. (2003). (Ed.), *Literary Cultures in History: Reconstructions from South Asia*, Berkeley: University of California Press, (Specially read the essays by Sheldon Pollock pp. 39-130 and Muzaffar Alam pp. 131-198.)
- Schimmel, Anne Marie. (1975) "Turk and Hindu: A Poetical Image and Its Application to Historical Facts", in Speros Vryonis Jr., ed., *Islam and Cultural Change in the Middle Ages*, Wiesbaden: Otto Harrasowitz, pp. 107-26
- Sreenivasan, Ramya. (2002) "Alauddin Khalji Remembered: Conquest, Gender and Community in Medieval Rajput Narratives", *Studies in History*, 18, pp. 274-96.

Unit 3 (week 5-7): This unit will explore how the Transition from Oral and Manuscript Cultures to the Print Culture (even though there never existed an absolute divide between the two) Transformed Languages, Literature and community identities. How was this transition responsible for the rise of nationalism? With the view to find answer to this question, the unit

will survey the historiographical debate on the nature and impact of print culture. Though the main focus of this course is colonial South Asia, the unit will also examine the Western European historical trajectories so as to evolve an informed theoretical understanding.

Blackburn, Stuart. (2001). *Print, Folklore and Nationalism in Colonial South India*, Delhi: Permanent Black (Especially Introduction, Chapter 5 and Conclusion, pp. 1-25 and 143-190).

Eisenstein, Elizabeth L. (1979). *The Printing Press as an Agent of Change: Communications and Cultural Transformations In Early-Modern Europe*, New York: Cambridge University Press (Specially see the Preface, Part 1 and the Conclusion.

Ghosh, Anindita. (2006). *Power in Print: Popular Publishing and the Politics of Language and Culture in a Colonial Society (1778-1905)*, Delhi: Oxford University Press

Grafton, Anthony T. (1980). "The Importance of Being Printed", (Review Essay of *The Printing Press as an Agent of Change: Communications and Cultural Transformations In Early-Modern Europe* by Elizabeth L. Eisenstein) *The Journal of Interdisciplinary History*, 11, pp. 265-286.

Johns, Adrian. (1998). *The Nature of the Book: Print and Knowledge in the Making*, Chicago: University of Chicago Press

Priolkar, A.K. (1958). *The Printing Press in India*, Bombay: Marathi Samshodhana Mandala

Robinson, Francis (1996). "Islam and the Impact of Print in South Asia", in Nigel Crook, ed., *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi: Oxford University Press

Stark, Ulrike (2007). *An Empire Of Books: The Naval Kishore Press and the Diffusion of the Printed Word in Colonial India*, Delhi: Permanent Black (Specially Introduction and Ch. 1.)

Unit 4 (week 8-9): This unit studies the changes brought about by the colonial intervention in the field of knowledge production and education which transformed language order And the pattern of the representation of socio-religious and linguistic communities in India. We will focus under this rubric on indological and similar other studies of India and various institutional practices of colonial state in the field of language.

Chavan, Dilip. (2013). "Politics of Patronage and the Institutionalization of Language Hierarchy in Colonial Western India", in Deepak Kumar, Joseph Bara, Nandita Khadria and Ch. Radha Gayathri. (Eds.). *Education in Colonial India: Historical Insights*, New Delhi: Manohar, pp. 187-226

Cohn, Bernard S. (2002) "Command of Language and the Language of Command", in his *Colonialism and Its Forms of Knowledge*, New Delhi: Oxford India Paperbacks, pp. 16-56.

Cohn, Bernard S. (2004) "Notes on the history of the study of Indian society and culture", in his *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford India Paperback

Das, Sisir Kumar. (1978) *Sahibs and Munshis: An Account of The College Of Fort William*, New Delhi: Orion Publications

Dodson, Michael S. (2010) *Orientalism, Empire and National Culture: India 1770-1880*, New Delhi: Cambridge University Press

Trautmann, Thomas R. (2004) *Aryans and British India*, First Published University of California Press, 1997, republished in India, New Delhi: Yoda Press

Unit 5 (week 11-12): This unit will examine that how central were the questions of gender, community and language within Indian nationalism during colonial period. What is the relationship of gender, language and community with nation? Under this theme, we will focus on the iconography or symbolic configuration of Indian nationalism during late 19th and early 20th century, such as the cry of holy-cow, the icon of mother, and the tendency of nationalism to engender language; Hindi Urdu controversy and the underlying communal consciousness etc.

Chandra, Sudhir. (1981) "Communal Consciousness in Late 19th Century Hindi Literature", in Mushirul Hasan, ed., *Communal and Pan-Islamic Trends in Colonial India*, Manohar: Delhi, 1981.

Dalmia, Vasudha (1999) *The Nationalization of Hindu Tradition: Bharatendu Harishchandra and Nineteenth Century Benaras*, Delhi: Oxford University Press

Gupta, Charu. (2001) "The Icon of Mother in Late Colonial North India: 'Bharat Mata', 'Matri Bhasha' and 'Gau Mata'", *EPW* 36 pp 4291-4299.

King, Christopher (1994) *One Language, Two Scripts: The Hindi Movement in Nineteenth Century North India*, New Delhi: Oxford University Press

Rai, Alok. (2001) *Hindi Nationalism*, Delhi: Orient Longman

Ramaswamy, Sumathi (1993) "En/gendering Language: The Poetics of Tamil Identity", *Comparative Studies in Society and History*, 35, pp. 683-725

Talwar, Vir Bharat. (2002) *Rassa Kashi: 19vi sadi ka Navjagaran aur Pashchimottar Prant*, Delhi: Saransh Prakashan

Unit 6 (week 13-14): this unit studies the position of the post-independence nation-state on language question. It critically surveys the Constituent Assembly debates pertaining to the issue of language and subsequent official Policy Framework. Secondly, this unit deals with major language Movements in post-independence India, which re-emerged after independence in context of the formation of states on linguistic lines. It thus particularly explores how the language question was dealt with by the Indian state and what does it conceptually tell us in general about the relationship of language with nation-state.

Agnihotri, Rama Kant (2015) "Constituent Assembly Debates on Language", *EPW*. vol. L, no. 8, pp. 47-56.

- Bajpai, R. (2000) "Constituent Assembly Debates and Minority Rights" *EPW* XXXV pp. 1837-45.
- Bajpai, R. (2008) "Minority Representation and the Making of the Indian Constitution" in R. Bhargava, ed., *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 354-391
- Bajpai, R. (2010) "Constitution-making and Political Safeguards for Minorities: An Ideological Explanation" in M.R. Ansari and Deeptha Achar eds., *Discourse, Democracy and Difference: Perspectives on Community, Politics and Culture*, Delhi: Sahitya Akademi, pp. 271-308
- Brass, Paul (1974) *Language, Religion and Politics in South Asia*, Cambridge: Cambridge University Press, (Specially Introduction pp 3-50 and Chapters 3-5 pp 119-275).
- Gupta, Jyotindra Das (1970) *Language Conflict and National Development*, Berkeley: University of California Press, (specially chapters V and VI pp 127-196)
- Hany Babu, M.T (2017) "Breaking the Chaturvarna System of Languages: The Need to Overhaul the Language Policy", *EPW*, 3, pp. 112-119
- King, Robert D. (1997) *Nehru and the Language Politics of India*, Delhi: Oxford University Press, 1997.
- Mitchell, Lisa (2009) *Language, Emotion, and Politics in South India: The Making of a Mother Tongue*, Indiana University Press
- Ramaswamy, Sumathi (1997) *Passions of the Tongue: Language Devotion in Tamil India, 1891-1970*, Berkeley: University of California Press

Suggested Readings:

- Bhabha, Homi K. (1990) "Introduction: narrating the nation", in Homi K. Bhabha, ed., *Nation and Narration*, New York: Routledge and Keegan Paul
- Chatterjee, Partha. (1993) *Nationalist Thought and the Colonial World: A derivative Discourse?* and *The Nation and Its Fragments: Colonial and Post Colonial Histories*, (Specially *Whose Imagined Community*), in Partha Chatterjee *Omnibus*, Delhi: Oxford University Press
- Chatterjee, Partha. (1999) "Anderson's Utopia", *Diacritics*, 29, pp. 128-134.
- Chatterjee, Partha. (2004) "Empire after Globalization", *EPW*, 39, pp. 4155-4164.
- Darnton, Robert. (2001) "Literary Surveillance in the British Raj: The Contradictions of Liberal Imperialism," *Book History*, 4, pp. 133-176
- Darnton, Robert. (2002) "Book Production in British India, 1850-1900," *Book History*, 5, pp. 239-62.
- Duche, Michael. (2010) "Origins of Ethnic Nationalism in Germany and Repercussions in India", *EPW*, xlv, pp. 37-46.

- Guha, Sumit (2011) “Introduction: Literary Cultures at the Frontiers: Literature and Identity in the Early Modern World”, *The Medieval History Journal*, 14, pp 151-157
- Kopf, David. (1969) *British Orientalism and the Bengal Renaissance: The Dynamics of Indian Modernization, 1773-1835*, Berkeley: University of California Press
- Shulman, David (2007) (Review Essay), “The language of Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India by Sheldon Pollock” *The Journal of Asian Studies*, 66, pp 819-825.
- Tagore, Sir Rabindranath. (1971) *Nationalism*, San Francisco, The Book Club of California
- Thompson, E.P. (Ed.). (1991), *Rabindranath Tagore’s Nationalism* (with an Introduction by Thompson), London, Paperback

Facilitating Teaching Learning Outcome:

Since the main method of teaching this course is through a combination of lectures and discussion, certain texts will be specified for each unit in advance for students to read before the lecture so that they can learn with engagement. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessments:

There are two levels of assessment: internal assessment of 25 marks and the end-semester examination of 75 Marks.

1) For internal assessment, students are asked to either write an assignment, or appear in a test, or give an open book exam (as specified by the teacher at the beginning of the semester). Students are expected to meet with the teacher to develop and finalize subjects and materials on which their assignment/test/openbook examination for internal assessment would be based.

2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75.

HSM 423
Aspects of Book History in India

Course Objectives:

The objective of the course is to show that the history of the book is an interdisciplinary venture connected to the technological development of paper and print since the early modern era. This course will also demonstrate that the Book has been associated with institutional history of knowledge centres (monasteries and universities) and book trade across cities. In its printed form, the history of the book has informed epochal events such as the Renaissance, the Reformation and even the emergence of “imagined” nations.

Learning Outcomes:

At the end of this course, the student would be in a position:

- to appreciate the dual nature of the Book as a commodity as well as a text, both the material and textual aspects of this cultural artifact.
- to observe major world events (such as the Renaissance, the Enlightenment, Protestant Reformation, French Revolution, etc.) through the lens of book history.

Course Content

- Unit 1 (Week 1):** Theoretical debates on the printed book
Unit 2 (Week 2-3): Manuscript (Scribal) Culture before 1450
Unit 3 (Week 4): Books after the Moveable Type: The Incunabula c. 1450-1500
Unit 4 (Week 5-6): 16th-Century Print & Protestant Reformation
Unit 5 (Week 7-8): 17th-Century Print & Dutch Golden Age
Unit 6 (Week 9-10): 18th-Century Print in England & Continental Europe
Unit 7 (Week 11-12): Printing press and the Public Sphere
Unit 8 (Week 13): Print in early colonial India (before 1885)
Unit 9 (Week 14): Print in the age of Indian nationalism

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): This unit will cover key debates on the historiographical significance of the printed book.

Darnton, Robert (1982) “What is the history of the book?” *Daedalus* (Summer), 111 (3): 65–83.

Eisenstein, Elizabeth (2002) "An Unacknowledged Revolution Revisited" *American History Review* 107 (1): 87-105.

Johns, Adrian (2002) "How to Acknowledge a Revolution", *The American Historical Review*, Vol. 107 (1): 106-125.

Unit 2 (Week 2-3): This unit will briefly introduce students to the history of manuscript books before 1450.

Greenblatt, Stephen (2012) *The Swerve: How the Renaissance began*, London: Vintage Books.

Noegel, Scott B. "Text, Script, and Media: New observations on scribal activity in the ancient Near East" in eds. David Finkelstein and Alistair McCleery (2006) *The Book History Reader*.

Thomas, Marcel, "Manuscripts" in Lucien Febvre and Henri-Jean Martin (1976) *The Coming of the Book*, London: Verson; reprinted by Seagull, Calcutta, 2006, pp. 7–24.

Unit 3 (Week 4): This unit will discuss select examples of the first fifty years of early print (C.E. 1450-1500) known as the "incunabula" in book history.

Eisenstein, Elizabeth (1993) *The Printing Revolution in Early Modern Europe*, Cambridge: Cambridge University Press [Ch. 2: Defining the initial shift, pp. 12-41].

Febvre, Lucien and Henri-Jean Martin (1976) *The Coming of the Book*, London: Verson; reprinted by Seagull, Calcutta, 2006 [Sec.8.1: From Manuscript to Panted Book, pp. 286-302].

Gleeson-White, Jane (2011) *Double Entry*, London: Allen & Unwin, pp. 49-90.

Lotte Hellinga (2007) "The Gutenberg Revolution" (pp. 207-219) in Simon Eliot and Jonathan Rose (eds.) *A Companion to the History of the Book*, Malden, MA & Oxford: Blackwell.

Unit 4 (Week 5-6): This unit will cover aspects of book history in the context of the 16th century in general and of the Protestant Reformation in particular.

Davis, Natalie Zemon (1975) *Society and Culture in early modern France*, Stanford: Stanford University Press [ch. 7: Printing and People, pp. 189-226].

Eisenstein, Elizabeth (1993) *The Printing Revolution in Early Modern Europe*, Cambridge: Cambridge University Press [Ch. 6: Western Christendom disrupted, pp. 148-186].

Febvre, Lucien and Henri-Jean Martin (1976) *The Coming of the Book*, London: Verson; reprinted by Seagull, Calcutta, 2006, [Sec. 8.3: The Book and the Reformation, pp. 332-370].

Unit 5 (Week 7-8): This unit will introduce book history during the 17th century

Nadler, Steven (2014) *A Book Forged in Hell: Spinoza's Scandalous Treatise and the Birth of the Secular Age*, Princeton: Princeton University Press.

Harline, Craig E. (1987) *Pamphlets, Printing, and Political Culture in early Dutch Republic*, Dordrecht: Martinus Nijhoff Publishers, pp. 111-133.

Unit 6 (Week 9-10): This unit will introduce book history during the 18th century

Darnton, Robert (1996) *The Forbidden Best-Sellers of Pre-Revolutionary France*, New York: W.W. Norton & Company.

Johns, Adrian (1998) *The Nature of the Book: Print and knowledge in the Making*, Chicago & London: Chicago University Press [Ch. 3: "The advancement of wholesome knowledge": The politics of print and the practices of propriety, pp. 187- 265].

Unit 7 (Week 11-12): Birth of the Public Sphere & Print Capitalism

Habermas, Jurgen (1989) *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*, Cambridge & Oxford: Polity Press [Ch. 3: Political functions of the public sphere, pp. 57-88].

Benjamin Constant (1815) "On freedom of thought," in Constant, *Principles of Politics Applicable to all Governments*, trans. Dennis O'Keeffe, Indianapolis: Liberty Fund, pp. 102-124.

Alexis de Tocqueville (1835/2004) *Democracy in America*, New York: Bentam Dell. [Free Press in America, Read vol.1, ch.xi & vol.II, bk.II, ch. vi].

Anderson, Benedict (1983) *Imagined Communities*, London & New York: Verso. (revised ed. 2006).

Unit 8 (Week 13): This unit will discuss the coming of paper and print in colonial India with special reference to the period before the age of nationalist printing.

Bayly, C.A. (2006) "The Indian Ecumene: An Indigenous Public Sphere" in David Finkelstein and Alistair McCleery (eds.) *The Book History Reader*, pp. 190-204.

Bayly, C.A. (2012) *Recovering Liberties: Indian Thought in the Age of Liberalism and Empire*, Cambridge University Press, pp. 73-103.

Stark, Ulrike (2008) *Empire of Books: The Naval Kishore Press and the Diffusion of the Printed Word in colonial India*, Delhi: Permanent Black.

Raman, Bhavani (2012) *Documentary Raj: Writing and Scribes in early colonial South India*, Chicago: University of Chicago Press.

Unit 9 (Week 14): This unit will discuss different themes that intersect with the history of the book in colonial India.

Blackburn, Stuart (2003) *Print, Folklore and Nationalism in colonial South India*, Delhi: Permanent Black.

Ghosh, Anindita (2006) *Power in Print: Popular Publishing and the Politics of Language and Culture in a Colonial Society, 1778-1905*, Delhi: Oxford University Press.

Ogborn, Miles (2007) *Indian Ink: Script and Print in the making of the English East India Company*, Chicago & London: University of Chicago Press.

Venkatachalapathy, A.R. (2012) *The Province of the Book*, Ranikhet: Permanent Black.

Suggested Readings

- Briggs, Asa and Peter Burke (2009) *A Social History of the Media from Gutenberg to the Internet*, Cambridge: Polity.
- Boorstin, Daniel J. (1985) *The Discoverers*, New York: Vintage Books, [Read ch. 61 “Empire of the Learned” pp. 489-497].
- Elizabeth Eisenstein (1979) *The Printing Press as an Agent of Change: Communications and Cultural Transformation in early-modern Europe*, Cambridge: Cambridge University Press.
- Jack, Belinda (2012) *The Woman Reader*, Yale University Press.
- McDermott, Joseph P. (2006) *A Social History of the Chinese Book: Books and Literati Culture in late Imperial China*, Hong Kong: Hong Kong University Press.
- Poe, Marshall T. (2011) *A History of Communications: Media and Society from the Evolution of Speech to the Internet*, New York: Cambridge University Press.
- Postman, Neill (1994) *The Disappearance of Childhood*, New York: Vintage Books [on how print impacts the idea of childhood].
- Sinha, Mrinalini (2006) *Spectre of Mother India: the Global Restructuring of an Empire*, Delhi: Kali for Women.
- Venkatachalapathy, A.R. (1994) “Reading Practices and Modes of Reading in Colonial Tamil Nadu” *Studies in History* (n.s.) 10 (2): 273 – 290.

Facilitating Teaching Learning Outcome

Unit 1 covers theoretical and methodological questions across time and space; but units 2 - 6 are organized chronologically; units 7 – 9 are again arranged on a scheme that blends both thematic and chronological elements. The reading list also attempts to achieve some degree of balance in terms of geographical coverage.

Assessments:

There will be two mode of assessing the work of students enrolled in this course:

1) For the purpose of Internal Assessment (carrying 25 marks), students are encouraged to write a term paper on a topic of their choice in the field of book history. Alternatively, students will be

given a set of readings consisting of both primary and secondary sources. They will be asked to identify some researchable questions and prepare an essay of about 2000 – 3000 words with the help of the resources provided by the course teacher. Students are required to have verbal presentation of their written assignment in small groups of their own formation.

2) End-semester examination of three-hour duration will assess the student's understanding of the prescribed syllabus and this will be marked out of 75 marks. In the current format, students are expected to answer four out of eight questions.

HSM-428
Cultures of Intimacy in Colonial India

Course Objectives:

The objective of this course is to study cultures of intimacy in colonial India and teach students about various private and public spaces, where human relationships and socio-cultural idioms were being reconstituted in the period. It guides students to analyse everyday life, spheres of work, home and leisure, which were undergoing changes, within the wider context of colonial modernity. The course studies cultures of intimacy through varied themes and subjects, including age of consent and child marriage debates, implications of education for women, reimagining of love, marriage, family life and friendship, and changing roles and meanings of servants, ‘prostitutes’, motherhood, *hijras* and clothing.

Learning Outcomes:

After the successful completion of this course, students will:

- Have knowledge about various notions and kinds of intimacies that were experienced in colonial India.
- Understand how intimacies were expressed in literary genres, cultural spheres, print media and in actual practices.
- Appreciate how and why family increasingly became a locus of identity and a building block of national belonging.
- Comprehend how love, marriage, romance and togetherness were reformulated in colonial India, and provided with new meanings.
- Be able to analyse changes in personal relationships in the period.
- Have a firm grasp over shifting meanings of motherhood, prostitution, servants, *hijras* and clothing in colonial India

Course Content:

Unit 1: (Week 1-2): Social Reforms: Age of Consent and Child Marriage Debates

Unit 2: (Week 3-4): Gender, Education and Print: Literary Expressions

Unit 3: (Week 5-6): Reconstituting Love, Marriage and Family Life

Unit 4: (Week 7-8): Servants in Colonial India

Unit 5: (Week 9-10): Prostitution and its Changing Meanings

Unit 6: (Week 11-12): The Icon of Motherhood, Goddess and Mother India

Unit 7: (Week 13): Clothing Matters

Unit 8 (Week 14): *Hijras* in Colonial India

Essential Readings and Unit Wise Learning Outcomes:

Unit 1: (Week 1-2): This unit will examine debates around the intimate sphere of marriage and Age of Consent.

Age of Consent Committee, Government of India. (1928). *Report 1928-1929*, Calcutta: Central Publication Branch.

Anagol-McGinn, Padma. (1992). 'The Age of Consent Act (1891) Reconsidered: Women's Perspectives and Participation in the Child Marriage Controversy in India', *South Asia Research*, 12 (2), pp. 100-18.

Kumar, Radha. (2016). *Stree Sangharsh ka Itihaas, 1800-1990* [in Hindi]. Delhi: Vani Prakashan.

Pande, Ishita. (2012). 'Phulmoni's Body: The Autopsy, the Inquest and the Humanitarian Narrative on Child Rape in India', *South Asian History and Culture*, pp. 1-22.

Sarkar, Tanika. (2000), 'A Prehistory of Rights: The Age of Consent Debate in Colonial Bengal', *Feminist Studies*, 26 (3), pp. 601-22.

Unit 2 (Week 3-4): This unit will study the intimate and intricate relationship between women and education, and its literary expressions in print.

Gupta, Charu. (2000). '“Dirty” Hindi Literature: Contests about Obscenity in Late Colonial North India', *South Asia Research*, 20 (2), pp. 89-118.

Kumar, Nita. (1994). 'Orange for the Girls, or the Half-Known Story of the Education of Girls in Twentieth-Century Banaras', in Nita Kumar (ed.), *Women as Subjects: South Asian Histories*, Charlottesville: University Press of Virginia, pp. 211-32.

Minault, Gail. (1990). 'Sayyid Mumtaz Ali and “Haquq-un-Niswan”: An Advocate of Women's Rights in Islam in the Late Nineteenth Century', *Modern Asian Studies*, 24 (1), February, pp. 147-72.

Orsini, Francesca. (2002). *The Hindi Public Sphere 1920-1940: Language and Literature in the Age of Nationalism*, Delhi: Oxford University Press, Chapter 6: 'Women and the Hindi Public Sphere', pp. 243-308.

Sreenivas, Mytheli. (2003). 'Emotion, Identity, and the Female Subject: Tamil Women's Magazines in Colonial India, 1890-1940', *Journal of Women's History*, 14 (4), pp. 59-82.

Menon, Dilip M. (2010). *Adhunik Bharat ka Sanskritik Itihas*. Delhi: Orient Blackswan, Chapter 2 [in Hindi].

Orsini, Francesca (2013). *Hindi Lokvritt*, trans. Nilaabh. Delhi: Rajkamal Prakashan, Chapter 6 [in Hindi].

Unit 3 (Week 5-6): This unit will understand how love, marriage and family life was reconstituted in colonial India.

Chowdhry, Prem. (2007). *Contentious Marriages, Eloping Couples: Gender, Caste and*

Patriarchy in North India, Delhi: Oxford University Press, Chapter 1.

Gupta, Charu. (2002). '(Im)possible Love and Sexual Pleasure in Late-Colonial North India', *Modern Asian Studies*, 36 (1), pp. 195-221.

Majumdar, Rochona. (2009). *Marriage and Modernity: Family Values in Colonial Bengal*, Durham: Duke University Press, Chapter 5.

Raychaudhuri, Tapan. (2000). 'Love in a Colonial Climate: Marriage, Sex and Romance in Nineteenth-Century Bengal', *Modern Asian Studies*. 34 (2), pp. 349-78.

Sarkar, Tanika. (2001). *Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism*, Delhi: Permanent Black, Chapter: 'Hindu Wife, Hindu Nation: Domesticity and Nationalism in Nineteenth-Century Bengal'.

Gupta, Charu. (2008). 'Aupneshik Uttar Bharat mein Gharelu Kshetra, Hindu Pehchan aur Stri Yaunikta'. *Tadbhav*, 18: 26-39 [in Hindi].

4 (Week 7-8): This unit will focus on the relationship between servants and masters in colonial India.

Banerjee, Swapna M. (2004). 'Down Memory Lane: Representations of Domestic Workers in Middle Class Personal Narratives of Colonial Bengal', *Journal of Social History*, 37 (3), Spring, pp. 681-708.

Chaudhury, Nupur. (1994). 'Memsahibs and their Servants in Nineteenth-Century India', *Women's History Review*, 3 (4), pp. 549-62.

Dussart, Fae, (2015). "'That Unit of Civilisation' and 'the Talent Peculiar to Women': British Employers and their Servants in the Nineteenth-Century Indian Empire", *Identities: Global Studies in Culture and Power*, 22 (6), pp. 706-21.

Gupta, Charu. (2018). 'Domestic Anxieties, Recalcitrant Intimacies: Representation of Servants in Hindi Print Culture of Colonial India', *Studies in History*, 34 (2), pp. 141-63.

Unit 5 (Week 9-10): This unit will examine the changing meanings of courtesans and prostitutes in colonial times.

Banerjee, Sumanta. (1993). 'The 'Besya' and the 'Babu': Prostitute and her Clientele in 19th Century Bengal', *Economic and Political Weekly*, November 6, pp. 2461-72.

Levine, Philipa. (1994). 'Venereal Disease, Prostitution and the Politics of Empire: The Case of British India', *Journal of the History of Sexuality*, 4 (4), pp. 579-602.

Oldenburg, Veena Talwar. (1990). 'Lifestyle as Resistance: The Case of the Courtesans of Lucknow, India', *Feminist Studies*, 16 (2), pp. 259-87.

Tambe, Ashwini. (2009). *Codes of Misconduct: Regulating Prostitution in Late Colonial Bombay*, New Delhi: Zubaan.

Wald, Erica. (2009). 'From Begums and Bibis to abandoned Females and Idle Women: Sexual Relationships, Venereal Disease and the Redefinition of Prostitution in Early Nineteenth Century India', *The Indian Economic and Social History Review*, 46 (1), pp. 5-25.

Vijayshree, Priyadarshini. (2014). *Devdasi ya Dharmik Vaishya: Ek Punarvichar*. Delhi: Vani Prakashan [in Hindi].

Unit 6 (Week 11-12): Icons of motherhood, goddesses and Mother India will be studied in this unit.

Gupta, Charu. (2001). 'The Icon of Mother in Late Colonial India: "Bharat Mata", "Matri Bhasha" and "Gau Mata" ', *Economic and Political Weekly*, 36 (45), November 10, pp. 4291-9.

Ramaswamy, Sumathi. (2008). 'Maps, Mother/Goddesses, and Martyrdom in Modern India', *The Journal of Asian Studies*, 67 (3), August, pp. 819-53.

Sarkar, Tanika. (2006). 'Birth of a Goddess: "Vande Mataram", *Anandamath*, and Hindu Nationhood', *Economic and Political Weekly*, September 16, pp. 3959-69.

Sinha, Mrinalini. (2000). 'Refashioning Mother India: Feminism and Nationalism in Late-Colonial India', *Feminist Studies*, 26 (3), Autumn, pp. 623-44.

Unit 7 (Week 13): This unit will examine debates around clothing, women's fashion and the use of *khadi* cloth in the period.

Bayly, Christopher. (1986). 'The Origins of Swadeshi (home industry): Cloth and Indian Society, 1700-1930', in Arjun Appadurai (ed.). *The Social Life of Things: Commodities in Cultural Perspective*, Cambridge: Cambridge University Press, pp. 285-322.

Chakrabarty, Dipesh. (1999). 'Clothing the Political Man: A Reading of the Use of *Khadi*/White in Indian Public Life', *Journal of Human Values*, 5 (1) , pp.3-13.

Gupta, Charu. (2012). 'Fashioning' Swadeshi: Clothing Women in Colonial North India, *Economic and Political Weekly*, XLVII (42), 20 October, pp. 76-84.

Tarlo, Emma. (1996). *Clothing Matters: Dress and Identity in India*, New Delhi: Penguin Books.

Trivedi, Lisa N. (2007). *Clothing Gandhi's Nation: Homespun and Modern India*, Bloomington: Indiana University Press.

Unit 8 (Week 14): The unit will study how and why *hijras* faced increasing marginalisation.

Hinchy, Jessica. (2019). *Governing Gender and Sexuality in Colonial India, The Hijra, c. 1850-1900*, Cambridge: Cambridge University Press.

Hossain, Adnan. (2012). 'Beyond Emasculation: Being Muslim and Becoming *Hijra* in South Asia,' *Asian Studies Review*, 36 (4), December, pp. 495-513.

Preston, Laurence. (1987). 'A Right to Exist: Eunuchs and the State in Nineteenth-Century India,' *Modern Asian Studies*, 21 (2), pp. 371-87.

Reddy, Gayatri. (2005). *With Respect to Sex: Negotiating Hijra Identity in South India*, Chicago: University of Chicago Press.

Suggested Readings:

- Bandyopadhyay, Aparna. (2016). *Desire and Defiance: A Study of Bengali Women in Love, 1850-1930*, Delhi: Orient Blackswan, Chapter 1.
- Banerjee, Swapna M. (2004). *Men, Women and Domestics: Articulating Middle-Class Identity in Colonial Bengal*, Delhi: Oxford University Press.
- Burton, Antoinette. (2003). *Dwelling in the Archive: Women Writing House, Home and History in Late Colonial India*, New York: Oxford University Press.
- Chatterjee, Indrani (ed.). (2004). *Unfamiliar Relations: Family and History in South Asia*, Delhi: Permanent Black.
- Ghosh, Durba. (2006). *Sex and the Family in Colonial India: The Making of Empire*, Cambridge: Cambridge University Press.
- Gupta, Charu. (2001). *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*, Delhi: Permanent Black.
- John, Mary E. and Janaki Nair (eds). (1998). *A Question of Silence: The Sexual Economies of Modern India*, Delhi: Kali for Women.
- Levine, Philippa. (2003). *Prostitution, Race and Politics: Policing Venereal Disease in the British Empire*, New York: Routledge.
- Orsini, Francesca (ed.). (2006). *Love in South Asia: A Cultural History*, Cambridge: Cambridge University Press.
- Orsini, Francesca. (2009). *Print and Pleasure: Popular Literature and Entertaining Fictions in Colonial North India*, Delhi: Permanent Black, Delhi.
- Vanita, Ruth and Saleem Kidwai (eds). (2000). *Same-Sex Love in India: Readings from Literature and History*, Delhi: Macmillan.
- Gupta, Charu. (2012). *Streetva se Hindutva Tak: Aupniveshik Bharat mein Yaunikta aur Sampradayikta*. Delhi: Rajkamal Prakashan [in Hindi].
- Gupta, Manmathnath. (2005). *Stri Purush Sambandhon ka Romanchkari Itihaas*. Delhi: Vani Prakashan [in Hindi].
- John, Mary E., Janaki Nair (eds). (2008). *Kamsutra se Kamsutra Tak: Adhunik Bharat Mein Sexuality ke Sarokar*, trans. Abhay Kumar Dube. Delhi: Vani Prakashan [in Hindi].

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to write an essay on one of the topics of the course, with footnotes and bibliography, and further readings will be given to them on their chosen topic, so that they can go in much more depth on a particular topic, thus preparing them for future and further research. This would also facilitate rigorous conceptualization and written expression.

Assessment:

There will be three modes of assessing students in this course:

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
- 2) Students will also be asked to submit a written essay of 3000 words with footnotes and bibliography, which will be out of 15 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 432

**History of Education in Colonial India: Social Attitudes, Colonial State and Nationalism,
(Late 18th to mid 20th Century)**

Course Objectives:

This thematic course aims to familiarise students with the ideological and historiographical debates on various issues of education in colonial India. It will provide students an opportunity to critically examine the nature, potentials and limitations of the educational agency of colonial state, Christian missionaries, social/religious reformers and leaders of anti-colonial freedom struggle.

Learning Outcomes:

- The course would provide a crucial window for students to understand contradictory processes through which modern apparatus of education evolved in India and its relationship with social reproduction and change;
- The successful completion of this course will result in the knowledge of various debates around the politics of education in colonial India;
- The assignments in reading and writing will result in the development of rigorous conceptualization and written expression.

Course Content:

Unit 1 (week 1-2): Pre-colonial or indigenous education in India and its interface with colonial apparatus of education.

Unit 2 (week 3-5): Ideological and administrative contexts of the making of colonial education.

Unit 3 (week 6-8): Historiography of Colonial Education and The educational struggles of the disprivileged and social reformers: context, issues and agency.

Unit 4 (week 9-11): Aspects of Curricular Knowledge in Colonial Education: its social orientation and politics.

Unit 5 (week 11-12): Colonial policies on Education during late 19th and early twentieth century.

Unit 6 (week 13-14): Nationalist Discontents with Colonial Policies and Alternatives in Education during late 19th and early twentieth century.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (week 1-2): This unit will focus on the encounter between pre-modern indigenous arrangements of education and Western style modern education in India during late 18th and

19th century. It will critically examine the discourse and activities of different agencies that shaped the hegemonic superiority of colonial system of education and marginalized indigenous education. The unit will juxtapose salient features of both kinds of educational arrangements and underline the continuities and the breaks, similarities and dissimilarities between the two. This exercise will aim at evolving a fresh comprehension of respective structures of indigenous and colonial systems of education, role of state and community in their management, and their implications for social reproduction, inequality and amelioration of difference.

Acharya, Poromesh. (1978) "Indigenous Vernacular Education in Pre-British Era: Traditions and Problems" *Economic and Political Weekly* 13, 1983-88

Crook, Nigel. ed., (1996) *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi, Oxford University Press, (Essays by Poromesh Acharya and Kazi Shahidullah)

Dharampal ed., (1983) *The Beautiful Tree: Indigenous Education in the Eighteenth Century*, New Delhi, Biblia Impex, (Specially Introduction)

Dibona, Joseph. ed., (1983) *One Teacher One School*, New Delhi, Biblia Impex (Specially Introduction).

Educational Despatch from the Court of Directors of the East India Company, to the Governor General of India in Council, No.49, 19th July 1854, Printed in J. A. Richey, Ed. (1922). *Selections from Education Records, Part II (1840-1859)*, Bureau of Education India, Calcutta: Superintendent Government Printing.

Educational Despatch from the Court of Directors of the East India Company, to the Governor General of India in council, No. 4, 7th April 1859, Printed in J. A. Richey, Ed. (1922). *Selections from Education Records, Part II (1840-1859)*, Bureau of Education India, Calcutta: Superintendent Government Printing, 1922.

Gupta, Vikas. (2012) "Pluralism Versus Contest of Identities" *Seminar*, 638, pp. 30-6.

Hunter, William Wilson. (1883) *Report of the Indian Education Commission*, Calcutta, Superintendent of Government Printing, (Specially Chapter 3, pp. 55-79).

Seth, Sanjay. (2008) *Subject Lessons: The Western Education of Colonial India*, Delhi, OUP, pp. 17-46

Unit 2 (week 3-5): This unit will discuss how and why certain scholars and administrators of late 18th and early 19th centuries championed the idea of patronizing oriental knowledge and institutions? How and why different ideological camps evolved by the second quarter of the 19th century favored Anglicist perspective and condemned the orientalist approach? What were the similarities and disjunctions between the orientalist and the anglicists? What have been the implications of their respective understandings of India? Is it problematic and simplistic to view Macaulay's Minute and Bentinck's Resolution of 1835 as to be the main culprits behind the introduction of English education?

- Cohn, Bernard S. (2004) "Notes on the history of the study of Indian society and culture" in his *An Anthropologist among the Historians and Other Essays*, India, Oxford India Paperback
- Dodson, Michael S. (2010) *Orientalism, Empire and National Culture: India 1770-1880*, New Delhi, Cambridge University Press, (Intro and Chapters 1-3).
- Frykenberg, Robert E. (1988) "The Myth of English as a 'Colonialist' Imposition upon India: A Reappraisal with Special Reference to South India" *The Journal of the Royal Asiatic Society of Great Britain and Ireland* 2, 305-15
- Gupta, Vikas. (2017) "Macaulay se Pare", in Hariday Kant Dewan, Rama Kant Agnihotri, Arun Chaturvedi, Ved Dan Sudhir, and Rajni Dwivedi, eds., *Macaulay, Elphinstone Aur Bhartiya Shiksha*, New Delhi: Vani Prakashan
- Inden, Ronald. (1986) "Orientalist Constructions of India" *Modern Asian Studies* 20 pp. 401-46
- Kopf, David. (1969) *British Orientalism and the Bengal Renaissance: The Dynamics of Indian Modernization (1773-1835)*, University of California Press (Specially Ch. 1-3, 9-10 and 13-14)
- Trautmann, Thomas R. (1997) *Aryans and British India* University of California Press (republished in India, 2004) Yoda Press, New Delhi, (Chapter 1-4)
- Zastoupil, Lynn. & Moir, Martine. ed., (1999) *The great Indian Education Debate - Documents related to the orientalist-anglicist controversy, 1781-1843*, London, Curzon Press, (Specially Introduction).

Unit 3 (week 6-8): This unit is comprised of two interrelated components: 1. It traces different historiographical shifts in the approach of scholars of education in colonial India. And 2. It explores the historiography of the issues and challenges in the education of marginalized groups in colonial India. The unit also discusses a historiographical riddle that who played the most important role in the education of disprivileged(women, 'low castes', tribes and Muslims etc): the colonial state, Christian Missionaries, social reformers, or leaders from within the hitherto excluded groups themselves? Hence, this unit provides us an entry point to the Issues pertaining to the education of disprivileged.

- Basu, Aparna. (1974) *The Growth of Education and Political Development in India, (1898-1920)*, Delhi, Oxford University Press
- Bhattacharya, Sabyasachi. ed., (1998) *The Contested Terrain: Perspectives on Education in India*, New Delhi, Orient Longman Limited (Specially the Introduction).
- Bhattacharya, Sabyasachi. ed., (2002) *Education and the Disprivileged: Nineteenth and Twentieth Century India*, New Delhi: Orient Longman Private Limited, (Specially the Introduction and the essays by Eleanor Zelliot, A. Satyanarayana, Chinna Rao Yagati, G. Nancharaiah, Joseph Bara, Samita Sen and Parimala V. Rao)
- Carnoy, Martin. (1974) *Education as Cultural Imperialism*, New York, Longman Inc., (Specially Introduction and Chapter 3.)

Constable, Philip. (2000) "Sitting on the school verandah: The ideology and practice of 'untouchable' educational protest in late nineteenth-century western India", *IESHR* 37, pp. 383-422.

Crook, Nigel. ed., (1996) *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi, Oxford University Press, (Specially Introduction and the essay by J.B., Harrison).

Kumar, Krishna. (2014) *Politics of Education in Colonial India*, New Delhi, Routledge

Kumar, Krishna. and Oesterheld, Joachem. eds., (2007) *Education and Social Change in South Asia*, New Delhi, Orient Longman (Essays by Sanjay Seth, Heike Liebau, Sonia Nishat Amin, and Margret Frenz)

Rao, Parimala V. ed., (2013) *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan (Introduction and essay by Eleanor Zelliot).

Viswanathan, Gauri. (1990) *Masks of Conquest: Literary Study and British Rule in India*, London, Faber and Faber

Unit 4 (week 9-11): This unit will critically examine the apparatus of production and prescription of curricular knowledge in colonial India; the motifs and the nature of this knowledge in terms of its overall value orientation; the contemporary debates on textbooks; the historiographical notions of its impact on the individuals and groups; and the breaks and the continuities with the epistemology of indigenous education, the Orientalists and the Anglicists.

Basu, Aparna. (1982) *Essays in the History of Indian Education*, New Delhi, Concept Publishing Company, (Specially Chapter 3)

Bhattacharya, Sabyasachi. (ed., (1998) *The Contested Terrain: Perspectives on Education in India*, Orient Longman Limited, (See the articles by Naresh Prasad Bhokta, Deepak Kumar, B.R. Tomunson and S. Irfan Habib.)

Gupta, Vikas. (2007) "Social Agenda of Colonial Education: Textbook Discourse In the Mid- Nineteenth Century" *Indian History Congress Proceedings, 68th Session*, pp 1113-23.

Gupta, Vikas. "Pluralism Versus Contest of Identities" *Seminar* 638, pp 30-36.

Jain, Manish. (2008) "Aupniveshik Bharat Mein Nagrik Shastra aur Nagrikta" (Civics and Citizenship in Colonial India), *Shiksha Vimarsh*, 10, pp. 19-27

Jain, Manish. (2012) "Aupniveshik aur Swatantra Bharat Main Pathyapustaken: Vivad, Sarokar aur Sabak" (Textbooks in Colonial and Independent India: Controversies, Concerns and Lessons), *Shiksha Vimarsh*, 14, pp. 183-191

Jain, Manish. (2015) "Curriculum Studies in India: Colonial Roots and Postcolonial Trajectories" in William F. Pinar ed., *Curriculum Studies in India: Intellectual Histories, Present Circumstances* New York, Palgrave Macmillan, pp. 111-39

Kumar, Krishna. (1990) "Hindu Revivalism and Education in North Central India" *Social Scientist* 18, pp. 4-26

Kumar, Krishna. (2014) *Politics of Education in Colonial India*, New Delhi: Routledge, 2014, (Especially chapters 3 and 4)

Powell, Avril A. (1999) "History Textbooks and the Transmission of the Pre-colonial Past in Northwestern India in the 1860s and 1870s" in *Invoking the Past: The Uses of History in South Asia*, ed. Daud Ali, New Delhi, Oxford University Press

Stark, Ulrike. "Knowledge in Context: Raja Shivaprasad (1823-95) as hybrid intellectual and people's educator." In Michael Dodson and Brian Hatcher eds., (2012) *Trans-Colonial Modernities in South Asia*, Routledge pp. 68-91

Unit 5 (week 11-12): The unit critically examines the major contours of different pronouncements, committees and commissions on education setup during late 19th and early twentieth century.

Basu, Aparna. (1974) *The Growth of Education and Political Development in India, (1898-1920)*, Delhi, Oxford University Press

Basu, Aparna. (1982) *Essays in the History of Indian Education*, New Delhi, Concept Publishing Company, pp. 1-27, 39-90.

Ghosh, Suresh Chandra (2000) *The History of Education in Modern India (1757-1998)*, New Delhi, Orient Longman Limited, First Published 1995, Revised Edition 2000, pp 92-176

Ghosh, Suresh Chandra. (1988) "The Genesis of Curzon's University Reform: 1899-1905" *Minerva* 26, pp. 463-92

Kumar, Deepak. Bara, Joseph. Khadria, Nandita. and Gayathri, Ch. Radha. eds., (2013) *Education in Colonial India: Historical Insights*, New Delhi, Manohar, pp 147-324

Naik, J.P. & Nurullah, Syed. (2004 reprint) *A Students' History of Education in India, (1800-1973)*, Delhi, Macmillan India Ltd.

Unit 6 (week 13-14): Besides critically exploring salient features of the educational discourse of freedom struggle at a general level, this unit also draws upon The particular examples of Swadeshi experiments; the struggles over legislations concerning Compulsory Primary Education; and the scheme of NaiTalim advocated by Mahatma Gandhi and Dr. Zakir Husain.

Acharya, Poromesh. (1997) "Educational Ideals of Tagore and Gandhi: A Comparative Study" *EPW*, 32, pp 601-06.

Bhattacharya, Sabyasachi. Bara, Joseph. and Yagati, Chinna Rao. eds., (2003) *Educating the Nation: Documents on the Discourse of National Education in India (1880-1920)*, Kanishka Publishers Distributors (Specially Introduction).

Chatterji, Basudev. ed., (1999) "Towards Freedom (1938 Watershed)" Oxford University Press for *ICHR*, (Vol. I. chapter 8.)

Gandhi, Mahatma. (1938) *Educational Reconstruction*, Wardha, Hindustani TalimiSangh
Kumar, Krishna. (2009) "Listening to Gandhi" in his *What is Worth Teaching?* Orient Longman, (Third Edition), Ch. 9, pp 111-128

Mondal, Ajit. (2017) "Free and Compulsory Primary Education in India Under the British Raj" *SAGE Open*, SAGE Publications.

<http://journals.sagepub.com/doi/abs/10.1177/2158244017727037>

Naik, J.P. (1941) "Compulsory Primary Education In Baroda State: Retrospect And Prospect" (First published in the *Progress of Education, Poona*, and thereafter published in book form).

Oesterheld, Joachim. (2009) 'National Education as a Community Issue: The Muslim Response to the Wardha Scheme', in Krishna Kumar and Joachem Oesterheld, eds., *Education and Social Change in South Asia*, New Delhi, Orient Longman, pp. 166-195

Rao, Parimala V. (2013) "Compulsory Education and the Political Leadership in Colonial India, 1840-1947" in Parimala V. Rao ed., *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 151-175

Sadgopal, Anil. (2013) "The Pedagogic Essence Of NaiTalim: Exploring its Role in Contemporary School Curriculum" in Tara Sethia and Anjana Narayan eds., *The Living Gandhi: Lessons of Our Times*, New Delhi, Penguin Books India, pp. 163-179

Sadgopal, Anil. (2017) "Macaulay Banam Phule, Gandhi-Ambedkarka Muktidai Shaikshik Vimarsh" in Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan. and Rajni Dwivedi. eds., *Macaulay, Elphinstone Aur Bhartiya Shiksha*, New Delhi, VaniPrakashan, pp. 82-95.

Sarkar, Sumit. (1973) *Swadeshi Movement in Bengal (1903-1908)*, People's Publishing House, (Chapter 4, pp. 149-181).

Venkatanarayanan, S. (2013) "Tracing the Genealogy of Elementary Education Policy in India Till Independence" *SAGE Open*, Sage Publications,

<http://journals.sagepub.com/doi/pdf/10.1177/2158244013510302>

Suggested Readings:

- Bagchi, Barnita. Fuchs, Eckhardt. and Rousmaniere, Kate. eds., (2014) *Connecting Histories of Education and Transnational Cross-Cultural Exchanges in (Post)Colonial Education*, Berghahn Books, (Essays By Eckhardt Fuchs and Sabyasachi Bhattacharya).
- Balagopalan, Sarada. (2002) "Constructing Indigenous Childhoods: Colonialism, Vocational Education and the Working Child" *Childhood* 9, pp. 19-34
- Ballhatchet, Kenneth. (1951) "The home government and Bentinck's education policy" *Cambridge Historical Journal*, X, pp. 224-29
- Ballhatchet, Kenneth. (1990) "The Importance of Macaulay" *The Journal of the Royal Asiatic Society of Great Britain and Ireland* 1, pp. 91-94
- Basu, Aparna. (1984) "Review Article", *Indian Economic and Social History Review (IESHR)*, 21, pp. 385-88

- Bhattacharya, Sabyasachi. Bara, Joseph. and Yagati Chinna Rao. eds., *Development of Women's Education in India: A Collection of Documents (From 1850 to 1920)*, New Delhi, Kanishka, (Especially the Introduction)
- Chatterjee, Partha (1998) *The Present History of West Bengal: Essays in Political Criticism*, Oxford India Paperback, (Chapter 2)
- Cutts, Elmer H. (1953) "The Background of Macaulay's Minute" *The American Historical Review* 58, pp. 824-53
- Ghosh, Suresh C. (2015) "An Intellectual History and Present Circumstances of Curriculum Studies in India", in William F. Pinar, ed. *Curriculum Studies in India: Intellectual Histories, Present Circumstances*, New York, Palgrave Macmillan, pp. 83-110
- Gupta, Vikas (2018) "Bhaurao Patil's Educational Work and Social Integration" *Inclusive* Vol. 1, No. 12. (January). <http://www.theinclusive.org/posts/2018-01-spart-04.html>
- Kishwar, Madhu. (1986) "Arya Samaj and Women's Education: Kanya Mahavidyalaya, Jalandhar" *EPW* 21, pp 9-24.
- Kumar, Krishna. (1991) *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, India, Sage Publications
- Kumar, Nita. (2000) *Lessons from Schools: History of Education in Banaras*. Sage Publication, (Specially Introduction).
- Lajpat Rai. (1966) *The Problem of National Education in India*, New Delhi, Publications Division
- Malik, Jamal. (2000) ed., *Perspectives of Mutual Encounters in South Asian History (1760-1860)* Brill Publishers (Specially the essays by C.A. Bayly, Avril A. Powell, Gail Minault and Jamal Malik)
- Nambissan, Geetha B. (1996) "Equity in Education? Schooling of Dalit Children in India" *EPW* 31, pp. 1011-24
- Paul, M.C. (1989) "Colonialism and women's education in India" *Social Change* 19, pp. 3-17.
- Pritchard, William H. (2010) "Macaulay Reconsidered" *The Hudson Review* 63, pp. 91-99
- Sengupta, Indra. and Ali, Daud. (2011) eds., *Knowledge Production, Pedagogy, and Institutions in Colonial India*, New York, Palgrave Macmillan (Specially the Introduction).
- Seth, Sanjay. (2008) *Subject Lessons: The Western Education of Colonial India*, Oxford University Press
- Stokes, Eric. *English Utilitarians in India*, Oxford University Pres. (Specially Part I).
- Upadhyay, Shashi Bhushan. (2012) "Dalits and the Modern Education in Colonial India", in Cristine Sleeter, Shashi Bhushan Upadhyay, Arvind K. Mishra and Sanjay Kumar. eds., *School Education, Pluralism And Marginality: Comparative Perspectives*, Hyderabad, Orient Blackswan, pp. 152-180
- Whitehead, Clive. (2003) *Colonial Educators: The British Indian and Colonial Education Service 1858-1983*, London, I.B.Tauris

- Whitehead, Clive. (2004) “The Christian Missions and the origins of the Indian Education Commission 1882-83” *Education Research and Perspectives*, 31, pp. 120-136

Facilitating Teaching Learning Outcome:

Since the main method of teaching this course is through a combination of lectures and discussion, certain texts will be specified for each unit in advance for students to read before the lecture so that they can learn with engagement. The exercise is to ensure that students comprehend the readings and develop verbal communication skills.

Assessment:

There are two levels of assessment: internal assessment of 25 marks and the end-semester examination of 75 Marks.

- 1) For internal assessment, students are asked to either write an assignment, or appear in a test, or give an open book exam (as specified by the teacher at the beginning of the semester). Students are expected to meet with the teacher to develop and finalise subjects and materials on which their assignment/test/openbook examination for internal assessment would be based.
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75.

HSM-433

Mahatma Gandhi: Man, Ideas, Philosophy and Practices

Course Objectives:

Gandhi has been one of the twentieth century's most influential peace activists and thinkers. He has been the source of inspiration for peace and civil rights movements throughout the world. This course traces Gandhian philosophy, the evolution and practical application of his ideas, techniques of non-violent resistance, and his attitudes toward the economy, society and state. The objective of this course is to examine key principles of Gandhi's thought and the influences upon it, its development over time, and Gandhi's impact during his lifetime and in the decades since. Thus the role of ideas and views of Mahatma Gandhi on the foundational philosophical and political issues of our times is main concern.

Learning Outcomes:

At the end of the course, students would:

- Identify historical contexts that influenced Gandhi.
- Be able to understand the creative tension experienced by Gandhi in the process of his evolution.
- Demonstrate an understanding of Gandhi's thought, including truth and *ahimsa*, *swaraj* and *sarvodaya*.
- Outline Gandhi's application of religious ideals to diverse areas of life and thought for example Gandhi's political principle of *satyagraha*.
- To critically assess Gandhi and his legacy on logical, ethical or historical grounds.
- Learn how one might incorporate select insights of Gandhi into one's own lives and how one might not do so.

Course Content:

Unit 1: (Week 1-2): Making and Influences on Gandhi-the activist-thinker; perspectives on Gandhi's life and time.

Unit 2: (Week 3-4): Gandhi's *Hind Swaraj*, its form and content; the idea of 'self-rule' and the critique of 'modern civilization'; intellectual and political context.

Unit 3: (Week 5): Gandhi as an author: A study of the Autobiography.

Unit 4: (Week 6): Gandhi's ideas of 'Truth', 'Morality' and Possibilities, practices and limits of 'Non-Violence'.

Unit 5: (Week 7-8): Gandhian vision and practice of 'Satyagraha'.

Unit 6: (Week 9-10): Gandhi's religion, the reform of tradition and orthodoxy.

Unit 7: (Week 11-12): Gandhi's social-economic thought and Sarvodaya-the Constructive Program.

Unit 8: (Week 13): Gandhi's approach on politics, state and nationalism.

Unit 9 (Week 14): Gandhian economic thought and alternatives to industrial capitalism.

Essential Readings and Unit Wise Learning Outcome:

Unit 1: (Week 1-2): This unit will interpret Mahatma Gandhi's career and the development of various segments of his personal, ideological and cultural identity and influences.

Basham. A.L.(2012). 'Traditional Influences on the Thought of Mahatma Gandhi' in A. Raghuramaraju (Ed.), *Debating Gandhi: A Reader*, New Delhi: Oxford University Press.
Devji, Faisal. (2012), *The Impossible Indian: Gandhi and the Temptation of Violence*, Cambridge, MA: Harvard University Press. chapters 1 & 2.

Spodek, Howard. (1971). 'On the origins of Gandhi's political methodology: the Heritage of Kathiawad and Gujarat', *Journal of Asian Studies*, 30, pp.361-72.

Guha, Ramchandra.(2013).*Gandhi before India*, Delhi: Penguin.

Hay, Stephen. (1969). 'Between Two Worlds: Gandhi's First Impression of British Culture', *Modern Asian Studies*, vol. 3, no. 4, pp. 305-319.

Menon, Dilip M.(2017). 'An Eminent Victorian: Gandhi, Hind Swaraj and the Crisis of Liberal Democracy in the Nineteenth Century,' *History of the Present*, Vol. 7, No. 1, pp. 33-58.

शार्प, जीन.(1979) *गाँधी एक राजनैतिक नीतिज्ञ के रूप में, अपने मूल्यों और राजनैतिक निबंधों के साथ*. बोस्टन.होराइज़ोन एक्सटेंडिंग :

Unit 2 (Week 3-4): The objective of this unit is to critically reflect on Gandhi's thinking in *Hind Swaraj* and then address, Gandhi's overall or major political and philosophical arguments regarding 'Modern Civilization'.

Nigam, Aditya.(2009). 'Gandhi - 'The Angel of History' *Reading Hind Swaraj Today*', *EPW*, vol. XLIV, no. XI, pp. 41-48.

Hardiman, David. (2004).*Gandhi in His and Our Time*, New Delhi: Oxford University Press, Chapter 4.

Gandhi, M.K.(1997).*Hind Swaraj and other writings*, (ed.), Anthony J. Parel, Cambridge: Cambridge University Press.

Chatterjee, Partha.(1993). "The Moment of Manoeuvre: Gandhi and the Critique of Civil Society," from his *Nationalist Thought & the Colonial World*, London: Zed Books. pp. 85-102.

Viswanathan, Shiv,(2012). 'Reinventing Gandhi', (ed.), A. Raghuramaraju, *Debating Gandhi: A Reader*, New Delhi: Oxford University Press, 2012, pp. 195-222.

Kapila, Shruti.(2011). 'Gandhi before Mahatma: The Foundations of Political Truth', *Public Culture*, Vol. 23, no. 2, pp. 431-48.

Mehta, Uday Singh.(2011). 'Patience, Inwardness, and Self-Knowledge in Gandhi's Hind Swaraj', *Public Culture*, Vol 23, no. 2 ,pp.417-429.

महात्मा गांधी. (1909). *हिन्द स्वराज*, अहमदाबाद: नवजीवन प्रकाशन.

Unit 3 (Week 5): This unit will take Autobiography of Gandhi as a historical document which also works at a metaphorical level as the story of a soul in quest of Truth.

Majeed, Javed.(2007).*Autobiography, Travel and Postnational Identity: Gandhi, Nehru and Iqbal*, London: Palgrave Macmillan.

Gandhi. M. K. (1927,rpt.2002).*An Autobiography or The Story of My Experiments with Truth*, trans. Mahadev Desai, Ahmedabad: Navjivan.

Koppedrayar, Kay. (1994). "Gandhi and Autobiography," in Phyllis Granoff and Koichi Shinohara, eds., *Other Selves: Autobiography and Biography in Cross-Cultural Perspective*. Oakville: Mosaic Press,pp.73-113.

Parekh, Bhikhu.(2012). 'Indianization of Autobiography',(ed.),A. Raghuramaraju, *Debating Gandhi: A Reader*, New Delhi: Oxford University Press, pp. 151-171.

[रामचंद्र गुहा.\(2011\). *भारत गांधी के बाद*, नयी दिल्ली: पेंगुइन बुक्स.](#)

Unit 4 (Week 6): This unit will demonstrate an understanding of pervasive principles in Gandhi's thought, including *Truth* and *ahimsa* (non-violence).

Bilgrami, Aqil. (2012.) 'Gandhi's Integrity: The Philosophy behind the Politics', (ed.), A. Raghuramaraju, *Debating Gandhi: A Reader*, New Delhi: Oxford University Press, pp. 248-266.

Hardiman, David. (2013). 'Towards the History of Non-violent Resistance', *EPW*, vol. XLVIII, no. 23, pp. 1-48.

Devji, Faisal.(2012). *The Impossible Indian: Gandhi and the Temptation of Violence*, Cambridge, MA: Harvard University Press, chapters 5 & 6.

Gandhi, Leela. (1996-1997). 'Concerning Violence: The Limits and Circulations of Gandhian "Ahimsa" or Passive Resistance', *Cultural Critique*, no. 35, pp. 105-147.

Misra, Maria.(2014). 'Sergeant-Major Gandhi: Indian Nationalism and Non-Violent "Martiality"', *The Journal of Asian Studies*,vol. 73, no.3,pp. 689-709.

Mukherjee, Mithi.(2010). 'Transcending Identity: Gandhi, Non-violence and the Pursuit of a "Different" Freedom in Modern India', *American Historical Review*, vol. 115, no. 2, pp. 453-473.

Iyer,Raghavan N.(2000).*The Moral and Political Thought of Mahatama Gandhi*, Delhi: Oxford University Press, Chapters 4,7, 8 & 9.

Syed, Syed. A.(2006). 'Ethics of Truth: Non-Violence and Truth', *Social Scientist*, vol. 34, no. 5-6, pp. 84-103.

Unit 5 (Week 7-8): This unit focuses on the political thought of *satyagraha* as a positive peace building strategy and as a process of civil disobedience or nonviolent resistance.

Hardiman, David. (2004). *Gandhi in His and Our Time*, Delhi: Oxford University Press, Chapter 3.

Iyer, Raghavan N.(2000).*The Moral and Political Thought of Mahatama Gandhi*, Delhi: Oxford University Press, Chapters 10 & 11.

Dalton, Dennis.(1998).*Gandhi's Power: Nonviolence in Action*, Delhi: Oxford University Press, pp. 91-138.

Sharp, Gene.(1999). "Gandhi on the Theory of Voluntary Servitude," in *Gandhi as a Political Strategist: With Essays on Ethics and Politics*, New Delhi: Gandhi Media Centre, pp. 43-59.

Ahmed, Talat. (2019).*Mohandas Gandhi Experiments in Civil Disobedience*. London: Pluto Press.

Unit 6 (Week 9-10): This unit will examine Gandhi's conscious and extensive application of religion into all spheres of life for religious harmony and peace.

Bilgrami, Akeel. (2014). *Secularism, Identity, and Enchantment*, Cambridge: Harvard University Press, Chapters 4 & 5.

Chatterjee, Margaret.(1983). *Gandhi's Religious Thought*, New Delhi: Macmillan.

Devji, Faisal.(2012). *The Impossible Indian: Gandhi and the Temptation of Violence*, Cambridge, MA: Harvard University Press, Chapters 3 & 4.

Gandhi. M. K. (1994). *What is Hinduism*, New Delhi: National Book Trust.

Hardiman, David. (2004). *Gandhi in His and Our Time*, Delhi: Oxford University Press, Chapter 7.

Skaria, Ajay.(2016). *Unconditional Equality: Gandhi's Religion of Resistance*, Delhi: Permanent Black.

Unit 7 (Week 11-12): This unit unfolds Gandhian constructive programme for the promotion of communal harmony, gender equality, removal of untouchability, education (*Nai Taleem*), promotion of social and economic equality.

Brown, Judith.(1989). *Prisoner of Hope*, New Haven and London: Yale University Press.

Hardiman, David. (2004). *Gandhi in His and Our Time*, New Delhi: OUP, Chapters 5 & 6.

Kishwar, Madhu.(2012). 'Gandhi on Women', (ed.), A. Raghuramaraju, *Debating Gandhi: A Reader*, Delhi: Oxford University Press, pp. 269-322.

Mongia, Radhika.(2006). "Gender and the Historiography of Gandhian Satyagraha," *Gender and History*, vol.18.1, pp.130-149.

Nagaraj, D.R.(2012). 'Self Purification versus Self Respect on the Roots of the Dalit Movement', (ed.), A. Raghuramaraju, *Debating Gandhi: A Reader*, Delhi: Oxford University Press, pp. 359-388.

Patel, Sujata.(1988). 'Construction and Re construction of Women in Gandhi' *EPW*, vol.23, no. 8, pp. 377-387.

Rao, Parimala V.(2009). 'Gandhi, untouchability and the postcolonial predicament', *Social Scientist*, vol. 37, no. 1-2, pp. 64-70.

Zelliot,Eleanor.(1992). 'Gandhi and Ambedkar: A Study in Leadership,' in *From Untouchable to Dalit: Essays on the Ambedkar Movement*, Delhi, Manohar Publications, pp.150-183.

Unit 8 (Week 13): Gandhi's views on state and citizenship, nationalism, democracy (Gramswaraj), rights and duties, means and ends will be studied in this unit.

Hardiman, David. (2004). *Gandhi in His and Our Time*, Delhi: Oxford University Press, Chapters 2 and 4.

Dalton, Dennis.(1969). 'Gandhi: Ideology and Authority', *Modern Asian Studies*, vol. 3, no. 4, pp. 377-393.

Mantena, Karuna.(2012). 'On Gandhi's critique of the State: Sources, Contexts, Conjunctures', *Modern Intellectual History*, vol. 9, no. 3. pp. 535–563.

Ahmed, Nizar.(2006). 'A Note on Gandhi: Nation and Modernity', *Social Scientist*, vol. 34, no. 5-6, pp. 50-69.

Shani, Ornit.(2011). 'Gandhi, citizenship and the resilience of Indian nationhood', *Citizenship Studies*, vol. 15, nos. 6–7, pp. 659–678.

Iyer,Raghavan N.(2000).*The Moral and Political Thought of Mahatama Gandhi*, Delhi: Oxford University Press, Chapters 3,12 & 13.

Shingavi, Snehal,(2013).*The Mahatma misunderstood: the politics and forms of literary nationalism in India*, New York: Anthem Press.

Unit 9 (Week 14): this unit traces Gandhian encounters with poverty and his alternatives for development through bread labour, utilities and wants, self-reliance and self –sufficiency trusteeship, khadi and village industries, agrarian economy and cooperatives.

Bawa, R.S. (1996). "Gandhi in the 21st Century: Search for an alternative development model", *EPW*, vol. 31, no.47, pp. 3048-49.

Dasgupta, Ajit K. (1996). *Gandhi's Economic Thought*, London: Routledge.

Gandhi, M.K. (1960), *Village Industries*, (Compiled by R.K. Prabhu), Ahmedabad: Navajivan Publishing House.

Jain, L.C. (1988). "Poverty, Environment, Development: A View from Gandhi's Window", *EPW*, vol. 23, No. 7, pp.311-320.

Koshal, Rajinder K. and Manjulika Koshal.(1973). "Gandhian Economic Philosophy," *American Journal of Economics and Sociology*, vol. 32, no. 2, pp. 191-209.

Pani, Narendar.(2002). *Inclusive economics: Gandhian method and contemporary policy*, New Delhi: Sage.

Tarlo, Emma. (1991). 'The Problem of What to Wear: The Politics of Khadi in Late Colonial India', *South Asia Research* , vol. 11, no. 2, pp. 134-157.

Suggested Further Readings:

- Ambedkar, B.R.(1970). *Gandhi and Gandhism*, Jullundur, Bheem Patrika Publications.
- Bhattacharya, Sabyasachi.(2011). *Talking Back: The Idea of Civilization in the Indian Nationalist Discourse*, Delhi: Oxford University Press.
- Bhattacharya, Sabyasachi (2006). *The Mahatma and the Poet: Letters and Debates Between Gandhi and Tagore, 1915-41*, New Delhi: National Book Trust.
- *Collected Works of Mahatma Gandhi*, (1956). Ahmedabad, Navjivan Press, (first edition), (selected assigned readings).
- Erikson, Erik K.(1969). *Gandhi's truth on the origins of militant non-violence*, New York: Norton.
- Kumar, Aishwary.(2015). *Radical equality: Ambedkar, Gandhi, and the risk of democracy*, California: Stanford University Press.
- Nandy, Ashis.(1987). *Traditions, Tyranny and Utopias: Essays in the Politics of Awareness*, Delhi: Oxford University Press.
- Parekh, Bhiku C.(1999). *Colonialism, tradition, and reform: an analysis of Gandhi's political Discourse*, New Delhi: Sage.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course, aims at developing a rational insight with a focussed objective of comprehending the course content and develop oratory skills of the students.

Assessments:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

- 1) There will be a 10 marks internal assessment exam held in mid-semester.
- 2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
- 3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM - 438

Select Problems in History and Historiography

Course Objectives:

A conceptual investigation into the nature of historiography and historical practice, this course takes as its point of departure a debate that has emerged within modern Indian historiography on the nature of the historical enterprise and its relationship with modernity. The two key threads to be pursued are (1) historical practice via the questions around epistemology and narrative; differences and continuities between the pre-modern and the modern, and (2) Historical practice and its relationship to collective and personal agency, and the constitution of 'political' consciousness. Arguments from different historical traditions will be analysed to address these problems.

Learning Outcomes:

At the end of the course, students would:

- Understand the relationship between historical consciousness and the modern discipline of history
- Understand the relationship between historical consciousness and political consciousness
- Understand the epistemological problems involved in the practice of historical writing
- Explore the relationship between different historical traditions and modern historical practice

Course Content:

Unit 1(Weeks 1-4): History and its Modern Origins. Relationship between Modernity and the West. Recent Critiques.

Unit 2 (Weeks 5-7): Modern and 'Pre-modern' forms of Historical Understanding I (Language and Literature)

Unit 3(Weeks 8-12): Modern and 'Pre-modern' forms of Historical Understanding II (Epistemology)

Unit 4(Weeks 13-14): History and Politics

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Weeks 1-4): This unit will study the conceptualization of History and its modern origins. It will also analyze both the relationship between History, modernity and the 'West' as much as the recent critiques of this relationship as they have emerged from the study of modern India.

- Koselleck, Reinhart. (2002). *The Practice of Conceptual History*, Stanford: Stanford University Press, [Chapters 4,10,13]
- Arendt, Hannah. (2006). "The Concept of History" in Hannah Arendt, *Between Past and Future*, New York: Penguin.
- Nandy, Ashis. (1985). "History's Forgotten Doubles" in *History and Theory* Vol. 34, No. 2
- Guha, Ranajit. (2002). *History at the Limit of World History*, New York: Columbia University Press.
- Chakrabarty, Dipesh. (2000). *Provincializing Europe* Princeton: Princeton University Press, [Chapters 1,4]
- Subrahmanyam, Sanjay, D. Shulman and V. N. Rao. (2011). *Textures of Time*, Ranikhet: Permanent Black, pp. 1-93; 209-271
- Pollock, Sheldon. (2007) "Pre-Textures of Time" *History and Theory* Vol. 46, No. 3, pp. 366-383
- Chattopadhyaya, B.D. (2018). *The Concept of Bharatvarsha and Other Essays*, Delhi: Oxford University Press.
- Grafton, Anthony. (1997). *The Footnote: A Curious History* Cambridge: Harvard University Press.

Unit 2: (Weeks 5-7): This unit will analyze the relationship between forms of historical understanding and the conceptualization of language and literature

- Singh, Navjyoti. (2003). "Nature of Historical Thinking and Aitihya" in *Studies in Social Sciences and Humanities* Vol 10, No. 2, Shimla: Indian Institute of Advanced Study
- Bilimoria, Purushottama. (2008). *Sabdapramana* New Delhi: D.K. Printworld [Selections]
- Ricoeur, Paul. (1990). *Time and Narrative* Vol. I, Chicago: University of Chicago Press, [Part I]
- Nietzsche, F.W. (1989) *On the Genealogy of Morals*, New York: Vintage Books

Unit 3 (Weeks 8-12): This unit will analyze the epistemological presuppositions and implications of the study of History from diverse regions and traditions.

- Mohanty, J.N. (1993) "Philosophy of History and its Presuppositions" in J.N. Mohanty, *Essays on Indian Philosophy: Traditional and Modern*, Delhi: Oxford University Press.
- Chattopadhyaya, D.P. (2001). *Ways of Understanding the Human Past*, New Delhi: Centre for Studies in Civilisations
- Perrett, Roy. (1999). "History, Time and Knowledge in Ancient India" *History and Theory* Vol. 38, No. 3, pp. 307-321
- Huang, Chun-Chieh . (2007). "The Defining Character of Chinese Historical Thinking" *History and Theory* Vol. 46, No. 2, pp. 180-188

- Wang, E. Q. (2007). "Is There a Chinese Mode of Historical Thinking? A Cross-Cultural Analysis" *History and Theory* Vol. 46, No. 2 , pp. 201-209
- Michael, Puett. (2014). "Classical Chinese Historical Thought", P. Duara P, Murthy V, Sartori, *A Companion to Global Historical Thought*, Oxford: Wiley-Blackwell, pp. 34-46.
- Alam, Muzaffar (2008) *The Languages of Political Islam in India*, Ranikhet: Orient Blackswan [Selections]
- Khilidi, Tarif. (1995). *Arabic Historical Thought in the Classical Period*, Cambridge: Cambridge, University Press.
- Funkenstein, Amos. (1989). *Theology and the Scientific Imagination*, Princeton: Princeton, University Press, [Part IV]
- Hegel. G.W.F. (1991). *Elements of the Philosophy of Right*, New York: Cambridge University Press, [Preface and Introduction]
- Marx, Karl. (1999). *Poverty of Philosophy* New York: International Publishers, [Chapter 2]
- Banaji, Jairus. (2010). *History as Theory*, Leiden: Brill, [Selections]

Unit 4 (Weeks 13-14): This unit will analyze the relationship between political identity and historical understanding more generally but will also focus on key primary sources from modern India in addressing this issue.

- Schmitt, Carl. (2006) *Political Theology*, Chicago: University of Chicago Press.
- Michael Foucault (2002) *Society Must be Defended*, New York: Picador.
- Bandyopadhyay, Sibaji. (2016). *Three Essays on the Mahabharata* New Delhi: Orient Blackswan, [Essay I]
- Deshpande, G.P. Ed. (2012). *Selected Writings of Jyotirao Pule* New York: Leftword Books.
- Ambedkar, B. R. (1989). *Who Were the Shudras*. V. Moon, (Ed.). *Dr Babasaheb Ambedkar: Writings and Speeches*, Vol VII, Bombay: Education Dept, Govt. of Maharashtra.
- Ambedkar, B.R. (1989). "Buddhist Revolution and Counter Revolution" V. Moon, (Ed.). *Dr Babasaheb Ambedkar: Writings and Speeches* Vol. III, Bombay: Education Dept, Govt of Maharashtra.
- Savarkar, V. D. (1969). *Essentials of Hindutva* Veer Savarkar Prakashan
- Nehru, Jawaharlal. (2004). *Discovery of India*, Delhi: Penguin [Selections]
- Benjamin, Walter. (1969). "Theses on the Philosophy of History" in Walter Benjamin, *Illuminations* New York: Schocken.

Facilitating Teaching Learning Outcome:

This is a readings based seminar course with students expected to read and discuss the texts during every class. They will be asked to make short presentations in every class in order to develop their persuasive and analytical abilities. More readings may be suggested keeping each student's specific research interest in mind as and when they write their research papers

Assessment:

There will be three kinds of assessments.

- 1) Students will be assessed on their oral contributions in every class. They will have to make a short presentation in every class.
- 2) They will also be required to write one long research paper. They will have to inform and seek permission from the teacher on the topics/texts chosen for the research paper in advance. They may also be given more readings in relation to their topics.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 439
Trials of Imperial Jurisprudence

Course Objectives:

This course investigates the relationship between sovereignty and law and does so through a detailed reading of ‘cases’ during the period of British imperialism in India. It begins with some of the conceptual problems regarding the nature of law and its practices and then moves on to study the specific court proceedings of particular cases listed below.

Learning Outcomes:

At the end of the course, students would:

- Understand the conceptual issues involved in relating sovereignty, politics and law
- Understand foundational concepts in jurisprudence and their relationship to legal practice
- Understand the nature of colonial law
- Understand the relationship between the nationalist movement and the colonial legal regime
- Be able to read and analyse primary sources.

Course Content:

Unit 1 (Weeks 1): Sovereignty and Law: General Reflections

Unit 2 (Week 2-3): Understanding Criminal Law

Unit 3 (Week 4): Law in the British Empire

Unit 4 (Week 5-6): The British Empire and India

Unit 5 (Week 7): The Imperial/Colonial Legal Regime in India:

Unit 6 (Week 8-9): The Trial of Bahadur Shah Zafar

Unit 7 (Week 9-10): The Trial of B.G. Tilak

Unit 8 (Week 11-12): The Trial of Bhagat Singh

Unit 9 (Week 13): The Trial of M.K. Gandhi

Unit 10 (14): The INA Trials

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES

Unit 1 (Week 1): This unit will analyze the relationship between Sovereignty and Law.

Agamben, Giorgio. (2005). *State of Exception*, Chicago: University of Chicago Press.

Benton, Lauren. (2010). *Search for Sovereignty*, Cambridge: Cambridge University Press, [Selections]

Santos, Boaventura de Sousa (1987), “A Map of Misreading. Towards a Postmodern Conception of Law” *Journal of Law and Society*, pp. 279-302

Unit 2 (Week 2- 3): This unit will focus on certain conceptual problems in jurisprudence.

Norrie, Alan. (2000). *Punishment, Responsibility and Justice*, Oxford: Oxford University Press, (Chapters 1-4)

Farmer, Lindsay. (1997). *Criminal Law, Tradition and Legal Order*, Cambridge: Cambridge University Press, (Chapters 1, 3, 4, 5)

Lacey, Nicola. (2013). "What Constitutes Criminal Law" in Duff (Eds. et. al.) *Constitution of Criminal Law*, Oxford: Oxford University Press

Unit 3 (Week 4): This unit will focus on the nature of law and the legal order as it had developed in Britain in the 18th century.

Thompson, E. P. (1975). *Whigs and Hunters*, London: Allen Lane, pp. 21-54, 245-269

Thompson, E. P. (1991). *Customs in Common*, London: Merlin Press, (Chapter 3)

Halliday, Paul and White, G. Edward, (2008) "The Suspension Clause: English Text, Imperial Contexts, and American Implications" *Virginia Law Review*, Vol. 94, No. 3,. Available at SSRN: <https://ssrn.com/abstract=1008252>; pp.1 -61, 67-81

Leiberman, David. (1989). *The Province of Legislation Determined* Cambridge: Cambridge, University Press, pp. 1-98, 217-291

Farmer, Lindsay. (2000). "Reconstructing the English Codification Debate" *Law and History Review*, pp. 397-425

Unit 4 (Week 5-6): This unit will focus on the relationship between British legal concepts and institutions and their application and mutation in the colonial order in India.

Govind, Rahul .(2017). "The King's Plunder, The King's Justice: Sovereignty in British India, 1756-1776" *Studies in History* Vol. 33, 2, pp. 1-36

Lloyd, Tom. (2008). 'Thuggee, marginality and the state effect in colonial India', *IESHR*, Vol. 45, 2.

Mukherjee, Mithi. (2010). *India in the Shadows of Empire*, New Delhi, Oxford University Press

Hussain, Nasser. (2003). *The Jurisprudence of Emergency*, Ann Arbor, University of Michigan Press, Ann Arbor.

Unit 5 (Week 7): This unit will focus on the nature of the colonial legal order.

Singha, Radhika. (2000). *The Despotism of Law* New Delhi: Oxford University Press (chapters 1,2,5 and Epilogue)

Kolsky, Elizabeth. (2011). *Colonial Justice in British India* Cambridge: Cambridge University Press, (Chapters 1-3)

Singh, Ujjwal Kumar. (2001). *Political Prisoners in India*, Delhi: Oxford University Press

Unit 6 (Week 8-9): This unit will analyze the trial proceedings of Bahadur Shah Zafar, examine its context as well as study its implications for an understanding of the colonial legal order.

Nayar, Promod K. (Ed.). (2007.) *The Trial of Bhadur Shah Zafar*, Hyderabad: Orient Longman.

Farooqui, Mahmood. (2012) *Besieged: 1857 Voices from Delhi* Delhi: Penguin Random House,

Dalrymple, William. (2007). *The Last Mughal*, New Delhi:Penguin.

Bhattacharaya, Sabyasachi. (2007). *Rethinking 1857*, New Delhi: Orient Blackswan

Unit 7 (Week 9-10): This unit will analyze the trial proceedings of Bal Gangadhar Tilak in the case of 1908, examine its context as well as study its implications for an understanding of the colonial legal order.

Full & authentic report of the Tilak trial (1908.) Being the only authorised verbatim account of the whole proceedings with introduction and character sketch of Bal Gangadhar Tilak together with press opinion (1908) Bombay: Indu-Prakash steam Press
Bombay, e-editions accessible at <https://clio.columbia.edu/catalog/7999777>

Donough, W. (1911). *A Treatise on the Law of Sedition*, Calcutta: Thackel Spink and Co.

Bhakle, Janaki. (2010). "Sedition and Surveillance: The rule of law in a Colonial Situation" *Social History*. vol. 35, no. I,

Rao, P.V. (2011). *Foundations of Tilak's Nationalism* New Delhi, Orient Blackswan

Unit 8 (Week 11-12): This unit will analyze the trial proceedings of Bhagat Singh, examine its context as well as study its implications for an understanding of the colonial legal order

Kanungo, Hemchandra. (2015). *An Account of the Revolutionary Movement in Bengal*, Kolkata: Setu Prakashani

Noorani, A.G. (1996). *The Trial of Bhagat Singh*, Delhi: Oxford University Press

Habib, S. Irfan. (2007). *To Make the Deaf Hear*, Delhi: Three Essays Collective

Maclean, Kama. (2015). *A Revolutionary History of Interwar India-Violence, Image, Voice and Text*, London: Hurst and Company

Nikhil Govind. (2014). *Between Love and Freedom: The Revolutionary in the Hindi Novel*, New Delhi: Routledge,

Ghosh, Durba. (2017). *Gentlemanly Terrorists*, Cambridge: Cambridge University Press.

Unit 9 (Week 13): This unit will analyze the trial proceedings of M.K. Gandhi, examine its context as well as study its implications for an understanding of the colonial legal order

Watson, Francis. (1967). *Trial of Mr. Gandhi*, London, Macmillan

Gandhi, M.K. (2000-1). *Collected Works*, Publications Division, Ministry of Information and Broadcasting, Govt. of India, [Selections]

Amin, Shahid. (2006). *Event Metaphor Memory Chauri Chaura 1922-1992*, New Delhi, Penguin,

Unit 10 (14): This unit will analyze the I.N.A. trials and examine its context as well as study its implications for an understanding of the colonial legal order

Green, L.C. (1948). "The I.N.A Trials" *The Modern Law Review* Vol. 11, No. 1, pp. 47-69

Mukherjee, Mithi. (2019). "The 'Right to Wage War' against Empire: Anticolonialism and the Challenge to International Law in the Indian National Army Trial of 1945" *Law and Social Inquiry* Vol. 44 Issue 2., pp. 420-443

Bose, Sugata. (2013). *His Majesty's Opponent: Subhas Chandra Bose and India's Struggle Against Empire*, New Delhi, Penguin

Sareen, T.R. (2004). *Indian National Army: A Documentary Study*, New Delhi, Gyan Publishing House.

Facilitating Teaching Learning Outcome:

This is a readings based seminar course with students expected to read and discuss the texts during every class. They will be asked to make short presentations in every class in order to develop their persuasive and analytical abilities. More readings may be suggested keeping each student's specific research interest in mind as and when they write their research papers

Assessment:

There will be three kinds of assessments:

- 1) The students will have to make one presentation based on a primary text. Students will have to inform and seek permission from the teacher on the text(s) chosen for the presentation. The presentation will comprise of 10 marks
- 2) Students have to write one research paper based on primary and secondary sources. Students will have to inform and seek permission from the teacher on the topic chosen for the research paper in advance. They may also be given more readings in relation to their topics. The written paper will comprise of 15 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM 440
Fiction, Fieldwork, Folklore, Film, History

Course Objectives:

This course looks at how history is understood, negotiated and represented in a variety of genres – including the novel, biography, folklore, ethnography and film. Students will critically and closely read seminal text from these genres to understand what insights they offer for the historian, both in terms of content and method.

Learning Outcomes:

By the end of the course, students:

- Will be exposed to seminal texts across various genres that deal with the past in different ways.
- Will expand their understanding of the historical archive.
- Will learn to read texts critically and closely.
- Will learn to write academically through short submissions for each class.

Course Content:

Unit 1: (Week 1-2): Folklore, History and Film

Unit 2 (Week 3-4): Folklore, Popular Memory and History

Unit 3: (Week 5-6): The Short Story

Unit 4: (Week 7-8): Gender, Race, and Ethnography

Unit 5: (Week 9-10): Ethnography and Memory

Unit 6: (Week 11-12): Anthropology and History

Unit 7: (Week 13): History and fiction: speaking of trauma

Unit 8: (Week 14): Biography and History.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1-2): This unit looks at themes of sexuality and gender through folklore. We also look at the translation of folklore into the cinematic medium.

Detha, Vijaydan. (1997). *The Dilemma and Other Stories*, translated by Ruth Vanita (New Delhi: Manushi Prakashan)

Ramanujan, A.K. “Towards a Counter System: Women’s Tales,” in Vinay Dharwadker (ed.) *Collected Essays of A. K Ramanujan*, Delhi: Oxford University Press, pp. 429-447.

Film: *Duvidha* (1973), directed by Mani Kaul.

Unit 2 (Week 3-4): In this unit we look at the work of the Rajasthani folklorist, Komal Kothari and his intellectual interlocutor, Rustom Bharucha. We will explore a variety of themes including the relationship between history, folklore and popular memory

Bharucha, Rustom. (2003). *Rajasthan: An Oral History, Conversations with Komal Kothari*, Delhi: Penguin India.

Unit 3 (Week 5-6): In this unit, we look at a selection of short stories by Ismat Chughtai that explores a variety of issues pertaining to middle class Muslim women including that of female sexuality. We also look at a more contemporary depiction of homosexuality in India in the film, *Aligarh*.

Aligarh (2016), directed by Hansal Mehta

Chughtai, Ismat. (1999). "The Quilt (Lihaaf)", translated by M. Asaduddin, *Manushi* 110, 36-40.

Chughtai, Ismat. (1983) "All for a Husband," translated by Ruth Vanita, *Manushi*, pp. 39-42

Chughtai, Ismat. (2011). "Of Fists and Rubs," translated by M. U Memon, *Annual of Urdu Studies* 26, pp. 279-287.

Chughtai, Ismat, (2003). "A Strange Man," translated by Tahira Naqvi, *Annual of Urdu Studies*, 18, pp. 435-448.

Naqvi, Tahira. (2015) "To Be a Gentle Colonizer (on translating Chughtai), *Kindlemag*: <http://kindlemag.in/to-be-a-gentle-coloniser/>

Manto, Saadat Hasan. (2001), "Ismat Chughtai" translated by M. Asaduddin, *Annual of Urdu Studies*, 201-215

Unit 4 (Week 7-8): This unit examines the work of an American woman, Gertrude Emerson, who chronicled north Indian rural life in north India in the mid 20th century.

Emerson, Gertude. (1931). *Voiceless India*. New York: Doubleday Doran and co.

Unit 5 (Week 9-10): This unit looks at the work of India's best known professional anthropologist to understand the history and sociology of rural south India, and to consider the relationship between memory and history.

Srinivas, MN. (2013). *Remembered Village*, Oxford: Oxford University Press. Originally published in 1976.

Unit 6 (Week 11-12): This unit looks at the interplay between history and anthropology.

Ghosh. Amitav. (1992). *In An Antique Land*, Ravi Dayal Publishers.

Unit 7 (Week 13): This unit looks at the relationship between the fictive and history through the lens of the Partition.

Husain, Intizar. (2012). *Basti*, translated by Frances Pritchett. New York: New York Review Books.

Bhalla, Alok. (1999). "Memory, History and Fictional Representations of the Partition." *Economic and Political Weekly*, 34(44), pp. 3119-3128.

Unit 8 (Week 14): *This unit considers the importance of the biography in understanding the past and the present.*

Chatterjee, Upamanyu. (2003). *English August*. Delhi: Penguin India. Originally published in 1988.

Mishra, Pankaj. (1998). "Edmund Wilson in Benaras, " April 9, pp. 25-32.

Facilitating Teaching Learning Outcome: The class will be based on guided discussions based on close reading of the texts in the syllabus. Students will be required to bring a short write up on each text in the syllabus for which they will receive detailed feedback.

Assessment:

There are two modes of assessing students in this course:

- 1) The internal assessment (25 marks) for this paper will be based on the student's performance in class discussions and weekly submissions (3-4 pages).
- 2) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

**HSM New Course
History, Region and Culture in north-east India**

Course Objectives:

The objective of this course is to situate the eastern frontier of Bengal or India's Northeast at the interface of academic study areas such South Asia and Southeast Asia. This survey course also intends to show the use of regional approach to history by taking stock of recent literature on historical studies and related disciplines in this region.

Learning Outcomes:

At the end of this course, the students would be:

- exposed a wide range of recent historical literature available on the regional history of India's northeast.
- encouraged to ask comparative questions on other historical regions and other periods of Indian history and beyond the boundaries of the nation-state.

Course Content:

Unit 1 (Week 1): Assam's medieval economy, pre-colonial monastic institutions, genealogy of the agrarian (ryot), peasant struggle.

Unit 2 (Week 2): Geographical history of Indian borderland in the Brahmaputra-Meghna River Basin

Unit 3 (Week 3-4): Colonial modernity, colonial towns and its transport networks (roads, railways, etc.)

Unit 4 (Week 5-6): History of wastelands in British Assam, land rights in Meghalaya and land claims in Manipur

Unit 5 (Week 7-8): Colonial commerce (Khasi hills), culture of Contract, coolie labour

Unit 6 (Week 9-10): Religious change before and after the colonial era

Unit 7 (Week 11): Mechanisms of identity politics: Culture (tribe, language), Country (territory), Creed (religion), Class, and Gender

Unit 8 (Week 12): Commoners, Chiefs, anti-Slavery movement in the Lushai Hills

Unit 9 (Week 13): Orality, literacy, writing, print and photography under British rule

Unit 10 (Week 14): Oral history and historical novel: the case of Apatanis, etc.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1 (Week 1): This unit will discuss the pre-colonial history of the medieval princely states of the Ahoms, Manipur and Tripura.

Guha, Amalendu (1982) 'The medieval economy of Assam' in Tapan Raychaudhuri and Irfan Habib, *The Cambridge Economic History of India*, vol. I, c. 1200-1750.

Kar, Bodhisattva (2019) 'The birth of the Ryot: Rethinking the Agrarian in British Assam' in Bhattacharya, Neeladri & Joy L.K. Pachuau (eds.) (2019) *Landscape, Culture, and Belonging: Writing History of Northeast India*, Cambridge: Cambridge University Press, pp. 38-65.

Chatterjee, Indrani (2013) *Forgotten Friends: Monks, Marriage and Memories of Northeast India*, Delhi: Oxford University Press.

Unit 2 (Week 2): This unit will present India's north-eastern region from the perspective of geographical history.

Ludden, David (2019) 'India's spatial history in the Brahmaputra-Meghna River Basin' in Bhattacharya, Neeladri & Joy L.K. Pachuau (eds.) (2019) *Landscape, Culture, and Belonging: Writing History of Northeast India*, Cambridge: Cambridge University Press.

Zou, David V. (2019) 'Picturing a Region: A geographical history of British Assam' in Bhattacharya, Neeladri & Joy L.K. Pachuau (eds.) (2019) *Landscape, Culture, and Belonging: Writing History of Northeast India*, Cambridge: Cambridge University Press, pp. 89-109.

Unit 3 (Week 3-4): This unit will discuss the spatial character of colonial modernity in the development of towns and transport.

Jackson, Kyle (2016) 'Globalizing an Indian Borderland Environment: Aijal, Mizoram, 1890-1919', *Studies in History* 32 (1): 39-71.

Dzuwichu, Lipokmar (2018) 'The Arteries of Empire: Routes, people and mobility in colonial Naga Hills 1850s-1920s' in Lipokmar Dzuwichu and Manjeet Baruah (eds.) *Modern Practices in North East India*, New York: Routledge, pp. 89-116.

Unit 4 (Week 5-6): This unit will discuss the history of resources (especially landed property and extractive economy) in the legal register of the colonial state.

Misra, Sanghamitra (2011) *Becoming a Borderland: The Politics of Space and Identity in colonial Northeast India*, Delhi: Routledge [ch. 3: Land, law, migration].

Chakraborty, Gorky (2018) 'Wastelands as a colonial construct' in Sajal Nag & Ishrat Alam (eds.) *Blending Nation and Region*, Delhi: Primus Books, pp. 487-511.

Karlsson, Bengt G. (2011) *Unruly Hills: Nature and Nation in India's Northeast*, New Delhi: Orient Blackswan.

Saikia, Arupjyoti (2011) *Forests and Ecological History of Assam 1826-2000*, Delhi: Oxford University Press.

Zou, David V. (2019) 'Patriots and Utilitarians in the Anglo-Kuki War' [land claims] in Jangkhomang Guite & Thongkhohal Haokip, *The Anglo-Kuki War 1917-1919*, Delhi: Routledge, pp. 157-167.

Unit 5 (Week 7-8): This unit will discuss the development of colonial commerce, culture of contract and the market for wage labour in northeastern region of India.

Kar, Bodhisattva (2016) 'Nomadic capital and speculative tribes: A culture of contracts in the Northeastern Frontier of British India' *The Indian Economic and Social History Review*, 53, 1 (2016): 41–67.

Cederlof, Gunnel (2014) *Founding an Empire on India's North-Eastern Frontiers 1790-1840: Climate, Commerce, Polity*, Delhi: Oxford University Press.

Misra, Sanghamitra (2018) 'The sovereignty of political economy: The Garos in a pre-conquest and early conquest era' *Indian Economic and Social History Review*, 55 (3): 345-387.

Sharma, Jayeeta (2011) *Empire's Garden*, Ranikhet: Permanent Black.

Unit 6 (Week 9-10): This unit will discuss the theme of religious change before and after the advent of the colonial era.

Thomas, John (2015) *Evangelizing the Nation: Religion and the Formation of Naga political identity*, Delhi: Taylor & Francis.

Thomas, John (2019) 'From sacred rocks to temples: Recasting religion as identity in northeast India' in Bhattacharya, Neeladri & Joy L.K. Pachau (eds.) (2019) *Landscape, Culture, and Belonging: Writing History of Northeast India*, Cambridge: Cambridge University Press, pp. 314-332.

May, Andrew J. (2012) *Welsh missionaries and British imperialism: The Empire of Clouds in north-east India*, Manchester: Manchester University Press.

Zou, David V. (2016) 'People, Power and Belief in North-East India' in Meena Radhakrishna (ed.) *First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India*, Delhi: Oxford University Press, pp. 97-125.

Unit 7 (Week 11): This unit will discuss the mechanisms of identity politics through the Romantic appeals of culture, country, creed, etc.

McDuie-Ra, Duncan (2019) 'Embracing or Challenging the Tribe' in Bhattacharya, Neeladri & Joy L.K. Pachau (eds.) (2019) *Landscape, Culture, and Belonging: Writing History of Northeast India*, Cambridge: Cambridge University Press, pp. 66-85.

Pachau, Joy L.K. (2014) *Being Mizo: Identity and Belonging in Northeast India*, Delhi: Oxford University Press.

Saikia, Yasmin (2004) *Assam and India: Fragmented memories, cultural identity and the Tai-Ahom Struggle*, Delhi: Permanent Black.

Bhattacharyya, Harihar (1995) "The Reang rebellion in Tripura, 1943-45 and the birth of an ethnic identity" *Indian Economic & Social History Review*, Vol. 32 (3): 375-390.

Unit 8 (Week 12): This unit will discuss the historical significance of social stratification (not class analysis) in the colonial history of the region.

Nag, Sajal (2016) *The Uprising: Colonial State, Christian Missionaries, and anti-Slavery Movement in North-East India*, Delhi: Oxford University Press.

Saikia, Arupjyoti (2014) *A Century of Protests: Peasant Politics in Assam since 1900*, New Delhi: Routledge.

Zou, David V. (2018) 'Vai phobia to Raj nostalgia: Sahibs, chiefs and commoners in colonial Lushai Hills' in Lipokmar Dzuwichu and Manjeet Baruah (eds.) *Modern Practices in North East India*, New York: Routledge, pp. 119-143.

Unit 9 (Week 13): This unit will discuss the history of social communication in the form of oral tradition, literary cultures and visual literacy.

Pachua, Joy L.K. and Willem van Schendel (2015) *The Camera as Witness: A Social History of Mizoram*, Northeast India, Delhi: Cambridge University Press.

Thirumal, P. and Lalrozami, C. (2010) "On the discursive and material context of the first handwritten Lushai newspaper 'Mizo Chanchin Laishuih', 1898", *Economic & Social History Review*, Vol. 47 (3): 377-403.

Unit 10 (Week 14): This unit will make a methodological comparison of oral history and historical novel on the case of the Apatani community.

Blackburn, Stuart (2003) 'Colonial contact in the 'hidden land': Oral history among the Apatanis of Arunachal Pradesh' *Indian Economic & Social History Review*, 40 (3): 335-365.

Blackburn, Stuart (2015) *Into the Hidden Valley*, New Delhi: Speaking Tiger Publishing [historical novel on Anglo-Apatani contact].

Suggested Readings:

- Behal, Rana P. (2006) "Power Structure, Discipline, and Labour in Assam Tea: Plantations under Colonial Rule" *International Review of Social History*, vol. 51 (Supplement) pp. 143–172.
- Franke, Marcus (2009) *War and Nationalism in South Asia: the Indian state and the Nagas*, London and New York: Routledge.
- Guha, Amalendu (2006) *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam*, Delhi: Tulika Books.
- Guite, Jangkhomang (2018) *Against State, Against History: Freedom, Resistance and Statelessness in Upland Northeast India*, Delhi: Oxford University Press.
- Jilangamba, Yengkhom (2015) "Beyond the Ethno–Territorial Binary: Evidencing the Hill and Valley Peoples in Manipur", *South Asia: Journal of South Asian Studies*, 38 (2): 276-289.

- Kar, Bodhisattva (2009) “Historia Elastica: A Note on the Rubber Hunt in the North-Eastern Frontier of British India” *Indian Historical Review*, 36(1) 131–150
- Nag, Sajal (2008) *Pied Pipers in North-East India: Bamboo-Flowers, Rat-Famine & the Politics of Philanthropy (1881-2007)*, Delhi: Manohar Publishers.
- Saikia, Arupjyoti (2016) “Borders, Commodities and Citizens across Mud and River: Assam, 1947–50s” *Studies in History* 32(1): 72–96.

Facilitating Teaching Learning Outcome

The course is organized thematically while retaining some chronological developments within individual themes. Unit 1 focuses on the pre-colonial past of India’s north-eastern region. Units 2-3 look at this regional history from a spatial perspective; and units 4-5 underlines commercial elements in the historical development of the region. Units 6-8 discuss the cultural history of the area by picking themes such as religion, identity and social groups. Units 9-10 are concerned with the uses of oral history, historical novel and literary cultures in the writing of regional history.

Assessment

Students taking this course will be assessed in three modes:

- 1) For the purpose of Internal Assessment (carrying 25 marks), students are encouraged to write a term paper on a topic of their choice on any indigenous culture or people in India or abroad.
- 2) Alternatively, students will be given a set of readings consisting of both primary and secondary sources. They will be asked to identify some researchable questions and prepare an essay of about 2000 – 3000 words with the help of the resources provided by the course teacher. Students are required to have verbal presentation of their written assignment in small groups of their own formation.
- 3) End-semester examination of three-hour duration will assess the student’s understanding of the prescribed syllabus and this will be marked out of 75 marks. In the current format, students are expected to answer four out of eight questions.

HSM-New Course
The World of Artisans in Indian History: 18th to 20th Centuries

Course Objectives:

The objective of the course is to teach students some of the broad debates and theoretical formulations about the manufacture and trade in crafted goods and the men and women who were involved in this industry. The artisans, including metalworkers, tanners, shoemakers, dyer, spinners, dyers, weavers, embroidery-workers, blacksmiths and even carpenters etc.- lay at the social as well as the economic heart of society. A historical overview of craft traditions from the early modern to contemporary periods would be required in order to situate them in the cultures that produced them within a material culture of ingrained hierarchies. The associations between living practices and ritualistic forms, ceremonial occasions, customary beliefs and fashions, gendered work cultures becomes a part of the complex study of artisan culture. Finally, to illustrate and complicate the more general processes discussed in the course, students will explore the history of particular artisanal traditions as select case studies -- its geographical distribution, internal organization, patterns of patronage, myths and legends associated with different influences on the artisan and so on.

Learning Outcomes:

At the end of the course, students would:

- Reflect upon craft knowledge and artisanal epistemology.
- Learn about the intersections between craft, skill and science; and questions of historical methodology and evidence in the reconstruction of historical experience of crafts.
- Acquire the knowledge about the history of artisanal work, as much as the sociological, historical and cultural conditions of their production, in pre-colonial and colonial India.
- Get information about the social structures that supported certain forms of production and consumption (e.g., associations such as guilds, workshops, manufactories).
- Know about changes in the hands-on approach reshaped by technological shifts, interdependent practices of making and the relationship between labour and status?
- Understand crafts as material and consumer objects and critical role of the crafts community and its integral relationship to the Indian history.

Course Content:

Unit 1: (Week 1-2): The meaning of work and the artisanal economy.

Unit 2: (Week 3-4): Local skill and Knowledge systems, the artisanal workplace and production methods.

Unit 3: (Week 5-6): Histories of crafts from Pre-colonial to Early-colonial India, regional perspectives.

Unit 4: (Week 7-8): Artisan communities, artisan life-cycle, social hierarchies of work, individual craftsmen and women.

Unit 5: (Week 9-10): Networks of crafts distribution, consumption and fashion.

Unit 6: (Week 11-12): Marginalization of work and Forms of identities among Artisanal groups.

Unit 7: (Week 13): Authority and resistance: artisans in the society, economy, polity and culture.

Unit 8 (Week 14): Artisans in the era of industrial capitalism.

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will raise and explain methodological and theoretical questions about the meaning of work and the artisanal skill economy.

Adamson Glenn (ed.) (2010), *The Craft Reader*, Oxford: Berg.

Alfoldy, Sandra. (ed.).(2007), *NeoCraft: Modernity and the Crafts*. Halifax: Press of the Nova Scotia College of Art and Design.

Appadurai, Arjun. (ed.), (1988) *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge: Cambridge University Press.

Bhattacharya, Sabyasachi. (1966). "Cultural and Social Constraints on Technological Innovation and Economic Development." *Indian Economic and Social History Review* 3, no. 3, 240–67.

Hanagan, Michael P.(1977). 'Artisan and Skilled Worker: The Problem of Definition' *International Labor and Working-Class History*, vol. 12. 28–31.

Sennett, Richard.(2008). *The Craftsman*, New Haven: Yale University Press.

Smith,Pamela H., Amy R. W. Meyers, and Harold J. Cook. (eds.) (2014), *The Ways of Making and Knowing*, University of Michigan Press.

Unit 2 (Week 3-4): This unit will provide descriptions of Indian crafts, their traditional genres, technology, and aesthetics in terms of their materials and techniques, designs, patterns, and visual appeal, the nature and varieties of local skills and knowledge systems, the artisanal workplace and production methods.

Jiwan Pani. (1986). *Living Dolls: Story of Indian Puppet* by Publications Division, Government of India.

Chattopadhyay, Kamaladevi. (1980). *India's Craft Tradition*. Publications Division, Government of India.

Brijbhushan, Jamila.(1980). *Indian Embroidery*. Publications Division, Government of India.

Pal, H. Bhisham.(1984). *Handicrafts of Rajasthan*. Publications Division, Government of India.

- Roy, Tirthankar (1999) *Traditional Industry in the Economy of Colonial India*, Cambridge: Cambridge University Press.
- Jaitley, Jaya.(2001). *Vishvakarma's Children – Stories of India's Craftspeople*, New Delhi, Institute of Social Sciences and Concept Publishing Company.
- एम.वी. नारायण राव , *हमारा हस्तशिल्प, दिल्ली*: नेशनल बुक ट्रस्ट, 2002.
- कमलादेवी चट्टोपाध्याय, *भारतीय हस्तशिल्प*, बॉम्बे : एलाइड पब्लिशर्स प्राइवेट लिमिटेड, 1982.

Unit 3 (Week 5-6): This unit will take a historical overview of crafts traditions to examine how the craft economy of the pre-colonial times underwent the changes and developments during the colonial period that have led us to a very different model of craft economy today.

- Bayly, C.A.,(1998). 'The Origins of Swadeshi (Home Industry): Cloth and Indian Society, 1700–1930', in *Origin of Nationality in South Asia: Patriotism and Ethical Government in the Making of Modern India*, ed. C.A. Bayly, Delhi: Oxford University Press, pp. 172–209.
- Cohn, Bernard S.(1989). 'Cloth, Clothes and Colonialism: India in the Nineteenth Century', in *Cloth and Human Experience*, ed. A. Weiner and J. Schneider, Washington: Smithsonian Books, pp. 106–62.
- Roy, Tirthankar (1999) *Traditional Industry in the Economy of Colonial India*, Cambridge: Cambridge University Press.
- Hossain, Hamida.(1988). *The Company Weavers of Bengal: The East India Company and the Organization of Textile Production in Bengal, 1750–1813*, Delhi: Oxford University Press.
- Pandey, Gyanendra.(1983). 'Economic Dislocation in Nineteenth Century Eastern UP', in Peter Robb, ed., *Rural South Asia: Linkages, Change and Development*, London: Curzon Press, pp.89-129.

Unit 4 (Week 7-8): This unit moves around the social structures, prejudices, policies and collectivities that sought to economically subordinate as well as support certain forms of production and consumption i.e. artisan communities and guilds, artisan life-cycle, individual craftsmen, gender and formation of social hierarchies of work.

- Amin, Shahid . (2005). *A concise encyclopaedia of North Indian peasant life: Being a compilation from the writings of William Crooke, J. R. Reid, G. A. Grierson*. New Delhi: Manohar.
- Kumar, Nita. (1988). *The Artisans of Banaras: Popular Culture and Identity, 1880–1986*, Princeton: Princeton University Press.
- Rai, Santosh Kumar.(2012). "Weaving Hierarchies: Production Networks of the Handloom Industry in Colonial Eastern Uttar Pradesh", *Studies in History*, vol. 28, no.2, pp.203-230.
- Roy, Tirthankar.(2010). *Company of Kinsmen: Enterprise and Community in South Asian History, 1700-1940*, New Delhi: Oxford University Press.

Sahai, Nandita Prasad.(2006), *Politics of Patronage and Protest: State, Society and Artisans in Early Modern Rajasthan*, New Delhi: Oxford University Press.

Sen, Samita.(1999) *Women and Labour in Colonial India*, Cambridge: Cambridge University Press.

अब्दुल बिसमिल्लाह (2011). *झीनी-झीनी बीनी चदरिया*, नई दिल्ली: राजकमल प्रकाशन.

Unit 5 (Week 9-10): This unit will examine networks of distribution, consumption and fashion of different craft objects to explore their material culture.

Bean, Susan S. (1989). "Gandhi and Khadi: The Fabric of Indian Independence." in *Cloth and Human Experience*, edited by Annette B. Weiner and Jane Schneider, Washington DC :Smithsonian Institution Press. 355–76.

Haynes, Douglas E., Abigail McGowan, Tirthankar Roy and Haruka Yanagisawa (eds.), (2010). *Towards a History of Consumption in South Asia*, Delhi: Oxford University Press.

Haynes, Douglas E.(2012). *Small Town Capitalism in Western India: Artisans, Merchants, and the Making of the Informal Economy, 1870–1960*, New York: Cambridge University Press.

Jain, Kajri. *Gods in the Bazaar: The Economies of Indian Calendar Art*. Durham: Duke University Press, 2007.

Parthasarathi, Prasannan.(2001). *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720–1800*, New York: Cambridge University Press.

Roy, Tirthankar . (1996). "Home market and the artisans in colonial India: a study of brass-ware". *Modern Asian Studies*, 30, 357-85.

Tarlo, Emma. (1996). *Clothing matters: dress and identity in India*. London: Hurst.

Washbrook, David.(2007). "India in the Early Modern World Economy: Modes of Production, Reproduction and Exchange." *Journal of Global History* 2:1,87–112.

Unit 6 (Week 11-12): This unit unfolds marginalization of work and forms of organization; caste and religious identities and differences among artisanal groups.

Brouwer, Jan. (1995). *The Makers of the World: Caste, Craft and Mind of South Indian Artisans*, New Delhi: Oxford University Press.

Chatterjee, Mary Searle. (1994). "'Wahabi' Sectarianism among Muslims of Banaras", *Contemporary South-Asia*, vol. 3, no. 2, pp. 83–93.

Mehta, Deepak.(1997). *Work, Ritual, Biography: A Muslim Community in North India*, Delhi: OUP.

Rai, Santosh Kumar.(2013). "The Fuzzy Boundaries: Julaha Weavers' Identity Formation in Early Twentieth Century United Provinces", in *Indian Historical Review*, vol.40, no.1, pp.117-143.

Rai, Santosh Kumar.(2018). “Social histories of exclusion and moments of resistance: The case of Muslim Julaha weavers in colonial United Provinces”, *The Indian Economic & Social History Review*, vol.55, Issue 4, pp. 549–574.

Unit 7 (Week 13): The forms of dominance, authority and resistance vis-a-vis artisans in the histories of their trade and politics; of colonialism, urbanism and nationalism will be studied in this unit.

McGowan, Abigail. (2009). *Crafting the Nation in Colonial India*, New York: Palgrave Macmillan.

Trivedi, Lisa. (2007). *Clothing Gandhi's Nation: Homespun and Modern India*, Bloomington.

Klein, Ira. (1973). “Indian Nationalism and Anti-Industrialization: The Roots of Gandhian Economics.” *South Asia* 3, 93–104.

Rai, Santosh Kumar.(2012). “Muslim Weavers’ Politics in Early 20th Century Northern India: Locating an Identity” in *Economic and Political Weekly*, Vol.XLVII, No. 15, pp.61-70.

Unit 8 (Week 14): This unit traces histories of institutional change in terms of training, technology and organization to trace incorporation of informal and household production units in the global-industrial capitalist system.

Berg, M. “Useful Knowledge, ‘Industrial Enlightenment,’ and the Place of India.” *Journal of Global History* 8:1 (2013): 117–41.

Bhattacharya, Shahana. (2018). ‘Transforming skin, changing caste: Technical Education in Leather Production in India, 1900-1950’, *Indian Economic and Social History Review* , vol.55, no. 3, pp. 307-344.

Dewan, Deepali. “The Body at Work: Colonial Art Education and the Figure of the ‘Native Craftsman.’” In James Mill and Satadru Sen, (eds.) *Confronting the Body: The Politics of Physicality in Colonial India*. London: Anthem Press, 2004. 118–34.

Liebl, M., and T. Roy. “Handmade in India: Preliminary Analysis of Crafts Producers and Crafts Production.” *Economic and Political Weekly* 37 (27 December 2003): 5366–76.

Rai,Santosh Kumar.(2015). “Ways to Modernisation and Adaptation: The State, Weaving Training Schools and Handloom Weavers in Early Twentieth Century United Provinces, India”, *Indian Historical Review*, vol. 42 no. 2, pp. 261-287.

Suggested Further Readings:

- Breman, Jan.(1988). *The Shattered Image: Construction and Deconstruction of the Village in Colonial South Asia*. Providence, RI: Foris Publications.

- Masselos, Jim.(ed.). (1984). *Popular Art in Asia: The People as Patrons*. Sydney: University of Sydney, Centre for Asian Studies: Working Papers No. 1.
- Mathur, Saloni.(2007). *India by Design: Colonial History and Cultural Display*. Berkeley: University of California,
- Meister, Michael. (eds), (1988). *Making Things in South Asia: The Role of Artist and Craftsman*, Philadelphia: Department of South Asia Regional Studies, University of Pennsylvania.
- Mitter, Partha.(1994). *Art and Nationalism in Colonial India, 1850–1922: Occidental Orientations*.Cambridge: Cambridge University Press.
- Pandey, Gyanendra. *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press, 1990.
- Sinopoli, Carla.(2003). *The Political Economy of Craft Production: Crafting Empire in South India, ca. 1350–1650*. Cambridge: Cambridge University Press.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course,aims at developing a rational insight with a focussed objective of comprehending the course content and develop oratory skills of the students.

Assessment:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in three modes.

- 1) There will be a10 marks internal assessment exam held in mid-semester.
- 2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
- 3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

**HSM New Course
Caste and Life Narratives in Modern India**

Course Objectives:

The objective of this course is to foreground 'caste' and 'life narratives' as reciprocally generative sites of serious study for a history of modern India. It guides students to analyse the conjunction of a social phenomenon called 'caste' with a genre of representation called 'life narratives', which deserve special on attention. The course brings discussion of caste to the scholarly study of life narratives and foregrounds a nuanced and critical awareness of life narratives in explorations of caste in modern and contemporary India.

Learning Outcomes:

After the successful completion of this course, students will:

- Have knowledge about various autobiographical forms and its relationship to caste histories.
- Understand why life narratives have been central to histories of the oppressed.
- Have a grasp of life histories of anti-caste ideologues like Phule, Periyar, Ambedkar and Achhutanand in modern India.
- Appreciate the richness of Dalit testimonies in various Indian languages.
- Comprehend how biopics have played a role in caste configurations.
- Be able to analyse the conjunctions between caste, gender and life narratives.

Course Content:

Unit 1: (Week 1-2): Autobiographical Forms, Testimonios and Caste Oppression

Unit 2: (Week 3-4): Life Narratives of Gandhi and Ambedkar

Unit 3: (Week 5-6): Anti Caste Ideologues and Life Writing

Unit 4: (Week 7-8): Dalit Life Narratives in Hindi

Unit 5: (Week 9-10): Dalit Life Writings in Marathi and Tamil

Unit 6: (Week 11-12): Caste, Gender, Sexuality and Life Narratives

Unit 7: (Week 13): Visual and Cinematic Representations of Caste and Life Narratives: Art and Biopic

Unit 8 (Week 14): Individual Case Studies: Om Prakash Valmiki, Sharan Kumar Limbale, Phoolan Devi and Viramma

ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:

Unit 1: (Week 1-2): This unit will examine various forms of life narratives, including autobiographies and testimonies, and their relationship to caste.

Arnold, David and Stuart Blackburn. (2004). 'Introduction: Life Histories in India'. In David Arnold and Stuart Blackburn, eds, *Telling Lives in India: Biography, Autobiography, and Life History*, Bloomington: Indiana University Press, pp. 1–28.

Kumar, Udaya. (2016). *Writing the First Person: Literature, History and Autobiography in Modern Kerala*. Ranikhet: Permanent Black.

Pandian, M. S. S. (2008). 'Writing the Ordinary Lives', *Economic and Political Weekly*, 43 (38), pp. 34–40.

Ramaswamy, Vijaya and Yogesh Sharma, eds. (2009). *Biography as History: Indian Perspectives*. New Delhi: Orient Blackswan.

Shankar, S. and Charu Gupta. (2017). '“My Birth is My Fatal Accident”: Introduction to Caste and Life Narratives'. In S. Shankar and Charu Gupta, eds, *Biography: An Interdisciplinary Quarterly: Special Issue on Caste and Life Narratives*, 40 (1), Winter, pp. 1-15.

Unit 2 (Week 3-4): This unit will understand the life writings of Gandhi and Ambedkar, in the context of the caste question.

Ambedkar, B. R. (2014). *Annihilation of Caste: The Annotated Critical Edition*. Ed. S. Anand. New Delhi: Navayana.

Gandhi, M. K. (2007). *An Autobiography, or The Story of My Experiments with Truth*, trans. Madhav Desai, London: Penguin.

Rege, Sharmila. (2013). *Against the Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy*. Delhi: Navayana.

Roy, Arundhati. (2017). *The Doctor and the Saint: Caste, Race, and the Annihilation of Caste: The Debate Between B.R. Ambedkar and M. K. Gandhi*, Chicago: Haymarket Books.

Unit 3 (Week 5-6): This unit will study the biographies and life writings of anti-caste ideologues like Periyar, Achhutanand and Santram BA.

Geetha V., and S. V. Rajadurai. (1998). *Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar*, Calcutta: Samya.

Gooptu, Nandini. (2009). *Swami Achhutanand and the Adi Hindi Movement*. New Delhi: Critical Quest.

Gupta, Charu. (2017). 'Speaking Self, Writing Caste: Recovering the Life of Santram BA'. In S. Shankar and Charu Gupta, eds. *Biography: An Interdisciplinary Quarterly: Special Issue on Caste and Life Narratives*, 40 (1), Winter, pp. 16-43.

O'Hanlon, Rosalind. (1985). *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low-caste Protest in Nineteenth-Century India*. Cambridge: Cambridge University Press.

Pandian, M. S. S. (2007). *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*. Delhi: Permanent Black.

Zelliot, Eleanor and Rohini Mokashi-Punekar, eds. (2005). *Untouchable Saints: An Indian Phenomenon*. Delhi: Manohar.

Unit 4 (Week 7-8): This unit will study Dalit writings in Hindi.

Basu, Tapan. (2017). 'The Dalit Personal Narrative in Hindi: Reflections on a Long Literary Lineage'. In S. Shankar and Charu Gupta, eds. *Biography: An Interdisciplinary Quarterly: Special Issue on Caste and Life Narratives*, 40 (1), Winter, pp. 44-63.

Brueck, Laura R. (2017). 'Bending Biography: The Creative Intrusions of "Real Lives" in Dalit Fiction'. In S. Shankar and Charu Gupta, eds. *Biography: An Interdisciplinary Quarterly: Special Issue on Caste and Life Narratives*, 40 (1), Winter, pp. 77-92.

Gajarawala, Toral Jatin. (2013). *Untouchable Fictions: Literary Realism and the Crisis of Caste*. New York: Fordham University Press.

Hunt, Sarah Beth. (2014). *Hindi Dalit Literature and the Politics of Representation*. Delhi: Routledge.

Singh, N. (2012). *Dalit Sahitya ke Pratimaan*, Delhi: Vani Prakashan [in Hindi].

Unit 5 (Week 9-10): This unit will focus on Dalit writings in Marathi and Tamil.

Dangle, Arjun, ed. (1992). *Poisoned Bread: Translations from Modern Marathi Dalit Literature*, trans. Avinash S. Pandi and Daya Agrawal, Bombay: Orient Longman.

Dangle, Arjun. (1992). 'Dalit Literature: Past, Present and Future'. In Arjun Dangle, ed. *The Poisoned Bread: Translations from Modern Marathi Dalit Literature*, Bombay: Orient Longman, pp. 234-66.

Kumar, Raj. (2010). *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Hyderabad: Orient Blackswan.

Muthukkaruppan, Parthasarathi. (2017). 'Tamil Dalit Literature: Aesthetics, Politics and Life Narratives'. In S. Shankar and Charu Gupta, eds. *Biography: An Interdisciplinary Quarterly: Special Issue on Caste and Life Narratives*, 40 (1), Winter, pp. 64-76.

Satyanarayana, K. and Susie Tharu, eds. (2011). *No Alphabet in Sight: New Dalit Writing from South India, Tamil and Malayalam*. Delhi: Penguin.

Swaminathan, Venkat. (1999). 'The Dalit in Tamil Literature: Past and Present', *Indian Literature*, xliii (5), pp. 15-30.

Unit 6 (Week 11-12): Issues of gender and sexuality have a bearing on caste and life narratives, and they will be studied in this unit.

Bhave, Sumitra. (1988). *Pan on Fire: Eight Dalit Women Tell Their Story*. Delhi: Indian Social Institute.

Ganguli, Debjani. (2009). 'Pain, Personhood and the Collective: Dalit Life Narratives', *Asian Studies Review*, 33 (4), December, pp. 429-42.

- Gupta, Charu. (2007). 'Dalit "Viranganas" and Reinvention of 1857', *Economic and Political Weekly*, 42 (19), pp. 1739–45.
- Narayan, Badri. (2006). *Women Heroes and Dalit Assertion in North India: Culture, Identity and Politics*, Delhi: Sage.
- Paik, Shailaja. (2017). 'Mangala Bansode and the Social Life of Tamasha: Caste, Sexuality, and Discrimination in Modern Maharashtra'. In S. Shankar and Charu Gupta, eds. *Biography: An Interdisciplinary Quarterly: Special Issue on Caste and Life Narratives*, 40 (1), Winter, pp. 170-99.
- Pandian, M. S. S. (2003). 'On a Dalit Woman's Testimonio'. In Anupama Rao, ed. *Gender and Caste*, Delhi: Kali for Women, pp. 129–35.
- Rege, Sharmila. (2006). *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. Delhi: Zubaan.

Unit 7 (Week 13): This unit will focus on visual and cinematic representations of caste, particularly on works of art and biopics, and how they are intricately tied to life narratives.

- Alone, Y. S. (2017). 'Caste Life Narratives, Visual Representation, and Protected Ignorance', In S. Shankar and Charu Gupta, eds. *Biography: An Interdisciplinary Quarterly: Special Issue on Caste and Life Narratives*, 40 (1), Winter, pp. 140-69.
- Eswaran, Swarnavel. (2017). 'Periyar as a Biopic: Star Persona, Historical Events, and Politics'. In S. Shankar and Charu Gupta, eds. *Biography: An Interdisciplinary Quarterly: Special Issue on Caste and Life Narratives*, 40 (1), Winter, pp. 93-115.
- Menon, Bindu. (2017). 'Affective Returns: Biopics as Life Narratives'. In S. Shankar and Charu Gupta, eds. *Biography: An Interdisciplinary Quarterly: Special Issue on Caste and Life Narratives*, 40 (1), Winter, pp. 116-139.
- Pandian, M. S. S. (1991). 'Parasakthi: Life and Times of a DMK Film', *Economic and Political Weekly*, 26 (11/12), pp. 759-70.

Unit 8 (Week 14): The unit will study individual case studies, with a focus on the life writings of Om Prakash Valmiki, Phoolan Devi and Viramma.

- Fernandes, Leela. (1999). 'Reading "India's Bandit Queen": A Trans/national Feminist Perspective on the Discrepancies of Representation', *Signs*. 25 (1), September, pp. 123-52.
- Limbale, Sharan Kumar. (2003). *The Outcaste: Akkarmashi*. Trans. Santosh Bhoomkar. New Delhi: Oxford University Press, 2003.
- Valmiki, Omprakash. (1997). *Jhoothan*, Delhi: Rajkamal [in Hindi].
- Viramma. (1998). *Viramma: Life of an Untouchable*, trans. Will Hobson, Retold by Josiane Racine and Jean-Luc Racine, New York: Verso.

Suggested Further Readings:

- "Dalit Panthers Manifesto." (1986). In *Untouchable! Voices of the Dalit Liberation*

Movement, no trans. indicated, ed. Barbara Joshi, 141–47. London: Zed.

- Brueck, Laura R. (2014). *Writing Resistance: The Rhetorical Imagination of Hindi Dalit Literature*. New York: Columbia University Press.
- Guru, Gopal and Sundar Sarukkai. (2012). *The Cracked Mirror: An Indian Debate on Experience and Theory*, New Delhi: Oxford University Press.
- Heering, Alexandra de. (2013). ‘Oral History and Dalit Testimonies: from the Ordeal to Speak to the Necessity to Testify’, *South Asia Research*, 33 (1), pp. 39-55.
- Joshi, Barbara. (1986). *Untouchable! Voices of the Dalit Liberation Movement*, ed. London: Zed.
- Kshirsagar, R.K.(1994). *Dalit Movement in India and its Leaders (1857-1956)*. Delhi: MD Publications.
- Limbale, Sharan Kumar. (2004). *Toward an Aesthetics of Dalit Literature*. Trans. Alok Mukherjee. Hyderabad: Orient Longman.
- Menon, Dilip M. (2006). *The Blindness of Insight: Essays on Caste in Modern India*. Pondicherry: Navayana.
- Nagaraj, D.R. (2010). *The Flaming Feet and Other Essays: The Dalit Movement in India*. Ranikhet: Permanent Black.
- Narayan, Badri and A.R. Misra. (2004). *Multiple Marginalities: An Anthology of Identified Dalit Writings*. Delhi: Manohar.

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and discussions based on the readings. Students will be asked to write an essay on one of the topics of the course, with footnotes and bibliography, and further readings will be given to them on their chosen topic, so that they can go in much more depth on a particular topic, thus preparing them for future and further research. This would also facilitate rigorous conceptualization and written expression.

Assessment:

There are three modes of assessing students in this course.

- 1) There will be an internal assessment exam held in mid-semester. This will be out of 10 marks.
- 2) Students will also be asked to submit a written essay of 3000 words with footnotes and bibliography, which will be out of 15 marks.
- 3) There will be an end of term semester examination that will cover the contents of the entire course. The examination will be of 3 hours duration and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM New Course
Peasant Societies and Movements in India, 1856-1951

Course Objectives:

The objective of the course is to teach students some of the broad debates and theoretical formulations about the peasantry in modern India. Central focus of the course will be to understand the changing agrarian social structure and agrarian relations given the nature of colonialism. Students are required to analyse the question of the peasant society and movements from different parameters of class, role of different agrarian classes, role of different political experiences, emphasizing the social questions and ideologies in different period. The task of this course is to examine critically great inequalities existing in levels of living, perennial indebtedness, poverty and social status of the peasantry. It seeks to understand the politics of the oppressed peasantry, as expressed through a search for identity and through movements which seek improvement in their socio-economic status, a share in political power and ultimately destruction of the inequalities. It also attempts to explain the role of youth, women and marginalized groups in the historical forms of agrarian politics.

Learning Outcomes:

At the end of the course, students would:

- Have a good grasp on the sources, methods and approaches to the study of peasantry with an overview of the literature on the subject.
- Examining the colonial background to the peasant experiences, particularly the nature of colonial revenue policy, its impact on agriculture and the agrarian relations.
- Acquire the knowledge about the functional history of the village community in colonial India.
- Acquainted with the nature, magnitude and significance of peasant struggles in British India.
- Comprehend the role of peasant uprisings in the Indian national movement and thereafter.
- Learn about the intersections of peasant identity and its implications for democratic politics.
- Analysing the main issues, forms and phases of the peasant consciousness, and explore select case studies of peasant movements, to examine their emergence, ideology, strategies of mobilisation.
- Get the opportunity to compare different historical regional experiences peasants' history.

Course Content:

Unit 1: (Week 1-2): Conceptual problems, sources, methods and issues of differentiation.

Unit 2: (Week 3-4): The colonial revenue policy and its impact on agricultural production and agrarian relations.

Unit 3: (Week 5-6): Patterns of change under colonialism, commercialization, indebtedness, famines, migration and disease.

Unit 4: (Week 7-8): Peasant Landlessness, tied labour and reproduction of subordination, economic and social institutions and stratification.

Unit 5: (Week 9-10): Peasant life cycle, work organization, hierarchies of work and family labour

Unit 6: (Week 11-12): Transformation in peasant identities and patterns of social interactions, communities, kinship, caste and religion.

Unit 7: (Week 13): Peasant consciousness, organizations, leadership and diverse Ideologies, case studies from the second half of the 19th century

Unit 8: (Week 14): Peasants, nationalism and resistance: peasants in revolt, issues, forms, phases in first half of 20th century.

Essential Readings and Unit Wise Learning Outcome:

Unit 1: (Week 1-2): This unit will raise and explain methodological and theoretical questions like formulation of definition of “peasant”.

Barrington Moore jr (1993) *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*, Boston: Beacon Press.

Bhattacharya, Neeladri,(2019). *The Great Agrarian Conquest: The Colonial Reshaping of a Rural World*, Ranikhet: Permanent Black.

Hobsbawm, E.J. et.al (ed.), (1980). *Peasants in History: Essays in Honour of Daniel Thorner*, Delhi: Oxford University Press.

Mintz, Sidney W. (1973). “A Note on the Definition of Peasantries,” *Journal of Peasant Studies* 1, no. 1, pp. 91–106.

Owen, John R.(2005). “In Defence of the ‘Peasant’,” *Journal of Contemporary Asia*, vol. 35, no. 3, pp.368–385.

Redfield, Robert.(1960).*The Little Community and Peasant Society and Culture*. Chicago: University of Chicago Press.

Saturnino M, Borras Jr (2009). “Agrarian Change and Peasant Studies : Changes, Continuities and Challenges”. *Journal of Peasant Studies*, vol.36, no.1, pp.5-32.

Scott, James C. (1976).*The Moral Economy of the Peasant: Rebellion and Subsistence in South east Asia*, New Haven: Yale University Press.

Thorner, Daniel.(1972). “Peasantry”, in *International Encyclopaedia of Social Sciences*, vol. 11 & 12, pp. 503-10.

Unit 2 (Week 3-4): This Unit will take a historical overview of the arrival of colonial regimes and land settlement policies to analyze the historical interdependence between political change, institutional capture of economy, and new trends in agrarian relations, social mobility and inequality in peasant society.

- Baden Powell, B.H.(1972). *The Land Systems of British India*, 3 vols., New York, Johnson Reprint Corporation.
- Byres, T. J. (1991). "The Agrarian Question and Differing Forms of Capitalist Agrarian Transition: An Essay with reference to Asia" in Jan Breman and Sudipto Mouldo (ed). *Rural Transformation in Asia*, Delhi: Oxford University Press.
- Banaji, Jairus. (2010). *Theory as History: Essays on Mode of Production and Exploitation*, Leiden and Boston: Brill, Chap. 1 and Summary.
- Bose, Sugata (1993). *Peasant Labour and Colonial Capital: Rural Bengal since 1770, (The New Cambridge History of India Vol. III.2)*, Cambridge: Cambridge University Press.
- Frykenberg, R.E. (ed.) (1977). *Land Tenure and Peasant in South Asia*, Delhi, Orient Longman.
- Banerjee, Abhijit V. and Lakshmi Iyer.(2005). "History, Institutions, and Economic Performance: The Legacy of Colonial Land Tenure Systems in India," *American Economic Review*, vol. 95,pp. 1190-1213.
- Guha, Ranajit. (1963). *A Rule for Property in Bengal: An Essay on the Idea of the Permanent Settlement*. Paris: Moulton and Co.
- Guha, Sumit. 1985. *The Agrarian Economy of the Bombay Deccan 1818-1941*. Delhi: Oxford University Press.
- Stein, Burton (ed.)(1992). *The Making of Agrarian Policy in India, 1770- 1900*, Delhi: Oxford University Press.

Unit 3 (Week 5-6): This unit will assess the nature of colonial and feudal exploitation leading towards fundamental changes in the life of lower groups of peasantry; social discontent of the peasantry and resulting desperate responses due to problems related to the food, land rights to the tiller, tenancy issues, commercialization, indebtedness, famines, migration, disease and poverty.

- Amin, Shahid.(1984). *Sugarcane and Sugar in Gorakhpur: An Inquiry into Peasant Production for Capitalist Enterprise in Colonial India*. Delhi: Oxford University Press.
- Bharadwaj, K. (1985) 'A View of Commercialization in Indian Agriculture and the Development of Capitalism', *Journal of Peasant Studies*, vol.12, no.4, pp.7-25.
- Guha, Sumit,(1985). *The Agrarian Economy of the Bombay Deccan, 1818-1941*, Delhi: Oxford University Press.
- Hall-Matthews, David.(2005). *Peasants, Famine and the State in Colonial Western India*, NewYork: Palgrave.
- Hardiman, David.(1996). *Feeding the Baniya. Peasants and Usurers in Western India*. Delhi: Oxford University Press.
- Krishna Bharadwaj (1985). "A Note on Commercialization in Agriculture", in K N Raj, Neeladri Bhaattacharya, Sumit Guha and Sakti Padhi (eds). *Essays on the Commercialization of Indian Agriculture*, Delhi: Oxford University Press.

- Raj, K.N. et.al. (ed.). (1985). *Essays on the Commercialisation of Indian Agriculture*, Delhi: Oxford University Press.
- Ramaswamy, Vijaya. (ed.). (2016). *Migrations in Medieval and Early Colonial India*, Oxford: Routledge.
- Ray, Ratnalekha. (1979). *Change in Bengal Agrarian Society, (C. 1760 – 1850)*, Delhi, Manohar.
- Robb, Peter (ed.). (1993). *Rural India: Land, Power and Society under British Rule*, Delhi: Oxford University Press.
- Robb, Peter. (ed.) (1983), *Rural South Asia: Linkages, Change and Development*, London: Curzon Press, pp.89-129.
- Rothermund, D. (1978). *Government, Landlord and Peasant in India: Agricultural Relations under British Rule, 1865-1935*, Wiesbaden: Franz Steiner Verlag GmbH.

Unit 4 (Week 7-8): This unit moves around power and subordination of various peasant strata, nature, role and potential and social structures, prejudices, and collectivities that sought to economically subordinate as well as working as the source of turbulence and disruption.

- Agarwal, Bina (2001). 'Disinherited Workers, Disadvantaged Peasants: A Gender Perspective on Land/Livelihood', in Alice Thorner (ed.) *Land, Labour and Rights: 10 Daniel Thorner Memorial Lectures*, Delhi: Tulika.
- Aggarwal, Bina. (1994). *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge University Press.
- Baker, Christopher John. (1984). *An Indian Rural Economy: 1880 - 1955 The Tamilnad Countryside*. Oxford and Delhi: Oxford University Press.
- Breman, Jan. (1974). *Patronage and Exploitation: Changing Agrarian Relations in South Gujarat, India*. Berkeley: University of California Press.
- Frykenberg, R.E. (ed.). (1979). *Land Control and Social Structure in Indian History*, New Delhi, Manohar Publications .
- Kapadia, Karin. (2000). "Responsibility Without Rights: Women Workers in Bonded Labour in Rural Industry in South India." In *Disappearing Peasantries?: Rural Labour in Africa, Asia and Latin America*, eds. Jos E. Mooij, Deborah Fahy Bryceson, and Crist bal Kay, London: Intermediate Technology Publications, pp. 247–261.
- Metcalf, Thomas R. (1976). *Land, Landlords and The British Raj: Northern India in the Nineteenth Century*. Berkeley: University of California Press.
- Omvedt, G. (1981). 'Capitalist Agriculture and Rural Classes in India'. EPW, Vol.16, No.2
- Prakash, Gyan. (1990). *Bonded Histories: Genealogies of Labor Servitude in Colonial India*. Cambridge: Cambridge University Press.
- Sen, Samita. (1999) *Women and Labour in Colonial India*, Cambridge: Cambridge University Press.

Yang, Anand A. (1989). *The Limited Raj: Agrarian Relations in Colonial India, Saran District, 1793-1920*. Berkeley: University of California Press.

Unit 5 (Week 9-10): This unit will examine every day existence and life cycle, of peasantry through various social institutions such as the family, social stratification, the interrelationship among power relationships to explore gender and related social hierarchies of work.

Amin, Shahid . (2005). *A concise encyclopedia of North Indian peasant life: Being a compilation from the writings of William Crooke, J. R. Reid, G. A. Grierson*. Delhi: Manohar.

Commander, Simon. (1983). ‘ The Jajmani System in Northern India: An Examination of Its Logic and Status across Two Centuries’, *Modern Asian Studies*, vol. 17, no. 2 , pp. 283-31

Crooke, William.(1989). *A Glossary of North Indian Peasant Life, edited, with an Introduction, Appendices and Notes*, ed., Shahid Amin, Delhi: Oxford University Press.

Gupta, Dipankar. (1997). *Rivalry and Brotherhood: Politics in the Life of Farmers in Northern India*, Delhi, Oxford University Press.

Haynes, Douglas and Gyan Prakash (eds). (1991) *Contesting Power: Resistance and Everyday Social Relations in South Asia*. Delhi: Oxford University Press.

Lewis, Oscar.(1965). *Village life in Northern India : studies in a Delhi village*, New York : Random House.

Mayer, Peter. (1993), ‘Inventing Village Tradition: The Late 19th Century Origins of the North Indian ‘Jajmani System’’, *Modern Asian Studies*, vol.27, no.2, pp. 357-395.

Rogers, S.C. (1975). “Female Forms of Power and the Myth of Male Dominance: A Model of Female/Male Interaction in Peasant Societies”, *American Ethnologist*, vol. 2, no.4, pp. 727-56.

Roy, Tirthankar.(2010). *Company of Kinsmen: Enterprise and Community in South Asian History, 1700-1940*, Delhi: Oxford University Press.

Scott, James C. (1985). *Weapons of the Weak: Everyday Forms of Peasant Resistance*, Yale University Press.

Tria Kerkvliet, Benedict J.(2009). “Everyday politics in peasant societies (and ours)”, *Journal of Peasant Studies*, vol. 36, no.1, pp. 227 — 243.

Unit 6 (Week 11-12): This unit unfolds inherited determinants of identity and amorphous differences to examines ways in which *peasants transform* and institutionalise themselves, forge new collective *identities* and articulate new strategies to ensure peasant survival.

Ahmad, Imtiaz. (1971). “Caste Mobility Movements in North India.” *Indian Economic and Social History Review* 7, no. 2, pp. 164–91.

Bayly, Christopher A. (1988). *Indian Society and the Making of the British Empire*. Cambridge: Cambridge University Press.

- Chatterjee, Partha.(1982) “Agrarian Relations and Communalism in Bengal, 1926-1935.” in *Subaltern Studies I: Writings on South Asian History and Society*, ed. Ranajit Guha. Delhi: Oxford University Press, pp. 9-38.
- Chatterjee, Suranjan.(1984). “New Reflections on the Sannyasi, Fakir and Peasants’ War.” *Economic and Political Weekly* 19, no. 4,pp. PE2–PE13.
- Crooke, William. (1978). *The Popular Religion and Folklore of Northern India*. 2 vols. 2d ed., revised and illustrated. London: A. Constable, 1896. Fourth reprint, Delhi: Munshiram Manoharlal.
- Freitag, Sandria B.(1989). *Collective Action and Community: Public Arenas and the Emergence of Communalism in North India*. Berkeley: University of California Press.
- Pandey, Gyanendra.(1992). *The Construction of Communalism in Colonial North India*, Delhi: Oxford University Press.
- Pinch, William R.(1996). *Peasants and Monks in British India*. Berkeley, University of California Press.

Unit 7 (Week 13): The forms of dominance, authority and resistance and the mobilization for struggle are the main concerns of this unit. Descriptions of different agrarian classes and formation of peasant consciousness, role of different organizations emphasizing the social questions and ideologies will traces histories of peasant resistance through case studies of any two rebellions from second half of the 19th century – the revolt of 1857,the Indigo revolt, the Deccan riots, the Mapilla rebellion.

- Banaji, Jairus. (1977). ‘Capitalist Domination and the Small Peasantry: Deccan Riots in the late Nineteenth Century’, *EPW*.
- Charlesworth, Neil. (1985). *Peasants and Imperial Rule: Agriculture and agrarian society in the Bombay Presidency, 1850-1935*. Cambridge: Cambridge University Press.
- Chaturvedi, Vinayak.(2007). *Peasant pasts : History and memory in Western India*, Berkeley: University of California Press.
- Guha, Ranajit. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*, Delhi: Oxford University Press.
- Kumar, Ravinder. (1968) *Western India in the Nineteenth Century: A Study of the Social History of Maharashtra*. London: Routledge and Kegan Paul.
- Mukherjee, Rudrangshu.(1984). *Awadh in Revolt: A Study of Popular Resistance*, Delhi: Oxford University Press
- Panikkar,K.N. (1989). *Against Lord and State: Religion and Peasant Uprisings in Malabar, 1836 -1921*, Delhi: Oxford University Press.
- Stokes, Eric. (1980). *The Peasant and Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge University Press along with S. Chand & Co.
- Stokes, Eric. (1986). *The Peasant Armed: The Indian Rebellion of 1857* (Ed.). C.A. Bayly, Oxford: Clarendon Press.

[मीनाक्षी नटराजन](#). (2012). [1857 : भारतीय परिप्रेक्ष्य भाग\(1-2\)](#) ,नयी दिल्ली: [सामयिक प्रकाशन](#).

Unit 8 (Week 14): This unit traces histories of peasant resistance and revolt in relation to Indian nationalism through case studies of any three rebellions- Peasant movement in Awadh 1919-1922, Peasant movements in Bihar 1919-1941, the Tebhaga movement 1946-1947, the Telengana movement 1946-1957.

Amin, Shahid, (1988), '*Agrarian bases of nationalist agitations in India : an historiographical Survey*', in D.A. Low (ed.), *The Indian National Congress: centenary hindsights*, New Delhi: Oxford University Press, pp. 54-97.

Amin, Shahid. (1995). *Event, Metaphor, Memory: Chauri Chaura 1922-1992*, Delhi: OUP.

Amin, Shahid. (1984.)“Gandhi as Mahatma, Gorakhpur District, Eastern UP, 1921– 22.” In *Subaltern Studies III*, ed. Ranajit Guha, Delhi: OUP. pp.1-57..

Brown, Judith. (1974). “[Gandhi and India's Peasants, 1917–22](#)”, *Journal of Peasant Studies*, vol.1(4), pp.462-485.

Das, Arvind N.(ed.).(1982). *Agrarian Movements in India: Studies on 20th Century Bihar*, Delhi: Manohar.

Dhanagare, D.N.(1983). *Peasant Movements in India 1920 - 1950*, New Delhi, OUP.

Guha, Ramachandra.(1989). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, Delhi, OUP .

Hardiman, David. (1981). *Peasants Nationalist of Guajarat: Kheda District, 1917-1934*, Delhi: OUP. Chapters 5&6.

Henningham, Stephen.(1982).*Peasant movements in colonial India: North Bihar, 1917-1942*. Canberra : ANU Printing.

Jha, Hetukar. (1977). *Lower Caste Peasants and Upper Caste Zamindars in Bihar, 1921-25*. *IESHR*, vol. 14, no. 4, pp. 550–55.

Kumar, Kapil.(1994). *Peasants in Revolt: Tenants, Landlords, Congress and the Raj in Oudh 1886 1922*, New Delhi : Manohar.

Pandey, Gyanendra.(1982). ‘Peasant Revolt and Indian Nationalism: The Peasant Movement in Awadh’ in Ranajit Guha, (ed.), *Subaltern Studies*, vols. I, New Delhi: OUP.

Pouchepadass, Jacques . (1999). *Champaran and Gandhi: Planters, Peasants and Gandhian Politics*, New Delhi: OUP, pp. 144-230.

Rasool,Md. Abdullah.(1974). *A History of the All India Kisan Sabha, Calcutta*: National Book Agency.

Satyanarayana, A.(1990). *Andhra Peasants under British Rule: Agrarian Relations and Rural Economy*, Delhi:Manohar .

Sen, Sunil.(1972). *Agrarian Struggle in Bengal 1946-47*, New Delhi: PPH.

Sundarayya, Puchalapalli.(1972). *Telengana People's Struggle and its Lessons*, Calcutta, CPI-M.

Siddiqi, Majid Hayat. (1978).*Agrarian Unrest in North India: The United Provinces, 1918-1922*. New Delhi: Manohar.

स्वामी सहजानंद सरस्वती,(2000). *मेरा जीवन संघर्ष*, नयी दिल्ली:ग्रन्थ शिल्पी.
शाहिद अमीन, ज्ञानेंद्र पांडेय,(1995). *निम्नवर्गीय प्रसंग (भाग एक और दो)*, नयी दिल्ली राजकमल :
प्रकाशन

Suggested Further Readings:

- Charlesworth, Neil.(1982). *British Rule and the Indian Economy, 1800-1914*. London: Macmillan.
- Desai, A.R. (ed.). (1979). *Peasant Struggles in India*, Bombay: Oxford University Press.
- Gough, Kathleen.(1974). “Indian Peasant Uprisings”, *EPW*. vol.IX (Spl. Number).
- Hardiman, David (ed.). (1993). *The Peasant Resistance in India, 1858-1914*, Delhi, OUP.
- Hasan, Zoya.(1989). *Dominance and Mobilisation: Rural Politics In Western Uttar Pradesh 1930- 1980*. New Delhi: Sage Publications.
- Hauser,Walter.(1961). *The Bihar Provincial Kisan Sabha, 1929-1949 : a study of an Indian peasant movement*, Chicago: University of Chicago Press.
- Kumar, Dharma (ed.). (1984). *The Cambridge Economic History of India, Vol. II, (C.1757 – C.1970)*, Delhi:Orient Longman along with CUP.
- Ludden, David (ed.). (1994). *Agricultural Production and Indian History*, Delhi: OUP.
- Neale, Walter C. (1962). *Economic Change in Rural India: Land Tenure and Reform in the United Provinces, 1800-1955*. New Haven: Yale University Press.
- Prakash, Gyan.(1992). *The world of the rural labourer in colonial India*. Delhi: Oxford University Press.
- Raj, K.N. (ed.). *Essays on the Commercialisation of Indian Agriculture*.
- Shanin, Teodor, (ed.), (1971). *Peasants and Peasant Societies:Selected Readings*, London:Penguin Books.
- Thorner, Daniel and Alice Thorner.(1962). *Land and Labour in India*, Bombay: Asia Publishing House.
- Whitcombe, Elizabeth.(1972). *Agrarian Conditions in Northern India: the United Provinces Under British Rule, 1860-1900*. Berkeley: UCAL.
- सुमित सरकार) .२०० .(9 *आधुनिक भारत* ,नयी दिल्ली,[राजकमल प्रकाशन](#) .
- एल .नटराजन).२० .(14*भारत के किसान विद्रोह*) 1850-1900), नयी दिल्ली:[वाणी प्रकाशन](#) .
- किशन पटनायक) २००९ .(किसान आन्दोलन :दशा और दिशा ,नयी दिल्ली:[राजकमल प्रकाशन](#) .

Facilitating Teaching Learning Outcome:

The course is organized around weekly lectures and assignments based on the themes and topics of the course. Students will be participating in course readings based group discussions. The course,aims at developing a rational insight with a focussed objective of comprehending the course content and develop oratory skills of the students.

Assessments:

Internal Assessment will be a continuous process based on three fold approach of reading, understanding and articulation. Students enrolled in the course would have their work assessed in two modes.

- 1) There will be a 10 marks internal assessment exam held in mid-semester.
- 2) Students will be expected to submit a 15 marks research paper on one of the topics of the course.
- 3) There will be an end of term semester examination covering the entire course. This will be a 3 hours duration University examination and students will be required to answer 4 out of 8 questions. Marks will be awarded out of a maximum of 75 marks.

HSM New Course
Business and Finance in the History of Political Economy in Modern India

Course Objectives:

This course attempts to explore select empirical studies of the history of business and finance within the broad framework of the history of economic thought. While paying special attention to the national business history of India, it includes the national business history of the United States of America and other comparative cases from Europe as well as Asia. The course will underline the disciplinary kinship of business history with economic history as well as the history of ideas. Ideas shape history as much as historical events determine political economy.

Learning Outcomes:

At the end of this course, the students will

- learn how to analyse the interface between human action and ideas—historical events, economic thought and business practices.
- learn about the older concerns of mainstream economic history.
- be equipped with an inventory of best practices and ideas for practical action either in the world of business or the realm of policy making.

Course Content

- Unit 1 (Week 1):** Historiography of business history and economic history
- Unit 2 (Week 2-3):** Economic thought & business practices in Arab-Islamic & Chinese economies
- Unit 3 (Week 4-5):** Economic thought and business history in ancient and medieval Europe
- Unit 4 (Week 6-7):** The Financial Revolution: Credit and the origin of Public Debt and the price revolutions in modern Europe
- Unit 5 (Week 8):** Business history and enterprise culture in Britain
- Unit 6 (Week 9-10):** Business history and enterprise culture of continental Europe and Japan
- Unit 7 (Week 11):** Business & Financial history in North America and Latin America
- Unit 8 (Week 12):** History of money across time and culture; the Great Depression in monetary history
- Unit 9 (Week 13):** Portfolio capitalists and the political economy of early modern India; the emergence of Capitalism in India
- Unit 10 (Week 14):** Business communities & pioneers in India; the global resurgence of Indian business

Essential Readings and Unit Wise Learning Outcome:

Unit 1 (Week 1): This unit will discuss the historiography of business history by situating it within the broad framework of economic history.

Amatori, Franco & Jones, Geoffrey (2003) *Business History around the World*, Cambridge: Cambridge University Press.

Roy, Tirthankar (2014) "The Rise and Fall of Indian Economic History 1920-2013" *Economic History of Developing Regions*, 29 (1): 15-41.

Unit 2 (Week 2-3): This unit will discuss the economic thought and business culture in China and in the Arab-Islamic context.

Madjd-Sadjadi, Zagros (2015) "China: 2,500 years of economic thought" in Vincent Barnett, *Routledge Handbook of the History of Global Economic Thought*, Abingdon: Routledge, pp. 294-305.

Ghazanfar, S.M. (2015) "Arab-Islamic economics" in Vincent Barnett (2015) *Routledge Handbook of the History of Global Economic Thought*, Abingdon: Routledge, pp. 202-215.

Hosseini, Hamid S. (2003) "History of Economics and their Impact: A Refutation of the Schumpeterian Great Gap" in Warren J. Samuels, Jeff E. Biddle, and John B. Davis (eds.) *A Companion to the History of Economic Thought*, Malden, USA: Blackwell, pp. 28-45.

El-Ashker, Ahmed A.F. and Wilson, Rodney (2006) *Islamic Economics: A Short History*, Leiden: Brill, (Ch. 5 – The Abbasid's Golden Age: The florescence of Islamic Economics, pp. 155-221).

Magnusson, Lars G. (2003) "Mercantilism" in Warren J. Samuels, Jeff E. Biddle, and John B. Davis (eds.) *A Companion to the History of Economic Thought*, Malden, USA: Blackwell, pp. 46-60.

Unit 3 (Week 4-5): This unit will discuss the history of economic thought and business practice in Europe from antiquity to the medieval period.

Lyttekens, Carl Hampus (2013) *Economic Analysis of Institutional Change in Ancient Greece: Politics, Taxation and Rational Behaviour*, Abingdon: Routledge (ch. 7: Institutions and Market, pp. 118-134).

Murray, James M. (2010) "Entrepreneurs and Entrepreneurship in Medieval Europe" in Landes, David; Mokyr, Joel; & Baumol, William, *The Invention of Enterprise: Entrepreneurship from Ancient Mesopotamia to Modern Times*, Princeton: Princeton University Press, pp. 88-106.

Mills, John (2003) *A Critical History of Economics*, Basingstoke: Palgrave Macmillan (ch. 3: The Pre-Industrial World, pp. 40-58).

Marjorie Grice-Hutchinson (1952) *The School of Salamanca*, Oxford: Clarendon Press [Introduction + chapter 3].

Gleeson-White, Jane (2011) *Double-Entry: How the Merchants of Venice created modern Finance*, London: Allen & Unwin.

Unit 4 (Week 6-7): This unit will discuss the financial revolution (the birth of modern credit and public debt) in modern Europe; and it will also consider the theory of price revolutions in history.

Coffman, D'Maris (2013) *Excise Taxation and the Origins of Public Debt*, Basingstoke, UK: Palgrave Macmillan (Preface, chs. 1-2).

Dark, Ken and Gulamhussen, Mohamed A. (2010) "Imperialism and the Entrepreneurial State" in Mark Casson (ed.) *Entrepreneurship: Theory, Network, History*, Cheltenham, UK: Edward Elgar, pp. 326 – 371.

Wennerlind, Carl (2011) *Casualties of Credit: The English Financial Revolution, 1620–1720*, Cambridge: Harvard University Press (ch. 3: Epistemology of Credit, pp. 83-122; ch. 5: Public credit and the public sphere, pp. 161-196).

Fischer, David Hackett (1996) *The Great Weave: Price Revolutions and the Rhythm of History*, New York: Oxford University Press.

Daunton, Martin (2010) "Creating Legitimacy: Administering Taxation in Britain, 1815–1914" in Jose Luis Cardoso & Pedro Lains (eds.) *Paying for the Liberal State: The Rise of Public Finance in Nineteenth-Century Europe*, Cambridge: Cambridge University Press, pp. 27-56.

Unit 5 (Week 8): This unit will discuss the business history and the culture of enterprise in Britain.

Raven, James (1989) "British History and the Enterprise Culture", *Past and Present*, No. 123: 178-204.

Benn, Ernest J. (1925) *The Confessions of a Capitalist*, London: Ernest Benn Limited, reprint 2014 [ch.1-4].

William Lazonick (1983) "Industrial Organization and Technological Change: The Decline of the British Cotton Industry", *Business History Review*, 57, 2, Summer 1983: 195-236.

Unit 6 (Week 9-10): This unit will discuss the business history and enterprise culture of continental Europe and Japan

Susanna Fellman, Martin Jes Iversen, Hans Sjögren, Lars Thue (eds.) (2008) *Creating Nordic Capitalism: The Business History of a Competitive Periphery*.

Sebastien Guex (2000) "The origins of the Swiss banking secrecy law and its repercussions for Swiss Federal Policy", *Business History Review*, 74, 2, pp. 237-266.

Jan Logemann (2011) "Americanization through Credit? Consumer Credit in Germany, 1860s-1960s", *Business History Review*, 85, 3, pp. 529-550.

Gary Saxonhouse and Gavin Wright (2010) "National Leadership and Competing Technological Paradigms: The Globalization of Cotton Spinning, 1878-1933", *Journal of Economic History*, 70 (3): pp. 535-566.

McCraw, Thomas K. (1997) *Creating Modern Capitalism: How Entrepreneurs, Companies, and Countries Triumphed in Three Industrial Revolutions*, Harvard University Press.

Unit 7 (Week 11): This unit will discuss the business history of North America and Latin America.

Folsom, Burton W. (2010) *The Myth of Robber Barons: A New Look at the Rise of Big Business in America*, Herndon: Young America's Foundation.

Geisst, Charles R. (1997) *Wall Street: A History*, Oxford: Oxford University Press.

Abbate, Janet (2001) "Government, Business, and the Making of the Internet", *The Business History Review*, 75 (1): 147-176.

De Soto, Hernando (1989) *The Other Path: The Invisible Revolution in the Third World [Latin America]*, New York: Harper & Row Publishers.

Unit 8 (Week 12): This unit will discuss the history of money across time and culture and also look at the Great Depression from the perspective of monetary history.

Ferguson, Niall (2009) *The Ascent of Money: A Financial History of the World*, London: Penguin Books.

Weatherford, Jack (1997) *The History of Money*, New York: Three Rivers Press.

Mills, John (2003) *A Critical History of Economics*, Basingstoke: Palgrave Macmillan (ch. 8: Hard Money, pp. 152-174).

Eichengreen, Barry (2014) *Exorbitant Privilege: The Rise and Fall of the Dollar*, Oxford: Oxford University Press.

Ahamed, Liaquat (2009) *Lords of Finance: 1929, the Great Depression, and the Bankers who Broke the World*, London: William Heinemann.

Unit 9 (Week 13): This unit will study the history of Indian business across different periods till recent times.

Chandrasekaran, Balakrishnan (2015) "India" in Vincent Barnett (2015) *Routledge Handbook of the History of Global Economic Thought*, Abingdon: Routledge, pp. 323-336.

Subrahmanyam, Sanjay and Bayly, C.A. (1988) "Portfolio capitalists and the political economy of early modern India" *Indian Economic Social History Review*, 25, pp. 401-424.

Subrahmanyam, Sanjay (2004) *The Political Economy of Commerce: South India 1500-1650*, Delhi: Cambridge University Press [chs. 2 & 6].

Roy, Tirthankar (2012) *India in the World Economy: From Antiquity to the Present*, Delhi: Cambridge University Press.

Roy, Tirthankar (2018) *A Business History of India: Enterprise and the Emergence of Capitalism from 1700*, Delhi: Cambridge University Press.

Nirmalya Kumar (2009) *India's Global Powerhouses: How They are Taking on the World*, Brighton & New York: Harvard Business Review Press.

Unit 10 (Week 14): This unit will discuss the history of business communities and the lives of select entrepreneurs in India.

Roy, Tirthankar (1997) "Capitalism and community: A study of the Madurai Sourashtras" *Indian Economic Social History Review*, 34 (4): 437-463.

Tripathi, Dwijendra and Juman, Jyoti (2007) *A Concise Oxford History of Indian Business*, Delhi: Oxford University Press.

Siddiqi, Asiya (1982) "The Business World of Jamsetjee Jejeebhoy", *Indian Economic Social History Review*, 19 (2&4): pp. 301- 324.

Raman Mahadevan (1978) "Immigrant Entrepreneurs in Colonial Burma: An Exploratory Study of the Role of Nattukottai Chettiars of Tamil Nadu, 1880-1930" in *Indian Economic Social History Review*, 15 (3): 329-358.

Suggested Readings

Ricardo, David (1817) *The Principles of Political Economy and Taxation*.

Bagehot, Walter (1885) *The Postulates of English Political Economy*, London: G.P. Putnam's Sons.

Bohm-Bawerk, Eugen (1890) *Capital and Interest: A Critical History of Economical Theory*, London: Macmillan & Co. (Bk. 6, ch. 3: The Exploitation Theory – Marx, pp. 367-392).

Weber, Max (1905) *The Protestant Ethics and the Spirit of Capitalism*, London: Routledge [reprint 2001].

Tawney, R.H. (1926) *Religion and the Rise of Capitalism*, Delhi: Aakar [reprint 1912].

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Recommended Resources

The Economist

Wall Street Journal

Facilitating Teaching Learning Outcome

Unit 1 deals with historiography of business history and economic thought. Units 2-7 are organized geographically to include Chinese, Arab, Japanese, European and American cases. Unit 2 looks at the idea and practice of business in two non-European contexts (China and Islamic lands). Units 3-6 deals with the business history of Europe during ancient, medieval and modern eras. Unit 7 discusses enterprise culture in America. Unit 8 is organized thematically on the theme of money and monetary history. Finally, units 9-10 are concerned with the India's national history of business enterprise and business communities.

Assessment:

Students enrolled in this course will have their work assessed in four modes”

- 1) Students may write *either* a term paper on a topic of their choice in the field of business history, *or* they may write an assignment based on a given a set of readings consisting of both primary and secondary sources to be provided by the course teacher. In the latter case, students will be asked to identify some researchable questions and prepare an essay of about 2000 – 3000 words. This will be evaluated out of 15 marks.
- 2) Students are required to have verbal presentation of their written assignment in small groups of their own formation. This will be evaluated out of 5 marks.
- 3) Every student must submit a question (reader questions) and a short response—*no more* than one-half a page on any of the readings in the list. These questions should be thematic or conceptual—not merely factual trivia. In lieu of a question, select a quote or aspect of the case that you wish to discuss further. Reader questions or quotes must be typed and are due at the beginning of class. These will be scored on a standard grading scale based on their degree of thoughtfulness and insightfulness based on the issues raised by the readings. As we move through the course and have more points of comparison, please ask questions that link together previous readings. This will be marked out of 5 marks.
- 4) End-semester examination of three-hour duration will assess the student's understanding of the prescribed syllabus and this will be marked out of 75 marks. In the current format, students are expected to answer four out of eight questions.