The Structure of M.A History Courses

1. The M.A. History syllabus structure shall comprise four semesters with four courses in each semester. The courses offered in semesters 1 and 2 shall cover largely ‘Global’ and ‘non-Indian’ histories. There is one core course that is required to be taken in Semester 1 by all students, the rest of the courses for Semesters 1 and 2 shall be electives. In semesters 3 and 4 students shall have the option of choosing one period of specialization viz., Ancient Indian History, Medieval Indian History and Modern Indian History. The number of core and elective courses in the 3\textsuperscript{rd} and 4\textsuperscript{th} semesters vary according to the Ancient/Medieval/Modern specializations, and has been recorded therein in the individual course packets.

2. For Semesters 3 and 4, courses are divided into Core and Elective. Within the set of Elective courses, some are listed as Elective Seminar Courses. In Elective Seminar Courses, the teacher shall introduce the themes of the seminars and supervise the seminar papers and their presentation. There shall be no written end-semester examination in these courses. The evaluation in the Elective Seminar courses shall be based on the presentation that each candidate makes the participation in the discussions, and the written paper: weightage being given to the last item.

2. a. The mode of evaluation proposed for Elective Seminar courses is integral to the teaching of these courses. It is hoped that this system of evaluation will be accommodated within the existing ordinances of the University regarding examinations. If not it is proposed that the University accommodates this new system of evaluation of Elective Seminar courses by making necessary changes in the ordinances.

3. For courses other than Elective Seminar courses evaluation shall be on the basis of internal assessment plus the performance of the candidate in the end-semester examination.

4.a. The upper limit for students in Semesters 1 and 2 Elective Courses shall be 60.

4.b. The upper limit for students in Semesters 3 and 4 shall be 50 for Core Courses; 40 for Electives; and 20 for Elective Seminar courses.

4.c. The minimum number of students for any course on offer shall be 5.

4.d. In semesters 3 or 4, students may, if they so choose, take one Elective course or Elective Seminar from outside their area of specialization.
5. The readings attached to each course are to be understood as Select Readings; more detailed readings may be provided by the concerned teachers.

6. The list of readings given below will be pruned for the sake of uniformity.
The Practice of History
(Core Course, 1st semester)

This foundation course 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. The themes selected for discussion may include the ones given below, and may vary from year to year; more themes may be added to the list. Select readings have been given here; detailed readings will be provided in the course of instruction.

1. Pre-modern historical traditions
   1. Modern historiography: documents and the archives

2. Cultural history

3. Marxism

4. Annales

5. Gender

6. Archaeology

7. Art and history

8. The environment

9. Oral history

10. Intellectual history

11. History of emotions

12. Connected histories: peoples regions, commodities
**Select Readings**

Alier, Joan Martinez, Padua, Jose Augusto and Rangarajan, Mahesh eds. *Environmental History as if Nature Existed* (Delhi, Oxford University Press, 2010)


Davis, Natalie Zemon *The Return of Martin Guerre* (Harvard University Press, 1983)


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


**Elective Courses**

1. **Historical Archaeology in Comparative Perspective**

   **Topics:**
   1. The relationship between History and Archaeology. Issues and scales of analysis in world historical archaeology
   2. Chronology and methodology; distinctions between and among Old World approaches and new World Traditions
   3. Objects and texts; Possibilities and problems of the dialogue between material culture and writing
   4. Historical Archaeology of the Ancient World with case studies relating to the Biblical and Classical Traditions
   5. Historical Archaeology in India with case studies relating to historical geography and religion
   6. Historical Archaeology of the medieval and early modern worlds with case studies relating to conquest and colonialism

   **Select Readings:**


2. Philosophy and Methods of History

Topics:
1. Subject matter of history – the Knowability of the past – the epistemological and Ontological debates – the post-modern skepticism.
5. The Problem of historical objectivity – value judgements in history – the commitment of a historian – the abuses of history.

Select Readings:
Marc Bloch, The Historian’s Craft, Manchester University Press, 2004
W.H. Walsh, Philosophy of History: An Introduction, Harper and Row, 1968
R.F. Atkinson, Knowledge and Explanation in History, Macmillan, 1978
W.H. Dray, (Ed), Philosophical Analysis and History, Harper and Row, 1966
3. **The Archive and History**

*Course Description:*
This course examines the ways in which the past is narrated, recorded and remembered. Using examples from South Asia and elsewhere, we will think about how societies produce authoritative historical narratives about their pasts. How does power operative in the making and recording of history? Whose stories are told, whose are silenced? In recent years scholars have, in different ways, questioned the privileging of the documentary archive as providing authentic access to the past. They have considered the issues of how historical evidence is produced, and the often fraught relationship of the history that emerges from written documents with other forms of social memory.

*Topics:*
1. The archive as an institution of social memory
2. Memory, history and experience
3. Narrative and history
4. The colonial archive
5. Writing and documentation
6. Law, evidence and the archive
7. Collecting, Taxonomy, Objectification

*Select Readings:*
- Bernard Cohn, *An Anthropologist among Historians and other Essays* Oxford University Press, 2010
- Caroline Steedman, *Dust: The Archive and Cultural History* Manchester University Press, Jan 2002
4. **Historiography in the Modern West**

*Topics:*
5. The Widening horizons – Psychohistory – Quantitative Methods – Post-Structuralism and Post-Modernism – History as a Social Science

*Select Readings:*
Pieter Geyl, *Debates with Historians, Collins*, 1962
Keith Jenkins (Ed), *The Post Modern History Reader, Routledge*, 1997
5. History, Historiography and Philosophy of Science

Course Description:
This is a philosophically oriented and historically reflexive course on the nature of science, scientific inquiry and scientific progress. It will begin with an extended discussion of the nature of science. It then takes its cue from the fact that the history of science poses in acute fashion the general historiographic problem of periodization and the measurement of change. The selections from the phenomenological tradition examine the new mathematics of the early modern period, and the new conception of number as providing the model for, and index of, scientific inquiry. We will then proceed to take as our guiding thread, a conceptualization of change -- the problems thereby entailed in the metrics to be adopted – thereby examining the nature of scientific advancement. Finally we will debate, with the help of our interlocutors, the nature of proof and the implications for notions of truth and verification. [Instructors will be free to choose to focus on specific thinkers or themes].

Topics:
1. The nature of Scientific inquiry.
2. The “Scientific Revolution”: Number, Space, Motion and Time. The Experiment as a ‘new’ form of knowledge production.

Select Readings:
Michel Foucault The Birth of the Clinic: Archaeology of Medical Perception Routledge, 2003
Thomas Kuhn Structure of Scientific Revolutions Chicago, IL: University of Chicago Press, 1996
Paul Feyeraband Against Method London; New York: Verso, 1993
6. Gender and Women in Ancient Societies

Course Description:
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 Europe and West Asia. The focus of the course will be on the gender analysis of the socio-political and religious setup.

Topics:
(1) Introduction: Gender as a category in Historical analysis, its contribution towards understanding social relations in ancient societies.
(2) Prehistoric Ancient world: Technology, Social organization and Religious beliefs -- Female Principle.
(3) Ancient Egypt: Different Dynastic periods, Hellenistic Egypt.
(4) Ancient Mesopotamia: Sumer and Akkad.
(5) Ancient Greece: From Archaic to Classical up to Hellenistic periods.
(6) Ancient Rome: Pre- Roman Etruscan. From Republic to Empire. Early Byzantium.

Select Readings:
Rita Wright (ed.), Gender and Archaeology, University of Pennsylvania Press, 1996.
A. Burguiere et.al. (eds), A History of the Family: Distant Worlds, Ancient Worlds, Polity, 1996.
Cultural History of Early Urbanisms: Greece, Rome, China and S.E.Asia

Course Description:
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 Greece, Rome, China and South-East Asia, with relevant comparisons with early Indian cities. The focus will be on a cultural profiling of historical cities as physical, behavioural, ideological and symbolic spaces.

Topics:
1. Definition(s) of Urbanism and Problems in Early Urban History: the archeologist’s, geographer’s, sociologist’s, and historian’s approach; Beyond Gordon Childe’s ten indicators; functions and roles of cities in ancient history.
2. Greece: General History: Archaic, Classical and Hellenistic Periods; Greek city-states; Athens, Sparta, Delphi; Economic, social, political and cultural facets of urbanism (slavery, democracy, the arts and letters).
3. Rome: General History: Kingdom, Republic, Empire; Rome, Pompeii, Herculaneum; Economic and Political Bases of Urbanism (the Roman empire, Pax Romagna, international trade); arts and letters.
4. China: General History; origins and chronology of ancient urbanism; Imperial Cities: Changan; political and cultural facets of urbanism (royal founding, cosmic symbolism, gardens, the arts and letters).
5. South East Asia: General history of the region especially contacts with external commercial and cultural forces (Sanskritic and Buddhistic influences from India); the first kingdoms; the temple city of Angkor.

Select Readings:
8. Ancient Mesopotamia

Course Description:
In this paper we will cover the period from about 8000 BCE to 2000 BCE. We will touch on some of the major themes related to the ancient civilisation of Mesopotamia, like its political histories, social ideas and institutions and religious and cultural practices.

Topics:
1. Beginning of agriculture and agricultural transformation in prehistoric Mesopotamia:
   (a) A case-study of Jarmo and other settlements on the Zagros mountains.
   (b) Advanced Neolithic settlements and the cultures that represent them.
   (c) Hassuna, Samarra and Halaf Cultures.
2. Process of urbanization in Mesopotamia:
   (a) A case-study of the Uruk period: c. 4000 to 3100 BCE.
   (b) Jemdet Nasr period: c. 3100 to 2900 BCE.
3. Emergence of new institutions of power: temple and palace, c. 3100 to 2000BC.
4. Ideology and representations of power: religion and legal system in Mesopotamia
5. Aspects of social stratification in Mesopotamia: class and gender.

Select Readings:
Brian M. Fagan, People of the Earth.


9. Historical Traditions in the Ancient and Medieval Worlds

Course Description:
This course will give an overview of the perspective, method, style, content and historical context of historical traditions from different parts of the world in ancient and medieval times. It will look at how various cultures looked at their own past and that of other cultures. The overview will be accompanied by a close study of translated excerpts from a few selected primary sources.

Topics:
1. Understanding historiographical traditions in different chronological and cultural contexts, their comparative features and interactions; myth, hagiography, biography and history
2. The Graeco-Roman historiographical traditions
3. China: dynastic, institutional and ‘private’ histories
4. Early India: traditional history, biographies, history
5. Medieval western historiography: Biblical histories; contacts with Byzantine and Arab historiography
6. Arab and Persian historians; translation and the flows of knowledge
7. Medieval India: Persian chronicles; vernacular historical traditions

Select Readings:
Berlin, Isaiah, *Vico and Herder* *
10. Cultural Interactions in South and Southeast Asia (upto C. 1500)

Course Description:
The course focuses on exchanges in the South- and Southeast Asian regions in the realms of religion, art and literature. The dynamics between external influences and local traditions, the processes of assimilation and transformation, and the multiple expressions of shared ideas (with special reference to links with India) will be the main lines of enquiry. In a given semester any three of the following countries shall be considered: Myanmar, Thailand, Cambodia, Laos, Indonesia, Vietnam-Champa, Malaysia, Sri Lanka and Nepal.

Topics:
1. History and historiography of trade and other contacts between the regions.
2. Religion: the spread and assimilation of Buddhism and Hinduism.
4. Language: Sanskrit: inscriptions, kavya and prasasti, interaction with local languages.
5. Literature: jatakas, the epics, other prose and poetry.
7. Performing arts: theatre and dance forms: modes of narration and their meaning.
8. Architecture: monuments, their histories and architectural styles; planning and organization of sites.

Select Readings:
Flueckiger, Joyce and Laurie Sears eds., 1991, Boundaries of the Text: Epic Performances in South and Southeast Asia, Ann Arbor: Centre for South and Southeast Asian Studies.
11. Medieval Societies: The Central Islamic Lands 600-1258

Course Description:
This part of the Medieval Societies course seeks to introduce students to the major social, economic and intellectual currents which informed the civilization evolved by Muslims in the Central Islamic Lands. The course begins ca 600 C.E. and reviews the immediate pre-Islamic world of the Bedouin tribes in the Arabian peninsula and concludes ca 1300 C.E. with the late medieval adjustments to the Central Asian Mongol invasions.

Topics:
1. The Arabian peninsula in the seventh century, Qur'anic revelation and the Rashidun Caliphate.
3. The Evolution of the Sharī‘a and establishing a new socio-political order.
4. The expansion of the Muslim community.
5. Unity in the face of political divisions under the Sultanates.
6. Sultanate urban societies.
7. Changes in the central Islamic lands with the intrusion of the Mongol-Steppe order.

Select Readings:
D.S. Richards, ed. *Islamic Civilisation*.
L. Krader, *Formation of the State*, Indiana University, 1971
12. Science and Technology in Medieval Asia

Topics:
1. History of Science and Technology: A Theoretical Understanding
2. Translation and Transition: Exchange of Ideas in Medieval World
3. Medicine, Hygiene and Body in Medieval Asia
4. Privilege and Patronage: Technology and Empire Building
5. Religion, Science and Society in Arab World
7. Accommodation and Assimilation: Science and Technology in Plural Societies.

Select Readings:
B.V. Subbarayappa (ed.), Scientific and technological exchanges between India and Sovjet Central Asia in Medieval Period, Indian National Science Academy, New Delhi, 1985.
George Sarton, Introduction to the History of Science; A History of Science; Appreciation of Ancient and Medieval Science During Renaissance (1450-1600), 1985.
Moser, Diane & Ray Spangenburg, History of Science from the ancient Greeks to the Scientific Revolution, 1999.
Rahman (ed), Science and Technology in Indian Culture: A Historical Perspective, NISTADS, New Delhi, 1984.
13. The History of Iberia and North Africa, c. 8th -- 15th Centuries

Course Description:
The course examines the spread of Islamic civilization and development in North Africa and Spain from 8th to 15th Century A.D. The course examines the state of affairs in North Africa and Spain before the Islamic conquest, and socio-economic and political history during the Umayyads’ and Abbassids’ periods. It also focuses on society and culture of Islamicate Spain, and its impact on Europe in different walks of life.

Topics:
1. The Historical Geography of the Maghreb; Arab conquest and Muslim rule in North Africa.
2. Islamization and Arabization of the Maghreb: The Berbers and the Ottomans in the Maghreb.
3. The Berber conquest of Spain: The Damascus Caliphate and the independent Ummayyid Emirate.
4. The decline and collapse of Arab rule and the establishment of Christian rule in Spain.
6. The Andalusian cities of Grenada, Cordoba and Seville.
8. The Islamic legacy in Spanish literature, the arts, science and technology.

Select Readings:
14. Central Asia: A History of Mongols

Topics:
1. Sources: Persian and Mongol.
2. Geographical demarcation of Central Asia.
3. Rise of the Mongols: political and economic dimensions; social and cultural life. Role of Chenghis Khan.
8. Establishment and growth of Timurid empire. Growth of Samarqand, Balkh and Bukhara as cultural and political centres.

Select Readings:
Adshead, S. A. M., Central Asia in World History, palgrave Macmillan, 2011
Barthold, V. V., Four Studies on the History of Central Asia, tr. V.T. Minorsky, leiden, brill, 1956
Bosworth, C. E., The Ghaznivids: Their Empire in Afghanistan and Eastern India: 994-1040, Beirut, 1973
Jackson, Peter, ed., Cambridge History of Iran, Volume III-VI, cup, 1986
Jamaluddin, Syed, The State under Timur: A Study in Empire Building, Har Anand, 1995
Manz, Beatrice Forbes, The Rise and Rule of Tamer Lane, CUP, 1999
15. The Ottomans between the Fourteenth and Seventeenth Centuries

Topics:
1. Byzantine state and society on the eve of the Ottoman conquest of Constantinople (1453)
2. The Ottoman ascendancy: conquest and the process of centralization
3. Society and Economy: pastoralism, agrarian relations and trade
4. Ottoman Istanbul
5. Drives into Europe and international politics
6. Ottoman learning and the European ‘Renaissance’: religion, law and culture
7. Ottoman state and society in the 17th century— an early modern Empire?

Select Readings:
Suraiya Faroqhi. *The Ottoman Empire. A Short History*, Princeton, 2004
Inalcik Halil, *The Ottoman Empire. The classical Age 1300-1600*, NY 1973
Peter Sugar, *Southeastern Europe under Ottoman rule*, Seattle, 1977
Suraiya Faroqhi and Gilles Vein Stein, *Merchants in the Ottoman Empire*, 2003
Cemal Kafadar, *Between two worlds: the construction of the Ottoman state*, Berkeley, 1995
Donald Quataert, *The Ottoman Empire, 1700-1922*, pp.1-36,CUP,2005.
16. **Ottoman State and Society, 1700-1920**

*Course Description:*
This paper surveys the transformations of the Ottoman order in the Middle East and Southeastern Europe in the 18th and long nineteenth century until the demise of the state in 1920. The course will cover changes in the conduct of state; social and religious movements; the impact of the new world economy and new trade routes; relations with Europe; emergence of nationalism; and the ‘Eastern Question.’

*Topics:*
1. Stability and chaos in the Ottoman Empire in the 17th century
2. State and Economy in the 18th century: domestic industry and international trade
3. Urban spaces-cities as economic sites
4. Mentalities, learning and intellectual currents
5. The need for reforms-19th century
6. The *Tanzimat* as a project for modernity
7. The Hamidian Era (1877-1909)
8. Revolution to Republic

*Select Readings:*
Inalcik Halil, *An Economic and Social history of the Ottoman Empire, 1300-1914*, 1975
Donald Quataert, *The Ottoman Empire, 1700-1922*, Cambridge, 2000
17. Asian Borderlands, 18th -- 20th Centuries

Course Description:
The course studies the historical constructions of Bangladesh, Bhutan, Nepal, Tibet, northern Burma, northern Thailand and southwest China as ‘borderlands’ of nations and ‘heartlands’. It introduces students to the rich field of borderland studies as it focuses on the shared cultural, economic and social characteristics between these region, such as shifting agriculture, mobility and commonalities in material culture and social structure. These specificities of regional history are located in the many interconnections between the discursive and political-economy aspects of spatial reorganization over time.

Topics:
1. The making of borderlands: beyond state and nation
2. State formation in the Asian borderlands
3. Non-state spaces: shatter zones and zones of refuge
4. Borderland economies: escape agriculture and practices of trade
5. Historical memory and cultural practices
6. Border crossings: migration and everyday rites of passage
7. The Nation in the borderland

Select Readings:
Duara, Prasenjit, Rescuing History from the Nation: Questioning Narratives of Modern China, Chicago, 1995.
Scott, James, The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia, Yale University Press, 2009
18. Selected Issues in the History of Modern South-east Asia, c. 1880s-1960s

Topics:

1. Historiography: A case for connected histories
2. Economy and Society
3. Peasantry, Religion and Anti-colonial Movements
4. India and South-east Asia: linkages of peoples and commodities in Southeast Asia till World War II
5. World War II and the linkages with India:
6. Japanese Occupation and the End of Colonial Rule
7. The Structure of the ‘New States’.

Select Readings:

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19. South-east Asian History and Anthropology

Course Description:
This seminar course will examine some of the important studies in the anthropology and history of South-east Asia in their geographical and methodological dimensions. The seminar will pick upon 4-5 of the following studies, which offer truly interdisciplinary perspectives from anthropology, history and literary studies. The writings of Clifford Geertz, James C Scott, Benedict Anderson, among others, will engage the attention of this seminar course, with the proviso that further additional readings may be added in future with the approval of the Board of Research Studies, Social Sciences.

Select Readings:
Clifford Geertz, Agricultural Involution: The Processes of Ecological Change in Indonesia (1963; University of California Press, 1971 edn)
Clifford Geertz, The Interpretation of Cultures (Basic Books, 1973)
James C Scott, Weapons of the Weak: Everyday Forms of Peasant Resistance (Yale, 1983)
Sartano Kartodirdjo, Peasant Movements in Rural Java (OUP, 1972)
Course Description:
This course deals with social formations in medieval Europe, with a particular emphasis on Western Europe.

Topics:
1. The medieval state: kingship, nobility, and clergy, other orders of society.
3. Trade, commerce and urban life.
4. The world of artisans and merchants.
6. Cultural institutions and practices.
7. Rebellions of the fourteenth century.
8. The world of ideas.

Select Readings:
21. Aspects of Society and Culture in Early Modern Europe c. 1450-1700

Course Description:
This paper will look at a salient period in the history of Europe that witnessed important social, cultural, intellectual and technological changes, but also continued to resemble an older Europe in many ways. The paper will focus on social and cultural history, and the history of gender relations at this time. It will look at Europe through the Renaissance and the Reformations. Significant historiographical interventions are associated with the writing of history of this period, and students will be introduced to this exciting aspect of the discipline.

Topics:
1. Approaches to History of Early Modern Europe - Mentalities and ‘Total’ History; Anthropological Interventions and Cultural History; Micro-history and History of everyday life.
5. Popular Culture in Europe – Debates, History of Manners, Festivals.

Select Readings:
Peter Burke, The Historical Anthropology of Early Modern Europe: Essays on Perception and Communication (CUP, 1986)
Natalie Zemon Davis, Society and Culture in early Modern France (Stanford University Press, 1967)
Steven E. Ozment, The Reformation in the Cities: the Appeal of Protestantism to Sixteenth century Germany and Switzerland (Yale University Press, 1975)
Merry E. Wiesner, Women and Gender in early Modern Europe (CUP, 1993)
Edward Muir, Ritual in Early Modern Europe (CUP, 1997)
22. Gender in History

Course Description:
This course will examine some broad debates and theoretical formulations around sexuality, nationalism, race, history and their relationship to gender. The focus will be on select case studies from Europe. While exploring their gendered nature, it will attempt to draw their broader linkages to the theoretical formulations.

Topics:
1. **Sexuality and the Body:** Reading Foundational Texts. Foucault to Butler. Feminine and Masculine Sexualities and Bodies.
2. **Gender, Nation, State:** Rethinking Basic Concepts. National Bodies: Female and Male. Does the National have a Gender? Reproduction and Race.
3. **Women and History:** Methodological and Theoretical Questions.
4. **Black Feminisms:** Theory and Praxis. Representing Black Bodies.
5. **Italy:** Renaissance and Women.
6. **France:** Gender and the French Revolution.
8. **Germany:** Women in Nazi Germany.

Select Readings:
Brownand, Judith C. and Robert C. Davis (eds), *Gender and Society in Renaissance Italy* (Longman, New York, 1998).
23. The Conquest of America

Course Description:
This course will study the conquest of the Americas and try and understand this ‘discovery’ of the New World from different perspectives. Carl Schmitt had said that the only way to get a sense of what this encounter meant today would require imagining that on the way to the moon we were to confront a planet with a recognizably similar life-form. In this course we will not limit our investigation to examining the impact that this encounter was to have in Europe and what it revealed about European perspectives; we will also study simultaneously the possibility of understanding and tracing, in however provisional and limited a manner, “the vision of the vanquished”. In such an endeavour we will adopt the insights and methods of a range of disciplines that would include semiotics, anthropology and intellectual history.

Topics:
1. Conquest and Signs
2. Conquest: Traces and Transformations
3. Conquest and Philosophical Anthropology
4. Conquest and Law
5. Conquest and Modern Political Thought [From the State of Nature to the Noble Savage]

Select Readings:
Carl Schmitt, Nomos of the Earth, Telos Press, 2003
24. Culture, Imperialism and Knowledge: Europe and the World, 1500-1900

Course Description:
This is a course on comparative studies of European colonialism from approximately 1500 to 1900, with a particular focus on European forms of knowledge and European attempts to transform, through what might be described as epistemological imperatives, the societies that they colonized.

Topics:
1. Orientalism and Colonialism; Criticism of Orientalism: Edward Said and His Predecessors
2. Discursive formations of colonialism; epistemological imperatives of the colonial state.
3. Exhibitionary regimens and disciplinary apparatuses of colonialism
4. Narratives of history and the powers of discursivity
5. Anthropology and its Relation to Colonialism
6. Representations of terror and the terror of representation
7. Documents of civilization and documents of barbarism
8. Colonialism and the Cultural Politics of Knowledge

Select Readings:
Course Description:
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 till the present era. The paper aims to familiarize students with the forms of servitude, namely slavery, indenture and debt peonage, neo bondage and human trafficking, with a global history perspective. Various 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 pivot around three key figures of the modern era: The Slave, The Coolie and the “Free” Labour.

Topics:
1. An Overview of Freedom and Servitude in the Modern World
2. Slavery in the Modern World: (i) Atlantic Slavery, 1500-1888 (ii) Slavery in the Indian Ocean World, 1600-1900
3. Decline of Slavery: the Long Abolition 1775-1888
4. Abolition and its Aftermath: The Coolie Century 1833-1922
5. The Persistence of Coerced Labour in the 20th Century
6. Post-Modern Slavery: Myth and Reality

Select Readings:
Campbell, Gwyn, Structure of Slavery in Indian Ocean Africa and Asia (London: Routledge, 2003)
Miers, Suzanne and Igor Kopytoff, Slavery in Africa: Historical and Anthropological Perspectives (Madison: Wisconsin university Press, 1977)
Miers, Suzanne, Slavery in the 20th Century: Emergence of a Global Pattern (Walnut Creek Ca: Altamira, 2003)
Steinfeld, Robert, Coercion, Contract and Free Labour in the Nineteenth Century (Cambridge: CUP, 2001)
Tinker, Hugh, A New System of Slavery [Oxford University Press, 1974]
26. Modern Political-Economy: Conceptual and Historical Investigations

Course Description:
Rather than taking ‘political-economy’ as a given site or method, this course will investigate political economy as a category, within a conceptual and historical framework. It will also examine some of the major texts and figures associated with the history of political theory and economic thought. The course will investigate the ways which the categories of land, currency and labour have emerged historically.

Topics:
2. The Physiocrats and the Scottish Enlightenment. The Passions, the Interests and Custom. The Birth of Society and a “New Time”?
4. Classical Political Economy and Empire. [From the Land Settlements to the Famines in Colonial India].
5. Fordism and Post-Fordism.

Select Readings:
Adam Smith Lectures on Jurisprudence Indianapolis: Liberty Classics, 1982
David Ricardo On the Principles of Political Economy and Taxation London: John Murray, 1817
Karl Marx Capital I London: Penguin 1992
F A Hayek Road to Serfdom [Chicago]: University of Chicago Press, 2007
27. Modern Imperialism: Conceptual and Historical Investigations

Course Description:
This course will investigate a history of imperialism, focusing on British imperialism but also studying part of Spanish, Dutch and French Empire. It will sketch the idea of imperialism and treat it as an analytical category within the history of political thought and practice.

Topics:
1. Imperial Ideology: Spain, France and Britain: The “discovery” of America. Rights of Conquest and “Res Nullius”. War and Commerce. 17th and 18th century commentators. (Grotius, Locke, Smith, Kant, Burke, Diderot)
4. Imperial Ideology in the 19th Century: Tocqueville and John Stuart Mill. Imperialism and Representation. The Century of Nationalism?
6. Imperialism: A viable political category?

Select Readings:
Michel-Rolph Trouillet Silencing the Past: Power and the Production of History Boston, Mass.: Beacon Press, 1995
28. Revolutions and Revolutionary Thought

Course Description:
This course will examine paradigmatic Revolutions, as well as those that might be taken as “limit” cases, largely through the primary literature. A guiding thread will be the question regarding the relationship between violence and political constitution.

Topics:

Select Readings:
Mao Tse Tung, Selected Works (Peking: Foreign Languages Press, 1960s)


29. History of Political Thought

Course Description:
This course is designed to study some of the canonical texts of modern political thought. It will be an investigation into the historical and conceptual nature of categories such as natural right, the state, society, the individual, and liberty. Instructors will be free to focus on specific thinkers or themes.

Topics:
1. Nature of political thought: Problems of interpretation and the approach in the study of political thought.
4. Hegel and Marx.
5. Bentham and J.S Mill.

Select Readings:
30. Ecology and Empire in the Nineteenth and Twentieth Centuries

Topics:
1. Ecology and Empire -- Colonial enterprise, economic expansion and shifts in trade in nature’s products -- White settler colonies and contests for land control -- ecological revolution or changes in the land in America.
2. Colonial science or metropolitan imposition -- Indian Ocean botanists and early climate change debates -- Plant and animal taxonomy and reordering subject peoples -- Ecological control, ideas and political economy.
3. Southern Africa and South Asia contrasts and similarities in colonial ecological policy -- Soil, land and water -- Forestry and grazing debates.
6. Contesting different users and uses of resources. Resistance and nationalist critiques -- Imperial legacies of ecological control in the developing world: Africa and Asia compared.

Select Readings:
Michael Williams, *Deforesting the earth, Form prehistory to global crisis*.
31. **Animals and Humans, 1800 to 2000**

**Topics:**
1. Philosophical and historical traditions- Conceptual debates on competing views. Competing nationalisms, Europe’s faunal icons- Medieval legacies of the hunt- Cultures, Taxonomy and Nationhood.
2. American extermination of the bison- Contests over the West- The Indian wars and after- From near extinction to national icon- contesting the future- Science and the parks.
3. Ivory, empires and slavery in Africa- Elephants and warfare in Asia- Pre colonial legacies and their consequences- Protection, extermination, preservation.
4. The debate in the British empire- Agrarian expansion, pastoralist and conflict- Ethology, ethics, ecology and changing perceptions in the late twentieth century- the ivory debate.
5. The tiger in Asian cultures- religiosity, conflict and survival- Conquest and extermination and sport hunts in Dutch Java and British India- Imperial dominance, Alternative visions.
6. Primates and People- Cultures and traditions- Apes, science and Empire- Nationalism or reborn empire- Uncertain futures for the great apes.

**Select Readings:**
32. Conservation, Science and Technology, 1800 to 2000

Topics:
2. Ecology-origin and growth- imperial and Arcadian ideas- British and American traditions- Darwin and after- Equilibrium ideas and their social and economic context.

Select Readings:
**33. History of Modern France I, 1760s-1848**

*Topics:*
1. Old Regime c. 1750: the king and his body; courtly culture; elites (old and new); administration; the law; the Church and the religious minority communities.
2. New ways of structuring knowledge; the *philosophes*; official and underground literature; books, reading habits and popular culture; drama/theatre and society.
3. Historiographical debates over the French Revolution.
7. Restoration: the manufacture and perpetuation of revolutionary traditions (republicanism, social democracy, anarchism); age of Romanticism (art, the emergence of ‘Bohemia’).
8. Revolutions of 1830 and 1848: elites and masses, the capital and the country, origins and terms of Napoleonic dictatorship.

*Select Readings:*
G. Lefebvre, *The Great Fear*.
History of Modern France II 1815-1871

Topics:

1. Restoration: the manufacture and perpetuation of revolutionary traditions (republicanism, social democracy, anarchism); age of Romanticism (art, the emergence of ‘Bohemia’).
2. Revolutions of 1830 and 1848; elites and masses, the capital and the country, theatre and the press, origins and terms of Napoleonic dictatorship.
3. From the Second Empire to Third Republic: state, ideology, changing institutions of communication and culture.
4. French foreign policy and colonialism: imperial expansion, ideas and practices; uses of empire; French and the natives; colonial culture in France.

Select Readings:

Francoise Furet, Revolutionary France (1770-1880), Blackwell, 1992
Martin S. Alexander (ed.), French History since Napoleon, Arnold Publication, 1999
Maurice Agulhon, The Republican Experiment (1848-1852), Cambridge University Press, 1983
Pamella M. Pilbeam, The 1830 Revolution in France St. Martin’s, New York, 1991
Timothy J. Clark, The Absolute Bourgeoisie: Artists and Politics in France (1848-51), University of California Press, 1999
35. History of Modern France III, 1871-1945

**Topics:**
1. Conflicts and compromises, 1870-1914: the Paris Commune, 1871; Catholicism and republican secularism; republican, conservative, anarchist and social democratic mobilizations; feminism, suffrage and the politics of gender.
3. Republic, empire and the *mission civilisatrice* (to 1930).
5. War, economy and society, 1914-40; national security and the European colonial order during the 1920s and ‘30s; from Popular Front to ‘Strange Defeat’.

**Select Readings:**
36. Britain, 1815-1914

Topics:
1. Introduction: Industrial society and the political nation; the British Empire.
2. The landed interest and its challengers, 1815-1846: Chartism and the rise of ‘free trade’.
3. Reform, tradition and the state, 1828-85.
5. Age of Empire, 1876-1914: liberalism, popular conservatism and labourism/socialism.
6. The British economy: 1876-1914: consumption, leisure; forgotten lower middle-classes; England-ism and the rural ideal.
7. The ‘Celtic Fringe’ and the English Irish Questions, 1828-86.

Select Readings:
Cambridge Economic History of England (Selected Volumes).
37. Imperial Russia, 1825 to 1917

Topics:
1. The foundations of autocracy in Russia: Russian ‘backwardness’ and the non-European path.
2. Social groups: peasants, workers, merchants and nobles.
4. ‘Late’ capitalist development, the state and foreign capital.
5. Opposition to the autocracy, I: Liberalism, Populism and Social Democracy.
6. Opposition to the autocracy, 2: Peasant insurgency and the labour movement.
7. Literature, the arts and the production of historical knowledge.
8. The Revolutions of 1917.

Select Readings:
Hosking. G. Russia: People and Empire, 1552-1917. (Cambridge, MA., 1997)
Kochan, L. Russia in Revolution, 1890-1918 (London, 1996)
Szamuely, T. The Russian Tradition. (London, 1974)
Timberlake, C. Essays on Russian Liberalism. (Columbia, MO, 1972)

Topics:
2. Economic models: War Communism, the mixed NEP economy, the planned economy, the economy during the Second World War.
3. The paths to socialism debate in the 1920s and reform agendas in the 1950s.
5. Stalinism as a system: the new state and party formations, purges and terror.
6. Literary, artistic and cinematic forms, Socialist Realism, forms of historical writing.
7. Structures and processes in the USSR from 1953 to 1982: Khrushchev and Brezhnev.

Select Readings:
Aslund, A. Gorbachev’s Struggle for Economic Reform. (Ithaca, NY, 1991)
Banerji, A. Writing History in the Soviet Union: Making the Past Work. (New Delhi, 2008)
Banerji, A. Merchants and Markets in Revolutionary Russia, 1917-30. (London, 1997)
Deutscher, I. Stalin. A Political Biography. (Harmondsworth, 1966)
Kenez, P., A History of the Soviet Union from the Beginning to the End. (Cambridge, 1998)
Nove, A. An Economic History of the USSR. (London, 1992)
39. Emergence of Modern South Africa, c. 1800-1948

Topics:
1) Early European presence in the Cape, c. 1650-1800; indigenous societies of the region.
2) British colonial expansion, 1806-79; formation of Natal, Transvaal, Orange Free State; European-Bantu conflicts.
3) Zulu social/economic/political organization; subjugation of Xhosa, Zulus.
4) Roots and growth of Afrikaner identity—nationalism; cultural, social, political institutions.
5) Rise of extractive industries – capital and labour – finance, transport, urbanization; First and Second South African wars and British imperial ideology to 1902.
6) Union of South Africa and British-Afrikaner equilibrium; constitution, politics and society, 1908-48.
7) Racism and apartheid; place of Indian migrants; Black political resistance from 1914; situation of the 1940s.

Select Readings:
Leonard Thompson, A History of South Africa, Yale University Press, 2001
Robert Ross, A Concise History of South Africa, CUP, 2008
Alex Callinicos, Road to Revolution
Eric Walker, A History of Southern Africa, Longmans Green, 1957
40. Imperialism and Nationalism, c.1850-1964

Topics:
1) Imperialism in the late nineteenth century; imperialist rivalries; ‘scramble for Africa’.
2) Theories of imperialism arising from Marxist-historical materialist traditions.
3) Non-Marxist theories and explanations of imperialism.
4) Understandings of nation, nationalism; nation-state.
5) Protest movements against imperialism; crystallization of protests into anti-colonial/nationalist movements.
6) Colonialism and nationalism in India: historiography; ideas about the nation; national movement.
7) Changing forms of imperialism in the twentieth century.

Select Readings:
Tom Kemp, Theories of Imperialism, Dobson, 1967
E. Kedourie, Nationalism, Blackwell,1993
E.J. Hobsbawm, Nations and Nationalism since 1780, CUP,1997
Ania Loomba, Colonialism/Postcolonialism, Routledge,2005
Benedict Anderson, Imagined Communities, Verso,2006
41. Nazism and Fascism in Europe and Asia, 1919-1945

Topics:
1) Growth of Fascist and Nazi movements in post-war Europe; social bases and political formations.
2) Ideological characteristics: myths, race and biology.
3) Experience of Fascism and Nazism; war and expansion; everyday life; resistance; Auschwitz.
4) Japanese Fascism: Ideological roots; the New South East Asian Order; imperialist expansion; the Second World War.

Select Readings:
F. Knight, *The French Resistance, 1940-44*.
Primo Levi, *If this is a Man*, Orion Press, 1954
Roland Sarti, *Fascism and the Industrial Leadership in Italy, 1919-1940*, University of California Press, 1971
Prasanjit Duara *Sovereignty and Authenticity: Manchukuo and the East Asian Modern*, Rowman & Littlefield; 2004
42. Aspects of the Post War World: 1945-2000

Course Description:
This course gives an overview of the origins, course and end of the Cold War in its larger global context. It incorporates newly available readings based on freshly available sources.

Topics:
1. History, Politics, Ideology: Historiography of Cold war
2. Two crises: Berlin and the Korean War, 1948-62
4. Two interventions: Cuba and Vietnam, 1960-75
5. The Cold War in South Asia, 1947-73
7. Islamism, Iran and Afghanistan, 1979-89
8. Soviet collapse and the Post-Cold War world, 1989-92

Select Readings:
John Lewis Gaddis, We Now Know, Rethinking the Cold War History, OUP, 1997.
Mahmood Mamdani, Good Muslim, Bad Muslim, Permanent Black, 2005.
Tony Judt, Post War.
43. Approaches to Global History 1492-2001

Course Description:
The discovery of the New World in 1492, in a sense, marked the birth of a truly global history that has at least two components (a) the history of globalization, and (b) historical processes and certain themes that may profitably be studied from a global – rather than local or national – perspective. However provisional our understanding may be, the forces that shape the contemporary world will be thrown into relief from the vantage point of global or world history.

Topics:
1) Concepts of ‘World’ and ‘Global’ History
2) Narratives of Global History: Genealogy and prehistory of globalization – archaic globalizations – globalization in world history
3) Regions in Global History
   a) Trans-national histories – Europe in world history
   b) A hemispherical history of the Americas – the discovery of the New World – the unity and divergences of the Americas
   c) Inner Eurasia – Asia before Europe
4) Themes in Global History I: (a) Gender in world history (b) Empires and ‘imperial religions’ in world history
5) Themes in Global History II: (a) Liberalism in global history (b) Free trade in global history
6) Themes in Global History III: (a) Environmentalism in global history (b) Food in global history

Select Readings:
STRUCTURE AND THE SYLLABI OF M.A. HISTORY
FOR THE THIRD AND FOURTH SEMESTERS

(Ancient Indian History)

The M.A. programme shall be spread over four semesters, with four courses/papers of four credits each in every semester. The structure and details of the third and fourth semesters of the programme for those students who choose to be in the Ancient Indian History Stream shall be as follows:

A student shall do four core courses/papers and four optional/elective courses/papers in the third and fourth semesters put together.

1. **Core Courses:**
The four core courses/papers shall be from out of two clusters, a student being required to do at least two core courses/papers from each cluster. In case a student wants to do more than two from any of these clusters, he/she shall have the freedom to do so, in which case the additional ones will be deemed as in lieu of the optional/elective courses he/she is required to do. Not all courses will be available every year; but at least a minimum of three from each cluster shall be offered in a year, the details of which will be decided by the Department. The details of the distribution of the core courses in the different semesters and the courses on offer in a particular year, etc. will be worked out later. The following are the clusters of core courses/papers:

   A. **Source-based courses/papers.** The purpose of these courses/papers is to introduce the students to the use of the different varieties of sources in historical study. A candidate will be permitted to do only one of the options under A1 (a or b) and A4 (a or b).

      A1 a) Theories and Methods of Archaeology
      or
      A1 b) Archaeological Practice in India
      A2 Elements of Epigraphy and Numismatics
      A3 Historicising Ancient Indian Texts
      A4 a) Imaging India’s Past: Visual Sources
      or
      A4 b) Social History of Early Indian Art and Architecture: Milieu, Manifestations and Patronage.

   B. **Chronology-oriented courses/papers.** The purpose of these courses/papers is to introduce students to major themes/debates in Indian historiography. Once so initiated, it is expected that students will be equipped to analyse similar themes/debates in these and other periods:

      B1. Prehistory and Protohistory of India
      B2. History of India from c. 1500 BCE to 200 BCE
      B3. History of India from c. 200 BCE to 600 CE
      B4. History of India from c. 600 CE to 1300 CE
II. Optional/Elective Courses:

There shall be several optional/elective courses/papers, each of four credits. A student shall be required to do four of these in addition to the core courses/papers he/she is required to do. All of them may not be on offer every year, those available being decided and notified by the Department sufficiently in advance. These courses shall be spread over the third and fourth semesters, the distribution to be decided later at the level of the Department.

Apart from the optional/elective courses/papers listed below, a student can opt for a maximum of two courses from other streams, namely, Medieval India or Modern India.

The optional courses will be offered in two modes: Lecture courses and Seminar courses. The details of the instruction and evaluation in each will be as decided by the appropriate bodies.

A student shall also have the option to do the courses in Sanskrit listed below in lieu of the optional/elective courses/papers. In such cases, he/she will not have the option to do courses from other streams as it will cut down on the number of optional/elective courses/papers in the Ancient Indian History stream.

The following are the optional/elective courses/papers (Courses marked with asterisk indicate that they are seminar courses):

1. Art and Architecture in Early Medieval India (c. 600-1300 CE)*
2. Development of Early Indian Religions and Philosophies (up to circa 500 CE)
3. Early Indian Art and Architecture (beginnings to c. 600 CE)
4. Early Indian Social Orders: Structures And Processes
5. Gender and Literature*
6. Gender and Women in Early India
7. Historical Archaeology of India*
8. Historiographical Traditions in Ancient India
9. Ideas and Emotions in Ancient India*
10. Knowledge Systems in Early India*
11. Land and People: The Formation of Cultural and Regional Identities
12. Literary Cultures of Early India
13. Monetary History of Early India
14. Orientalism and India
15. Perspectives on Nature in Ancient India*
16. Political Processes in Ancient India: Theories and Practices*
17. Producers of Wealth in Early India
18. Religions in Early Medieval India (c. 500 – c.1300 CE)
19. Religions, Arts and Society (Circa 200 BCE to Circa 300 CE)
20. Tamilakam in Early Historical Period*
21. The Deep South: c.700-1300 CE*

Language Courses:

L 1. Sanskrit 1
L 2. Sanskrit 2

I. Core Courses:
A. Source-based courses/papers.

A1 a) Theories and Methods of Archaeology
     or
A1 b) Archaeological Practice in India
A2 Elements of Epigraphy and Numismatics
A3 Historicising Ancient Indian Texts
A4 a) Imaging India’s Past: Visual Sources
     or
A4 b) Social History of Early Indian Art and Architecture:
     Milieu, Manifestations and Patronage.

B. Chronology-oriented courses/papers.

B1. Prehistory and Protohistory of India
B2. History of India from c. 1500 BCE to 200 BCE
B3. History of India from c. 200 BCE to 600 CE
B4. History of India from c. 600 CE to 1300 CE
Core Course A1 a)

THEORIES AND METHODS IN ARCHAEOLOGY

1. History of ideas, methods and discoveries in archaeology. The development of field techniques. Breakthroughs in archaeological science


3. Field methods: survey of published data, identification of problems and issues, modes of sample, extensive and intensive site exploration; definition, nature and conditions of sites and features and site catchment analysis. Landscape, its constituents and implications. Excavation techniques. Underwater archaeology, remote sensing and aerial photography. Stratigraphy, recording, photography, videography and sieving

4. Examination, classification and analysis of evidence. Techniques of study for environment, cropping patterns, subsistence practices, production and consumption patterns, technology, exchange/trade, society, religion and cognition

5. Relative dating and absolute dating methods


7. Understanding the complementarity of theory and practice. Changing trends, issues and prospects

SELECT READING LIST

The aim of the paper is to familiarize students with a range of analytical approaches and their application in reconstructions, interpretations and explanations of the Indian past with case studies and examples drawn from a wide range of temporal periods.

1. Introducing Archaeological Practice in India. History of Archaeological Research with special reference to finding sites, field methods, and artifact analysis

2. Investigating Environments from the perspective of tectonics, climate, and water resources. Environment and human impact (this module will be studied with special reference to the Pleistocene and Holocene environments of northwest India and the Gangetic Plains)

3. Landscape as habitat with special emphasis on settlement patterns and site catchment analysis (This module will be studied with specific reference to Harappan India and chalcolithic Maharashtra)

4. Consumption, production and exchange of food, artefacts and other elements of material culture. The distinction between ‘domestic economy’ and ‘political economy’ (‘Food’ will be studied with special reference to subsistence patterns of Mesolithic and Neolithic India. ‘Production and Exchange’ will be explained with special reference to the artisanal production of the Harappan Civilization and the evolution of the trade routes of historical India)

5. Reconstructing ways of thought from material remains. Archaeological Indicators of Ritual (This will be studied with special reference to the religious practices of the Harappan Civilization and those pertaining to Hinduism and Buddhism). Archaeology of Death (This will be studied with special reference to mesolithic burials of north and central India and megalithic practices of the Deccan and Peninsular India)

**Select Readings**

Core Course A 2
Part I

ELEMENTS OF EPIGRAPHY

1. The decipherment of ancient scripts and the evolution of epigraphic research in India

2. Classifying inscriptions on the basis of language, script and purport. Analysing inscriptions: the role and potential of epigraphic evidence in historical reconstruction; modes of analysis -- quantitative methods; mapping; issues of intent, purpose, audience, context; the relationship between inscriptions and literature

3. The Harappan script: basic features; claims to decipherment; the role of writing in the Harappan civilization.


5. Reading and interpreting inscriptions: A close reading and analysis of at least 6 different types of inscriptions (eg. edicts, prasastis, votive inscriptions, land grants and records of the proceedings of local bodies) belonging to different periods and regions.

Select readings:

Bühler, G. Indian Palaeography ([1904], 2004). New Delhi: Munshiram Manoharlal.
Core Course A 2
Part II

ELEMENTS OF NUMISMATICS

1. Survey of Numismatic Studies (early 18th century to the present)
2. Methods for using coins for reconstruction of different kinds of histories of early India: economic, social, political, religious, and cultural.
3. Numismatic Terminology
4. Origin and Evolution of Coins – Techniques of Manufacturing
5. Metrology of Coins: Weight Standards
6. Survey of Early Coins (up to circa 1300 CE)

General Readings:

Note: JNSI stands for The Journal of the Numismatic Society of India

Joe Cribb, ed. : Money: From Cowrie Shells to Credit Cards (1986)
S.K. Chakrabortty : Study of Ancient Indian Numismatics (1931)
A.H. Dani : Indian Palaeography (1963)
Olivier Guillaume : Analysis of Reasonings in Archaeology: The Case of Graeco-Bactrian and Indo-Greek Numismatics (1990)
Parmeshwari Lal Gupta : Coins: The Source of Indian History (1981)
S.K. Maity : Early Indian Coins and Currency System
B.N. Mukherjee : The Techniques of Minting Coins in Ancient and Medieval India (1997)
Walter C. Neale : Monies in Societies (1976)
Satya Prakash & Rajendra Singh : Coinage in Ancient India (1968)
Birbal Sahni : Technique of Casting Coins in Ancient India (1945)

**Readings for various Coin Series:**


A.S.Altekar: *Coinage of the Gupta Empire* (1957)

Bhaskar Chattopadhyay: *The Age of the Kushanas: A Numismatic Study* (1967)


Amiteshwar Jha and Dilip Rajgor: *Studies in the Coinage of the Western Kshatrapas* (1994)

D.D.Kosambi: *Indian Numismatics*, ed. B.D.Chattopadhyaya

Michael Mitchiner: *The Origins of Indian Coinage* (1973)


HISTORICIZING ANCIENT INDIAN TEXTS

This course introduces students to certain important ancient Indian texts with an emphasis on their formal features, historical potential, and issues of interpretation, through an overview and as well as analysis of selected translated excerpts from original sources. Emphasizing the need to be attentive to the genre, content and historical context of texts, it discusses the relationship between different textual traditions; their growth, transmission and impact; and the issues that arise when correlating the testimony of texts with that of other kinds of sources.

Note: Every year, a total of least 6 texts ranging across the themes mentioned below, will be taken up for detailed analysis.

1. Introduction: Orality and literacy; literary languages (Sanskrit, Prakrit, Pali, Tamil, Apabhramsa, the regional languages); textual genres; language, literature, and culture; methodologies of interpreting and historicizing texts.

2. Understanding religious ideas and practice, material culture, political, social and economic processes on the basis of ‘religious’ texts.

3. ‘Epic’, myth and traditional history; the various tellings and forms of the Indian epics -- textual, oral, performative, sculptural; the transmission and transformation of the epic traditions.

4. Kavya: translating the literary imagination into history; the emergence and evolution of kavya; the kavis; poetics and dramaturgy; the relationship between kavya and inscriptional prasastis.

5. Sastra (technical treatises, eg. those on dharma, artha, kama); the relationship between precept and practice.


7. Locating the ‘popular’ element in ancient literature: stories, folk tales, gnomic works.

Select Readings

Core Course A 4 a)  

**IMAGING INDIA’S PAST: VISUAL SOURCES**

The course looks at ways in which India’s past has been imaged in visual arts and the archive. It investigates how visual language was structured in ancient and early medieval India and how it has been communicated since. The objective of the paper is to familiarize the student with the manner in which interpretations of visual culture impact the discipline of history.

1. Visualizing the ancient and early medieval in colonial and independent India: ‘Picturesque’ views - their intent and reception; early surveys and surveyors of sites and antiquities - institutional and individual efforts; shared beginnings of archaeology and architectural history; European reactions to Indian art and architecture; the Nationalist response; building, extending, and re-interpreting the visual archive in independent India.

2. Issues and debates in interpreting art objects and architecture:
   a. Style and its relationship to chronology;
   b. Debates on origins, antiquity, and cross-cultural transactions in art;
   c. Basis of classifications - racial, religious, dynastic, regional;
   d. Terminological concerns in art historical studies;

3. Word as ‘image’ and image as ‘text’: correlating visual and textual discourse, interrogating divergences and ‘absences’:
   a. History of Indian aesthetic thought: the creation and reception of art
   b. The treatise (*shastra*) versus art practice (*prayoga*);
   c. Visualizing narratives: religious and historical;
   d. Introduction to the iconography of images;

4. Reading socio-economic and political histories through art:
   a. Authorship and agency in art: the role of the artist;
   b. Politics and the rituals of power and patronage in art;
   c. Representations of caste, class and gender in art;
   d. Categories of classical, folk and popular; craft and art: desi-margi; shilpa-kala.

**Select Readings:**

Relevant excerpts from primary textual sources to be separately circulated.


SOCIAL HISTORY OF EARLY INDIAN ART AND ARCHITECTURE: MILIEU, MANIFESTATIONS AND PATRONAGE (circa 300 BCE to circa 1300 CE)

1. Historiography of Indian Art and Architecture.
2. *Shilpa* and *Kala* in Indian societies with special focus on artists and their activities.
3. From c.300 BCE to c. first century CE:
   [a] Issues and Debates about ‘Mauryan’ art; New Sculptural Tradition; Rock-cut Architecture; Terracottas.
   [b] (i) Integration of Sculpture and Architecture in the stupas: Narrative Art at Bharhut and Sanchi, with special emphasis on its gendered nature; (ii) Terracottas and their social context; (iii) ‘Buddhist’, ‘Jaina’, ‘Brahmanical’ and Popular Cultic Art Remains. Reconstruction of the so-called ‘Forgotten Pantheon’.
4. Development of Art and Architecture: c.100 to c.300 CE
5. Devalayas, chaityas, pratimas/murtis and bhitti-chitras, c.300 to c.600 CE
6. Development of Regional Styles in Arts: 6th-13th Centuries CE
   [a] Formation of regional cultural identities; Relationship of Art Forms with Socio-economic-Political Order and Sectarian Systems.
   [b] Temple Architecture: Canonical Literature: *shilpa* and *vastushastras* – their linguistic, social and geographical spread; Temples of different regions.
   [c] Sculptures and metal icons: Regional and iconographic specificities.
   [d] Paintings: special reference to ’eastern’ and ‘western’ India.
7. Changing patterns of patronage

Select Readings

Brown, Percy : *Indian Architecture (Buddhist and Hindu)*, D.B.Taraporewala Sons and Co., Mumbai, 1956 (Reprint)
Dehejia, Vidya : *Representing the Body, Kali for Women*, Delhi, 1997.


Dhaky, M.A., Meister, Michael et al: *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, 1983 continuing.


Majumdar, et al, eds.: *The History and Culture of the Indian People*, Bharatiya Vidya Bhavan, Bombay, Vols. I-V (Relevant Chapters)


Miller, Barbara Stoler, ed.: *Exploring India’s Sacred Art: Selected Writings of Stella Kramrisch*, University of Pennsylvania Press, Philadelphia, 1983.


Settar, S.: *The Hoysala Temples* (in two volumes), jointly published by Karnataka University (Dharwar) and Kala Yatra Publications, Bangalore, 1992.


PREHISTORY AND PROTOHISTORY OF INDIA

1. Introducing Prehistory and Protohistory: terminology and scope; Pleistocene and Early Holocene environments; History of Prehistoric and Protohistoric Research in India

2. Hominid Fossils and earliest stone tools. Palaeolithic sites, sequences and materials in the northwest, Punjab and Haryana, Rajasthan and Gujarat, Central India, Eastern India, and Peninsular India


4. Beginning of food production. Multineal character of early agriculture; issues connected with early domestication; Mehrgarh and its significance; beginning of rice cultivation in the Ganga Plain

5. Growth of villages (upto c. 2600 BC): Baluchistan and the Northwest; Indus-Hakra Plain, Punjab and Haryana, Rajasthan and Gujarat; Peninsular India

6. 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

7. Neolithic and chalcolithic cultures in non-Harappan India; regional patterns and multiple traditions from Kashmir to Tamil Nadu; interactions with Harappan sites

8. Beginning and development of iron technology; early appearance of iron as a smelted metal. ‘Iron Age’ cultures and their chronological spectrum; major production centres

Select Readings


Core Course B 2

HISTORY OF INDIA FROM c. 1500 BCE TO 500 BCE

This course seeks to familiarize the student with the major themes and debates in Indian History during the period covered in it. The intention, therefore, is not to survey the period. By making an in-depth study of the problems and the different answers proposed, it is hoped that the student will be equipped to attack similar problems in this and other period(s) of Indian history.

I. The “Aryan Problem”: Sir William Jones to F. Max Muller – the language=race equation – “Madras Orientalism” and the “Dravidians” – Somatography: craniometry, nasal index and the Peoples of India project – Race and Caste – Use for (a) colonial administrators, (b) Indian Middle Class (b) Indian nationalism (c) regionalism (d) social reforms – recent appropriations. The evidence in archaeology, linguistics and physical anthropology – the “Aryan” and the Harappan – the present showing.

II. Early Vedic Economy and Society: Vedic texts and their internal chronology – the archaeological record of the Saptasindhu region – forms of property and forces of production – cattle and its importance – booty-capture and redistribution – issues of the “lineage” and “householding” systems – religious practices and ideologies – forces of change.


V. Dissent and Protest: the context of heterodox religions – Materialism, Jainism and Buddhism – their philosophy and its implications – the social base of heterodox religions – patronage and spread.

VI. The Arrival of the State: NBP economy and society – the context of second urbanization – the mahajanapadas – the structural details of the “republics and kingdoms – the rise of Magadha – the Arthasastra problem – the historian and the Indica – the importance of Asokan edicts – dhamma – debates on the nature of the Mauryan state – decline.

Readings:

Bhattacharji, Sukumari, The Indian Theogony, 1970.
Bhattacharyya, N. N., Jain Philosophy : Historical Outline, 1976.
Bongard-Levin, G.M., Mauryan India, Delhi, 1983.
Chakravarti, Ranabir, Trade and Traders in Early India, Manohar, Delhi, 2002.


Mukherji, R.K. *Chandragupta Maurya and His Times*, Madras, 1946.


Piggott, Stuart, *The Earliest Wheeled Transport: From the Atlantic Coast to the Caspian Sea*, Thames and Hudson, 1983.


Sharma, R.S., *Perspectives in social and Economic History of Early India*, Munshiram Manoharlal, Delhi, 1983.


Thapar, Romila, *From Lineage to State: Social Formations in the Mid-First Millennium BC in the Ganga Valley*, OUP, Delhi, 1984.
Thapar, Romila, Kenoyer, J.M.; Deshpande, Madhav M.; Ratnagar, Shereen: *India: Historical Beginnings and the Concept of the Aryan*, NBT, New Delhi, 2006.
Core Course B 3

HISTORY OF INDIA, C. 200 BCE – 600 CE

This course will give an overview of important aspects of the history of the subcontinent between the period c. 200 BCE—600 CE focusing on the themes listed below. 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 broad overview of various aspects (social, economic, political, religious, cultural) of these two phases, a few selected primary sources will also be taken up for detailed discussion.

1. Historiography and sources. Assessing the Mauryan legacy; going beyond the stereotypes of ‘Dark Ages’ and ‘Golden Ages’
2. Changing polities: the proliferation of state society; political and administrative structures
3. Economic processes: agrarian structure; urban developments; money; crafts and guilds; trade within the subcontinent; long-distance trade interactions between the subcontinent, Asia, and Europe
4. Social structure: varna, jati, gender; the idea of varna-samkara
5. Religious doctrine and practice: the emergence and intensification of theistic trends; Puranic Hinduism – Visnuism, Sivaism and Saktism; the Mahayana schools; the Svetambara-Digambara tradition; yaksa and naga cults; the emergence of Tantra
6. Art and architecture: religious architecture and sculpture -- form and patronage; early Hindu temples; Buddhist stupas; Buddhist and Jaina and cave shrines; Gandhara and Mathura schools of sculpture; terracotta art; painting
7. Literary and technical works in Prakrit, Sanskrit and Tamil
8. Cultural interactions between India and Asia, with special reference to East Asia and Southeast Asia

Select Bibliography

Core Course B 4

**HISTORY OF INDIA – c. 600-1300 CE**

1. Representations of Early Medieval India: Debate surrounding the movement towards the early medieval; its constituents.

2. Economy: Agrarian Expansion and spread of settlements with reference to perspective from regions; problems of land-ownership and the ‘Village Community’; Urbanization, Trade, Money and Markets; guilds in North and South India.

3. Society: Issues related to social stratification, emergence of regional societies, rise of new groups, gender relations, inheritance; history of untouchability.

4. Political Systems: Conceptions of kingship; evolution of the structure of polities across the regions; changing forms of legitimation.

5. Cultural Processes and Transactional Networks: Puranic Hinduism, Tantricism, Temples, *mathas* and *tirthas*; Spread of sastric-epic-puranic ideas; Developments in arts and literature; Weaving of the local/autochthonous, regional and transregional.

**Select Readings:**

Chakrabarti, Ranabir, *Trade and Traders in Early India* Manohar,2002
Chattopadhyaya, B.D., *Aspects of Rural Settlements and Rural Society in Early Medieval India*, OUP,2005
Deyell, J., *Living without Silver*, CUP,1982
Kane, P.V., *History of Dharmsastra* (relevant volumes).
Nandi, R.N., *State Formation, Agrarian Growth and Social Change in Feudal South India*.
Sahu, B.P., ed., *Land System and Rural Society in Early medieval India*.
Sharma, R.S., *Urban Decay in India AD 300-1000*, Munshiram Manoharlal,1987
Thapar, Romila, *Cultural Past*, OUP,2003
II. Optional/Elective Courses

(Items marked with asterisk indicate that they are to be taught in the Seminar mode)

1. Art and Architecture in Early Medieval India (c. 600-1300 CE)*
2. Development of Early Indian Religions and Philosophies (up to *circa* 500 CE)
3. Early Indian Art and Architecture (beginnings to *c.* 600 CE)
4. Early Indian Social Orders: Structures And Processes
5. Gender and Literature*
6. Gender and Women in Early India
7. Historical Archaeology of India*
8. Historiographical Traditions in Ancient India
9. Ideas and Emotions in Ancient India*
10. Knowledge Systems in Early India*
11. Land and People: The Formation of Cultural and Regional Identities
12. Literary Cultures of Early India
13. Monetary History of Early India
14. Orientalism and India
15. Perspectives on Nature in Ancient India*
16. Political Processes in Ancient India: Theories and Practices*
17. Producers of Wealth in Early India
18. Religions in Early Medieval India (c. 500 – c.1300 CE)
19. Religions, Arts and Society (*Circa* 200 BCE to *Circa* 300 CE)
20. Tamilakam in Early Historical Period*
21. The Deep South: *c.*700-1300 CE*

Language Courses:

L 1. Sanskrit 1
L 2. Sanskrit 2
ART AND ARCHITECTURE IN EARLY MEDIEVAL INDIA (c. 600-1300 CE)

The paper focuses on the developments in architecture, sculpture, and painting in early medieval India, while situating these within the larger historical milieu. Alongside a broad overview, representative material from northern and southern India will be treated in detail to convey the variety, complexity and diversity that characterized the art forms of this period.

1. The early medieval temple: regional and sectarian variations
   a) Rock-cut or monolithic “carved” temples at Mamallapuram, Ellora, Kalugumalai, and Masrur;
   b) Temple forms in inscriptions, agamas, and shastras: Nagaraja, Dravida, Vesara, Bhumija;
   c) Select representatives of the various architectural styles;
   d) The early medieval Jaina temple: distinctive characteristics;
   e) Buddhist monuments, with special reference to Eastern India;
   f) Architectural elements: form and transformation.

2. Early medieval sculpture:
   a) Iconic sculptures: considerations of style and iconography;
   b) Narrative sculptures as visual texts;
   c) Metal sculptures: Buddhist, Jaina and Hindu;
   d) Terracottas.

3. Early medieval painting:
   a) Mural paintings: South Indian and Himalayan: Materials and techniques; narrative content and aesthetics;
   b) The art of the book: manuscript paintings: Buddhist palm leaf manuscripts from Eastern India; Western Indian manuscript paintings.

4. Socio-economic aspects of the early medieval temple:
   a) Temple-towns;
   b) Temple rituals; relationship between ritual, art and architecture; rangabhoga and devadasis;
   c) Inscriptions: donations, grants, patrons and artists;
   d) Erotics on temple walls.

Select Readings:


Optional/Elective Course/Paper 2

DEVELOPMENT OF EARLY INDIAN RELIGIONS AND PHILOSOPHIES
(UP TO CIRCA 500 CE)

1. Understanding Dynamics of Religions
2. Religions of hunters, gatherers and food producers: Palaeolithic to Chalcolithic Times.
3. Religious Beliefs and Social Stratification: A Study of Vedism
5. Religions in Complex Societies (circa 200 BCE to circa 500 CE): Mutations within Vishnuism and Shivaism; Emergence of Mahayana; Jainaism; Popular Cults.

Note: Gender concerns in Indian religions will receive special attention under all topics.

Select General Readings


TOPIC : 1 : UNDERSTANDING DYNAMICS OF RELIGIONS

Select Readings:

Kumar, Penumala Pratap : Methods and Theories in the Study of Religions: Perspectives from the Study of Hinduism and other Indian Religions (2005).
Thapar, Romila : ‘Durkheim and Weber on Theories of Society and Race Relating to Pre-Colonial India’ in author’s Interpreting Early India, 1992, (chapter 2).

TOPIC : 2 : RELIGIONS OF HUNTERS, GATHERERS AND FOOD PRODUCERS : PALAEOLITHIC TO CHALCOLITHIC TIMES
Select Readings:


TOPIC: 3 RELIGIOUS BELIEFS AND SOCIAL STRATIFICATION: A STUDY OF VEDISM

Select Readings:


Chitgopekar, Nilima (ed) : *Invoking Goddesses*, 2002 (chapters 1-3 only).


TOPIC: 4: RELIGIOUS IDEAS AND PRACTICES IN THE GANGA VALLEY (C.700 TO C.200 BCE): EARLY BUDDHISM, JINISM, MATERIALISM

Select Readings:


Bhattacharya, H. : *Anekantavada*.


TOPIC 5: RELIGIONS IN COMPLEX SOCIETIES (CIRCA 200 BCE TO CIRCA 500 CE):
MUTATIONS WITHIN VISHNUISM AND SHIVAISM; EMERGENCE OF MAHAYANA;
JINISM; POPULAR CULTS.

Select Readings:

Bhattacharji, Sukumari: The Indian Theogony, 1970.
Chitgopekar, Nilima: Encountering Shivaism: The Deity, the Milieu, the Entourage, 1998.
Gonda, Jan: Aspects of Early Vishnuism, 1954.
Misra, R.N.: Yaksha Cult
Singer, Milton (ed.): Krishna: Myths, Rites, and Attitudes, 1966.

Select thematic articles (other than biographical) from Encyclopaedia of Religion (2nd edition)
Ajivikas, Anivism, 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, Shauism (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.
Optional/Elective Course/Paper 3

EARLY INDIAN ART AND ARCHITECTURE (up to c. 600 CE)

1. Pre-historic Rock-art: paintings: purpose, content and form.


3. 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, bodhigiras, 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, Pithalkora, 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.

4. 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.

5. 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.
6. Paintings: Ajanta and Bagh: context, content, technique, and form; development of the aesthetic canon: relationship of text to practice.

Select Readings:


EARLY INDIAN SOCIAL ORDERS: STRUCTURES AND PROCESSES

1. Historiography of early Indian social orders.
2. From pre-class to class societies -- origins of social differentiations – the material and textual manifestations; problem of terminologies – jana, vish, vrata, gana, varna, jati, jnati, gotra, mula, pravara, anvaya, vamsha, etc.
3. Forces of production, forms of property and social formations; Regional variations.
4. Vana, kshetra and social formations.
5. Varnas, jatis and marriages; Kama and Reproduction.
6. The ashrama dharma, with special reference to renunciation.
7. Elements of ‘radicalism’ in social philosophies of ‘non-Brahmanical’ systems; renouncers, householders and centres of power.
8. The ‘foreigner’ and mutations in social orders.
9. Stages in the history of the Untouchables.
10. Social stratification and legal systems, with special reference to inheritance rights.
11. Religious rites and constructions of gender relations.

Select Readings:
Chanana, Devraj: Slavery in Ancient India, 1960.
Choudhary, Radhakrishna: Vratyas in Ancient India, 1964.
Ghurye, G.S.: Caste and Class in India, 1957.
Jha, D.N. ed.,: Society and Ideology in India, Essays in Honour of Professor R.S.Sharma, 1996.
Kane, P.V.: History of Dharmashastra, 5 volumes, 2nd ed. 1968-77.
Kashyap, Shashi: Concept of Untouchability in Dharmashastra, 2008.
Mukerjee, Radhakamal: The Horizon of Marriage, 1957.
Parasher, Aloka: Mlecchas in Early India: A Study in Attitudes Towards Outsiders up to 600 AD, 1991.
Sharma, Ram Sharan: Social Changes in Early Medieval India (c. AD 500-1200), 1969.


Optional/Elective Course/Paper 4

GENDER AND LITERATURE

This course involves an intensive gendered reading of a variety of texts from early India: epics, classical plays, poems, normative treatises, sectarian texts, and devotional songs of women saints. It discusses the nature and structure of each textual genre as well as its discursive content with regard to power generally (class, caste, monarchy) and gender specifically. Students are exposed to diverse literary and historical treatments of gender and encouraged to explore firsthand a relevant text, or group of texts, of their choice, or even a comparative analysis of genres. At least four genres will be studied in a semester, and texts within genres may vary from year to year.

1. Introduction: Gender as a category of historical analysis; the Indian context; intersections with class, caste, monarchy; gender and the production and transmission of knowledge.
2. Models and counter-models of masculine and feminine behaviour, affirmation and subversion of Brahmanical patriarchy, monarchy, and caste -- Indian ‘Epics’.
3. Voices from the nunnery and the hermitage, sexual-spiritual interface in a heterodox tradition -- Therigatha.
4. Private and public realms of sexuality including marriage, family, courtesanship, the king’s harem; voices from the kitchen, the bedroom, and the brothel; the affirmation and subversion of control -- Kavya.
5. Sex and sexuality in orthodox traditions -- Dharmasastra and Kamastra.
6. The Krishna myth cycle, sublimation of love and sexuality, eroticisation of divinity and worship -- sectarian Purana and Love lyric.
7. Negation and redundancy of patriarchy? lover as god and husband, spiritual interface in esoteric traditions, transcending the sexual -- Devotional Songs and Sayings of Women Saints (Lal Ded/Meera/Akka Mahadevi).

Suggested Readings

Sally Sutherland, ‘Seduction, Counter-seduction and Sexual Role Models: Bedroom Politics and the Indian Epics’, Journal of Indian Philosophy, 19, 1992, pp.53-61
P.V.Kane, History of Dharmasastra, vol.2, part 1, chapter 9, vol.3.


GENDER AND WOMEN IN EARLY INDIA

This course covers a chronological span up to circa 1300 and seeks to introduce students to the diverse issues and perspectives in women’s 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.

(1) Historiography -- women’s issue as analysed in different historiographical discourses, viz. colonial, Nationalist, Marxist and recent trends. The intersection of gender with class, caste, generation, as also its spatial and cultural context.

(2) The structures of patriarchy and the spaces within. The concept and working of matriliny – Anthropological and Sociological perspectives in historical reconstructions


(4) The socio-sexual constructions of womanhood – in different forms of marriage, family and households.

(5) Women and property--the concept of stridhana. Extent to which women are themselves perceived as property.

(6) Is there a ‘female voice”? This question will be examined in the contexts of both literary and inscriptive sources.

(7) Women in the Public sphere— rulers, patrons and livelihood earners.

Suggested readings:

Aparna Basu and A .Taneja [eds] *Breaking out of Invisibility; Women in Indian History*, 2002
Barai, Kumudini, *Role of women in the History of Orissa; From the earliest times to 1568 A.D.*, 1994
Bhattacharyya, N.N. *The Indian Mother Goddess*. 3 Revised edition, 1999
Centuries, Manohar, 2009.
Chakravarty, Uma, “Beyond the Altekarian paradigm: Towards the new understanding of gender relations in early Indian history”, *Social Scientist*, 16(8), August 1988.
Chakravarty, Uma, *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*, 2006
Chakravarty, U ‘Whatever happened to the Vedic Dasi?: Orientalism, Nationalism and Script from the Past’ in Sangari and Vaid [eds] Recasting Women, 1989
Chitgopekar Nilima (ed), Invoking Goddesses: Gender Politics in Indian Religion, 2002
Dehejia, Vidya [ed], Representing The Body: Gender Issues in Indian Art
Ehrenfels, O.R, The Mother Right in India. 1941
Gender Studies, 15(1), Jan-Apr 2008.
Goddesses, OUP, 2002.
Hiltebeitel, A. and K. Erndl (eds), Is the Goddess a Feminist: The Politics of South Asian
Joan Wallach Scott, Gender and Politics of History, 1986, Ch.1.2
Moore, Henrietta, Feminism and Anthropology, 1988.
Orr, Leslie, Donors Devotees and Daughters of the God, 2000
Ramaseswamy, Vijaya, Divinity and Deviance: Women in Virashaivism, OUP, Delhi, 1996.
Rangachari, Devika, Invisible Women, Visible Histories: Society, Gender And Polity in North India, 2009
Rosaldo and Lamphere (eds), Women, Culture and Society, 1974.
Roy, K. The emergence of Monarchy in north India 8-4 centuries B.C, 1994
Sanday, Female Power and Male Dominance: On the Origins Of Sexual Inequality, Cup, 1981
Shah, Shalini, Love, Eroticism and Female Sexuality in the Classical Sanskrit Literature 7-13th
Shah, Shalini, Poetesses in the Classical Sanskrit Literature: 7th-13th Centuries, Indian Journal of
Shah, Shalini, The Making of Womanhood: Gender Relations in the Mahabharata, 1995
Sharma, R.S., Light on Early Indian Society and Economy, 1966.
Tharu, Susie and K. Lalita (eds), Women Writing in India: 600 B.C. to the present, Delhi, 1993.
Wright Rita (ed), Gender and Archaeology, 1996
Optional/Elective Course/Paper 6

HISTORICAL ARCHAEOLOGY OF INDIA

1. Evolution of Historical Archaeology; ideas and discoveries; development of field techniques
2. Correlating textual sources with material culture
3. Advent of urbanism in the 1st millennium BC, and its archaeological foundations
4. Survey and excavation of sites and landscapes. Historical city sites with special emphasis on Taxila, Pataliputra, Mahasthangarh and Kaveripattinam
5. Environmental settings, settlement patterns, and subsistence strategies in early India
6. Monuments and structural features associated with the early religions

Select Readings

HISTORIOGRAPHICAL TRADITIONS IN ANCIENT INDIA

1. Indian sense of the Past – the colonial construction of an ahistorical society and its explanations – the use of such construction – the meaning of historical consciousness – Eurocentrism – the Indian perceptions – the word and the thing- the concept of time in ancient India.

2. The expressions of historical consciousness in the Vedic texts – the social context of a lineage-based society – the genres – the gatha, narasami, akhyana and danastuti – concern with origins, genealogies and hero-lauds – their contexts and function – legitimisation of power – sanctioning social positions.

3. The Buddhist and Jain texts – the new socio-political milieu – changing expressions of historical consciousness – origin myths of groups and chiefly houses – emerging centres of power and their legitimacy – the functions of the new expressions – legitimisation of the new order of incipient state systems.

4. The itihasa-purana tradition – the epics – one age looking at its past – historicity or historical consciousness? – the continuity of the tradition from Vedic times – the suta-magadh tradition – the akhyanas and upakhyanas – their function – origins, genealogies and achievements of individuals – the Puranic vamsanucaritas – Pargiter’s argument – the crystallisation of the tradition – its features.

5. The early medieval expressions – the changing socio-political context and its new demands – the prasastis – from Allahabad to the medieval prasastis – nature and function – the historical biographies – Harsacarita and other works – dynastic chronicle – Mushikavamsa and Rajatarangini – the expressions in regional languages – the Tamil ulas and paranis.

Readings:

Bulcke, Kamil, *Ramakatha*.
" " ", *The Puranic Accounts of the Dynasties of the Kali Age*, Delhi, 1927.
A.K.Warder, *An Introduction to Indian Historiography*, Popular Prakashan, 1973
Smith, Morton R., *Dates, Dynasties in Earliest India*, Delhi, 1973
Thapar, Romila, *The Past and Prejudice*.
" " , *Time as a Metaphor in History*.
IDEAS AND EMOTIONS IN ANCIENT INDIA

This course will investigate the intersection of experience, ideas and emotions in ancient India on the basis of secondary literature as well as primary sources. The latter will include texts such as the epics, DharmacåśAstra, kÅya, political treatises, Buddhist and Jaina texts, as well as inscriptions, art remains, and archaeological evidence. The aim is to focus on certain key themes and to see how they were expressed, represented and transformed over time in different chronological, cultural, philosophical and historical contexts. As the range of possible themes and sub-themes is considerable, a few important ones are listed below; new ones may be added to this list. Every year, aspects of at least 5 themes will be taught.

1. **Introduction.** The importance of investigating ideas and emotions. The potential of various types of sources. Historiography and approaches.
2. **Dharma.** The individual and society. PuruçeÀrthas, varòa and Àœrama. The Buddhist and Jaina traditions. Àœoka’s dhamma.

Select readings:

KNOWLEDGE SYSTEMS IN EARLY INDIA

1. Archaeology and Ancient Knowledge Systems of the Indian Subcontinent:
   Technology and Science out of Harappan Relics – Pottery Technology –
   Copper/bronze Metallurgy – Post-Harappan Metallurgy – Iron Technology –
   Megaliths – Iron Age Ceramics – Polished Ware Technology: RCPW, PGW,
   NBPW – Early writing systems.

2. Ancient Texts and Knowledge Systems: Vedanga-s and Specialized Knowledge
   Systems: Siksha, Kalpa, Nirukta, Chhandas, Jyotisha, Vyakarana – Sulba Sutra and the Vedic
   Geometry – Features of the theoretical Traditions in Sanskrit and Pali Texts – The Buddhist Logic
   – Hetuvidya – Sunyavada.

3. Classical Knowledge systems: Astronomy and Mathematics – Bhaskara-s – Aryabhata –
   Varahamihira – Treatises on Statecraft: The Arthasastra– The Various Knowledge forms in the
   Arthasastra – Knowledge in Healthcare Systems: Ayurveda-s: Vrksa, Hasti and Asva – Samhita-
   s of Charaka, Susruta, and Bhela – Lexicography: Amara and Hemachandra – Histrionics:
   Bharata and Natyasastra – Vatsayana’s Kamasutra – Architecture: Samarangana Sutradhara.

4. Theoretical Discourses: Bhartriharai’s Semantic Philosophy – Sphotavada – The Anumana
   Siddhanta– Apoha Siddhanta – Anandavardhana and the Dhvani Siddhanta – Mahimabhatta and
   the Vyaktiviveka – Kuntaka’s Vakrokti – The Pancasandhi Siddhanta.

5. Circulation of Knowledge: Other civilizations and their give-and-take – Egyptian and
   Mesopotamian traditions – the Greco-Roman world – Turko-Persian and Arabic systems –
   Chinese and other far-eastern societies.

Readings:
Shereen Ratnagar, Makers and Shapers: Early Indian Technology in the Home, Village and the
Urban Workshop (Delhi, 2007) Tulika.


D. P. Agrawal, The Copper Bronze Age in India, New Delhi: Munshiram Manoharlal, 1969
D. K. Chakrabarti and Nayanjot Lahiri, Copper and Its Alloy in Ancient India,
Munshiram Manoharlal, New Delhi, 1996.
A.K. Bag, History of Mathematics in Ancient and Medieval India, Chaukhamba
G Kuppuram and K Kumudamani, *History of Science and Technology in India* (12 Vols), Sundeep Prakashan (Delhi, 1996).


Optional/Elective Course/Paper 9

LAND AND PEOPLE:
THE FORMATION OF CULTURAL AND REGIONAL IDENTITIES

This course would be concerned with issues involved in historical geography, ethnic settlements and cultural and regional identities. It would primarily be based on literary and epigraphic texts. The chronological spectrum would range from circa 1500 BCE to circa 1300 CE. The specific texts mentioned here are simply illustrative and do not preclude the inclusion of other texts.

1. Sapta Sindhavah to Aryavarta and Madhyadesha: Cosmographic conceptions, topographical features, tribes, settlements in Vedic literature.
5. Cultural and regional identities in the subcontinent: Narratives from some early medieval texts such as Varahamihira’s Brihatasamhita; Rajashekhara’s Kavyamimamsa, Kalhana’s Rajatarangini and the Shaktisangama Tantra.
6. India in the accounts of the people from outside the subcontinent: The Periplus; Ptolemy’s Geography; Hsuan-tsang’s Si-yu-ki and Alberuni’s Kitabul Hind.
7. Regional divisions in early Indian inscriptions.

Select Readings
Bhattacharya, P.K.: Historical Geography of Madhya Pradesh from Early Records, Delhi, 1977.
Chattopadhyaya, Sudhakar: Racial Affinities of Early North Indian Tribes, Munshiram Manoharlal, Nedw Delhi, 1971.
Cunningham, Alexander: The Ancient Geography of India (1871), Low Price Publications, Delhi, 1990 reprint.
Gurukkal, Rajan: Social Formations of Early South India, OUP, Delhi, 2010.


Sachau, Edward C., tr. and notes: *Alberuni’s India*... (first published 1910) reprint, Delhi, 1989.


Upadhyaya, Bharatsingh: *Buddhakalin Bharatiya Bhoogol* (in Hindi), Hindi Sahitya Sammelan, Prayag, VS 2018 = 1961 CE.

This course introduces students to India’s early creative literatures, which, together with their peculiar characteristics, conventions, and geographical and chronological zones, constitute distinct, interactive literary cultures. A study of literary texts (poems, plays, tales, biographies), as opposed to ‘scriptures’ or treatises, unveils unique resources for understanding expressive language and imagination in early India in relation to larger orders of culture and society. This course surveys the content, formation and trajectories of early Sanskrit and Tamil literatures, and a host of issues related to their internal and external context. It also briefly surveys the literary scene in other languages, such as Prakrit, Apabhramsha and Kannada, and their relationship with the major literary cultures.

1. Introduction: The importance of studying literature in history; Approaches to interpreting literature: materialist, historicist, aesthetic, others.
2. (i) Defining and distinguishing between literacy, literature and literary culture; the phenomenon of orality and of ‘performing’ texts in early India (ii) Exploring interactions between literature, language, ethnicity, and geography: the ‘cosmopolitan’ and the ‘vernacular’.
3. Survey of early Sanskrit literature: (i) kavya, main features of kavya: rasa, alamkara; types of kavyas, some sample texts (ii) literary criticism and rhetoric: Bharata, Bhamaha, Dandin and later rhetoricians (iii) the kavya’s vision, the representation of urban culture, the question of ‘court literature’, changes within the kavya tradition and diversity of narrative traditions.
4. Survey of early Tamil literature: (i) ‘Sangam literature’ as oral compositions - akam and puram poetry, Silappadikaram, Manimekhalai; the tradition of literary criticism in the Tolkappiyam (ii) the representation of kingship, space (tinaï), emotion, geography, values.
5. Factors in the formation of literary cultures: (i) patronage: role of the state, non-royal social groups, etc. (ii) literary and linguistic developments: structure of the language, conventions (iii) emerging regional and social identities; ‘Great’ and ‘Little’ traditions.

Readings
Sheldon Pollock, ed., *Literary Cultures in History: Reconstructions from South Asia*, OUP, 2003. (Introduction, Chapter 1, 5, 6, 11)


Shonaleeka Kaul, *Imagining the Urban: Sanskrit and the City in Early India*, Permanent Black: Delhi, 2010 (Introduction).


MONETARY HISTORY OF EARLY INDIA

1. Media of exchange before the advent of metal money.
2. Agricultural growth, taxation and metal money (circa 600 to circa 200 BCE).
3. Trade network and penetration of monetary economy (circa 200 BCE to circa 300 CE).
4. Changing land rights, mutations in trade and their impact on patterns of metal money (circa 300 to circa 1300 CE).

General Readings:

Note: JNSI stands for The Journal of the Numismatic Society of India

Joe Cribb, ed.: Money : From Cowrie Shells to Credit Cards (1986)
Olivier Guillaume : Analysis of Reasonings in Archaeology: The Case of Graeco-Bactrian and Indo-Greek Numismatics (1990)
S.K. Maity : Early Indian Coins and Currency System
Walter C. Neale : Monies in Societies (1976)

Punch-marked Coins:

P(Karmeshwari) L(al) Gupta : A Bibliography of the Hoards of Punch-marked Coins of Ancient India, JNSI, XVII (1955)
D.D. Kosambi : Indian Numismatics, ed. B.D. Chattopadhyaya
Michael Mitchiner : The Origins of Indian Coinage (1973)

Uninscribed Cast and Janapada Coins:

John Allan : Catalogue of the Coins of Ancient India in the British Museum (1936, Indian Reprint 1975)
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aruna Sharma</td>
<td>History of Mathura (c. 200 BC – AD 300)</td>
<td>2006</td>
</tr>
<tr>
<td>Krishna Mohan Shrimali</td>
<td>History of Panchala, Vol.I (1983), Ch. IV</td>
<td></td>
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<tr>
<td>J.P. Singh and Nisar Ahmad</td>
<td>Seminar Papers on the Tribal Coins of Ancient India, 200 BC – AD 400 (1977)</td>
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<tr>
<td>Amiteshwar Jha and Dilip Rajgor</td>
<td>Studies in the Coinage of the Western Kshatrapas (1994)</td>
<td></td>
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<tr>
<td>A.K. Narain</td>
<td>The Indo-Greeks (1957)</td>
<td></td>
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<tr>
<td>E.J. Rapson</td>
<td>Catalogue of the Coins of the Andhra Dynasty, the Western Kshatrapas, the Traikutaka Dynasty and the “Bodhi” Dynasty (1908; Indian ed.1975)</td>
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<tr>
<td>K.W. Dobbins</td>
<td>Shaka-Pahlava Coinage (1973)</td>
<td></td>
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<tr>
<td>Bhaskar Chattopadhyay</td>
<td>The Age of the Kushanas: A Numismatic Study (1967)</td>
<td></td>
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<tr>
<td>B.N. Mukherjee</td>
<td>Kushana Coins of the Land of the Five Rivers (1978)</td>
<td></td>
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<tr>
<td>Ajay Mitra Shastri, ed.</td>
<td>Coinage of the Satavahanas and Coins from Excavations (1972)</td>
<td></td>
</tr>
<tr>
<td>Paula J. Turner</td>
<td>Roman Coins from India (1989)</td>
<td></td>
</tr>
<tr>
<td>A.H. Wood</td>
<td>The Gold Coin Types of the Great Kushanas (1959)</td>
<td></td>
</tr>
<tr>
<td>A.S. Altekar</td>
<td>Coinage of the Gupta Empire (1957)</td>
<td></td>
</tr>
<tr>
<td>Deyell, John S.</td>
<td>Living Without Silver: The Monetary History of Early Medieval North India, OUP, Delhi, 1990</td>
<td></td>
</tr>
</tbody>
</table>
ORIENTALISM AND INDIA

I. **The Beginnings:** The knowledge about the Orient before colonial conquest – The need for knowledge about the colony – the Portuguese and Dutch attempts – Production of knowledge and strategies of control under the English East India Company – the greater extent of British control and their bigger needs – the work before Jones – Warren Hastings.

II. **Early Orientalism:** William Jones and the Asiatic Society – Jones’ life and work – the Asiatic Society and *Asiatick Researches* – Wilkins, Colebrooke, Wilson and textual studies – Prinsep and epigraphy – Cunningham and Archaeology – Havell, Ferguson and art – Max Müller and the high noon of Orientalism – orientalism in imperial ideology – the role of “native” scholars – Orientalism without empire: German and French “Indology”.

III. **The Orientalist Constructions:** The “discovery” of India – Historiography, ethnology and study of languages – construction of images and stereotypes: (a) the theory of the Aryan race (b) the Indian village community (c) unchanging East (d) Indian spirituality vs. Western materialism (e) Oriental Despotism and Asiatic Mode of Production.

IV. **Orientalism in Action:** The use in colonial control and domination – boosting middle class morale – Orientalism and Indian “renaissance” – Orientalism and revivalism – Orientalism and Indian nationalism – communal ideology – the expansion of database about India’s past.

V. **Critique of Orientalism:** Early reactions – the implicit acceptance in early nationalist writings – the modern historians’ perspective – Edward Said and the Foucauldian understanding – Critique of Said – recent Japanese work – an assessment of Orientalism – Orientalism today

**Readings:**


Optional/Elective Course/Paper 13

PERSPECTIVES ON NATURE IN ANCIENT INDIA

1. Humans, nature, and the cosmos: cosmogonic ideas in Brahmanical, Buddhist and Jaina traditions; the \textit{panca-mahabhutas}; the cosmic order – \textit{rit} and the rhythms of nature; understandings of nature and matter in philosophical systems.

2. Situating human activity in the context of nature: ‘informal geography’ in ancient texts; descriptions of journeys; the concept of \textit{tinai} in early Tamil literature; emblematic plants and animals.

3. The forest and forest dwellers: textual representations; interactions between agrarian and state societies; \textit{grama} and \textit{aranya}; the king and the forest.

4. Nature in religion and ritual: the naturalistic polytheism of the Vedas; deities in animal form (Jataka stories, \textit{avatara} doctrine); animals as \textit{vahanas}; the Hindu gods and goddesses; nature and fertility; worship and symbolization of trees; \textit{naga} worship; \textit{vasantotsava} rituals.

5. Representations of nature in art: empathy between humans and nature, entwining and hybrid creatures; plants and animals in the iconography and narrative of divine forms; personification and stylization of nature in art; \textit{sadrishya}, \textit{anukriti}, and \textit{alamkara}.

6. Nature in poetry and poetics: descriptions of nature’s beauty; nature as friend, healer, benefactor, adversary; relationship of the seasons to human emotions; poetic figures relating to nature in literary criticism.

7. Violence and preservation: ideas and debates concerning \textit{himsa} and \textit{ahimsa} vis-à-vis nature in the Vedic tradition, Hinduism, Buddhism and Jainism; ideas of preservation.

Select Readings


POLITICAL PROCESSES IN ANCIENT INDIA: THEORIES AND PRACTICES


II. The Vedic scene and the transition to state: Political Processes in the Rigveda – Pre-state situation in the Middle Ganga Valley – Lineage Society – Processes of transition from Lineage to State – booty capture and redistribution – contending definitions of power and the centrality of the raja – rituals and legitimation.

III. The “Republics” and “Kingdoms”: Geographical Distribution and its importance – trade and urbanisation – stratification of society and the consolidation of jati – The incipient state and the Varna System – Political Structure of the Mahajanapadas – Emergence of Monarchy in the Gangetic North India.


V. Post-Mauryan polities – the continuation of the gana-samghas – the varying structures in the “successor states” – the experience in the Deccan under Satavahanas – the Tamil South.

VI. The Guptas and after: Political processes under the Guptas – the “samanta system” and Indian feudalism – the concept of dharma – brahmana-kshatriya relations – kingship and the structure of polity in early medieval India – the regional states.

Readings:

Gonda,Jan, Ancient Indian Kingship from the Religious Point of View, Brill, Leiden, 1966.
Kosambi, D.D., An Introduction to the Study of Indian History (Bombay, 1956).
Thapar, Romila *Asoka and the Decline of the Mauryas*, Oxford University Press.
Thapar, Romila, *From Lineage to State*, Oxford University Press, 1984
Veluthat, Kesavan, *The Early Medieval in South India*, New Delhi, 2009

***
Optional/Elective Course/Paper 15

PRODUCERS OF WEALTH IN EARLY INDIA

This course would be concerned with primary producers of wealth, viz., agriculturists, peasants, traders, merchants, artisans and craftspeople; their tools, techniques technologies and modes of production; their organisational structures and their social placements. Under each category of producers, attempt shall be made to take cognisance of various types rather than seeing it as homogenous category. These themes shall be discussed in two chronological phases: (A) from circa 1000 BCE to circa 100 BCE, and (B) from circa 100 BCE to circa 1300 CE. Literary texts, material remains, epigraphic evidences and representations in art forms shall constitute the core data.

Select Readings:

Bagchi, Amiya Kumar, ed.,: Money and Credit in Indian History: From Early Medieval Times, Tulika, Delhi, 2002.
Chakravarti, Ranabir: Trade and Traders in Early India, Manohar, Delhi, 2002.
Champakalakshmi, R.: Trade, Ideology and Urbanisation: South India 300 BC to AD 1300, OUP, Delhi, 1996.
Goitein, S.D. and Friedman, Mordechai A.: Indian Traders of the Middle Ages: Documents from the Cairo Geniza (‘India Book’), Brill, Leide-Boston, 2008.
Gopal, Lallanji: The Economic Life of Northern India, c.AD 700-1200, Motilal Banarsidass, Delhi, 1965.
Jain, V.K.: Trade and Traders in Western India (AD 1000-1300), Munshiram Manoharlal, Delhi, 1990.


Sharma, R.S. : *Material Culture and Social Formations in Ancient India*, Macmillan India, Delhi, 1983.


RELIGIONS IN EARLY MEDIEVAL INDIA (c. 500 – c.1300 CE)

1. The milieu: socio-economic and political order/s.
2. Texts: Literature; sculptures and monuments; inscriptions -- Religio-Philosophic Background of Land Grants.
3. Growth of bhakti with special reference to Vishnuism and Shivaism south of the Vindhyas: Two phases: (A) up to c.10th century, and (B) c.1000 to c.1300 CE.
   a. The Alvars, Nayamnars, Shrivaishnavas and Virashaivas.
4. Puranic religions and sectarian identities.
7. Shaktism and Tantricism.
8. The Kapalikas, the Kalamukhas, the Nathas and the Siddhas.
9. Popular beliefs and practices – utsavas, vratas, danas, etc.
10. Gender Issues in Indian Religions, with special reference to:
    [a] Jaina Debates on women’s salvation – participants, issues and major arguments.
    [d] The Dashamahavidyas.
12. Religious Institutions – samghas, mathas, gachchhas, basadis, temples, etc.
13. Religions from outside India and their transformations: Christianity, Zoroastrianism Parsis), Judaism and Islam.

Note: In addition to the Topic No. 10, gender concerns in Indian religions will receive due attention under other topics as well.

Select Readings:
Benoytosh Bhattacharya: An Introduction to Buddhist Esoterism, 1932.
Debiprasad Chattopadhyaya: *Lokayata*, 1959. (Also available in Hindi.)
Nilima Chitgopekar: *Encountering Shivaism: The Deity, the Milieu, the Entourage*, 1998.
Shashibhushan Dasgupta: *An Introduction to Tantric Buddhism*, 1950.
P.B. Desai: *Basavesvarya and His Times*, 1968.
Wendy Doniger, ed.: *Purana Perennis: Reciprocity and Transformation in Hindu and Jaina Texts*.
V.N. Drabu: *Kashmir Shaivism*.
S. Gopal and R. Champakalakshmi, eds., *Tradition, Dissent and Ideology, in Honour of Romila Thapar*, 1996.
D.N. Jha, ed. *The Feudal Order: State, Society and Ideology in Early Medieval India*, 2000, specially Part III. (Also available in Hindi.)


R.N.Nandi: *Social Roots of Religion in Ancient India*, 1986. (Also available in Hindi.)


V.S.Pathak: *Shaiva Cults in Northern India*, 1960.


RELIGIONS, ARTS AND SOCIETY (circa 200 BCE to circa 300 CE)

1. Material milieu of the society.
2. Growth of theism: (a) yakshas, yakshis and other popular cults; (b) Vishnuism; (c) Shivaism; (d) Mahayana; (e) Jinism; (f) female divinities.
5. From symbolic to anthropomorphic delineations of deities: narrative friezes; free-standing sculptures and their iconographic specificities.
6. Terracottas, metal icons and popular beliefs.

Select Readings:
Select Readings (for topics 1-2):
Bhattacharji, Sukumari : The Indian Theogony, 1970.
Chitgopekar, Nilima : Encountering Shivaism: The Deity, the Milieu, the Entourage, 1998.
Gafurov, B. et al, eds., Central Asia in the Kushan Period, 2 volumes, Committee on the Study of the Civilizations of Central Asia of the Commission of the USSR for UNESCO, Moscow, 1974-75.
Gonda, Jan : Aspects of Early Vishnuism, 1954.
Misra, R.N. : Yaksha Cult
Select Readings (for topics 3-6):
Benisti, Mireille : Stylistics of Buddhist Art in India, 2 Volumes, IGNCA (Indira Gandhi National Centre of Arts) and Aryan Books International, New Delhi, 2003.
Dehejia, Vidya : Representing the Body, Kali for Women, Delhi, 1997.
Nagaraju, S. : Buddhist Architecture of Western India (c. 250 BC-c. AD 300), Agam Prakashan, Delhi, 1981.


TAMILAKAM IN EARLY HISTORICAL PERIOD

1. **Historiography and sources:** The nineteenth century concerns with Roman trade – discovery of “Sangam” literature and the Tamil pride – Early studies – the political implications – developments in archaeology and epigraphy – Sivathamby and the new insights – insights from other disciplines – recent work.


**Readings**


Chakravarti, Ranabir: *Trade and Traders in Early India*, Manohar, Delhi, 2002.


Minakshi, C., *Administration and Social Life under the Pallavas* (University of Madras, Madras, 1938).


Stein, Burton, ed. *Essays on South India*, Delhi, 1975, Vikas.

***
THE DEEP SOUTH: AD c.700-1300 CE


III. The emergence of the state: the Pallavas and Pandyas – struggles with powers of the Deccan – the Cera kingdom of Mahodayapuram – political process and the factors behind them – urbanism, literacy and monumental architecture – details of political organisation – the nature of these “early” states – their fortunes.

IV. The Cola experience – the beginnings – the capture of Kaveri delta and the development of Tanjore – the expansion under Aditya and Parantaka – Rashtrakuta wars and the setback – Rajaraja and Rajendra – agrarian expansion, growth of trade and economic transformation – social implications – the climacteric – cultural productions – decline of the Cola “empire”.


Readings:

Champakalakshmi, R., Trade, Ideology and Urbanisation OUP, 1996.
Gopalan, R., History of the Pallavas of Kanchi University of Madras, 1920.
Hall, Kenneth, Trade and Statecraft in the Age of the Colas Abhinav Prakashan, Delhi, 1983.
Heitzman, James, Gifts of Power OUP, 1997.
Karashima, Noboru, History and Society in South India. OUP 1984.
Mahalingam, T.V., Kanchipuram in Early South Indian History Asia Publicashing House, Bombay, 1966.
Minakshi, C., Administration and Social Life under the Pallavas University of Madras, 1955.
Narayanan, M.G.S. & Kesavan Veluthat, ‘Bhakti Movement in South India’ in D.N.Jha, ed. The Feudal Order, Delhi, 2001 Manohar.


Veluthat, Kesavan, *The Early Medieval in South India*. New Delhi, 2009, OUP.
SANSKRIT – 1

This course will give students a compact, basic introduction to the Sanskrit language. The aim is to give History students a foundation in Sanskrit which they will be able to build on in order to eventually be able to handle primary sources. The course will include:

1. Explanation of the general features of the language
2. The basic elements of grammar, such as declension of nouns, conjugation of verbs, affixes, *sandhi*, and *samasa*
3. An exposure to basic vocabulary and syntax
4. Developing reading and comprehension skills
5. Translation exercises which include references to simple texts

Readings:
Optional/Elective Course/Paper L 2

SANSKRIT – 2

This course builds on the foundations of Sanskrit – 1. The prerequisite of this course is that the student should have done Sanskrit – 1 or should have a proven equivalent level of grasp of the language. The aim is to enhance History students’ understanding of Sanskrit in order to enable them to handle primary source material. This will include:

1. Strengthening the understanding of Sanskrit grammar, vocabulary, and syntax through instruction and exercises
2. Developing reading and comprehension skills
3. An emphasis on the translation of excerpts from historically important texts of different genres, including excerpts from kavyas, biographies, dynastic chronicles and shastras.
4. Translation and reading of inscriptions

Readings:

(A) Core Courses: The core courses are divided into two groups. Group-A has chronologically oriented courses, whereas Group-B has courses that are thematic. Students would have to take four core courses, two from each group, over two semesters.

List of Core Courses:

**Group-A**
1. Political Processes and Socio-Cultural Formations in India, c. 1000-1400
2. History of North India, c. 1400-1550
3. Political Processes and Socio-Cultural Formations in India, c. 1550-1707
4. Society, Polity and Cultures in India, c. 1707-1830

**Group-B**
1. Socio-Religious thought and movements in Medieval India
2. Social and Economic History of India, c. 1200-1750
3. History of Science and Technology in Pre-Colonial India
4. Forms of Popular Resistance in Northern India, c. 1560-1740

(B) Elective Courses: Students would take three elective courses, two in the third semester, and one in the fourth semester.

List of Elective Courses:
1. Women and Gender in Mughal India
2. History of Rajasthan, c. 1300-1800
3. History of Awadh and North India, c. 1550-1860
4. Political Culture: War, Society and Governance, c. 1550-1700
5. War, Society and Politics, c. 1700-1840
6. History of Eastern India, 13th-18th centuries
7. History of the Marathas
8. Cities of Empire: Istanbul, Isfahan, Agra and Delhi
9. Sultanate and Mughal Delhi, c. 1200-1850
10. South India under Vijayanagar Empire
11. History of Medieval Malwa and Gujarat
12. Forms of Historical Writing in Medieval India
13. Economy, Community Formation and Cultural Interaction in Pre-Modern South India.
14. Medieval Deccan, 1300-1700

(C) Seminar Courses: Students would be required to take one seminar course in the fourth semester
List of Seminar Courses:
1. Sources of the Sultanate Period, c.1000-1400
2. Intellectual Traditions, c. 1400-1550
3. Sources of the Mughal Period: Reading and Interpreting Texts, c. 1550-1740
4. Sources of the Eighteenth Century
5. Archival and Epigraphic Records for the Study of Medieval Indian History
CORE COURSE (GROUP-A)

POLITICAL PROCESSES AND SOCIO-CULTURAL FORMATIONS, c. 1000-1400
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.

Themes:
1) Historiographical debates regarding ‘transitions’ to the Sultanate period.
2) Overview: geopolitical contexts; continuities and changes in the 13th and 14th centuries
3) The **ahl-i qalam** (people of the pen), their social-intellectual backgrounds; their narratives of the Muslim community and the Sultanate.
4) The military elites, their social and political backgrounds, cultures of political service, aristocratic aspirations and new identities
5) Sufis, Sufism and their structures of authority
6) Political geography of the Sultanate, regional solidarities, endogenous histories of Islam and the Muslim community
7) Problematising the study of the ‘Hindu-Muslim encounter’

Select Readings:

CORE COURSE (GROUP-A)

HISTORY OF NORTH INDIA, c. 1400-1550
This survey course shall broadly study some of the key themes in the political and cultural history of North India during the period between the disintegration of the Delhi Sultanate and the emergence of the Mughal Empire.

**Topics**
Decline of the Delhi Sultanate and Regional Reconfiguration.
Monarchy and governance under the Lodi and Sur Afghans.
Political and cultural roles of Sufi orders.
Conversion and Islamicisation.
Religious diversities and social stratification.
Vernacular and Persian literary traditions.

**Select Readings:**

**CORE COURSE (GROUP-A)**

**POLITICAL PROCESSES AND SOCIO-CULTURAL FORMATIONS IN INDIA,**
c.1550-1707
The course is concerned with state formation, and encourages the students to examine the establishment and expansion of the Mughal empire within a socio-cultural and political frame of reference. The imperial rule structure is studied as a redistributive system, dynamic and ever-changing, sustained by political relations that went deep into the localities. The other concern of the course is to examine the interconnections between the norms of civility and imperial sovereignty, or more broadly, between culture and power.

**Topics:**
1. Mughal imperial expansion: military technology; ecology and inner frontiers; ‘war animals’;
2. Political alliances, gift-exchanges and the rule structure: alliances with the local aristocracy; relations with merchants and gentry; state in localities
3. Theories of state-formation
4. Political Formations in the early Eighteenth Century: Mughal ‘decline’; agrarian revolts; lower caste movements; the Sikh revolt; the rise of the Marathas
5. Mughal court culture: civility and comportment; norms of masculinity; harem and sovereignty; imperial discipleship.
6. State and Religion: mystical and intellectual currents; inter-faith dialogues; *sulh-i-kul*; revivalist Islam; Sufis and the state; ulema in the Mughal empire
7. Persianate civility in decline: socio-cultural changes in the 18th century.

**Sources**
(Selections from the following sources)

**Select Readings:**
4. Irfan Habib, *Agrarian System of Mughal India* (New Delhi, 1999)
8. J.F Richards, *Mughal Administration in Golkunda* (New Delhi, 1975)

**CORE COURSE (GROUP-A)**

**SOCIETY, POLITY AND CULTURES IN INDIA, c. 1707-1830**
This course will span from the later half of Aurangzeb’s period (end of 17th century) to the age of reforms (1820-30s). 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 move the gaze away from the state and the meta-narrative of its oppression to in-house debates and discussions in the military, legal, medical and commercial cultures. Reading the English translations of some of the Persian, early Urdu, Bengali and Marathi translations of texts of this period will be a compulsory part of assignment writing.

**Topics**
1. The late 17th century transition: economy, society and politics.
2. The early 18th century and the turn to Arabic learning: discussion of some texts on religion and medicine.
4. The English Company as the agency of transition?

**Select readings:**
7. C.A. Bayly, *Empire and Information. Intelligence gathering and Social Communication in India 1780-1870*, Delhi, 1996.

**CORE COURSE (GROUP-B)**

**SOCIO-RELIGIOUS THOUGHT AND MOVEMENTS IN MEDIEVAL INDIA**
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 debates between the
Ulema and the Sufis, the patronage extended to them by individuals and the state from time to time in order to reach to the civic society would also be studied. The monotheistic thought, Bhakti tradition and the devotional literature in the Indian sub continent will be a part of the study.

**Topics:**
1. Muslim sects, socio-religious thought and movements in the Islamic East: theories of governance; Al-Mawardi on caliphate; Nizamul Tusi on wizarat; the orthodox religious tradition – the Asharites; Al-Ghazali’s ethical thought; the Mutazalites and the rationalists.
2. Development of Tassawuf in the Islamic East: development and disputations; Bayazid Bostami and Mansu Hallaj; Awariful Ma’arif, and other sufi texts; Ibnul Arabi’s wahdatul wujud; organization of the khangah; Jalauddin Rumi’s masnavis; Shaikh Ali Hujwiri’s Kashful Mahjub.
3. Early Sufi traditions in India: Ghazi Mian- the tradition and legends; Chishti and Suhrawardi silsilas in India; Sufi literature; Sufi thought and literature; qalandars and darveshes.
5. Messianic Movements: The Mahdavi movement; the Roshaniya movement.
6. Patronage to religious institutions: futuh, suyurghal, aimma, madad-i-mu’ash; waqf and endowments.
7. Bhakti movement in North and South India
8. Monotheistic thought: Kabir, Dadu and Satnamis
9. Educations and Transmission of knowledge in Medieval India
10. Sikhism: Guru Nanak and the formation of panth; Guru Arjun and the compilation of Guru Granth Sahib; later gurus and misls.

**Select Readings:**
1. *Encyclopedia Of Islam* (relevant articles from the new edition)
9. C. Vaudeville : *A Weaver named Kabir* (New Delhi, 1991)
11. Y. Friedman : *Shaikh Ahmad Sirhindi: An outline of his thoughts and a study of his image in the eyes of Posterity* (Mc. Gill, Canada: 1971)

**CORE COURSE (GROUP-B)**

**SOCIAL AND ECONOMIC HISTORY OF INDIA c. 1200- 1750 A.D.**
1. Economy of the Delhi Sultanate.
2. Fiscal measures of Alauddin Khalji and Muhammad Tughluq.
3. Agrarian relations and taxation during the Sultanate period.
5. Population estimates of Mughal India.
7. The peasant, Village Community and property rights.
8. The origin and nature of the zamandiri right, political role of the chieftains and zamindars in the Mughal Empire.
10. Revenue Assignments and Revenue Grants.
11. Trade: Inland and Foreign, organization and composition of commodity production.
12. Advent of European Companies and their impact on Indian Economy.
13. The monetary system.
14. The growth of cities and towns, urban life and regional shifts in urbanization.
15. The debate on the nature of Mughal economy.
16. The debate on the economy of 18th century.

SELECT READINGS:

1. R.S. Sharma, Indian Feudalism, Calcutta, 1965

CORE COURSE (GROUP-B)

HISTORY OF SCIENCE AND TECHNOLOGY IN PRE-COLONIAL INDIA
The course studies the perception of natural world and its management in pre-colonial
India. It explores the relations of science and technology to changes in society, polity and culture.

**Topics:**
1. Introduction to the History of Sciences and Technology-Historiography-Objectives-Basic concepts in the History of Science- Tradition and Continuity- Changing Pattern.
4. Craft and Communities in Medieval India-Specialization- Regions of Importance-Commerce and Market-Exclusion-Inclusion-changing hierarchies-Caste Disturbances-Upward Mobility-

**Select Readings:**
5) I A Khan, *Gunpowder and Firearms: Warfare in Medieval India*, Oxford University Press, New Delhi, 2004
6) S. Subramaniam (ed).*Merchants, Markets and State in Early Modern India*, New Delhi, 1990
8) Ashoke K Bagchi, *Medicine in Medieval India: 11th to 18th Centuries*, Konark Publishers, Delhi, 1997
10) Beni Gupta, *Medical Beliefs and Superstitions*, Sundeeep Prakashan, Delhi, 1979

**CORE COURSE (GROUP-B)**

**FORMS OF POPULAR RESISTANCE IN NORTHERN INDIA, c. 1560-1740**
The course discusses forms of popular resistance in Medieval India, and explores their
memory in oral traditions and folklores. It also studies the divergent patterns of protest in Mughal India, ranging from ‘everyday forms of resistance’ to armed revolts.

**Topics:**
1. Historiography of popular resistance.
2. The Revolts of the nobility: Changing complexion of the ruling class, c. 1560-1740; Peasant Revolts: Nature of peasant revolts in Mughal India; Modes of protest; Response of the State.
4. Religious forms of resistance: Raushani Movement (1585, 1611-16, 1628 A. D.); Satnami revolt (1672), Sikh revolts.
5. Merchant forms of resistance.
6. Everyday/routine forms of resistance.

**Select Readings:**


Bhadra, Gautam (1999) ‘Two frontier uprisings in Mughal India’, *Subalternal Studies II.*

**ELECTIVE COURSE**

**WOMEN AND GENDER IN MUGHAL INDIA**

The course considers the Mughal court within a gendered framework, and studies the norms of masculinity and manliness that were cultivated in, and through, aristocratic civility and comportment. It encourages the student to explore the agency of imperial women, and their participation in Mughal...
sovereignty. Mughal women are studied as authentic political agents, whose involvement was crucial to the rule structure. The course also makes an effort to examine the lives of ordinary women, and their relations with the state and the society.

Topics:

1. Sovereignty and the ‘domestic’ domain: women’s agency in Turko-Mongol tradition; imperial women and the establishment of Mughal rule; harem and sovereignty.
2. Imperial women: Mughal marriages with Rajput women; Nur Jahan’s involvement in court politics; Jahanara’s participation in trade and politics.
3. Manliness in Mughal court culture: body and emotions; norms of masculinity; love, eros and devotion in mystical thought.
4. Women and gender in everyday life: gender relations in the household; women and the laws; women in economic activities; crimes against women; marginalized women: prostitutes and entertainers.
5. Gender relations in the 18th century: family and gender in biographical writings; sexuality in medical treatises; women’s desires in rekhti and riiti texts; gender relations in Quli Khan’s work.

Select Readings:

3. Farhat Hasan, *State and Locality in Mughal India: Power Relations in Western India, c. 1572-1730* (Cambridge, 2005), chapter V.
9. Rosalind O’Hanlon, ‘Manliness and Imperial Service in Mughal North India’, *JESHO*, 42 (February 1999), 47-93

ELECTIVE COURSE

**HISTORY OF RAJASTHAN, C. 1300-1800**

1. Sources: Archival, Bardic and Oral Traditions.
2. The Idea of Rajasthan.
3. State Formation with special focus on Mewar, Jodhpur and Jaipur.
4. Advent of Turks and their impact in Rajasthan.
5. Relations of Rajput Kingdoms with the Sultanates of Malwa and Gujrat.
6. Mughal – Rajput relations from Akbar to Aurangzeb.
7. Evolution of Rajput Polity: King – Clan relations and the system of Bhaibant, Pattadari and Chakri.
8. Territorial administration, fiscal organization and the system of agriculture production.
9. Structure of village society and the working of caste Panchayats.
10. Society: Bhomias, peasants, professional classes, artisan and menial castes.
11. Peasant unrest and Bhomia revolts.
12. Emergence of the Bharatpur and Alwar States.
15. Rise of militant ascetics in the politics of Rajput States.

Select Readings:

2. Shyamal Das Kaviraj: Vir Vinod, 4 volumes, Udaipur, 1886.

ELECTIVE COURSE

HISTORY OF AWADH AND NORTH INDIA c. 1550-1860

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 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 sociocultural and economic developments in the region.
Topics:
1. Awadh and the Upper Gangetic valley, c. 1550-1722: physical and historical geography; state formation; Mughal jagirdars and officials; agrarian relations; zamindari clans.
2. 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;
3. Awadh under ‘Subsidiary Alliance’: Asaf-ud-daulah and the growth of provincial court, 1775-1799; Bahu Begum and her jagirs; Treaty of 1801; Saadat Ali Khan as a ruler and an administrator
4. Cultural and Intellectual developments: changes in educational curriculum – dars-e-nizamiai and the house of Firangi Mahal; formation of sectarian identities and khandan-i-ijtehad; Sufi institutions of Salon, Kakori and Dewa; Saiyad Ahmad Barelwi and the Wahabi movement.

Sources:
1. Donald Butler, Topography Statistics of Southern District of Awadh
2. P.D. Reeves: Sleeman’s Oudh
3. Safi Ahmad (ed.): British Aggression in Awadh
4. C.A. Elliot, Chronicles of Onao

Select Readings:
1. A.L Srivastava, First Two Nawabs of Awadh
2. R.B. Barnett- North India between Empires: Awadh, the Mughals and the British (1720-1801), CUP, 1992
3. M. Fischer- A Clash of Cultures: Awadh, the British and the Mughals, Riverdale, Maryland, 1987
4. M.Alam- The Crisis in the Mughal Empire: Awadh and the Punjab 1707-1748 (New Delhi, 1986)
5. Madhu Trivedi- Making of Awadh Culture (New Delhi, 2010)
7. Rudranshu Mukherji Awadh in Revolt, Permanent Black, 2001
10. Qeyamuddin Ahmad, The Wahabi Movement in India, Manohar, 1994
11. S.A.A. Rizvi, Shah Abdul Aziz: Puritanism, Sectarian, Polemics and Jihad
13. F. Robinson, The Ulema of Firangi Mahal

ELECTIVE COURSE

POLITICAL CULTURE: WAR, SOCIETY AND GOVERNANCE, c. 1550-1700

The course looks at the imbrications of the political system with the social forces. It examines the inter-connections between the individual body, the social body and the state. In doing so, it suggests ways of correlating the social with the political in early modern South Asia.

Topics:
1. Identity formation and the military labour market.
2. Norms of manliness and the ethos of the warrior-aristocrat
3. Martial bodies and the imperial body: linkages and connections
4. Rituals, civility and comportment in the articulation of imperial identities
5. Honor, rituals and bodily discipline in the formulation of martial identities.
6. Violence and Warfare among the sacral classes
7. Modes of legitimation in the political system
8. Gift-giving and co-sharing of sovereignty in the system of rule
9. Popular revolts and the rule structure
10. Dominance and resistance in normative spaces

Select Reading:
6. Douglas Streusand, *The Formation of the Mughal Empire*
9. Rosalind O’Hanlon, ‘Manliness and Imperial Service in Mughal North India’, *JESHO*, 42 (February 1999), 47-93

**ELECTIVE COURSE**

**WAR, SOCIETY AND POLITICS, c. 1700-1840**

The course considers the early modern ‘military revolution’ in world history, and India as the major testing ground of that revolution between 1700 and 1840. It discusses the social and political meanings of war and engages with the “new military history”. It seeks to situate features of war-craft in a social, cultural, and political context. Discussions on violence, criminality and its linkages with economy, state building and identity formations will be a key component of this course. The themes for this course are as follows:

**Topics:**
1. The Mughal military culture: War, society and economy; Warfare and military manuals - the making of a gentleman.
2. The Mughal military legacy: War, society and the portfolio warrior of the 18th century.
3. War, economy and the emergence of regional states: Awadh, Rohilkhand and Mysore.
4. The European and the English Company entanglements: The new style warfare and the re-oriented north Indian military culture; Gentleman warriors to peasant Sepoys.
5. The 1830s Age of Reforms: Peasant Sepoys to disgruntled rebels.

Select Readings:
1. Sitaram Pandey, From Sepoy to Subedar, Hong Kong, 1970
3. C. A. Bayly, Empire and Information, Cambridge, 1995
4. Seema Alavi, The Sepoys and the Company, Delhi, 1995
5. Rudrangshu Mukherjee, Awadh in Revolt, Delhi, 1984
8. Gautam Bhadra, ‘Four Rebels’
16. Irfan Habib, State and Diplomacy under Tipu Sultan, Delhi, 2007

ELECTIVE COURSE

HISTORY OF EASTERN INDIA, 13TH-18TH CENTURY

This lecture course will discuss the political, economic and social history of medieval and early modern eastern India, surveying Jaunpur, Bihar, Bengal and parts of the North-East.

Topics:
1. Politics and State: political trajectories under the Sultans, Mughals, Nawabs and the local chieftains; terrains and technologies of warfare; idioms of governance; administrative structures; formation of regional identity; European conquest.
2. State and Economy: composition of rural society; agriculture; trade and commerce; industry; urban economy; taxation; markets and consumption patterns.
Select Readings:


ELECTIVE COURSE

HISTORY OF THE MARATHAS

Topics:
2. Geography and People
3. Maratha in Mughal Empire
4. Maratha after Shivaji
5. Polity and Administration
6. Symbols and Legitimacy
7. Popular Culture in Maharashtra

Select Readings:


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**ELECTIVE COURSE**

**SOUTH INDIA UNDER VIJAYANAGAR**

1. Historiography

2. Sources

3. South India in Transition: Changes in the agrarian order; craft production, growth of trade and urbanization; the Turko-Afghan elements; changes in military technology and strategies of war

4. Consolidation of the Empire: The Sangama dynasty; the engagements with the sultans; the Saluvas and Tuluvas; Krishnadevaraya; the *nayaka* or *nayankara* “system”; military organization and the role of warlords

5. Decline and Transformation: The maturing of the *nayankara*; protests in the localities; regional nayakdoms of Tanjavur, Madurai, Keladi, Srirangapatna and Gingee; the “successor states”.

6. Conceptual Considerations: Nature of state and society; *nayankara* system as feudal; proto-capitalist features; “segmentary state”; warlordism.
Select Readings:


**ELECTIVE COURSE**

**HISTORY OF MEDIEVAL MALWA AND GUJARAT**

**Topics:**
1. Historical Geography- strategic, political and economic importance;
2. Sources, Historiography; and Recent Debates.
4. Rivalries between Malwa and Gujarat; reign of Mahmud Khalji; Malwa’s relations with neighbouring kingdoms; relations with the Portuguese.
5. Administration, government and politics; composition of ruling class; Relations with rural chieftains.
6. Relations with the Mughals and the decline of Malwa and Gujarat as independent kingdom.
7. Rural Economy and Society: Agrarian structure and the nature of agrarian economy; handicrafts and industries, village community, zamindars and peasantry.
8. Trade, exchange and urban society: markets; trade routes; internal & external trade; merchant communities: family, diaspora and network;
merchant relations with the state; Gujarat in world trade.
10. Religion, Society, Culture: Sufis and local societies; consolidation of regional identities: regional art and architectural forms.

Select Readings:
13. Nadri, Ghulam A. ‘Mughal Administration and the Zamindars of Gujarat during the Late 16th and 17th Centuries, PIHC (Kolkata, 2001).

ELECTIVE COURSE:
SULTANATE AND MUGHAL DELHI 1200-1850

This course tracks the complex and surprisingly discontinuous pasts of the urban agglomerations constructed in the riverine plain of Delhi. The course studies the monumental cities of the Delhi Sultans and Mughal Padshahs and the ways in which successive ruling elites used the geography of the riverine plain, architecture and epigraphy to inscribe their dominance over land and its people in extremely innovative ways. The course will also pay equal attention to more ‘organic’ settlements of Sufi masters and their shrines, the cluster of sarais that dotted the riverine plain. It is also interested in studying changes in the texture of urbanity and civility in the city from the Sultanate into the Mughal periods.

Topics:
1) The City and Empire – studying space, power, monumentality...and multiple disciplinary formations
2) The subject of study: Delhi, the riverine plain and its neighbourhood
3) The many Sultanate capitals in the Delhi plain
4) The spiritual territory of the pir
5) Life in the Delhi Settlements – Ghiyaspur and Kilokhri compared
6) Worship and communitarian scaffolding – the Qubbat al-Islam masjid and Bakhtiyar Kaki’s dargah compared
7) Early Mughal capitals and representations of authority – Din Panah and Shahjahanabad
8) The city and Shah Jahani political order
9) 17th and 18th century demographic shifts and new elites
10) Literary and cultural efflorescence, *shahrashub*, *rekhta* and *rekhti*

**Select Readings:**
2. Blake, Stephen *Shahjahanabad, the Sovereign City in Mughal India*, (Cambridge : Cambridge University Press, 1991)

**ELECTIVE COURSE**

**CITIES OF EMPIRES: ISTANBUL, ISFAHAN, AGRA-DELHI**

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 to understand the complex relationships of these cities with their respective regimes. How does the structure and ideologies of the respective regimes help in comprehending the morphologies, monumental architecture, the economic and cultural lives of the city and its residents, the organisation of the courts and elites in their capitals and the larger geopolitics of the age?

**Topics:**
1) The political contexts: Samarqand and Herat; the Uzbegs; the Turkoman states and the Anatolian Seljuqs
2) The social and economic contexts: Pastoral resurgence; Agrarian consolidation; Ghazi aspirations; Sufi tariqas and *ihna ashari* shi’ism
3) Imperial Capitals (and camps) and the discourse of political dominance
4) The politics of the Palace -- dynastic tensions, the harem.
5) The politics of the city and its quarters.
6) The emporia of the world – traders and artisans, bazaars and workshops,
7) Protecting Islam and reproducing Muslims -- madrasahs, mosques, sufi lodges and shrines
8) The discourse and practice of justice – and the spaces available to non-believers
9) The self-image of the city -- litterateurs, poets and their patrons.
10) European diplomatic and trading missions -- their response to the capitals and their elites.
11) Late seventeenth-eighteenth century public spaces and their relationship to the imperial city

Select Readings:

ELECTIVE COURSE:

FORMS OF HISTORICAL WRITING IN MEDIEVAL INDIA

This lecture course shall focus on recent discussions on the vibrant traditions of history writing in Medieval India, linking it especially to the vast historical literature in Indo-Persian from the thirteenth to the eighteenth centuries.

Topics:
1. Sources of tradition, narratives, anecdotes and prescriptions.
2. Principle genre: *tarikh, tabaqat*.
3. Main features of pre-modern historiography: Presence of God, the Prophet, rulers and other sources of authority
4. Social and political functions of historical writings
5. Tradition of history-writing in medieval India and the modern discipline of History

Select Readings:

**ELECTIVE COURSE**
**ECONOMY, COMMUNITY FORMATION AND CULTURAL INTERACTION IN PRE-MODERN SOUTH INDIA**

**India**

**Topics:**
1. South India in Historical Narratives-Changing Political Culture-Regional Exclusivity-Emperor-King and Gentry.
2. Pre-Modern History: Different World System; Indian Ocean in History-Trade in Triangular; Piracy-Trade-Mobility; East Meets West; Patronage-Privilege and Competition-Age of Discovery and Encounters.
5. Accommodation and Assimilation- Community and Competition- Conflicts and Violence; Community Consciousness.

**Select Readings**
7. Mansel Longworth Dames, (ed), and trans., *The Book of Duarte Barbosa*, London: Hakluyt Society, 1918-21

**ELECTIVE COURSE**

**MEDIEVAL DECCAN, 1300-1700**

This lecture course will focus on the political and cultural history of medieval Deccan from the early fourteenth century when the Bahmani Sultanate emerged to the end of the seventeenth century when the region was virtually incorporated into the Mughal empire.

**Topics**

1. Political trajectories: rise and fall of the Bahmani Sultanate; emergence of the splinter Sultanates of Ahmednagar, Bijapur, Berar, Golconda, and Bidar; relation with Vijayanagar; presence of the Portuguese; Maratha raids; Mughal campaigns.
2. Religious and Ethnic dimensions: The Question of religion in politics; Sufi orders; Islam and non-Muslims; Shias and Sunnis; Deccanis and foreigners; European aggression
3. Cultural contours: Miniature paintings and architecture; language and literature in the Deccani, Urdu, Telegu, Kannad, and Marathi; patronage to Persian poetry.

**Select Readings**


**SEMINAR COURSE**

**SOURCES OF THE SULTANATE PERIOD, c. 1000-1400**
The course introduces students to Persian literary materials that become increasingly important to historians studying the period 1000-1400. It studies a range of genres, singularly and dialogically – different types of histories that reported on the fortunes of the Sultanates and its political participants, normative literatures, a range of Sufi instructional texts and the first biographical encyclopaedia of sufis. The intention of the course is to introduce students to the different historiographies present in these texts and unravel the challenge present in excavating their rhetorical intent while remaining sensitive to the literary craft deployed by various authors. The course also studies other sources – epigraphic, numismatic and architectural – and evaluates the special skills required to interpret these materials and consider the ways in which they complicate and texture the literary narratives of the age.

**Topics:**
1) Overview of Arabic historical narratives
2) The Persephone traditions under the Samanids and Ghaznavids.
3) Early Sultanate chroniclers
4) Khusrau and the turn of the thirteenth century
5) The efflorescence of Sultanate historiography – Barani and ‘Isami
6) Retrospective accounts of Nizam al-Din, Badauni and Firishta
6) Early Sufi isharat traditions
7) Conversations in the court of saints -- malfuzat
8) The biography of Chishti saints and followers – the Siyar al-Awliya
9) Studying epigraphs, architecture and landscapes – using the Qubbat al-Islam mosque and Tughluqabad as case studies.

**Select Readings:**
SEMINAR COURSE

INTELLECTUAL TRADITIONS 1400-1550

This course will focus on the vibrant intellectual traditions in a variety of languages across the subcontinent in the period covering the 15th and first half of the 16th centuries. In view of the vast literature that is available from the period, the discussions will revolve around some of the key texts, genres and registers.

Topics:
1. Literary cultures (Persian and the Indic vernaculars).
2. Political histories and chronicles.
3. Religious literature.
4. Biographies and autobiographies.

Select Readings:
SEMINAR COURSE

SOURCES OF THE MUGHAL PERIOD: READING AND INTERPRETING TEXTS, C. 1550-1740

The course focuses on selected texts, and through their critical reading encourages the student to probe issues of interpretation, contextualization, subjectivity and location of contemporary sources. It poses questions of style, language and meaning in the different genres of writing in the period.

Topics:
1. Persian chronicles: imperial histories; non-state chronicles.
2. Regional histories: Gujarat, Malwa and Bengal
3. Pedagogic texts: akhlaq literature; works on ethics and morality
5. Hindawi sources: Awadhi, braj and khari boli
6. Travelers’ accounts: state and society in travelogues by European and Asian travelers.
7. Religious writings: malfuzat, maktubat, tazkiras, works of theological and metaphysical nature.
8. Literary works
9. Newsreports and court dispatches: shifts in the content and form of akhbarat; vakil reports.

Select Readings:


**SEMINAR COURSE**

**SOURCES OF THE EIGHTEENTH CENTURY**

This course discusses a range of archives that can be used to study the transition to Company rule in mid 18th century India. It discusses some Persian texts, the early Urdu literature and the European and Company records to frame the transition within multiple archives. While training students to straddle the varied archival texts, it also questions the idea that the British conquest is the only frame to understand the social and cultural developments in 18th century India.

**Topics:**
1. Reading the text: issues of authoriality, production and circulation
2. Comparative study of diverse textual genres
3. Putting together a narrative: creating an analytical frame.

**Select Readings:**
5. Kumkum Chatterjee, ‘The Persianisation of Itihas’. *MAS,*

Some samples of the transition period texts that may be discussed:
1. Late 18th century medical text: *Mizan-i-Tibb*
SEMINAR COURSE

EPIGRAPHIC AND ARCHIVAL RECORDS FOR THE STUDY OF MEDIEVAL INDIAN HISTORY

The aim of the course is to acquaint the students (having some familiarity with the script/language) with the latest researches in the field of archival and epigraphical records and the way they have altered (added) to our understanding of the history of the period, which was often based on the literary sources. It will offer them an opportunity to undertake/understand the state in activity and the functioning of the religious institutions.

Topics:
1. Persian and Arabic inscriptions of the Sultanate period
2. Sanskrit inscriptions
3. Imperial orders and edicts by princes and nobles – farmans, nishans and parwanas
4. Edicts from the imperial harem
5. Local documents and papers in the qazis’ establishments
6. Documents in the khanqahs and sufi hospices
7. Documents in the temples and maths

Select Readings
1. Selected Volumes of Epigraphica Indo-Moslemica now Epigraphica Indica Arabic and Persian supplement
2. Selected Volumes of the Memoirs of Archaeological Survey of India
3. Pushpa Prasad: Sanskrit Inscriptions of Delhi Sultanate, OUP, Delhi, 1996
4. S.A.A.I Tirmizi, Ajmer Through Inscriptions
6. B.N. Goswami & J.S. Grewal, Mughals and the Jogis of Jhakbar
7. S.H. Hodivala, Studies in Parsi History, Bombay, 1929
8. Yusuf Husain Khan, Selected Documents of Shahjahan’s Reign
9. G.H. Khare, Persian Sources of Indian History, vol. 4, Puna, 1973
The M.A. programme shall be spread over four semesters, with four courses/papers of four credits each in every semester. The structure and details of the third and fourth semesters of the programme for those students who choose to be in the Modern Indian History Stream shall be as follows:

A student shall do four core courses/papers and four elective courses/papers in the third and fourth semesters put together.

Core Courses:
2. Strategies of Imperial Control, 1850s to 1918
3. Indian Economy 1750-1850
4. Themes in the Economic History of India, c. 1850-1950
5. Social Identities in Modern India
6. Adivasis, Caste and Social Exclusion in Colonial India, c. 1800- c. 1950
7. Select Issues in the History of Nationalism in India, c. 1860 – 1914
8. Select Issues in the Study of Nationalism in India, 1917-49
10. India, 1947-1967: Themes in politics and society

Elective Courses:
11. Religion and Community in Modern India [Elective]
12. History, Culture and Politics in Eastern India [Elective]
13. Selected Issues in the Study of Peasant and Tribal Societies and Movements in Colonial India [Elective]
14. The Great Revolt: 1857-59 [Elective]
15. History of Labour, Labouring Poor and the Working Class in India c. 1750-2000 [Elective]
16. Gender and Society in Modern India, c. 1800-2000 [Elective]
17. The Social History of Health and Medicine in Colonial India, c. 1800-1950 [Elective]
19. The Margins of History [Elective]
20. Law and Society in Colonial India [Elective]
21. Language, History and Nationalism in South Asia [Elective]
22. Early British Imperialism: Law and Sovereignty, Language and Ethnicity [Elective]
23. Aspects of Book History [Elective]
25. Select Issues in Cultural Histories of Modern India [Elective]
26. Explorations in Maratha History 1613-1818 [Elective]
27. Narcotics and the British Indian Empire [Elective]
28. Cultures of Intimacy in Colonial India [Elective]
29. Dalit Histories: Popular Culture and Protest [Elective]
30. Violence in Colonial and Modern India [Elective]
31. The Colonial and Modern Indian City: Its History and Representation [Elective]
32. History of Modern Education in India: Social Attitudes, Colonial State and Nationalism, 19th and early 20th century [Elective]
33. Mahatma Gandhi: Man, Ideas, Political, Social and Moral Philosophy [Elective]
34. The Global Indian Diaspora and Its Histories [Elective]
35. Environmental History of India, 1800 to 2000 [Elective]
36. Theatre in Colonial India [Elective]
37. Photography and Colonialism: [Elective: Seminar]
38. Select Problems in History and Historiography [Elective: Seminar]
39. The Trials of Imperial Jurisprudence [Elective: Seminar]
40. Fiction, Fieldwork, Film, History: Reading Selected Texts on Urban and Rural India [Elective: Seminar]
41. An Ideological and Cultural History of Hindustani Cinema from the early twentieth century to the present times. [Elective: Seminar]
42. Colonialism and the Making of Indian Pasts [Elective: Seminar]
43. Modern India: Issues in Intellectual History [Elective: Seminar]
CORE COURSES

[Core Course 1]
Rise of British Power in India, 1757 – 1857

**Topics:**
1. Social, economic, political, military and cultural conditions in the second half of the Eighteenth century in India.
2. The historiography of the eighteenth century.
3. The British conquest of India: the international context; War and Society; Princely states from Hastings to Dalhousie.
4. The consolidation of British power in India: Land Revenue, changing framework of colonial governance; economic underpinnings; the armature of the colonial state: army, law, police.
5. Colonial Ideology and Colonial Rule: Orientalism, Utilitarianism, Whiggism; Missionary activity and Evangelicalism; the new education, printing and the idea of reform of Indian civilization.

**Select Readings:**
[Core Course 2]
Strategies of Imperial Control, 1850s to 1918

Topics:

1. The Colonial State: Administrative changes after the Revolt; Structure; Nature; Processes of Legitimization.
2. The Bureaucratic Apparatus: Personnel; Recruitment; Training; Social Composition; Indigenous Component; Ideology; Early nationalists and the ‘Indianization’ question.
3. The British Indian Army: Reorganization after the Revolt; Recruitment of sipahis—changes, 1880s-1918; Officer cadre.
4. ‘Martial races’ and colonial ideology: Ideas about race in the late nineteenth century; Indian society and the colonial army; Dalit marginalization.
6. Urban space and the new imperial capital: The colonial city; Delhi in the nineteenth century; New Delhi and the imperial idea.

Select Readings:


[Core Course 3]
Indian Economy, 1750-1850
Topics:

1. The 18th Century Economy: Regional Formations
2. East India Company: From Trading Company to State
3. Fate of Handloom: and other artisanal production Regional Experiences
4. Land and agriculture: Bengal, Madras and North India. Land market, agricultural prices
5. Commercial Agriculture: Indigo, Opium. And Cotton Bengal, Malwa and Western India
6. Trade and Finance: Foreign and internal trade, Agency Houses and indigenous modern banking
7. Labour: Agrestic servitude, Slavery, abolition of slavery
8. Legal Regulation of the Economy: Contract and Custom; Land Regulations, Debt and Commercial Law.

Suggested Readings:


[Core Course 4]

Themes in the Economic History of India, c. 1850-1950
Course Description: This course looks at the historiography of some core issues of colonial economic history. It pays particular attention to the world of peasants, artisans and migrants, both inland and overseas. A recurring theme is the implication of the social structure of caste and gender in the working out of economic relationships.

Topics:

1. Colonial India and the World of Trade, Money and Finance
2. The World of the Peasants
3. The World of the Artisans in the Age of Mechanised Production.
4. The World of the Migrant: Calcutta, Bombay, Burma; Fiji and Trinidad.
5. The World of Capital and the World of Labour
6. The Colonial Economy and the Colonial State
7. ‘Economic’ and ‘power’ relations in colonial India; the absent women of ‘Economic History’.

Select Readings:


[Core Course 5]

Social Identities in Modern India
**Course Description:** The course will survey some of the key themes in the social history of colonial India, with a focus on identity politics in the critical fields of religion, language, gender and caste, and the linkages between them. Central to it will be the issues that emerged in this period around religious reforms, linguistic assertions, the role of women and caste stratification, and their impact on constructions of nationalism and communalism, and on debates around ‘tradition’ and ‘modernity’.

**Topics**

1. **Caste Identities:**
   - (a) Colonial Knowledge, Caste and Census.
   - (b) Emerging Caste Associations. Debates around Sanskritization
   - (c) Non-Brahman and Dalit Movements: Maharashtra, Tamilnadu, Bengal, Gangetic Plains.
   - (d) Gandhi, Ambedkar and Periyar.
2. **Gender Identities**
   - (a) Ambiguities of Women and Social Reforms: Sati, Purdah, Age of Consent, Widow Remarriage, Education.
   - (b) Nationalism and Partition.
3. **Religious and Linguistic Identities**
   - (a) Approaches and Historiography.
   - (b) Making of ‘modern Indian languages’ and ‘Vernacular modernities’. Print Culture, Education and the Public sphere. Religion, Caste and language.
   - (c) Ideology and Language of Everyday Violence and Religious Conflicts.

**Select Readings:**


[Core Course 6]

Adivasis, Caste and Social Exclusion in Colonial India, c. 1800 - c.1950
Topics:
1. Introduction: Historiography and the archive; Oral traditions
2. Colonial Conquest: “Pacification Campaigns”.
3. Colonial Society: economic and social stratification; indebtedness; famines; migration and disease
4. Colonial Anthropology: ‘Tribe’ and ‘caste’ as categories; Conversions.
5. Popular movements of tribals and ‘outcastes’
6. The Caste Question: Phule, Gandhi, Periyar, Ambedkar
7. Decolonisation and Independence

Select Readings:
8. D.R Nagaraj, *The Flaming Feet and Other Essays The Dalit Movement in India* Permanent Black, 2010
Select Issues in the History of Nationalism in India, c. 1860 – 1914

Topics:

1. Perspectives: The First Century of British Rule and Indian Social Politics
2. The Indian intelligentsia; intellectual cross-currents; print, press, societies, associations and socio-political reforms
3. Imperial Imperatives: Ideas, attitudes and policies of the rulers (1860- 1914)
4. The Indian Polity and the Early Congress
5. Religious Communities, and Traditionalist and Modern Politics; Language, conflicts and riots
6. The Swadeshi Movement and its Aftermath
7. Nationalism, Gender, Culture and Politics
8. Tagore’s Nationalism and Gandhi’s Hind Swaraj

Select Readings:

Select Issues in the Study of Nationalism in India, 1917-49

Course Description: The course offers a study of selected issues in the study of mass nationalism. It shall focus on varying facets of Gandhian Nationalism and require an in-depth engagement with primary source material.

Topics:

1. Interpretations and Perspectives
2. The Beginnings of ‘Gandhian’ Politics: (a) Champaran, Kheda, Ahmedabad (b) Rowlatt Satyagraha
3. The Nation and Nationalist Struggle according to Gandhi
4. Khilafat and Non-Cooperation and the ways of mass nationalism; its aftermath; the rigidification of sectarian identities
5. The Question of Agrarian Base.
7. 1942: Perceptions of the Colonial State
8. Partition: the Long post-History

Select Readings:

5. Subaltern Studies, 1-12, Ed. Ranajit Guha and et al, Oxford University Press, Delhi./Permanent Press 1982-.

[Core Course 9]
The Political Economy of Decolonization in India, 1914-1950

Topics:

1. The First World War and its impact on Britain, India and the International Economy
2. British Economic Stakes in India, and economic policy and politics
3. The Great Depression and After: The Constitutional Settlement of 1935
4. Structural changes in the British and Indian economies: towards a new complementarity in trade and manufacturers
5. The Second World War, Political upheavals, famine and the Indian economy
6. The Post-War Scenario and the Transfer of Power
7. Towards a planned ‘mixed’ economy for the Republic of India

Select Readings:


[Core Course 10]

India, 1947-1967: Themes in Politics and Society

Topics:

2. Languages and Boundaries
3. The Challenges of Sub-Nationalism: Communities and Identities
4. India and the World: the Making of a Foreign policy
5. Planning the Economy
6. Regionalism and the Backward Classes; Dalit and Adivasi Assertion
7. Business, Labour and the State
8. Science, Technology and Nature

Select Readings:


**ELECTIVE COURSES**

**[Elective: Lecture Course 11]**

*Religion and Community in Modern India*

**Course Description:** This course seeks to study the manner in which community identities emerged and were reified in colonial India. Along with concepts such as orientalism, syncretism,
conversion and secularism. The course shall engage with the issues and symbols around which community identities came to be organized, and bring out their lineages, contexts and consequences for ‘Modern India’.

**Topics:**

1. Orientalism and the Religions in India
2. Community, Identity and Ways of Being
3. Language-Community-Identity
4. Revivalism, Reform and Modernisation
5. Conversions: Debates and Issues
6. Religious Communities, Politics and Violence

**Select Readings:**


**[Elective: Lecture Course 12]**

**History, Culture and Politics in Eastern India**

**Course Description:** The eastern frontier of Bengal or India’s Northesat is at the interface or at the margin of academic ‘study area’ regions like South Asia and South-east Asia. This is an interdisciplinary survey of northeast India that covers the medieval, colonial and post-colonial period on different aspects of history, society and culture. British Assam constituted part of Bengal province till 1881, after which various historical forces conspired to form new regional forms and language-based identities in eastern India. Colonial modernity, missionary print, vernacular public spheres, colonial disciplinary regimes are relevant to an understanding of India’s postcolonial problems and possibilities as well as the articulation of indigenous concerns.
**Topics:**

1. State Formation: the Ahom polity, frontier uprising; the British as a Planter Raj, its disciplinary regime, enumeration, cartography, territoriality
2. Economy and Ecology: Assam tea, migrant labour, expansion of market, bamboo famines, land and community resources, forests conservation, elephant hunting
3. Colonial Modernity: missionary practices, politics of philanthropy, folk culture, literary traditions, the power of print, reading publics
4. Local Society: slavery and its abolition, traditional elites, rise of middle class, the women’s question
5. Animal Politics: anti-colonial freedom struggle, electoral politics, identity politics, the Indian state, political violence and civil societies
6. Mobility and Circulation: migration of people, circulation of commodities, raids, transport and communication

**Select Readings:**


**Selected Issues in the Study of Peasant and Tribal Societies and Movements in Colonial India**

**Topics:**

2. Characteristics of Peasant Societies and Peasant Resistance:
3. Subalternity; Insurgency; ‘Weapons of the Weak’.
4. Tribal Societies and Tribal Resistance: Tribes/Peasants; Corporate Labour and Tribal Community; Territoriality; he ‘Diku’ in Tribal Formations; Insurgency.
5. The above methodological and historiographical issues will be discussed in their generality, and with reference, inter alia, to the ‘Deccan Riots’, the ‘Moplah Outbreaks’ of the 19th and early 20th centuries, the Santhal Rebellion of 1855-1856, and the Ulgulan of Birsa Munda.

Select Readings:

Elective: Lecture Course 14
The Great Revolt: 1857-59

Topics:

2. The Revolt in Delhi: People, Sipahis, Zafar, Military Conflict.
4. The Margins: Panjab; Peninsular India; East and North-East.
5. The Revolt and Social Classes: Peasants, Urban Poor, Intelligentsia, Feudal aristocracy, Marginalized groups.

Select Readings:

[Elective: Lecture Course 15]

History of Labour, Labouring Poor and the Working Class in India, c. 1750-2000

Course Description: 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.

Topics:

1. Key Concepts and Historiographical issues
2. Pre-colonial and early colonial labour market regions and sectors
3. Slavery and abolition and agrarian labour servitude
4. Migration and labour mobility internal and external
5. Colonial Labour Regimes; Factories, Mines and Plantations and artisanal workshops
6. Forms of workers protest and Politics of the labour movement
7. Legal Regulations of labour
8. Informality and Informal Labour Relations

Select Readings:

[Elective: Lecture Course 16]
Gender and Society in Modern India, c. 1800-2000

Course Description: This course focuses on gender questions in modern India, spanning from the colonial period to the present. The course is thematic in nature and moves back and forth chronologically. It examines a wide range of questions and debates on social reforms, women’s education, their participation in national movements, their role in the economy, their relationship to popular cultures, questions of sexualities and masculinities, the development of women’s organisations and movements, and the problematic dichotomies pre-supposed between the private and the public.

Topics:

1. Women and Social Reform Movements in Colonial India.
2. Women, Nationalism (including Gandhi) and Communalism (including Partition and Hindu Right)
3. Women in Private/Public Sphere: Domesticity and Middle Class, Education and Print.
4. Popular Culture and Women
5. Imagining Masculinities and Sexualities
6. Caste and Gender. Dalit Feminism.
7. Law and Women’s Rights: Dowry, Female Infanticide, Rape, Personal Laws, Land Rights.
8. Agency and Activism: Women’s Movements and Voices.

Select Readings:

1. Chowdhry, Prem, The Veiled Women: Shifting Gender Equations in Rural Haryana (Oxford University Press, Delhi, 1994)
3. Gupta, Charu, Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India (Permanent Black, Delhi, 2001)
4. Kumar, Radha, The History of Doing: An Illustrated Account of Movements for Women’s Rights and Feminism in India 1800-1990 (Delhi, 1993)
5. Malhotra, Anshu, Gender, Caste and Religious Identities: Restructuring Class in Colonial Punjab (Oxford University Press, Delhi, 2002)
6. Minault, Gail, Secluded Scholars: Women’s Education and Muslim Social Reform in Colonial India (OUP, Delhi, 1998)
7. Rao, Anupama (ed.), Gender and Caste (Kali for Women, Delhi, 2003)
8. Sangari, Kumkum and Sudesh Vaid (eds), Recasting Women: Essays in Colonial History (Kali for Women, Delhi, 1989)
10. Sarkar, Tanika, Hindu Wife Hindu Nation (Permanent Black, Delhi, 2001)

[Elective: Lecture Course 17]
The Social History of Health and Medicine in Colonial India, c. 1800-1950
1. **Background**
The medicinal and healing systems; the world of adivasis; Ayurveda; Unani; traditions and interactions

2. **The process of colonisation; shifts and changes**
The meaning and relevance of colonial medicine – tool of empire?
Developments in scholarship – the shift from ‘colonial medicine’ to the social history of health and medicine

3. **Ideas and aspects of ‘Public Health’**
‘Medical theories’ and the indigenous ‘inputs’ – race, caste/class and gender
Public Health; vaccination policy; quarantine; ‘lock hospitals’; epidemics

4. **The complexities and interactions**
Colonial medical interventions and Indian society; missionaries and women’s health; ‘Indigenous resistance’? Pluralism - the Adivasi, Unani and Ayurvedic medical/healing systems

5. **Centres of ‘confinement’**
Leprosy and the lunatic and mental asylums

**Select Readings:**


[Elective: Lecture Course 18]

**Colonialism at the ‘Frontiers’: 1800-1950**
**Course Description:** The course will study histories of state formation in the various ‘frontiers’ of colonial India between 1800 and 1950. It will locate the social production of the colonial state, the constitution of power and sovereignty and of state structures within the specificities of the local history of these regions.

**Topics:**

1. Modalities of sovereignty and state-making
2. Construction of state space
3. Discourses of representation
4. Para-legality and the practice of law
5. Agrarian production and the landscape of the state
6. Environment and state-making

**Select Readings:**


[Elective: Lecture Course 19]

**The Margins of History**
**Course Description:** This course will study societies living on the various margins of the colonial empire in India and the transformation of these transitional and liminal spaces during the course of the nineteenth and first half of the twentieth century. It will focus on the modes of resistance that are specific to these margins and their response to governmental technologies produced to govern these areas. Mobility, insurgency, ‘agricultures of escape’, ethnogenesis, orality and collective memory are some of the sites of resistance that are explored.

**Topics:**
1. Peripheral practices
2. The state, the non-state and the stateless
3. Resistance and rebellion
4. Culture, ecology and identity
5. Orality and historical memory
6. The Nation at the Frontiers

**Select Readings:**

[Elective: Lecture Course 20]
Law and Society in Colonial India

Course Description: This course will examine the formation of a new legal culture and the making of the colonial legal subject in South Asia 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; and the legal debates surrounding the Partition of India. The course will engage with the important debates in South Asian legal history as well as the different ways in which historians read and use legal records in their scholarship.

Topics:

1. Introduction: History, Law and Colonialism
2. Pre-colonial Legal Regimes and the Transition to the Early Company state
3. Indigenous Law and the British: The Shastras and Sharia
4. Liberalism and Law
5. Customs, Commons and Settlement: Law and the Countryside; The Rule of Property
6. 1857 and beyond: Knowledge, Authority and Pacification
7. Surveillance, Control and Rule.
8. Criminal Code and the Colonial State; Gender and Law in Colonial India
9. The Partition and Law

Select Readings:

5. Bernard Cohn, “Law and the Colonial State in India,” Colonialism and its Forms of Knowledge, Delhi, 1996 (pp. 57-75).
6. Marc Galanter, “The Displacement of Traditional Law in Modern India,” Law and Society in Modern India, Delhi, 1989 (pp. 15-36).
[Elective: Lecture Course 21]
Language, History and Nationalism in South Asia

**Course Description:** 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.

**Topics:**

1. Language in pre-colonial India
2. The colonial state and education
3. Language and the nation, some theoretical considerations.
4. Print and the Public sphere
5. Language, Religion and the Region
6. Language politics in post-colonial India

**Select Readings:**

Course Description: This course will study the ways in which the use of contemporary categories such as law and language (and its relationship with ethnicity) can be traced historically and conceptually to the period of early British Imperialism. In course of such an investigation it aims at an understanding of (1) the transformation of law as well as self-ascriptive (political/social) identity in Britain via the medium of Empire (2) The transformation of “indigenous” law and elf-ascriptive (political/social) identity via the medium of Empire. Not treating the two as discrete, it studies them in their mutual imbrications.

Topics:

1. The Legal tradition in Britain and Europe in the 18th century.
2. Bentham and the emerging science of Jurisprudence.
3. The East India Company as legal anomaly? The “Land Settlements”; Indigenous law; Law and sovereignty.
4. Sati and Thugee as exemplary instances of legislation around “religion” and “crime”
5. Language and its relationship with Law; “Mosaic Ethnology” in the 18th century and Indigenous conceptions; Custom and Race
6. Race and nation in the late 18th - 19th century in Britain in comparative European perspective; the Imperial dimensions.
7. The reconfiguration of race, language and nation in British India; Race as Embodiment of History; Caste.
8. Rethinking the relationship between language and race.

Select Readings:

1. Selected Writings from Blackstone, Bentham, Jones, Roy, Mill, Fitzjames Stephens, Maine and others.
Aspects of Book History

Course Description: Due to the fluid nature of the book, studies in the history of the book are “inevitably interdisciplinary”. The study of print culture and ‘book history’ is related to a bigger concern about the relationship between technology and society. Unless people widely adopt innovations, technological inventions by themselves would not impact the direction of historical change. An interesting aspect of book history deals with the appropriation of print technology by a society to realize certain social possibilities under specific historical conditions. Of late, the history of books and readers gradually defined itself as a distinctive field- a site of inquiry where bibliographers, historians, literary scholars and human geographers debate and collaborate. They practice a number of complimentary forms of historical research.

Topics:

I. History of the Book – Western Context

II. Book History in India – National Context
   Book History in India: National Context – Scribal traditions in medieval India – Imperial Mughal library – scripts and print in the making of modern India – recent shift from “printing history” to “book history” in India – literary surveillance and pedagogic practices in colonial India – history of libraries and book users

III. Book India in India – Regional Contexts
   Book History in India: Regional Contexts – Popular print culture in local languages – role of print in forging diverse publics and locally dominant interests – the politics of print

Select Readings:

[Elective: Lecture Course 24]
India, 1967-1989: Politics and Society

Course Description: This paper aims to provide a historical perspective on a critical period in India’s socio-political life from 1967 to 1989. The paper examines how Congress dominance of the polity came under strain and how the party responded in various ways to these new challenges. It introduces students to the debates on poverty and planning, the 1971 war, and sharp political divides of the 1970s and 1980s. It also introduces them to issues of using evidence in the contemporary period in a critical fashion, sifting long term from short term trends.

Topics:

1. The Congress Transformed; Opposition unity: state and federal level experiments; The Polity: Crisis, the Emergency and after.
2. Agrarian Upheavals, the Green Revolution and After; Planning, Market Economics and the business classes
3. India, Non alignment and the neighbors
4. State making on the Periphery: Adversaries or partners?; Regionalisms: from movement to government
5. The new Dalit and Adivasi Movements; The Backward Classes and Agrarian issues; Labour Movements: Ascendancy and crisis
7. Politics of faith

Select Readings:

[Elective: Lecture Course 25]

Select Issues in Cultural Histories of Modern India

Course Description: The course engages with select issues in cultural histories of colonial India. It focuses on diverse themes like theatre, art, popular culture, photography and cinema, giving a panoptic view of critical works and debates on these themes.

Topics:

1. Art: Museums to Calendar
2. Popular Culture and Gender: Obscenity and Sexuality. ‘Recalcitrant’ Women
3. The World of Popular Print: Chap Books and Street Literature
4. Photography: Remembering Pasts and Presents
5. Theatre: Stage, Street and Nautanki
6. Cinema: Ideologies and Empire
7. Music: Classical to Modern

Select Readings:


[Elective: Lecture Course 26]

Explorations in Maratha History 1613-1818
Topics:

1. Maharashtra: Habitat, Historical and Historiographical Perspectives.
3. Shivaji, his successors and the conditions in Maharashtra.
5. Maratha Military Culture.
6. Issues and Events in Maratha History, 1761-1818.

Select Readings:


Elective: Lecture Course 27

Narcotics and the British Indian Empire

1. Narcotics, empire and commodities: Imperialism and the international trade in mood-altering substances (tobacco, alcohol, opium).
3. Early history of the colonial trade in Indian opium: Dutch and English East India Companies; Indo-Portuguese traders.
4. Opium policy of the British Indian state in the nineteenth century: Bengal opium; Malwa opium; Production, Processing, Trade.
5. Opium and Indian merchants: Conflict, collaboration, ‘smuggling’; genesis of the capitalist class in India.
6. Crisis, decline and the new world order: Problems of the China trade in the late nineteenth century; Opium and Hemp Commissions; Anti-opium campaigns, international pressures, initiatives of the League of Nations.

Select Readings:


[Elective: Lecture Course 28]

Cultures of Intimacy in Colonial India

Course Description: This course explores cultures of intimacy, togetherness, friendship, romance, love, marriage, and family life in colonial India. It discusses how family increasingly became a locus of community identity and a building block of national belonging in colonial India. It shows how in everyday life, in spheres of work, home and leisure, personal relationships were undergoing changes in the period, within the wider context of colonial modernity. It also touches on themes of transgressive love, inter-religious and inter-caste romance and marriages,
debates around ‘erotic’ and ‘obscene’, and how intimate relations were expressed in literary
genres, cultural spheres, print media and actual practices.

Topics:
1. Reconstituting Marriage and Family Life: Procreation and Pleasure; Relationships within the
   Household.
3. ‘Transgressive’ non-heterosexual bondings: male-male relationships, female intimacies.
4. Literary Expressions: The idea of love in canonized literature; ‘dirty’ popular literature.
5. Debates around phobic, erotic and obscene.
6. Popular culture and intimate relationships: Theatre, Festivals, Songs.
7. (Im)possible Intimacies: Inter-religious, inter-caste men-women relationships; abductions and
   conversions.

Select Readings:
1. Antoinette Burton, Dwelling in the Archive: Women Writing House, Home and History in
2. Charu Gupta, Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in
   Colonial India, Permanent Black, Delhi, 2001.
4. Francesca Orsini (ed.), Love in South Asia: A Cultural History, Cambridge University Press,
5. Francesca Orsini, Print and Pleasure: Popular Literature and Entertaining Fictions in
   Colonial North India, Permanent Black, Delhi, 2009.
6. Indrani Chatterjee (ed.), Unfamiliar Relations: Family and History in South Asia, Permanent
   Black, Delhi, 2004.
7. Mary E, John and Janaki Nair (eds), A Question of Silence: The Sexual Economies of Modern
   India, Kali for Women, Delhi, 1998.
8. Prem Chowdhry, Contentious Marriages, Eloping Couples: Gender, Caste and Patriarchy in
   North India, Oxford University Press, Delhi, 2007.
9. Ruth Vanita and Saleem Kidwai (eds), Same-Sex Love in India: Readings from Literature and
10. Swapna M. Banerjee, Men, Women and Domestics: Articulating Middle-Class Identity in
    Colonial Bengal, Oxford University Press, Delhi, 2004.
Course Description: This course deals with the issues of caste, with a specific focus on Dalits in modern India. While offering critiques of the caste system from a Dalit perspective, it also emphasises the coming of age of Dalit voices in India. It looks at the flourishing of Dalit cultures and histories in counter-public spheres.

Topics:

1. History of Caste as a Category: (a) Colonial interpretations, Orientalist discourses; (b) Nationalist uses of caste and its politicization; (c) Constitution and Dalits; (d) Mandalisation of politics.
2. Caste as Historiography: (a) Sanskritisation paradigm; (b) Marxist, nationalist and subaltern historiographies and caste.
3. Social Reform Movements and Caste: (a) Caste associations; (b) Writings of Jyotibarao Phule to Ambedkar; (c) Upper caste reformers and Dalits; (d) Conversions
4. Caste and its relationship to gender, class and religion: (a) Dalit feminism; (b) Communalism and Dalits; (c) Labour movements and Dalits; (d) Representations of male and female Dalit bodies.
5. Popular Dalit literature: (a) Rewriting 1857; (b) Dalit autobiographies
6. BSP and Mayawati

Select Readings:

Course Description: This course engages with different forms of violence: caste, class, gender and community.

Topics:
1. The Colonizer’s Violence, Modernity, and Their Legacies
2. Violence and the Psychology of Colonialism
3. Violence and Weapons of the Weak
4. Communal Violence and Its Histories
5. Violence, Development, and the Categories of Knowledge
6. Violence and the Politics of Sexuality; Violence and the Voices of Women
7. The War on the Poor
8. Caste-based violence in India

Select readings:

[Elective: Lecture Course 31]

The Colonial and Modern Indian City: Its History and Representation

Course Description: Scholarly literature on the Indian city until the 1980s was generated largely by urban planners, demographers and sociologists focused on urbanisation. However, there has been what some have described as the ‘urban turn’ in the study of Indian city from 1750 to the present and this has generated a new and different body of work. We shall consider the city by day and by night, the under-side of the city and the people at its periphery, the city and its cinematic representations, the city in poetry and fiction, and the scholarly study of the city by historians and anthropologists.

Topics:

1. Indians in the Colonial City
2. Politics and Political Identity in the City
3. Living at the Periphery: Dalits, Laborers, Slum-Dwellers, and Others
4. Cinema and the City
5. Conviviality and the City
6. The City Between Myth and History
7. Writing the City

Select Readings:

2. Selections from *The Delhi Omnibus*, Delhi, Oxford University Press, 2002
7. Bhartendu Harishchandra, *Prem Jogini* (1875); we will read this in both Hindi and also, portions in English translation (by myself).
[Elective: Lecture Course 32]

History of Modern Education in India: Social Attitudes, Colonial State and Nationalism,
Nineteenth and early Twentieth Century

Course Description: This thematic course will focus on ideological and historiographical debates on various issues of modern education. Besides the role of other agencies (colonial state, Christian missionaries, social/religious reformers and nationalist leaders), the perspective of students and teachers will be a focal point of analysis.

Topics:

1. Pre-colonial education and the beginnings of a Western alternative.
2. The shaping of colonial education: ideological and administrative influences.
3. Curriculum, pedagogy, print and textbooks.
4. The educational struggles of the disprivileged and social reformers: context, issues and agency.
5. Issues in the foundation of Aided and autonomous educational institutions:
6. Politics of Education in the early twentieth century
7. Nationalist politics and alternatives in education

Select Readings:


[Elective: Lecture Course 33]
Mahatma Gandhi: Man, Ideas, Political, Social and Moral Philosophy

Topics:

1. The activist-thinker: Perspectives on Gandhi’s Life
2. Gandhi’s *Hind Swaraj*; intellectual and political context; its form and content; the idea of ‘self-rule’.
3. Gandhi and ‘Modern Civilization’
4. Gandhi’s Religion and his idea of ‘Truth’
5. Gandhi the Reformer: ‘Tradition’ and orthodoxy in Hinduism and the challenge of religious diversity.
6. Gandhi’s ‘Constructive programme’; Village Industries, educational (*Nai Taleem*).
7. Gandhi’s Two Compatriots – Tagore and Nehru.

Select Readings:

(Elective: Lecture Course 34)
The Global Indian Diaspora and Its Histories

Topics:

1. The Origins of the Modern Indian Diaspora: Indentured Labor; Migration, Displacement, and the Modern World System
2. Diasporas Old and New, Diasporas of the South and the North
3. Indians in the United Kingdom: The Periphery Comes to the Centre
4. The Religious Life of Diasporic Communities
5. Diaspora, the Politics of the Nation-State, and Long-Distance Nationalism
6. Culture and Community in the Diaspora
7. The Struggle for Rights in the Diaspora
8. The Indian State and the Future of South Asians Abroad

Select Readings:

**Course Description:** The paper aims to acquaint students with a new and growing area of research and writing that links India’s environmental history to contests over knowledge, power and nature. Its main focus is on the alter-colonial period and on the changes and continuities in independent India. In addition to well known themes such as forests, water and agrarian, ecological impacts of empire, it also brings in themes such as urban spaces and wildlife. Particular attention is paid to competing notions of the ways in which imperialist and nationalist visions were internally fissures and in contest with each other.

**Topics:**
1. Historiography and Background; Early History
2. Forest and Agrarian transitions
4. Animals and politics
5. ‘Scarcity’, landscape and development
6. Contesting development
7. Coasts and waters
8. Nationalism and nature

**Select Reading:**
1. Baviskar, Amita (ed.), *Contested Waterscapes* (Delhi: OUP, 2008)
Theatre in Colonial India.

Course Description: The course intends to focus on the development of the theatre in colonial India. Theatre was an important cultural site of hegemonic and counter-hegemonic struggle during the colonial period. Weaving in the existing historiography, it would draw upon the diversities of theatre and the manner in which colonialism impacted it. It would examine some of the theoretical positions. An effort would be made to take up inter-related issues between theatre, gender, patriarchy and the voices from the margins. It also takes up the connected themes related to theatre emerging as a site of political and cultural resistance. The course would engage with the politics of theatre from an inter-disciplinary perspective.

Topics:

1. Historiography
   - Diversities
   - ‘Modernity’ of Indian Theatre
   - Exclusion and marginalization
2. Moving beyond the dominant binary framework
   - Rural/urban, folk/classical, elite/popular culture
   - The intersecting dimensions of ‘high’ and ‘low’ culture
   - Multiple Mediations
3. Locating Popular Theatre
   - The complexities and dialectics of forms of popular theatre
   - The marginalization and ‘sanitization’ of popular forms
   - Foregrounding subaltern performers
4. Interrogation and contestation
   - Theatre and gender; reinforcing patriarchy
   - Women’s marginalization in theatre
   - Theatre as a political site/an arena of cultural resistance
   - The Censorship Act of 1876
   - The Indian People’s Theatre Association (IPTA)

Select Readings:


[Elective: Seminar Course 37]
Photography and Colonialism

Course Description: This course will assess the role of photography as an active figure in the landscape of the British Raj and modern Indian History, both as document as well as practice. It seeks to highlight significant conceptual and historical developments in the history of photography in India from 1850 to 1947 approximately. Important early photographers, European and indigenous will be presented, together with bodies of their work that created a varied narrative of India’s heritage and its cultural history over approximately a hundred years during the colonial period.

Topics:

1. The practice of visualising landscapes through photography: archaeological photography and views of the picturesque. The visual trace and colonial control and/or appropriation.
2. The development of ethnographic photography and its connection with the discipline of anthropology c.1850-70s. ‘The People of India’ project: racial, community and communal affiliations and photography.
3. Photography as journalistic practice: 1857, the Delhi Durbars, Jallianwala Bagh.
4. ‘Vernacular modernism’: ways in which photography was used to depict/create and contemplate realities other than those of the European elite. The painted photograph; studio photography across cities.
4. The concluding section hopes to encourage students to visit a photographic archive and study a particular body of work in order to engage with the idea of photographs as efficacious objects in the study of history, challenging ideas thrown up in their stipulated readings such as those of the ‘colonial gaze’ or and a consideration of the ‘other’ in visual practice.

Select Readings:

Select Problems in History and Historiography

Course Description: 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.

Topics:

2. ‘Pre-modern’ forms of Historical Understanding. History and Literary Rhetoric. The Problematic of Narration.
3. ‘Pre-modern’ forms of Historical Understanding. The Problems of Epistemology. History as a mode of Knowledge and the problematic of time.
6. History and the Arts of Memory. Memory, Community and auto-biography.

Select Readings:

12. J.N Mohanty *Reason and Tradition in Indian Thought* Delhi, OUP, 1992
The Trials of Imperial Jurisprudence

Course Description: 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 ‘instances’ listed below.

Topics:

1. Introduction: Law and its Relationship with Sovereignty.
2. From Thugee to the Criminal Tribes.
3. The Trial of Bahadur Shah Zafar.
4. The Trial of Bal Gangadhar Tilak
5. The Trial of Bhagat Singh
6. The Trial of Mahatma Gandhi
7. The I.N.A Trials

Select Readings:

5. S. S. Setlur and K. G. Deshpande (ed.) A Full and Authentic Report of the Trial of Bal Gangadhar Tilak, at the Fourth Criminal Sessions 1897, Bombay, Printed at the Indu-Prakash steam Press, 1908

[Elective: Seminar Course 40]
Fiction, Fieldwork, Film, History: Reading Selected Texts on Urban and Rural India

Course Description: This seminar course engages with diverse representations of urban and rural India in the works of novelists, anthropologists, folklorists, films and those trained in the historical profession. The present selection consists of two classic novels on life in 19th and early 20th century Delhi, three diverse accounts of village life from North and South India, selections (and filmic adaptation) from the work of Rajasthani folklorist Komal Kothari and Vijay Dandetha, and a memoir- biography of the life and Works of the Hindi writer Shivani. The choice of particular texts for detailed study will be announced periodically, with the proviso of changes in the texts with prior notification.

Select Readings:

1. Maulvi Nazir Ahmad, *The Bride's Mirror: Mirat ul ‘Arus: A Tale of Life in Delhi a Hundred Years Ago*, Tr. From Urdu by G.E. Ward. First Published in English Translation, 1903 (Permanent Black, Delhi, 2001)
9. Two films: ‘Le Retour de Martin Guerre’; Mani Kaul’s ‘Dvida’

[Elective: Seminar Course 41]

An Ideological and Cultural History of Hindustani Cinema from the early twentieth century to the present times
**Topics:**

1. Survey of literature on cinema: Significance and interpretations
2. Hindustani cinema in the colonial period: Early film makers and their social background; form and content of early cinema
3. Hindustani cinema post 1947: Evolution, ideology, culture and nation; Communalism and nationalism in Hindustani cinema
4. Hindustani cinema in the late 1960s: New wave cinema; Changing representations of gender, class and caste; impact of left movements like the Naxalbari uprising, and women’s movements; New directors and their concerns; Growing challenges to hegemonic commercial cinema.
5. Social, political and cultural contours of Hindustani cinema in the age of globalization; continuation of the new wave cinema; rising influence of the NRIs and crossover cinema

**Select Readings:**

Course Description: This course will investigate the ways in which different pasts—whether the notions of Ancient and Medieval or the lenses of classical and folk—were constructed during the colonial period. It will study this process via the emerging disciplinary configurations of history, archaeology, ethnography, linguistics and anthropology.

Topics:

1. Chronology, History and Periodization; James Mill.
3. The Making of Medieval India: Elliot and Dowson project; The Medieval Chronicle.
5. Ethnography, Anthropometry and Anthropology: The Peoples of India.
6. Understanding, Identification and History; Risley.
7. The “native informant” and knowledge production.

Select Readings:

4. H.M. Elliot and John Dowson, *The History of India as Told by its Historians: The Muhammadan Period*, 8 vols, London, 1867-77. [Reprint, Delhi, 2001]
Course Description: This course will study the various intellectual contributions – as well as their location within their respective milieus – that have together ‘made’ modern India. It focuses on the intellectual content as articulated by various thinkers and/or ‘political practitioners’; and their expression, whether in life or text in order to understand the social, political, and the spiritual in the modern Indian imaginary.

It is designed to be a detailed critical engagement with the writings and lives of thinkers from Raja Ram Mohan Roy to Jawaharlal Nehru, including figures such as Vivekananda, B.G. Tilak, Sir Syed Ahmed Khan, Jyotirao Phule, B.R. Ambedkar and Periyar among others. The instructor may chose to focus on certain issues, texts, thinkers, which would be open to periodic revision.

Select Readings:


3. Sir Syed Ahmad Khan *Selected essays of Sir Syed Ahmad Aligarh* : Sir Syed Academy, Aligarh Muslim University, 2004-


5. S. Gopal and Uma Iyengar *The essential writings of Jawaharlal Nehru* New Delhi : Oxford University Press, 2003