DEPARTMENT OF HISTORY

THE UNDERGRADUATE AND POSTGRADUATE SYLLABI

(With effect from 11 July 2016)
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STATEMENT ABOUT ACADEMIC HONESTY AND ETHICAL ACADEMIC PRACTICES

ACADEMIC HONESTY

The Department of History follows a zero tolerance policy towards plagiarism. If you are in doubt about what constitutes plagiarism, please consult with a member of the department’s faculty. Essentially, it is any practice that entails passing off someone else’s words or ideas as your own.

Cite your sources appropriately.

Note that written internal assignments are meant to be individual exercises. Do not reproduce wholly or even in the smallest part a classmate’s essay. This is considered cheating. Both the person doing the cheating and the person from whom the reproduction is taken will be penalized.

Do not submit an assignment for more than one course. Resubmission of work done for one course to fulfill the requirements of another is also considered academic dishonesty. Please note that the department keeps records of your submitted work and therefore such practices are easily verified.

However, should you wish to share a small portion of already submitted work in a different assignment (if it is relevant to the second exercise), please mention clearly that you are doing so by footnoting your own previous work.

The penalty for both plagiarism and cheating is the same: a failing mark for the assignment/course or any disciplinary action the university has deemed fit.

ETHICAL ACADEMIC PRACTICES

The Department of History’s faculty members undertake to provide punctiliously in their teaching and research supervision an ideology-neutral environment.

As historians, they acknowledge that while some subjectivity is inevitable, the aim is to aspire to objectivity.

While all perspectives—so long as they are argued rationally and are based on credible sources—are welcomed, the department is dedicated to maintaining a vital balance between the openness of academic freedom and the understanding that not all interpretations of the past should be valorized.

The department acknowledges that understandings of the past change both over time and according to the individual historian’s and history student’s interpretation of both primary and secondary sources.

The department also recognizes that historical explorations are neither entirely ‘value free’ nor haphazard in the utilization of sources.
As historians and would-be historians, however, the department’s faculty and students must ascribe to certain common values (themselves also evolving along with changing political, economic, social, as well as intellectual contexts).

Therefore, the department of history at Presidency University is committed to free and open inquiry, observing the principle of academic freedom; preserving the integrity of the historical record, never counterfeiting, destroying, doctoring or concealing sources or evidence; properly acknowledging all primary sources and the works of other scholars; hearing, with respect, differing interpretations, even as these are subjected to critical examination; recognizing the contributions of collaborators and students; using unpublished work of other researchers and scholars only with permission and with due acknowledgment; using archival material in accordance with the rules of the archival source.

In their research, many members of faculty and the students they guide, work in areas of social, cultural and political sensitivity. They will be careful to preserve the anonymity of subjects who provide information as well as to observe the sensitivities of subjects interviewed. They will ensure that their research does not injure the dignity, safety or privacy of the people about whom they research. They will respect the culture, traditions and knowledge of the groups and communities they work with.
HIST0101
Ancient India From Prehistory to c. 1200 CE:
Archaeology, Material Cultures and Contexts

UG I, Semester I
Course worth 4 credits, 50 marks

Course description

This class will present a broad historical analysis of ancient India by using the ‘science’ of archaeology to interpret its material culture, the nature of its polities, aesthetic traditions and social formations.

Mode of assessment
Internal assignment=15 marks
Final Examination=35 marks

The internal assignment consists in either (1) a response to a question posed by the instructor or (2) a research paper on a topic selected in consultation with the instructor.

In both instances of the internal assignment, the word limit is 3000 and a word count must be included at the end of your essay. The essay must typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings

Week 1: Prehistory and Protohistory: Definition, Scope, Terminology and Periodization. Palaeolithic Sites, Sequences and Materials; Epi-Palaeolithic-Mesolithic Transition; The Mesolithic Evidence: Microliths in the Pleistocene Bracket, Early Holocene Adaptations; the Mesolithic Survivors (Continuity of Microliths Using Traditions); Problem of the Beginning of Food Production in India and the Evidence from Mehrgarh, the Growth of Villages from Baluchistan to Western Uttar Pradesh.


Weeks 4-5: Neolithic-Chalcolithic Cultures Outside the Harappan Orbit, Terminology, Distribution and Features; Beginning of Rice Cultivation in the Central Ganga Plain and Other Issues.

Week 6: Early Use of Iron; Mature Phase of the Use of Iron and Associated Debates.

Week 7: Vedic texts and Their Chronology; Early Vedic Economy and Society; the So-Called Aryan Problem; The Foundations of Early Historic India: Debates Associated with Chronology and the Arrival of the Northern Black Polished Ware (NBPW); Emergence of the Sixteen Mahajanapadas (Based on the Evidence of Buddhist, Jaina and Later Vedic Literatures).
Week 8: General Features of Early Historical Archaeology; Region-wise Survey of Early Historical Sites - Urban Centres/ Cities; Cultural and Trading Units, etc.

Weeks 9-11: Major Sources for the Historical Reconstruction of the Mauryan Period; Sources for the study of the Satavahanas and the Saka-Kshatrapas. State and Society during the Kushana period; Crafts and Guilds, Traders and Trading Networks (Internal and External). Mauryan Art and Architecture; Religious Architectures and Sculptures: Early Brahmanical Temples; Buddhist stupas, Monasteries and Relief Sculptures; Early Indian Narrative Art; Buddhist Caves in the Western Ghats, the Jaina Caves at Udayagiri and Khandagiri; the Gandhara and Mathura Schools of Sculptures.

Week 12: The Gupta Empire: A Study of the Relevant Epigraphic, Numismatic and Other Archaeological Sources.

Weeks 13-14: The Dynastic History of the Period, c. 600 - 1200 CE and Its Regional Configurations; the Nature of the Royal Land Grants; Different Theoretical Frameworks; Debates on the Various Issues pertaining to the Post-Gupta Period.

Week 15: Architectural and Sculptural heritage of the Early Medieval Period.

Week 16: Social Formations: A Brief Overview of the Concept of Varna and Caste systems (Based on Literary and Epigraphic Sources).

Reading List:

Please note that while what follows is a comprehensive reading list, the instructor will delineate which of these works (and sections thereof in books) will be particularly relevant for the specific topics addressed in this course.

Lahiri, B. 1974. *Indigenous States of Northern India (circa 200 BC to AD 320)*, Calcutta
ed. 2006. *Iron and Social Change in Early India*, Delhi.


1987. *Urban Decay in India* (c. 300–c. 1000), Delhi.


Thapar, B.K. 1985. *Recent Archaeological Discoveries of India*.


2002. *Early India (from the Origins to AD 1300)*, London.


HIST0102
Ancient India: Intellectual Histories, Political and Religious Cultures, Social Contexts, the historical period to the seventh century CE

UG I, Semester I
Course worth 4 credits, 50 marks

Course description
The aim of the course is to introduce students to basic themes and historiographic debates pertaining to intellectual histories and political and religious cultures of ancient India, while contextualizing these in terms of studying their relation to enunciations of social ordering, polity formation, economic transformations, and scientific-technical production. It complements another course on ancient India which focuses more specifically on archaeology as well as the study of material cultures and environments and political economies. In chronological terms, this course covers the period from the composition of the Vedic texts to the end of Gupta rule. This long time-span helps us track ‘transtemporal’ movements of textual and visual codes, while observing temporal shifts in ideological developments and practices of social, political, and discursive power. The paper situates ancient India within broader global-historical developments while also highlighting regional heterogeneities, thus eschewing the idea of ‘India’ as a monolithic and insular space. Simultaneously, students are sensitized to the importance of critical historiographic readings and the role of colonial modernity in shaping interpretations of Indian pasts.

Students will be exposed to select primary sources (textual and visual) from ancient India, and be also invited to make comparisons with reconstructions of ancient India in modern and contemporary fiction and audio-visual media. They will be encouraged to visit museums in Kolkata and historical sites in and around West Bengal to gain a first-hand acquaintance with historical artefacts and landscapes. They will also be introduced to digital databases (some of them being developed by Presidency University) so that they get interested in the potential for digital media to deepen historical knowledge and to foster dialogues between academics and broader publics.

Mode of assessment
Internal assignment: 15 marks
Final Examination: 35 marks

For the internal assessment, the student is expected to write an original paper, based on primary sources, interrogating how ancient India has received new resonances in twentieth and early twenty-first century public cultures in South Asia and beyond. The student will receive supervision from the course instructor while doing this piece of original research.

Class topics and readings
Introductory Readings
The student may consult the following to get a basic overview on various themes relating to ancient India. More detailed readings on specific themes are outlined below.
Methodological Readings

Emergence of the Vedic Canon: Genealogies, Comparisons, Contexts, Legacies

Part one

Part two

Part three

Buddhist, Jain, and Other Alternatives: Beginnings to Later Transformations: Transregional Contexts


**State Formation: Republican and Monarchic Alternatives**


**Brahmanical Dharma, Social and Legal Ordering, Varna/Jati, and Gender**

Hiltebeitel, *Dharma*.
Mittal and Thursby, eds., *Hindu World*, Chapters 10, 14-17, relevant portions.

**Early Shaiva, Vaishnava, and Shakta Devotion and Art**

Mittal and Thursby, eds., *Hindu World*, Chapters 3-9, relevant portions.

**Globalized Entanglements and Political Cultures: Indo-Greeks; Shakas; Kushanas; Southern India and Indo-Roman Trade**


**The Guptas and their South and Southeast Asian Contemporaries: Rulership; Governance; Textual and Visual Communication of Authority**

Raychaudhuri, *Political History*, 466-538 (main text), 764-799 (commentary).

**Scientific Production in Ancient India**
HIST0201
Early Medieval South Asian Political Cultures, the seventh to the fifteenth centuries

UG I, Semester II
Course worth 4 credits, 50 marks

Course description
This course will address a wide array of question and historical processes that characterized early medieval and medieval South Asia from the seventh to the fifteenth centuries. The course will familiarize students with questions and debates in the history of this period. The major themes will include aspects of state formation, especially exploring changes and continuities with reference to regional socio-political processes and cultural formations (religious beliefs, rituals and symbols, philosophical traditions, and art and architecture). At the same time, students will see how these issues relate to wider socio-political, religiocultural, and commercial processes and networks in the broader Asian arena, and thus form part of larger connected histories.

Mode of assessment
Internal Assignment: 15 Marks
Final Examination: 35 Marks

The internal assignment consists in either (1) a response to a question posed by the instructor or (2) a research paper on a topic selected in consultation with the instructor.

The word limit is 3000 and a word count must be included at the end of your essay. The essay must typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings
The suggested readings are basic and/or indicative in nature, and a detailed bibliography, subject to revisions as and when necessary, will be provided in the course of lectures.

Essential general readings for the course:
B. D. Chattopadhyaya (ed.), The Making of Early Medieval India (New Delhi, 2012).
Mohammad Habib, Khaliq Ahmad Nizami (eds), A Comprehensive History of India: The Delhi Sultanate (A.D. 1206-1526), People's Publishing House, 1970
Peter Jackson, The Delhi Sultanate: A Political & Military History, Cambridge: CUP, 1999
Sunil Kumar, The Emergence of the Delhi Sultanate, Permanent Black, 2007 [2012]
Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century (New Delhi, 2008)

Unit 1: Introduction: Historiography; Periodization and Conceptual Tools (Weeks 1-2)
Sources; historiography; approaches to contemporary accounts; themes and debates; the problem of periodization; conceptual / analytical tools

Suggested Readings:
Unit 2: Political Formations and Institutions (Weeks 3-6)
State formation / emergence of regional powers; the Delhi Sultanate; the feudalism debate; the segmentary state model; the integrative model of early medieval state formation; political formations during the Sultanate period; regional kingdoms and their disintegration; kingship, authority and legitimacy; administration and institutions; the ruling classes and subjects

Suggested Readings:
Brajadulal Chattopadhyaya, "Images of Raiders and Rulers", in Meenakshi Khanna (ed.), Cultural History of Medieval India, pp. 101-125
Burjor Avari, India: The Ancient Past (A History of Indian Sub-Continent from c. 7000 BC to AD 1200), Routledge, 2007, pp. 181-244
Burton Stein, Peasant State and Society in Medieval South India (New Delhi, 1980)
Corinne Lefèvre, State-building and the Management of Diversity in India (Thirteenth to Seventeenth Centuries), The Medieval History Journal October 2013 vol. 16 no. 2 425-447
Daud Ali, Courtly Culture and Political Life in Early Medieval India (Cambridge, 2004).
Hermann Kulke (ed.), State in India, 1000-1700 (New Delhi, 1997).
Iqtidar Husain Siddiqui, Some Aspects of Afghan Despotism in India, Three Men Publication, 1969
Ishfaq Husain Qureshi, The Administration of the Sultanate of Delhi, Munshiram Manoharlal, 1972
Habans Mukhia (ed.), The Feudalism Debate (New Delhi, 1999).
K. A. Nizami, Royalty in Medieval India, Munshiram Manoharlal Publishers, Pvt. Ltd. New Delhi, 1997
Peter Hardy, "Growth of Authority Over a Conquered Political Elite: Early Delhi Sultanate as a Possible Case Study", in John F. Richards, Kingship and Authority in South Asia, South Asian Studies, University of Wisconsin, Madison, 1978, pp. 216-241
R. S. Sharma, Indian Feudalism (Calcutta, 1965).
Shiva Bindeshwari Prasad Nigam, Nobility Under the Sultans of Delhi, A.D. 1206-1398, MunshiramManoharla, 1968
Sunil Kumar, "The Ignored Elites: Turks, Mongols and a Persian Secretarial Class in the Early Delhi Sultanate", Modern Asian Studies, Vol. 43, No. 01, 2009, pp. 45-77
Upinder Singh, A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century), Delhi: Pearson Education in South Asia, 2013, [2009], pp. 546-643

Unit 3: The Economy (Weeks 9-12)
Money and taxation; land revenue; trade and commerce; commercial practices; agricultural and non-agricultural production; urbanization; internal and external trade.

Suggested Readings:
Ranabir Chakravarti, Trade in Early India (New Delhi, 2004 ed.).

Unit 4: Society, Religion and Culture (Weeks 13-16)
Social stratification; caste and gender; state and religion; religious Elites; religious ideas and sects; mystical traditions; philosophical strands/schools; language and literature: vernacularization of literary culture; the Sanskrit cosmopolis; Indo-Persian literary traditions; art, architecture and sculpture

Suggested Readings:
Course description
This course studies an array of historical processes that characterised the transition from the ‘early medieval’ to the ‘medieval’ and/or the ‘early modern’ period in South, Central, Southeast, East, and West Asia (c. 700-1500 CE). The themes covered range from conceptualising the ‘early medieval’ to questions of socio-political, religious, cultural, and economic nature. A particular concern will be to equip students with the relevant analytical tools to help them problematize and engage with a number of indices of comparison for the regions indicated above. Thus, the ultimate aims and objectives are to introduce them to not only social, cultural, religious, economic, and political histories of these regions in the said period, but also to the plurality of networks that connected this essentially transregional sphere long predating the changes brought about by the colonial interventions in some parts of these regions. The course will familiarise students with the methodological nuances of ‘connected’ histories in the various forms of transregional interactions in Asia from the ‘early medieval’ through the ‘early modern’ period.

Mode of assessment
Internal Assignment: 15 marks
Final Examination: 35 marks
The internal assignment consists in either (1) a response to a question posed by the course instructor or (2) a research paper on a topic selected in consultation with the course instructor.

The word limit of the internal assignment is 3000 and a word count must be included at the end of your essay. The essay must be typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings
The suggested readings are basic and/or indicative in nature, and a detailed bibliography, subject to revisions as and when necessary, will be provided in the course of lectures.

Unit I: Conceptualising the ‘Early Medieval’, the ‘Medieval’, & the ‘Early Modern’: South Asia and Beyond (Weeks 1-4)
Drawing upon the case study of South Asia from circa 700 CE, this unit will introduce students to the historical processes and historiographical issues that condition the conceptualisation of the ‘early medieval’. A particular concern will be to address a wide array of questions that have wider transregional relevance.

The themes will cover key conceptual/analytical tools and key issues in scholarship, e.g,
sources and the debates over periodization; conceptual/analytical tools to engaging with comparative studies as well as ideas of interactions and networks.

**Core Readings:**


--- (ed.), *Rethinking Early Medieval India: A Reader* (New Delhi, 2012).

**Unit 2: Conceptualising Encounters, Interactions, and Mobilities (Weeks 5-8):**

This unit will help students theorise the nature of transregional exchanges, interactions, mobilities, and networks. Students will thus see the diverse nature of wider socio-political, religio-cultural, and commercial processes and networks in the broader Asian arena.

**Core Readings:**

Sanjay Subrahmanyam, *From Tagus to the Ganges: Exploration in Connected History* (New Delhi, 2011 ed.).
--- *Mughals and Franks: Explorations in Connected History* (New Delhi, 2011 ed.).

**Unit 3: Sites of Political Interactions (Weeks 9-10):**

In the course of this unit students will study socio-political processes and interactions in the larger transregional contexts. This unit will furthermore help students appreciate the entangled nature of political and cultural processes, their articulations, and sites of such exchanges.

**Core Readings:**


Hermann Kulke (ed.), *State in India, 1000-1700* (New Delhi, 1997).

Habans Mukhia (ed.), *The Feudalism Debate* (New Delhi, 1999).


Sanjay Subrahmanyan, *Mughals and Franks: Explorations in Connected History* (New Delhi, 2011 ed.).

**Unit 4: Trade & Commerce: Regional & Transregional Histories (Weeks 11-13)**

This unit will help students understand the diverse aspects of commercial activities in pre-modern Asia. Students will not only study the different natures and scales of commercial activities but also their relations with politico-cultural forces during this period.

**Core Readings:**

Ranabir Chakravarti (ed.), *Trade in Early India* (New Delhi, 2004 ed.).

---, *Trade and Traders in Early Indian Society* (New Delhi, 2007 ed.).


**Unit 5: Religio-Cultural Processes & Interactions (Weeks 14-16)**

This unit will enable students to appreciate the complexities of Asian religio-cultural formations, institutions, processes stretching from East through Southeast, Central, South and West Asia.

The questions explored will shed light on specific aspects of socio-political processes and cultural formations i.e. religious beliefs, rituals and symbols, philosophical traditions, and art and architecture, and will do so against the larger backdrop of transregional flows and networks.

**Core Readings:**


Romila Thapar, *Cultural Pasts: Essays in Early Indian History* (New Delhi, 2000).
HIST0301A
Art and Architecture in Ancient India

UG II, Semester III
Course worth 4 credits, 50 marks

Course description
This course aims to provide undergraduate students with a comprehensive understanding of the forms and principles of art and architecture that can be seen in the material remains of India’s most ancient past, stretching from the Harappan period onwards.

Mode of assessment
Internal Assignment: 15 marks
Final Examination: 35 marks

The internal assignment consists in either (1) a response to a question posed by the course instructor or (2) a research paper on a topic selected in consultation with the course instructor.

The word limit of the internal assignment is 3000 and a word count must be included at the end of your essay. The essay must be typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings

Week 1: Harappan Art in Terracotta, Stone and Metal, Seals and Sealings. Harappan Town Planning: Public Buildings (Dockyards, Granaries, etc.), Private Houses, Orientation of Streets, Cemetery, etc.

Week 2: Mauryan Art and Architecture (Pillars, Animal Figures, Sculptures).

Week 3-4: Relief Sculptures and Early Indian Narrative Art (2nd – 1st Century BCE): Select Case Studies from Bharhut, Sanchi, Bodhgaya, Amaravati, Nagarjunakonda, Sannati; Debates Associated with the Concept of Discontinuity between the Art of the Mauryan and the Post-Mauryan periods (Evidence from Deorkothar complex and others).

Development of Buddhist Architecture, Caityas, Stupas, and Viharas: Sanchi, Amaravati, Nagarjunakonda, Sannati, Bharhut, etc. Architectural Features of the Early Rock-cut Caves of Eastern and Western India: Bihar (Barabar and Nagarjuni hills and Sitamarhi near Gaya), the Deccan and Gujarat (Bhaja, Kondane, Pitealokhora, Caves 8, 9, 10, 12 at Ajanta, Bedsa, Pandu Lena at Nasik, Junnar and Karle, Kanheri, etc.), the Andhra Region (Guntapalli, etc.), Odisha (Udaygirir-Khandagiri, Lalitagiri).

Week 5: Urban Centres (Town Planning) of the Early Historical Period: Perspectives from Texts, Select Case Studies from Taxila, Charsada, Sanghol, Mathura, Sonkh, Hulas, Hastinapur, Kausambi, Sringeravpurpura, Raighat, Bhita, Kheradih, Masaon, Vaisali, Pataliputra, Sisupalgarh etc.

Week 8: Sculptural Art of the Gupta Period: Udaygiri, Eran, Sanchi, Mathura, Sarnath etc.; Buddhist Art in the North West; Structural Temples in Stone and Brick of the Gupta Period: Select Case Studies; Sculptural Art of the Gupta Aftermath: Eran, Mandasor, Bodhgaya, Nalanda, Sultanganj, Mundesvari, Apsadha, Samalaji, etc.

Week 9-10: The Buddhist Rock-Cut Architectures and Sculptures (5th - 7th Centuries CE): Ajanta (under the Vakatakas), Bagh, Kanheri (under the Vakatakas and Traikutakas), Aurangabad (under the Vakatakas and Kalacuris), Ellora; Brahmanical Rock-Cut Architectures and Sculptures of the Deccan: Elephanta (under the Early Kalacuris), Aihole and Badami (under the Early Western Calukyas); Brahmanical Rock-Cut Architectures and Sculptures under the Pallavas and Pandyas; Brahmanical Rock-Cut Architectures and Sculptures under the Rastrakutas at Ellora.

Week 11-13: The Canonical Classification of Temple Architecture: Nagara, Dravida and Vesara; Structural Temples and Sculptures under the Western Calukyas and Related Schools of the Deccan, the Eastern Calukyas, the Pallavas, Orissa and Related Schools, Temples and Sculptures under the Gurjara-Pratiharas of Kanauj, the Haihayas / Kalacuris of Tripuri, the Candellas of Bundelkhand (Khajuraho), the Solankis of Gujarat; Kashmir and Related Schools, Bihar and Bengal Under the Palas and Senas; Colas and Related Schools, Temples and Sculptures under the Western Gangas, the Later Calukyas of Kalyani, the Kakatiyas, the Hoysalas, the Vijayanagara Period, Temples and Sculptures under the Nayakas; the Kerala Region; Mahaviharas of the later periods: Select Case Studies from Nalanda, Ratnagiri, Paharpur, etc.

Week 14: Indian Rock-Shelter Paintings, Murals, Manuscript Paintings, etc.

Week 15: Terracotta Art from the Pre-Harappan Period to the Post-Gupta Period.

Week 16: Social Dimensions of Indian Art.

Reading List:
❖ Please note that while what follows is a comprehensive reading list, the instructor will delineate which of these works (and sections thereof in books) will be particularly relevant for the specific topics addressed in this course.

Bhattacharyya, B. 1958. The Indian Buddhist Iconography Mainly Based on the Sadhanamala and Cognate Tantric Texts of Rituals, Kolkata.


Majumdar, R.C. and K. K. Dasgupta *A Comprehensive History of India*, Volumes II and III, Pt. 2,


HIST0301B  
Art and Architecture in Medieval India  
UG II, Semester III  
Course worth 4 credits, 50 marks

**Mode of assessment**  
Internal Assignment: 15 Marks  
Final Examination: 35 Marks

The internal assignment consists in either (1) a response to a question posed by the course instructor or (2) a research paper on a topic selected in consultation with the course instructor.

In either case, the word limit for the assignment is 3000 and a word count must be included at the end of your essay. The essay must be typed, double-spaced, in a 12 point font and with reasonable margins. **Please note that failure to comply with any of these formatting requirements will result in a deduction of marks.** Please cite your sources appropriately. If in doubt, consult the *Chicago Manual of Style.*

**Class topics and readings**

**UNIT – 1: Assessing the Beginning**
Defining terms: The Meaning and Philosophy of Architecture
Architectural Forms & Techniques: Trabeate, Corbelled & Arcuate
Building and Binding materials

**Suggested Readings**
UNIT – 2: The Delhi Sultans
The Mamluks (1206-90): Quwwatul Islam Mosque, Adhai Din ka Jhonpra, Qutb Minar, Tomb of Iltutmish, Alai Darwaza.

The Tughlaqs (1320-1414): Mosques: Jama Masjid (Firoz Shah Kotla), Kalan Masjid (Shahjahanabad), Kali Masjid (Nizamuddin), Begumpuri Masjid, Khirki Masjid. Tombs: Ghiyasuddin Tughlaq, Firozshah Tughlaq, Khan-i Jahan Tilangani.

The Sayyids (1414-151) and Lodis (1451-1526): Evolution of Square and Octagonal Tombs, i.e., Mohammad Sayyid (d. 1434), Mubarak Sayyid (d. 1444) and Sikandar Lodi (d. 1517).

Suggested Readings
UNIT – 3: The Mughals

Beginnings under Babur (1526-30): Mosques: Kabuli Bagh mosque (Panipat), Jama Masjid (Sambhal), Babur Masjid (Ayodhya), and Jama Masjid (Pilakhna). Gardens of Agra and Dholpur.

Akbar (1556-1605) & Jahangir (1605-27): Humayun’s Tomb, Basic features of Akbari architecture, Agra Fort and Fathpur Sikri. Basic features of Jahangiri architecture; The tomb of Akbar and Itimad-ud Daula.


Suggested Readings


Percy Brow, Indian Architecture (Islamic Period), Chapter XVII: Babur to Humayun (pp. 88-91), Chapter XVIII: Akbar (pp. 92-99); Chapter XIX: Jahangir (pp. 99-101), XX: Shahjahan (pp. 102-110), Aurangzeb (523-575).


UNIT – 4: The Development of Islamic Architecture

Surface Decorations: Development of Decorative Techniques under the Mughals.

Foreign Influence: Central Asian and Persian idiomatic, axiomorphic and aesthetic traditions.

Regional Influence: Gujarat, Malwa (Dhar and Mandu), Rajasthan, Bengal, Deccan (Vijaynagara and Bahmani kingdom).

Suggested Readings
Percy Brown, Indian Architecture (Islamic Period), Chapter VIII: Bengal (pp. 35-41), Chapter X-XI: Gujarat (pp. 47-58), Chapter XII: Malwa (pp. 59-65).

UNIT – 5: Painting and Calligraphy

Historical growth and development of painting under Sultanate period. Origins of the Mughal School of painting. The development of the Mughal atelier (taswīrkhana) under Akbar and Jahangir. Painters of the Mughal Court. Major Themes: historical miniatures, religious subject, sport and games, natural history, depiction of common people, evidence on technology and culture.

Regional Painting: Rajput, Kangra, Pahari and Deccan.

Suggested Readings


Anjan Chakraborty, Indian Miniature Painting, Roli Books, New Delhi, 2005. Chapter on Mughal Painting (pp. 33-68), Deccani Painting (pp. 69-74), Rajasthani Painting (pp. 75-104) and Pahari Painting (pp. 105-134).


H. K. Sherwani, Cultural Trends in Medieval India, Chapter 2: Development of Painting, pp. 41-67.


Som Prakash Verma, Mughal Painting, Oxford University Press, New Delhi, 2014.


___________, Ordinary Life in Mughal India, The Evidence from Painting, New Delhi, 2012

The Mughals, Safavids and Ottomans: Economy, Religion and Society, c. 1600-1750

UG II, Semester III
Course worth 4 credits, 50 marks

Course description
This course provides a comparative study of the rise, consolidation and decline of the three major Muslim (Ottoman, Safavid and Mughal) empires of the early modern period (c. 1600-1750). It explores various themes and issues relating to the history of these empires: relations between nomads and sedentary societies; the impact of Turkic nomads on Muslim societies from Asia to the Middle East; the arrival of "early modernity" in Eurasia; political cultures; maritime, commercial and diplomatic interactions; social formations and religious traditions. The course explores the different administrative and military structures, socio-economic and class relations, cultural and artistic developments, crisis and change, and the question of decline and subsequent European hegemony. It also looks at the ways in which early modern empires sought to create and manage hierarchical difference while ruling over heterogeneous populations before the transformations of the nineteenth century and the rise of nation states.

Mode of assessment
Internal Assignment: 15 Marks
Final Examination: 35 Marks

Class topics and readings

Essential General Readings
Catherine B. Asher and Cynthia Talbot, India Before Europe, Cambridge University Press, 2006

Unit 1: Introduction, Historiography, Historical Background (Weeks 1-3)
Themes and Historiography; Central Islamic Lands and the Indian Subcontinent from the 13th to the 16th Centuries; Turko-Mongol Dynasties; Contested Legacy and Shared Heritage: Caliphate, Imperial Monarchy and Sultanates; Sovereignty and Legitimacy.

Suggested Readings
Catherine B. Asher and Cynthia Talbot, Indian Before Europe, CUP, 2006, pp. 25-52 and 84-114
Douglas E. Streusand, The Formation of the Mughal Empire, Delhi: OUP, 1999, Ch. 1-2, pp 1-50

**Unit 2: New Imperial Formations: Mughals, Ottomans and Safavids (Weeks 4-7)**

State Formations; Territorial Expansion and Contraction; Challenges and Responses; Consolidation of Imperial Political Culture; Administrative Organization; Stability and Disintegration

**Suggested Readings**
Donald Quataert, *The Ottoman Empire, 1700-1922*, Cambridge University Press, 2005
Farhat Hasan, *State and Locality in Mughal India: Power Relations in Western India, c. 1572-1730*, Cambridge University Press, 2004
Halil Inalcik, *The Ottoman Empire: The Classical Age, 1300-1600*, Phoenix Press, 2000
John F. Richards, *The Mughal Empire* Cambridge University Press, 1993

**Unit 3: Political Cultures and Institutions (Weeks 8-9)**
State, Government and Administration; Sovereignty, Imperial Authority and Legitimacy; Administrative Systems; Law and Governance; Ruling Class, Officials and Institutions

Suggested Readings

Albrecht Fuess and Jan-Perter Hartung, *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*, Routledge, 2014


Cornell Fleischer, "The Lawgiver as Messiah: The Making of the Imperial Image in the Reign of Süleyman," in Gilles Veinstein (ed.), *Soliman le magnifique et son temps*, La Documentation Française, 1992), pp. 159-77


Halil Inalcik, “The Ottoman Succession and its Relation to the Turkish Concept of Sovereignty”, in Halil Inalcik, *The Middle East and the Balkans under the Ottoman Empire: Essays on Economy and Society*. Bloomington: Indiana University 1993, pp. 37-69


Muzaffar Alam, *The Languages of Political Islam in India (c. 1200-1800)*, Permanent Black, 2004


Roger M. Savory, “Safavid Administrative System” in Peter Jackson and Laurence Lockhart (eds.), *Cambridge History of Iran*, vol. 6, Cambridge University Press


Unit 4: Economic Systems and Social Formations (Weeks 10-11)
Money and Taxation; Trade and Overseas Commerce; Industries and Crafts; Commercial Practices; Agricultural and Non-Agricultural Productions; Artisans and Craftsmen; Ruling Class, Ahl-i Saif and Ahl-i Qalam, Subjects, Society; Social Structures and Formations; Social Stratification and Mobility

Suggested Readings for Economic Systems
Halil Inalcik and Donald Quartaert, (eds.) An Economic and Social History of the Ottoman Empire, Vol. 1, 1300-1600, Cambridge University Press, 1997
Halil Inalcik, Suraiya Foroqhi, Bruce McGowan, Donald Quataert, and Şevket Pamuk (eds.), An Economic and Social History of the Ottoman Empire, 1600-1914, vol. 2, Cambridge University Press, 1994
Irfan Habib, The Agrarian System of Mughal India, 1556-1707, Oxford University Press, 2014 (Reprint)
Shireen Moosvi, Economy of the Mughal Empire: A Statistical Study, Oxford University Press, 1987
Shireen Moosvi, People, Taxation and Trade in Mughal India, Oxford University Press, 2008
Willem Floor, The Economy of Safavid Persia, Wiesbaden: Reichert, 2000

Suggested Readings for Social Formations
Cynthia Talbot, Precolonial India in Practice: Society, Region, and Identity in Medieval Andhra, Oxford University Press, 2001

[Between the Flux and Facts of Indian History: Papers in Honour of Dirk Kolff]

Kemal H. Karpat, *Studies on Ottoman Social and Political History: Selected Articles and Essays*, BRILL, 2002


Satish Chandra, *State, Society, and Culture in Indian History*, Oxford University Press, 2012, pp. 3-42


Suraiya Faroqhi, "The Economic and Social Structure of the Ottoman Empire in Early Modern Times", in Suraiya Faroqhi *Subjects of the Sultan: Culture and Daily Life in the Ottoman Empire*, I. B. Tauris, pp. 43-61

Tanuja Kothiyal, "Understanding Change in Medieval India", *EPW*, Vol. - XLV No. 44-45, October 30, 2010

**Unit 5: Religion and Material and Visual Cultures (Weeks 13-14)**

State and Religion; 'Shari'ah and State Laws; Religious Change, Sects and Mystical Orders; Revivalist and Messianic Movements; Religious Minorities; Conversion, Difference and Tolerance

Language and Literature; Architecture and Fine Arts; Science and Technology

**Suggested Readings for Religion**

Benjamin Braude and Bernard Lewis (eds), *Christians and Jews in the Ottoman Empire*, vol. I: The Central Lands (New York: Holmes and Meier, 1982), 1-34


Charlotte Vaudeville and Vasudha Dalmia, *Myths, Saints and Legends in Medieval India*, Oxford University Press, Delhi, 1996


Ira M. Lapidus, ‘State and religion in Islamic societies’, *Past & Present* 151 (1996), 3-27


Raziuddin Aquil, *Sufism and Society in Medieval India*, Oxford University Press, 2010
Raziuddin Aquil, *Sufism, Culture, and Politics: Afghans and Islam in Medieval North India*, Oxford University Press, 2007

**Suggested Readings for Arts and Cultures**
Charlotte Vaudeville and Vasudha Dalmia, *Myths, Saints and Legends in Medieval India*, Oxford University Press, Delhi, 1999
Meena Bhargava, *Exploring Medieval India: Sixteenth to Eighteenth Centuries*, (Two Vols.), Orient BlackSwan, 2010
Milo Cleveland Beach, *Mughal and Rajput Painting*, Cambridge University Press, 1992
Sheldon Pollock, *Literary Cultures in History: Reconstructions from South Asia*, University of California Press, 2003

**Unit 6: Comparison and the Problem of 'Decline' (Weeks 15-16)**
Empires and Imperial Cultures in Islamicate Asia; Comparison and Interactions; Crisis and Reorganization; Processes of Disintegration and 'Decline'; Theories and Interpretations

Suggested Readings for Comparison
Naimur Rahman Farooqi, Mughal-Ottoman Relations: A Study of Political and Diplomatic Relations between Mughal India and the Ottoman Empire, 1526-1748, Idarah-i Adabiyyat-i Delli, 1989
Riazul Islam, Indo-Persian Relations: A Study of the Political and Diplomatic Relations between the Mughal Empire and Iran, The Iranian Cultural Foundation, 1971
Sanjay Subrahmanyam, Mughals and Franks: Exploration in Connected History, Oxford University Press, 2011,
Sanjay Subrahmanyam, Explorations in Connected History: From the Tagus to the Ganges, Oxford University Press, 2005

Suggested Readings for Crisis and Decline
Bernard Lewis “Ottoman Observers of Ottoman Decline” Islamic Studies 1 (1962): 71-87
C. A. Bayly, “Political and Social Change in the Muslim Empires” and “Crisis and Reorganization in Muslim Asia,” in C.A. Bayly, Imperial Meridian: The British Empire and the World, 1780-1830 (London and New York: Longman, 1989), 16-34; 35-74


HIST0303
Imperial Crises and Early Modern Colonialism
UG II, Semester III
Course worth 4 credits, 50 marks

Course description
This course deals with the theme of 'imperial crisis' in the Eurasian world during the early modern period. It will focus on the comparative analysis of a few select contemporaneous empires: The Habsburg, the Ottoman, the Safavid and Mughal Empires as well as the imperial systems in China and Japan. It will explore identifiable genealogies and models of imperial political cultures, socio-economic dynamics and cultural processes as part of a global political history, which oscillates between universal empires and multi-state systems.

Mode of assessment
Internal Assignment: 15 Marks
Final Examination: 35 Marks

The internal assignment consists in either (1) a response to a question posed by the instructor or (2) a research paper on a topic selected in consultation with the instructor.

The word limit is 3000 and a word count must be included at the end of your essay. The essay must typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings

Unit 1: Introduction (Weeks 1-3)
Defining Concepts; Empire and Periphery; Colonialism and Imperialism; Decline; Crisis and Disintegration; Methodological Tools and Historiography; Problems of Periodization; Themes and Issues

Suggested Readings
Thomans T. Allsen, " Pre-Modern Empires" in Jerry H. Bentley (ed.), The Oxford Handbook of World History,
Unit 2: Imperial Systems in Early Modern Period: Cross-Cultural Contacts and Exchanges (Weeks 4-5)

Suggested Readings

Unit 3: Imperial Crisis in Pre-Modern Europe: The Habsburg Empire (Weeks 6-8)

Suggested Readings
Alan Sked, *The Decline and Fall of the Habsburg Empire, 1815-1918*, Rutledge, 2015

Unit 4: Imperial Crisis in East Asia: China and Japan (Weeks 9-11)

Suggested Readings
History of Modern China Series: The Opium War, The Taiping Revolution, The Reform Movement (1898)

Unit 5: Imperial Crisis in Pre-Modern Islamicate Asia: The Mughal, Ottoman and Safavid Empires (Weeks 12-14)

Suggested Readings
Bernard Lewis “Ottoman Observers of Ottoman Decline” Islamic Studies 1 (1962): 71-87
Harbans Mukhia, The Mughals of India, John Wiley and Sons, 2004
C. A. Bayly, “Political and Social Change in the Muslim Empires” and “Crisis and Reorganization in Muslim Asia,” in C.A. Bayly, Imperial Meridian: The British Empire and the World, 1780-1830 (London and New York: Longman, 1989), 16-34; 35-74

Unit 6: Theories of Empire: World Systems Theory and Beyond (Weeks 15-16)

Suggested Readings
Worlfgang, Theories of Imperialism, New York: Random House, 1980
HIST0401
Scientific and Medical Traditions in India and the World, from early medieval times to the eighteenth century

UG II, Semester IV
Course worth 4 credits, 50 marks

Course description
This course will introduce students to the scientific and medical traditions in India and the world from the early medieval times to the eighteenth century. Particular emphasis will be given to problematizing key conceptual categories, as well as relating them to the larger transregional and/or global intellectual web.

Students are also encouraged to engage with select primary sources, in translations wherever possible.

The course will help students appreciate histories of scientific and medical traditions in India and the larger world in the above time-span, and prepare them for specialised courses in this field at higher levels of training.

Mode of assessment
Internal Assignment: 15 Marks
Final Examination: 35 Marks

The internal assignment consists in either (1) a response to a question posed by the instructor or (2) a research paper on a topic selected in consultation with the instructor.

The word limit is 3000 and a word count must be included at the end of your essay. The essay must typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings

General reading for the course:
Helaine Selin, Encyclopaedia of the History of Science, Technology and Medicine in Non-Western Cultures, Springer, 2013

Unit 1: Introducing Concepts (Weeks 1-3)
Prefatory comments on science, technology, medicine, health and healing.

Core Readings

D.P. Chattopadhyaya, Science and Society in Ancient India (Kolkata)


Dominik Wujastyk, *The Roots of Ayurveda: Selections from Sanskrit Medical Writings* (New Delhi, 2003 ed.).

**Unit 2: Historiography: Old & New (Weeks 4-6)**

Orientalist through nationalist through post-colonial scholarship and its critiques: Rediscovery of 'Indian sciences' etc.; benchmarks of the 'sciences', vis-a-vis the 'pseudo-sciences' (e.g. Astronomy vs. Astrology).

**Core Readings**


**Unit 3: Strands and boundaries of the 'sciences' from the ancient through early medieval times (Weeks 7-9)**

Hierarchy of the 'sciences', e.g. the *maqulat* vs. the *manqulat*; objectivity vs. subjectivity; observation, perception, *pramana* etc. in Indian philosophical and 'scientific' traditions.

Medicine, health, and hygiene: theories of *vijnana* (consciousness/ life force/ mind); rediscovery of Charaka & Susruta; idea of health, hygiene, diet, and healing, yoga and alchemy in Indian mystical traditions.

**Core Readings**


**Unit 4: Strands and boundaries of the 'sciences' from the medieval through early modern times (Weeks 10-13)**

Languages of Science, Innovation; Novelty and Authorship; Sciences between Sanskrit and Persian; Astronomy, Geography; Ethnography; Mathematics.

**Core Readings:**


E. S. Kennedy, "A Survey of Islamic Astronomical Tables".


Sheldon Pollock, "The Languages of Science in Early Modern India, in Sheldon Pollock (ed.), Forms of Knowledge in Early Modern Asia: Explorations in the Intellectual History of India and Tibet, 1500-1800., pp. 19-48


Willy Hartner, "The Islamic Astronomical Background to Nicholas Copernicus." Ossolineum, Colloquia Copernica III, Nadbitka, 1975, pp. 7-16

Unit 5: 'Scientific' communities, patronage, and networks (14-16 weeks)

Transregional processes and networks: knowledge in circulation (e.g. Al Biruni).
Jyotihs; Vaidyas; Nujumis, Tabibs, Scientific Institutions (Ancient India, Medieval India and Royal Asiatic Society)

Core Readings
Seema Alavi, Islam and Healing: Loss and Recovery of an Indo-Muslim Medical Tradition, 1600-1900 (Basingstoke, UK, 2008 ed.)
S. Ali Nadeem Rezavi, "Physicians as Professionals in Medieval India" in Deepak Kumar (ed.), Disease and Medicine in India, Tulika, 2001

Abdul Hameed, Exchanges between India and Central Asia in the Field of Medicine, Delhi, 1986.


Syed Ali Nadeem Rezawi, "Representation of Middle Class Professionals in Mughal Visual Art", in Ishrat Alam and Syed Ejaz Hussain (eds), The Varied Facets of History (Essays in Honour of Aniruddha Ray, Delhi: Primus, 2011.

S. A. A. Rizvi, Religious and Intellectual History of the Muslims in Akbar's Reign, with Special Reference to Abu'l Fazl, Munshiram Manoharlal Publishers, 1975
HIST0402
Early Modern Europe in a Global Age
UG II, Semester IV
Course worth 4 credits, 50 marks

Course description
The aim of the course is to introduce some of the basic themes and historiographic debates about the history of early modern Europe (15th-18th c.), while sensitizing students to recent scholarly interventions which increasingly emphasize that European history cannot be seen in isolation from broader global history. The course begins with a brief discussion of the Greco-Roman and medieval background, and then proceeds to the core themes relating to the early modern period. In each core theme, Europe-oriented secondary readings are juxtaposed with academic literature that relates European histories to broader fields of study. There is an introductory reading (a single book or select chapters from a book) for every section, which first familiarizes the student with the historical theme. Following this book are more detailed readings which expose the students to a wider variety of historiographic debates. The student is not expected to have specialized knowledge about each detailed sub-theme within a broad theme, but should be able to grasp different historiographic approaches to a theme, and to argue clearly about the relative merits of each perspective. In the course of the lectures, they will be given some exposure to textual and visual primary sources emanating from early modern Europe. They will also be familiarized with spatial traces of early modern European interventions in Bengal, and will be encouraged to visit some of these places and/or explore relevant digital databases (some of these being developed by Presidency University).

Mode of assessment
Internal Assignment: 15 Marks
Final Examination: 35 Marks

For the internal assessment, the student is expected to write an original paper, based on primary sources, which relates specific case study/studies to broader issues of early modern European and global history. The student will receive supervision from the course instructor while doing this piece of original research.

Class topics and readings

Weeks 1-2: The Classical Background

Weeks 3-4: The Medieval Background

**Weeks 5-6: The ‘Renaissance(s)’**

**Weeks 7-8: Reformation(s) and Confessionalization**
Optional reading:

**Weeks 9-12: State Formation, Economic Expansion, Patriotic Identities, and Empire**


**Weeks 13-14: Scientific Revolution and Enlightenment**


**Weeks 15-16: American, French, and Haitian Revolutions**


HIST0403A
History of Modern Bengal: Perspectives and Issues

UG II, Semester IV
Course worth 4 credits, 50 marks

Course description
This course paves the way for focused explorations of the history of modern Bengal in terms of developments in the fields of society and culture. It studies socio-cultural events, structures and processes and their intersections with material and political factors. Despite a nuanced emphasis on phases of Bengal’s history, the course qualifies the somewhat artificial divisions of precolonial, colonial and postcolonial, to glimpse continuities through change. Fitting Bengal onto frames of *longue durée*, the course tracks milestones of modernity which emerged from about the middle of the eighteenth century. These included pivotal developments such as the consolidation of British power, arrival of the press, new forms of education, an emergent middle class, and nationalism. By tracing indigenous formulations of identity, the course yokes cultures of anticolonial resistance to metropole-colony relations, arguing that these formed a genealogy of contemporary Bengal-Asia and Bengal-Europe connections, developing within webs of transnational identities. Addressing current debates on “Bengal in global concept history”, it tracks the finer elements of “Bengali culture as a historical problem”, relating this to “culture as a global concept”. But it also moves beyond this model by relating the issue not just to the sweep of global capitalism, but also to a concatenation of factors and contexts specific to Bengal, eastern India and the colonial world in general. Such causal clusters are situated within ideational parameters of everyday history, social and intellectual history perspectives, folklore, heritage studies, and cultural theories. The richly-layered textures of Bengal’s modern history are crafted through prisms of connectedness, rather than oppositions between elite / folk and Hindu / Muslim. By focusing on these themes, the course comes away with concrete ideas about the many Bengals that existed through history, its interactions with contiguous areas and the rest of India, Asia and the world. The course thus shifts from narrow confines of area studies, contestations of “regional politics”, and ideas about Bengal in frameworks of abstract globalism. It opens new interrogative paths in contemporary scholarly fields of mapping, marshalling, collection, translation and critical investigations of materials relevant to research and teaching in this area.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Class topics and readings

Weeks 1 and 2

Precolonial Worlds and Genealogies

This unit will familiarise students to connections between ‘ancient’ and ‘medieval’ Bengal on the one hand, and modern Bengal on the other. It will situate the theme of transition to ‘modern’ times at critical junctures of precolonial Bengali social and cultural history. Fixing the gaze towards such genealogies, the unit asks: To what extent can we ascribe modern Bengali cultural identities to changes initiated by the colonial moment? To answer
this, the unit concentrates on themes of ancient (though not antique or archaic) pasts, the role of an early modern ecumene, and formations of scared-secular geographies born of religious travel and connections between local polities. The unit will compare such constellations of unity to medieval European notions of regnal power developing within frameworks of legal and political history. Aligning historicisms to larger processes unleashed by the colonial contact, the unit makes the point that specific precolonial and early colonial commonalities existed despite tremendous political upheaval. The unit counters the claim that Bengal had no history by focusing light upon the connected roles of kings, polities, and priests in precolonial and early colonial Bengal. Such enquiries would enable locations of Bengal (as a region, and as a trans-regional entity) within larger debates on the eighteenth century transition in Indian history, and the advent of modernity.

Readings:

1. Ramgati Nyayratna, Banglar Itihas (Hugli: 1867)
4. Tamonash Chandra Dasgupta, Aspects of Bengali Society from Old Bengali Literature (Calcutta, 1935)
6. Abdul Karim, History of Bengal, Volume I (Rajshahi, 1992)
7. Seema Alavi, The Eighteenth Century in India (Oxford University Press, 2007)

Weeks 3 and 4

Colonial Sociology and Indigenous Responses

The second unit of the course will focus on reinventions of the indigenous in colonial Bengal, on the heels of colonial sociological and cartographic exercises. It will see how sections of the Bengali literati reacted in specific ways in response to ethnic, linguistic, caste and racial categorisations of Bengalis. The unit will argue that such sociological reconfigurations are to be considered not only as a reaction to British enumerative and taxonomic surveys, but also as part of wider process of locating manifold Bengali identities within a wider self-explorative and intellectual quest for situating Bengal in imperial and indigenous imaginations and practices of identity.
Readings:


5. W.W. Hunter, *Annals of Rural Bengal* (1897)


7. Susan Bayly, “Caste and ‘Race’ in the Colonial Ethnography of India”, in Peter Robb (ed.), *The Concept of Race in South Asia* (Delhi: Oxford University Press, 1995)


Weeks 5 and 6

Shared Heritages: Transcending the Region

This unit will situate the history of modern Bengal at intersections of heritage and history, and see how regional / provincial borders were crossed by forging an interregional arena in eastern India. It will focus on tales of the land, which included parts of Orissa, Assam, and Bihar, as well as Cooch Behar, Cachar, and Tripura. The unit provides a counterpoint for highlighting the limitations of the unitary focus on splintered ethnic identities, and scrambles for ethnic homelands in colonial and contemporay India. It will also show how and why the North Eastern part of India (now regarded as a paradigmatic site of ethnic conflict) had genealogies of connectedness within frameworks of shared history and belongingness in an eastern Indian cultural constellation, of which Bengal was not necessarily the nucleus. To etch such homelands and frontiers in flux, the unit will also study the dynamics of Oriya and Assamese counterdiscourses to Bengali formulations of shared identities.

Readings:


10. B.C. Majumdar, *Orissa in the Making* (Calcutta, 1925)

**Weeks 7 to 9**

**Revisiting the Bengal Renaissance: New Currents and Perspectives**

Pedagogic discussions of the theme of an interregional Bengal will be connected to ideas of an “awakening” Bengal during the nineteenth and early twentieth century. During this time, there was an efflorescence of Bengali literature, history-writing, and religious movements (such as Rammohun Roy’s Brahmo Movement). This unit interrogates and qualifies certain key issues as reflected in earlier and contemporary debates about the nature of the ‘Bengal Renaissance’. It will reconsider the limitations and stereotypes with regard to the Bengal renaissance in the following ways: (1) Instead of a de-nuanced emphasis on the elite character of the renaissance, the unit will focus on intersections between elite and ‘subaltern’ voices through connected textual markets (Bat-tala publications), vignettes of folklorist Bengal having genealogies in songs, early Bengali drama, kobigan, kathakatha, pre-existing social-religious texts such as the Mangalkavyas, poetry of Bharatchandra and Mukundaram and folk songs; (2) Its limitations when compared to the European renaissance (the unit will delineate new theoretical trajectories which dispense with such simplistic comparisons by arguing that such movements are fundamentally different because they are contingent upon, and conditioned by a very different social and cultural milieu; (3) Exclusion of ‘lower’ orders and Muslims in Bengal by focusing on joint Indo-Islamic heritages and histories as reflected in jatras (shifting from mythological to historic figures: both Hindu and Muslim: such as Sirajuddaula, Mir Kasim and Chhatrapati Shivaji) during the Swadeshi period. Such disseminations are to be linked to celebrations of joint Indo-Islamic pasts by Bengal intellectuals such as Akshoykumar Moitreya. They are also to be connected with pioneering roles of Muslim scholars, rulers and masses in promoting a culture of learning, exchange and understanding between different communities of Bengal.

**Readings:**


**Weeks 10 and 11**

**Bengal, Asia and the World**

Situating the thematic explorations of the previous units within interregional, national and transnational frameworks, the unit will focus on connections between Bengal and other parts of Asia and the world. Correlating culture with materialities, it will explore premodern trade routes, sacred travel and roles of polities, arguing that such connections forged a ‘global’ Bengal. The unit will critically address Bengal’s connections with Southeast Asia to see how ancient bonds forged modern unities in the twentieth century. Breaking the stereotype of ‘cultural colonisation’ to forge a Greater India in the Indian Ocean, the unit will argue that this was an instance of cultural connection, and part of a wider quest of knowing Bengal and India, and their place in the world stage. The unit will show how such global entanglements were produced through associations with European scholars-writers, and Bengali scholar-travellers such as Kalidas Nag, Romeshchandra Dutta and Brojendranath Seal (who articulated and popularised ideas of Bengali identity in Europe). Such connections and quests for situating Bengal in global history frameworks also drew upon histories of the Middle East and Pacific worlds, and the institutional roles of organisations dealing with research in this field (in twentieth century Calcutta). The unit will awaken interest and participation in such transnational processes with a view to seeing how these shape contemporary identities and understandings of Bengal.

**Readings:**


4. Romeshchandra Dutta, *Three Years in Europe* (1872)


**Week 12**

Overall queries, remarks and elucidations of specific methodological and theoretical details of the course.
HIST0403B
The Jews: A Global History, from the earliest times to the present

UG II, Semester 4
Course worth 4 credits, 50 marks

Course description
The Jews are the quintessential minority in world history and also the first for whom the term Diaspora was used. Their history not only enables us to look at the history of the world from the point of view of the persecuted and the oppressed but also gives us an insight into Diaspora, its functioning and its relation with its land of origin. The course undertakes to facilitate this.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

The internal assignment for the course will consist of one essay of 3000 words written in response to a question the instructor will pose.

The essay must typed, double-spaced, in a 12-point font and with reasonable margins. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks.

Class topics and readings

1. Biblical Times
   The Patriarchal Age
   The First Commonwealth/First Temple Period (1200-586 BCE)
   - Kling, David W, The Bible in History: How the Texts Have Shaped the Times, OUP, 2004

2. The Second Commonwealth/Second Temple Period (586 BCE – 70 CE)

3. Jews of the East
   - Kalmin, Jewish Babylonia between Persia and Roman Palestine: Decoding the Literary Record, OUP, 2006

4. The Middle Ages in Europe

5. Jews of Eastern Europe (Ashkenazim)

6. The Modern Age
   Zionism
   The Holocaust
The State of Israel

7. Jews in India
   Communities: Bene Israel, Cochini and Baghdadi
   Judaizing Movements: B’nei Menashe, B’nei Ephraim and the Chettiers
   Jewish Refugees in India
   - Egorova, Yulia, *Jews and India: Image and Perceptions*
   - Timberg, Thomas, *Jews in India*

8. Indo-Israeli Relations

9. Indian Jews in Israel
   - Hodes, Joseph, *From India to Israel* (2014)
   - Singh, Maina Chawla, *Being Indian, Being Israeli: Migration, Ethnicity and Gender in the Jewish Homeland* (2009)

10. Judaizing Movements
    The Igbo of Nigeria
    The Lemba of South Africa
The Abuyudaya of Uganda

HIST0501  
Modern India: Political, Social and Cultural History, 1700 to 1947  
UG III, Semester V  
Course worth 4 credits, 50 marks

Course description
Its sheer size has ensured that fingers even idly spinning a globe might pause on the region of South Asia. This vast landmass including one of the largest concentrations of population in the world and the modern states of Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan and Sri Lanka, has been the subject of much debate. It has made headlines through dramatic events including the emergence of India and Pakistan as rival—and occasionally near-warring—nuclear powers; devastating instances of religious, regional and ‘ethnic’ conflict; unfulfilled projects of national integration and of development and through stories that emphasize insufficient access to equal citizenship across gender, sectarian and caste lines. This course seeks to throw light on these questions by relating contemporary South Asia to its rich and varied history.

Arranged both thematically and chronologically, this course will concentrate on the two centuries of British rule in India, from the mid-eighteenth to the mid-twentieth centuries, and on Indian resistance to colonial control. Specific focus will be directed on the themes of the establishment of British dominion; the Indian role in the consolidation of British power; British colonial policies and the transformation of Indian society, economy and culture; early movements of Indian resistance; social and religious reform movements; nationalism before, during and after Gandhi; and the partition of India into the two new nation-states of India and Pakistan.

Mode of assessment
Internal assignment: 15 marks  
Final examination: 35 marks

The internal assignment for the course will consist of one essay of 3000 words written in response to a question the instructor will pose.

The essay must typed, double-spaced, in a 12-point font and with reasonable margins. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks.

Class topics and readings
General readings:
There are two general texts recommended for purchase for this course. They are:
- Sugata Bose and Ayesha Jalal, Modern South Asia: History, Culture, Political Economy
- Sumit Sarkar, Modern Times: India, 1880s-1950s
All other readings will be made available by the instructor.

The Eighteenth Century in India: Anarchy or Power Reconfigured?
- C.A. Bayly, Indian Society and the Making of the British Empire, Chapter 1
- Annemarie Schimmel, The Empire of the Great Mughals, 56-63
• J.F. Richards and V. Narayana Rao, “Banditry in Mughal India: Historical and Folk Perceptions” in Muzaffar Alam and Sanjay Subrahmanyam (eds), The Mughal State, 1526-1750, pp. 491-519
• P.J. Marshall (ed), The Eighteenth Century in Indian History, Chapters by Frank Perlin, Burton Stein, M. A. Athar Ali, Susan Bayly, Stewart Gordon & John F. Richards, and Ajay Skaria

The English East India Company and Indians in the Transition to Colonialism
• C.A. Bayly, Indian Society and the Making of the British Empire, Chapters 2 & 3
• Irfan Habib (ed), Confronting Colonialism: Resistance and Modernization Under Haider Ali and Tipu Sultan
• Ashin Dasgupta, “Trade and Politics in Eighteenth Century India” in Muzaffar Alam and Sanjay Subrahmanyam (eds), The Mughal State, 1526-1750, pp. 361-397.

Ideologies of Empire in the Eighteenth Century?
• David Armitage, The Ideological Origins of the British Empire, esp. Chapter 5
• Robert Travers, Ideology and Empire in Eighteenth Century India: The British in Bengal
• Thomas R. Metcalf, Ideologies of the Raj, Chapter 1
• Nicholas B. Dirks, The Scandal of Empire
• Sara Suleri, The Rhetoric of English India, Chapters 2 and 3

State and Economy in India under Company rule, 1757-1857
• C.A. Bayly, Indian Society and the Making of the British Empire, Chapter 4
• Ranajit Guha, A Rule of Property for Bengal: An Essay on the Idea of the Permanent Settlement
• Burton Stein (ed), The Making of Agrarian Policy in British India, 1770-1790
• Karuna Mantena, Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism
• Andrew Sartori, Liberalism in Empire: An Alternative History
• Bhavani Raman, Document Raj: Writing and Scribes in Early Colonial South India

The East India Company Preserving or Recasting Indian Society?
• C.A. Bayly, Indian Society and the Making of the British Empire, Chapter 5
• David Washbrook, “Law, State and Agrarian Society in Colonial India” in Modern Asian Studies, 15, 3, 1981
• Bernard S. Cohn, Colonialism and Its Forms of Knowledge: The British in India
• Michael R. Anderson, “Islamic Law and the Colonial Encounter in British India” in David Arnold and Peter Robb (eds), Institutions and Ideologies
• Nandini Battacharya-Panda, *Appropriation and Invention of Tradition: The East India Company and Hindu Law in Early Colonial Bengal*
• Thomas R Metcalf, *Ideologies of the Raj*, Chapters 2 and 3
• Durba Ghosh, *Sex and the Family in Colonial India: The Making of Empire*, pp. 35-68 and 107-169
• William Dalrymple, *White Mughals: Love and Betrayal in Eighteenth Century India*, pp. 1-43

**The “Orientalist” Foundations of Empire**
• David Kopf, *British Orientalism and the Bengal Renaissance*
• P.J. Marshall (ed), *The British Discovery of Hinduism in the Eighteenth Century*
• David Ludden, “Orientalist Empiricism: Transformations of Colonial Knowledge” in C. Breckenridge and P. Van der Veer (eds), *Orientalism and the Postcolonial Predicament*

**“Native Abominations” and Anglicist Colonial Reform**
• Eric Stokes, *The English Utilitarians and India*
• Radhika Singha, “Criminal Communities: The Thuggee Act XXX of 1836” in her *A Despotism of Law: Crime and Justice in Early Colonial India*, 168-228
• Bernard S. Cohn, *Colonialism and Its Forms of Knowledge: The British in India*, pp. 16-56
• Alastair Pennycook, *English and the Discourses of Colonialism*, pp. 67-94

**Indian Responses**
• Brian A. Hatcher, *Idioms of Improvement: Vidyasagar and Cultural Encounter in Bengal*
• Sumit Sarkar, ‘Rammohun Roy and the Break with the Past’ in V.C. Joshi (ed) *Rammohun Roy and the Process of Modernization in India*
• Susobhan Sarkar, *On the Bengal Renaissance*
• Subrata Dasgupta, *The Bengal Renaissance: Identity and Creativity from Rammohun Roy to Rabindranath Tagore*
• Rosinka Chaudhuri, *The Literary Thing: History, Poetry and the Making of a Modern Cultural Sphere*, Chapters 2 and 4

**1857: Mutiny and Rebellion**
• C.A. Bayly, *Indian Society and the Making of the British Empire*, Chapter 6
• Rudrangshu Mukherjee, *Awadh in Revolt, 1857-1858*, 135-74
• Eric Stokes, The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India
• Eric Stokes, The Peasant Armed: Indian Revolt of 1857
• Gautam Bhadra, “Four Rebels of 1857” in Ranajit Guha and Gayatri Chakravorty Spivak (eds), Selected Subaltern Studies
• Sekhar Bandopadhyay (ed), 1857: Essays From Economic and Political Weekly
• Ranajit Guha, “The Prose of Counter-Insurgency” in Ranajit Guha and Gayatri Chakravorty Spivak (eds), Selected Subaltern Studies
• William Dalrymple, “Indian mutiny was 'war of religion'”.

The Aftermath of 1857 till the First World War: State and Economy
• Nandini Gooptu, The Politics of the Urban Poor in Early Twentieth Century India
• Sumit Guha (ed), Growth, Stagnation and Decline? Agricultural Productivity in British India
• Rajat Kanta Ray (ed) Entrepreneurship and Industry in India, 1800-1947
• David Gilmour, The Ruling Caste: Imperial Lives in the Victorian Raj, Chapters 10, 11 and 12
• E.M. Collingham, Imperial Bodies, 117-149

The Princes of India: New Grounds for Legitimation
• Barbara N. Ramusack, The Indian Princes and Their States, 88-131
• Eric Hobsbawm and Terence Ranger (eds), The Invention of Tradition, Essay by Bernard S Cohn
• David Gilmour, The Ruling Caste: Imperial Lives in the Victorian Raj, Chapter 9
• David Cannadine, Ornamentalism: How the British Saw Their Empire
• Fiona E. Groenhout, “Debauchery, disloyalty, and other deficiencies: the impact of princesly character upon indirect rule in Central India, c.1886-1946”, pp. 13-40, 157-201
• Aya Ikegame and Andrea Major (guest editors), Princely Spaces and Domestic Voices: New Perspectives on the Indian Princesly States, Special Issue, Indian Economic and Social History Review, XLVI, 2009, 3

Colonial Anthropology, Classification and Indian Society
• Thomas R Metcalf, Ideologies of the Raj, Chapters 4 & 5
• Nicholas B. Dirks, “Castes of Mind”, Representations, No. 37, (Winter, 1992), 56-78
• Susan Bayly, Caste, Society and Politics in India, 97-186
• Richard G. Fox, Lions of the Punjab
• N.G. Barrier (ed), The Census in British India
• Kaushik Ghosh, “A Market for Aboriginality: Primitivism and Race Classification in the Indentured Labour Market of Colonial India” in *Subaltern Studies X*
• Sanjay Nigam, “Disciplining and Policing the ‘Criminals by Birth’”, article in 2 parts in *IESHR* 27 (2) 1990 and *IESHR* 27 (3) 1990
• Meena Radhakrishnan, *Dishonoured By History: ‘Criminal Tribes’ and British Colonial Policy*

**Colonialism’s Gendered and Racialized Hierarchies**

• Mrinalini Sinha, *Colonial Masculinity: the ‘Manly Englishman’ and the ‘Effeminate Bengali’ in the Late Nineteenth Century*
• Anshu Malhotra, “The Body as a Metaphor for the Nation: Caste, Masculinity and Femininity in the *Satyarth Prakash* of Swami Dayanand Saraswati” in Avril Powell and Siobhan Lambert-Hurley (eds), *Rhetoric and Reality: Gender and the Colonial Experience in South Asia*

**Reform, Revival and Swadeshi Nationalism**

• Kenneth W. Jones, *Arya Dharm: Hindu Consciousness in 19th Century Punjab*
• Barbara D Metcalf, “Reading and Writing About Muslim Women in British India” in Zoya Hasan (ed), *Forging Identities: Gender, Communities and the State*
• Hafeez Malik, *Sir Sayyid Ahmad Khan and Muslim Modernization in India and Pakistan*
• David Lelyveld, *Aligarh’s First Generation*
• David Kopf, *The Brahmo Samaj and the Shaping of the Modern Indian Mind*
• Rafiuddin Ahmad, *The Bengal Muslims, 1871-1906: a Quest for Identity*
• Sugata Bose, “Nation as Mother: Representations and Contestations of ‘India’ in Bengali Literature and Culture” in Sugata Bose and Ayesha Jalal (eds), *Nationalism, Democracy and Development: State and Politics in India*
• Sandria Freitag, *Collective Action and Community: Public Arenas and the Emergence of Communalism in North India*
• Gyanendra Pandey, *The Construction of Communalism in Colonial North India*
• Ayesha Jalal, “Exploding Communalism: the Politics of Muslim Identity in Colonial India” in Sugata Bose and Ayesha Jalal (eds), *Nationalism, Democracy and Development: State and Politics in India*
• Ayesha Jalal, *Self and Sovereignty: Individual and Community in South Asian Islam Since 1850*
• Tapati Guha-Thakurta, *The Making of a New ‘Indian’ Art: Artists, Aesthetics and Nationalism in Bengal, c. 1850-1920*
• Sumit Sarkar, *The Swadeshi Movement in Bengal, 1903-1908*
• Rajat Kanta Ray, *Social Conflict and Political Unrest in Bengal*, 1875-1927
• Peter Heehs, *The Bomb in Bengal: The Rise of Revolutionary Terrorism in India*, 1900-1910
• Partha Chatterjee, *Nationalist Thought and the Colonial World: A Derivative Discourse* Chapter on Bankim Chandra Chattopadhyay
• Sudipta Kaviraj, *The Unhappy Consciousness: Bankimchandra Chattopadhyay and the Formation of Nationalist Discourse*

**State and Political Economy after WWI**
• Majid H Siddiqi, *Agrarian Unrest in North India: The United Provinces, 1918-1922*

**Gandhian Nationalism, Khilafat and Popular Politics**
• Shahid Amin, “Gandhi as Mahatma” in Ranajit Guha and Gayatri Chakravorty Spivak (eds), *Selected Subaltern Studies*, 288-342
• Ashis Nandy, *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*
• David Hardiman, “Adivasi Assertion in South Gujarat: The Devi Movement of 1922-3” in *Subaltern Studies III*
• Tim Pratt and James Vernon, “‘Appeal From This Fiery Bed…’: The Colonial Politics of Gandhi’s Fasts and Their Metropolitan Reception”, *Journal of British Studies*, 44 (1), 2005, pp. 92-114
• Gail Omvedt, “Gandhi and the Pacification of the Indian National Revolution,” in Robin Jeffrey (ed), *India: Rebellion to Republic*
• B.R. Ambedkar, “What Gandhi and Congress have done to the Untouchables”, 46-54
• Gail Minault, *The Khilafat Movement: Religious Symbolism and Political Mobilization in India*
• Mushirul Hasan, *Nationalism and Communal Politics in India, 1916-1928*
• David Page, *Prelude to Partition: the Indian Muslims and the Imperial System of Control, 1920-1932*

**State, Economy and Politics in the Depression Decade**
• Gail Omvedt, *Dalits and Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*
• S. Thorat and N. Kumar (eds), *B.R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies*
• M.S.S. Pandian, “Notes on the Transformation of ‘Dravidian’ Ideology: Tamil Nadu, c. 1900-1940”, *Social Scientist*, 22, (5/6), 1994, pp. 84-104
• Sumathi Ramaswamy, *Passions of the Tongue: Language Devotion in Tamil India, 1891-1970*
• Amiya Bagchi, Private Investment in India, 1900-1939
• Dietmar Rothermund, India and the Great Depression, 1929-1939
• Sugata Bose, Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947

World War II and India
• Yasmin Khan, India At War: The Subcontinent and the Second World War
• Dilip M. Menon, Caste, Nationalism and Communism in South India, Malabar, 1900-1948
• Peter W Fay, The Forgotten Army: India’s Armed Struggle for Independence, 1942-45
• Paul Greenough, Prosperity and Misery in Modern Bengal: the Famine of 1943-44
• Amartya Sen, Poverty and Famines, Chapter 6

From Separate Nations to a Separate State: the Partition of India
• Ayesha Jalal, The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan
• R.J. Moore, “Jinnah and the Pakistan Demand” in Modern Asian Studies, 17, 4, (1983), 529-61
• Mushirul Hasan (ed.) India’s Partition: Process, Strategy and Mobilization, article by Leonard Gordon on Bengal
• Asim Roy, “The High Politics of India’s Partition: The Revisionist Perspective” in Mushirul Hasan (ed.) India’s Partition, 102-32
• Ian Talbot, Freedom’s Cry: the Popular Dimension in the Pakistan Movement and Partition Experience in North-West India
• Veena Das, Critical Events: An Anthropological Perspective on Contemporary India, Chapter 3
• Urvashi Butalia, The Other Side of Silence: Voices From the Partition of India.
• Vazira Zamindar, The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories
• Joya Chatterji, Bengal Divided: Hindu Communalism and Partition, 1932-1947
• Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-1967
• Suvir Kaul (ed), The Partitions of Memory: The Afterlife of the Division of India
• Gyanendra Pandey, Remembering Partition: Violence, Nationalism and History in India
HIST0502A
Economic History of Modern India, 1757 to 1947

UG III, Semester V
Course worth 4 credits, 50 marks

Course description
The main thrust of the course is to provide an understanding of the economy of India under British colonial rule. Themes discussed include colonial and nationalist perceptions of the Indian economy; how the Indian economy shifted from traditional to modern forms and the impact of British imperialism on Indian economic processes.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Class topics and readings

1. INTRODUCTION:
1.1. Historiography of Economic History of India- Nationalist, Imperialist and Marxist
1.2. The Genesis and the Apparatus of the Company Rule: Administrative and Economic Rights
1.3. Mercantilism and Laissez Faire
   1 R.C. Dutt, The Economic History of India under early British rule, Vol. I, Kegan Paul, Great Britain, 1902
   2 Prasannan Parthasarathi, The History of Indian Economic History, May 2012
   4 K.N. Choudhury, The Economic Development in India under the English East India Company
   7 Robert Travers, Ideology and Empire in Eighteenth Century India: The British in Bengal
   8 Sekhar Bandyopadhyay, From Plassey to Partition - A History of Modern India

2. RURAL ECONOMY:
2.1. Land Revenue Settlements and its impacts, Conditions of Peasantry
2.2. Commercialisation of Agriculture: regional variations, factors and impact
2.3. Rural Indebtedness: causes and consequences
2.4. Famines and British Policies: Different famines and repercussion
3. **URBAN ECONOMY:**
   3.1. Development of communication and transport- Effects: Social, Economic and Political
   3.2. Growth of Modern Industries & Indian Capitalist Class
   3.3. Rise of internal markets and urban centres- rise of cities: Calcutta, Bombay and Madras
   3.4. Institutions of finance and banking- Managing Agencies, Foreign banking and Indigenous banking

2. Amiya Bagchi, “Private Investment in India”
3. Sugata Bose, (Ed.), Credit, market and agrarian economy
5. A. Tripathi, Trade and Commerce in the Bengal Presidency, 1773-1883, Calcutta, 1956
7. Sushil Chaudhury, Trade and Commercial Organisation in Bengal
8. Bipan Chandra, Rise and Growth of Economic Nationalism in India
9. Sabyasachi, Bhattacharyya, Financial Foundations of the British Raj
10. Latika, Chaudhary, Bishnupriya Gupta, Tirthankar Roy (Ed.) A New Economic History of Colonial India

4. **COLONIAL TRANSITION**
   4.1. Drain of Wealth- Theory, Volume and Effects
   4.2. Handicraft industry in transition under colonialism
   4.3. Debate on de-industrialization – various views and regional variations
   4.4. Economic impact of British imperialism- A Critical Approach

1. Rama Dev Roy, “Some aspects of the Economic Drain from India during the British Rule” Social Scientist, Vol. 15, No. 3 (Mar, 1987)
3. Dadabhai Naoroji, *Poverty and Un-British Rule in India*
8. Sekhar Bandyopadhyay, From Plassey to Partition: A History of Modern India

SELECTED READINGS:
1. R.P. Dutt, India Today
3. Bipan Chandra, Nationalism and Colonialism in Modern India
4. Bipan Chandra, Rise and Growth of Economic Nationalism in India
5. Aditya Mukherjee and Mridula Mukherjee, Imperialism and Growth of Indian Capitalism in the Twentieth Century
6. Latika Chaudhary, Bishnupriya Gupta, Tirthankar Roy (Ed.) A New Economic History of Colonial India
7. Dharma Kumar (Ed.) Cambridge economic history of India (Vol. II)
8. V.B. Singh (ed), Economic History of India
9. B.R. Tomlinson, The Economy of Modern India
10. Burton Stein, Ed, the making of Agrarian polity in British India 1770 – 1990
12. Tapan Roy Choudhury, ed, Contributions to Indian Economic History Vol. II
13. Bipan Chandra, Nationalism and Colonialism in Modern India.
14. Sugata Bose, ed, Credit, market and agrarian economy
15. K.N. Choudhury, The Economic Development in India under the English East India Company
16. R.C. Dutt, Economic History of India, Vols. I –II
17. Tirthankar, Roy, Economic History of India
18. N. Jayapalan, Economic History of India
20. D.R. Gadgil, The Industrial Evolution of India in Recent Times
21. Sunil Kumar Sen, An Economic History of Modern India
22. D. Mukherjee, Indian Economic History
23. Amartya Sen, Poverty and Famine
24. Sirajul Islam, Permanent Settlement in Bengal
Course description
This course will introduce students to questions relating to ‘Asian interactions’ from circa 1500s through the mid-twentieth century. While our entry-point, i.e. the early 1500s witnessed the foundations of the major Asian imperial formations quintessentially, albeit not exclusively, represented by the Safavids and the Mughals, by the mid-twentieth century the aftermath of the World War II spawned different historical processes. This course will provide a survey of this crucial period, and at the same time will delve deep into the complexities of the historical forces and their specificities.

We shall begin the course revisiting some of the most critical and enduring conceptual issues that inform studies of similar nature in the pre-1500 phase, while gradually moving on to examine the continuities, ruptures, and shifts in historical forces in the period from about the 1500s through the 1960s. In the process, we shall both draw upon conceptual and analytical models relevant to our study and also examine the variegated nature of inter-Asian networks, their connectedness, and entanglement in a period that is widely thought, if in somewhat teleological fashion, to be marking a passage from the ‘early modern’ to the ‘modern’. A particular concern will be to explore the plurality of religio-cultural, economic, and political forces, structures and networks that characterised the wider Asian world both predating as well as coexisting with the colonial interventions in several parts of Asia. This course will enable students to understand how these forces operated, their resilience as well as changes and adaptations they underwent arguably in the face of the significant structural changes in the post-1500s. The course will, furthermore, familiarise students with the richness of primary sources and not least methodological nuances of ‘connected’ histories in the various forms of transregional interactions that defined the history of Asia in the said period.

Mode of assessment

Internal assignment: 15 marks
Final exam: 35 marks

The internal assignment consists in either (1) a response to a question posed by the course instructor or (2) a research paper on a topic selected in consultation with the course instructor.

The word limit of the internal assignment is 3000 and a word count must be included at the end of your essay. The essay must be typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings
The suggested readings are basic and/or indicative in nature, and a more detailed bibliography with specific references to chapters etc., subject to revisions as and when necessary, will be provided in the course of lectures.

Unit 1: Prefatory Notes on Concepts & Methods (Weeks 1-2)
This unit will introduce students to the ideas of ‘empire(s)’, frontiers and borderlands, and to conceptual models of ‘connected’ histories and related analytical frameworks, and not least the diverse forms of transregional interactions in the period under review.

Core Readings:


Brij Tankha & Madhavi Thampi, Narratives of Asia from India, Japan and China (Calcutta & New Delhi, 2005).

Unit 2: Interactions, Networks and Transregional Mobilities (Weeks 3-6)
Even as ‘Asia’ came to be conceptualised as a geographical as well as socio-cultural unit, the process can be scarcely said to have been complete given the composite nature of the landmass with complexities along cultural, religious, political and social lines. And yet certain interconnectedness has historically held together the idea. This unit will help students explore the different strands of the interconnectedness: socio-political, religio-cultural, and not least commercial while also remaining sensitised to the multifarious complexities.

Core Readings:


Sanjay Subrahmanyam, *From Tagus to the Ganges: Exploration in Connected History* (New Delhi, 2011 ed.).

**Unit 3: Society and Politics Over the Centuries (Weeks 7-10)**

This unit will familiarise students with the diverse socio-political processes and interactions in the wider transregional contexts in the period under review. Not only will students study the processes of interactions, encounters, issues related to migrations and diasporas—different forms of interconnectedness, in short—but also regional articulations of key issues in society and politics, their continuities and breaks over the centuries.

**Core Readings:**


Nimmi Kurian, *India-China Borderlands: Conversations Beyond the Centre* (New Delhi, 2014).


Unit 4: Trade and Commerce Over the Centuries (Weeks 11-13)
In this unit students will study the different aspects of politico-economic and commercial activities during the period under review. Understood variously as period that marked a shift from the ‘pre-modern’ to the ‘modern’, large parts of Asia in the said period also witnessed significant structural changes in society and politics, the evolution of different ideas of state and empire, and not least, colonial interventions in different scales and nature. This unit will help students survey the various aspects of this history.

Core Readings:
Vibha Arora, *Routing the Commodities of the Empire through Sikkim (1817-1906)*, Commodities of Empire Working Paper No. 9, ISSN 1756-0098.


Unit 5: Religion and Culture: Transregional Flows and Networks (Weeks 14-16)
This unit will familiarise students with the complexities of Asian religio-cultural formations, institutions, and processes stretching from East through Southeast, Central, South and West Asia in the period under review. Particular care will be taken to explicate the nature of continuities and ruptures even as such institutions and processes moved from the ‘early modern’ to the ‘modern’, and at times and in parts of Asia went on to encounter colonialism in different forms.

Core Readings:
Rustom Bharucha, *Another Asia: Rabindranath Tagore & Okakura Tenshin* (New Delhi, 2006).


---, ‘Forgotten Futures: Indian Muslims in the Trans-Islamic Turn to Japan’, *The Journal of*


Mode of assessment
Internal assignment: 15 Marks
Final examination: 35 Marks

The internal assignment consists in either (1) a response to a question posed by the course instructor or (2) a research paper on a topic selected in consultation with the course instructor.

In both instances of the internal assignment, the world limit is 3000 and a word count must be included at the end of your essay. The essay must typed, double-spaced, in a 12-point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings

UNIT – 1: Revolutions
- The French Revolution: From Absolute Monarchy to Democracy: Background and initial stage, 1789-92; Declaration of the Rights of Man and of the Citizen; August 4th Decrees and abolition of Feudalism; Civil Constitution of the clergy; Constitution of 1791; Jacobins (1792-94) and the Directory (1794-99).
- Revolution & Social Movements: The Revolution of 1848- its nature and significance; Utopian Socialists- Charles Fourier, Robert Owen and Saint Simon; Russian Revolution (1815-1871)
- The Industrial Revolution in England: The Development of Railways, Industrialization of Europe; Triumph of the policy of Free Trade; Imperialism of Free Trade.

Suggested Readings:

**UNIT – 2: Comparing Nationalisms Across Europe**
- The Unification of Italy: Struggle between Conservatism and Liberalism; Mazzini, Cavour and Garibaldi
- The Unification of Germany: Struggle for power and leadership between Prussia and Austria; Bismark Wars of Unifications and his policies; Franco-Prussian War (1870); Treaty of Frankfurt.

**Suggested Readings:**

**UNIT – 3: Wars & The World Between the Wars**
- The Czarist Regime- Last Phase: Alexander III and reactionary policies; Russo-Japanese war; 1905 Revolution; The Bolshevik Revolution (1917) - causes; March Revolution; October Revolution; Lenin.
- The First World War: New grouping of European states; Anglo-German naval rivalry; Diplomatic background of the First World War; The July Crisis of 1914; Outbreak of the war; Factor behind the defeat of the Central Powers.

**Suggested Readings:**
UNIT – 4: The World War We Saw Last

- Origin of World War II: First appearance of Fascism in Italy; Mussolini; Fascist doctrine; Rise of Nazism in Germany; Hitler, 1933-34; Hitler's foreign policy; Munich agreement and drift towards war; Japanese Imperialism.
- World War II: Opening moves (1939-1940); Poland defeat; Denmark and Norway invaded; Hitler attack Holland; Belgium and France; Battle of Britain; Attack on Soviet Union; Battle of Moscow (1941) and Stalingrad (1942); USA entry in the war; Air offensive against Germany and the opening of Second Front; Fall of Germany; Road to surrender, May 1945; Redrawing of Europe’s boundaries.

Suggested Readings:
Course description
This course explores multiple facets of the history of the Indian Ocean, opening up a fascinating field of enquiry which goes beyond more conventional and older historiographical frameworks. Despite being a relatively new genre of historical enquiry, oceanic studies, and the history of the Indian Ocean in particular, have come to be located at the heart of world history. The theme has shifted from the narrow confines of “marginal studies” and has become a global discourse. In an age of global interconnections, the Indian Ocean is an “interregional arena” which strings together different countries, sites and populations within and beyond Asia through lineages and legacies of explorations, trade and commerce, cultural flows, labour movement, and migrations. Significantly, the course “reverses the traditional angle of maritime history and looks from the sea to its shores” by exploring the ocean’s impact on the land through trade, culture, naval power, travel and scientific exploration. It provides comparative insight into processes, structures and events occurring in other oceanic spaces, to excavate the unique historical dimensions of the Indian Ocean, which set it apart from other oceanic histories. This theme aims to show how the history of the Indian Ocean operates within twin frames of (1) historical particularism (cultural distinctiveness despite cultural cosmopolitanism); and (2) unifying connectivities within webs of global entanglement.

Set within the time frame of 1500 to the present, the course captures the dynamics of historical change and continuity unfolding in temporal spirals of the past and present. Moving beyond existing literature, it focuses on: (1) connecting genealogies and legacies of the pre-1500 period with post-1500 events and processes. Ancient bonds are linked to modern unities. These shaped historical processes and modern-day experiences on the Indian Ocean rim; (2) explorations of the significance of Western presences, colonial comparisons, and Asian nationalisms. Such intersections were fostered by oceanic linkages, travels, and human interaction. This offers new insights into the interplay of intra-Asian voices and agencies. Such agency has shaped the ideational and empirical contours of an “emerging Asia” or an awakening Asia within the wider discourse of Asia and the world; (3) dynamics of place-making and the forging of connected spaces across the Indian Ocean, which combined different oceanic regions such as the Bay of Bengal and various sites studding the oceanic space. These and other thematic explorations are dealt with by melding methodologies of social, cultural, economic, political and intellectual history, as well as perspectives of ecological and environmental studies and historical geography, photographic representations and cartographic portrayals.

Mode of assessment
As this is a sessional course, there will be no final examination. Instead, you will be evaluated on the basis of two assignments for the course, amounting to a total of 50 marks. The instructor will provide details of these assignments at the beginning of the semester.

Class topics and readings

Weeks 1 and 2

European Presences: The Indian Ocean as a Battleground for Empires
From the sixteenth century onwards, the Indian Ocean became a battleground for imperial powers. The arrival of the Portuguese, Dutch, British and French powers were shaped by monsoons and flows of human migrations. This unit will focus on the following themes: (1) Consonance and dissonance between the roles of imperial actors and earlier lineages of oceanic unities (pre-1500) forged by the Hindu-Buddhist Srivijaya and Chola cultures. Did earlier connections of material life, political / military organisation, economic networks, and socio-religious ideology which were forged ever since the eighth century, impact later connectivities during the imperial period? (2) Was the organic unity of the Indian Ocean ruptured after the construction of imperial boundaries? Did they challenge comparisons and connections, and push interregional oceanic history into narrow limits of mere “area studies”? (3) Contrasting springs and dynamics that lay behind imperial scrambles for political and economic power in the Indian Ocean. How did these relate to Asian indigeneities and what role did Asian actors play during the waxing and waning of empires in the Indian Ocean?

Readings:


2. Om Prakash, *The Dutch East India Company and the Economy of Bengal, 1630-1720* (Delhi: Oxford University Press, 1988)


Week 3

**Trade, Commerce, and Labour Flows**

While histories of economic globalisation have concentrated mainly on the role of European capitalists, this unit focuses the spotlight on supralocal Asian trade and capital. This is done with a view of fitting Asia into conventional frameworks of imperial trade / commerce, and comparing the two. Southeast Asia formed the hub of Asian trading networks ever since the fifteenth century. Textiles from Gujarat and the Coromandel Coast were exchanged for staple goods. This unit delineates pulsating and jostling markets in Malacca, Aceh, Banten and Manila. How were interregional commercial networks etched through (a) rice-rubber connections spanning India and Southeast Asia, (b) connectivities between India and East Africa, (c) quests for pearl and oil connecting India and the Middle East? Trade and commerce were linked to significant labour flows, especially from India. The unit focuses on (1) the driving force of European capital from the sixteenth century
to the present; (2) criss-crossing of earlier trading trajectories with later ones, which emerged from quests for coffee, rice and rubber, and transformed Singapore and Penang to major port cities; (3) circulatory migrations of indentured labour within comparative frameworks of (a) labour flows to the Atlantic and the Pacific, and (b) movement of free white labour to the dominions; (4) perspectives of ‘subaltern’ and labour histories.

Readings:


Weeks 4 and 5

Mapping Migrations: Paradigms of Ecological, Environmental and Social History

The history of labour flows discussed in the above unit is linked to the fascinating story of migrations across the oceanic space. Using an interdisciplinary prism integrating human and environmental history, and anthropological insight, this unit unravels an enthralling tale of how millions of Indian migrants crossed the sea (Bay of Bengal), “bound by debt, spurred by drought”, and filled with ambition. It challenges the stereotyping of the Bay of Bengal as a British lake, and connects different oceanic arenas through migrants’ maps. Migrations were / are inextricably linked to integrations of societies, cultures, and religious sensibilities. How did Hindu migrants and settlers interact with Islamicised societies of Malaysia and Singapore? What were the dynamics through which polyglot cultural bazaars developed (for instance, there were 84 languages spoken in Malacca in the sixteenth century)? The unit focuses on migrant waves connecting Trincomalee, Madras, Calcutta, Rangoon, Penang, Malacca and Singapore. It also connects the stories of Indian migrations with those of migrants from other oceanic countries, thus linking diasporas on the Indian Ocean rim. Finally it asks the significant question: What were “the powers and limits of human agency” in shaping the environmental destiny of the Ocean?

Readings:


Weeks 6 and 7

Frontiers in Flux: Cultural Flows, Religious Commonalties: The Example of ‘Greater India’

Like the “currents and the winds”, the ocean really “knew no frontiers”. This unit traces vanished frontiers, forgotten homelands and shared heritages. It explores the interface between cultural cosmopolitanism and cultural diversity, through analyses of religious commonalties and social harmonies. Interestingly, the unit traces pilgrim-pathways of Hindu as well as Muslim scholar-pilgrims (such as Khwaja Hasan Nizami) to illuminate connectivities between Indian (Hindu) and Islamic religio-cultural formations. Focusing the gaze on these connections, it shows how the ocean was reconfigured as a poetic and literary space. This space was conditioned by shifting cartographies, and liminal / permeable boundaries, which challenged colonial-imperial, and later, nationalist borders. Breaking the “cultural colonisation” stereotype of ‘Greater India’, the unit (1) challenges the “hegemonisation” of Southeast Asian cultures. Instead, it rescues the still and silenced voices of Southeast Asian ‘others’. (2) While postcolonial discourse highlights inequalities and contextual erasure of specificities (despite the use of eclectic terms such as ‘glocal’ – blending the global and the local), this unit shows how – through a two-way interactive flow, an internally-differentiated cultural discourse and connected spaces (through place-making) were produced.

Readings:


Weeks 8 and 9
From Nationalism to Transnationalism: Comparing South, Southeast and East Asian Experiences

This unit focuses on anticolonial imagination and nationalist movements in various countries on the oceanic rim. It argues that the ocean acted as a site for connecting and comparing nationalist experiences of South, Southeast and East Asia. Each of these colonial nationalisms was distinct. But at specific levels, they were connected through journeys and interfaces of political leaders and expatriate patriots. The idea of the nation intermediated between levels of the 'global' and 'local'. While the direct link between nation and migration has been explored, what remain elided are the dynamics of intersecting, often diasporic patriotisms. In this regard, the unit asks: What was the nature of the interplay between nationalism and universalism? It fits the experiences of Mahatma Gandhi (in South Africa) and Subhash Chandra Bose (in Southeast Asia) within a comparative grid of connected nationalist histories. Such Indian nationalist experiences are then compared to (1) cultural nationalisms and symbolisms such as the Budi Utomo (Southeast Asia); and (2) links between Sukarno, Suharto, and Indian nationalists. This analysis is linked to the development of transnationalist networks that transcended the boundaries of newly-emerging nation-states, and forged new connectivities shaped by oceanic linkages. As transnationalism developed, it was clear that it involved not just actual migrants, but a wide range of even non-travelling, non-diasporic overseas actors.

Readings:


3. Ramdev Bhardwaj, Sukarno and Indonesian Nationalism (1997)


5. George McTurnan Kahin, Nationalism and Revolution in Indonesia (SEAP Publications, 1952), pp. 64-100

6. Steven Vertovec, Transnationalism (Routledge, 2009), Introduction

Weeks 10 and 11

Oceanic Futures: Intra-Asian Connectivity in Frames of Globalisation

The history of the Indian Ocean must be related to contemporary events and processes to open a window to oceanic futures. The Indian Ocean’s unique strategic and geopolitical significance is central to understandings of today’s intra-Asian and global entanglements. This unit relates (1) historical oceanic genealogies to modern connectivities; and (2) a differentiated Universalism to perspectives of globalisation. Can we reconfigure oceanic linkages to offer interpretive strategies which can successfully mediate postcolonial fragmentation and separatisms operating at both intra-Asian and global levels? From the
1970s, the Indian Ocean became a “vanishing world” because ancient trades were waning. Has modernisation eclipsed the commercial and social patterns of earlier waves of globalisation? Today, when climatic change, competing claims over power, and shifting trading strongholds threaten populations on the Indian Ocean rim, we look back to the past with nostalgia and longing, and try to find keys to solving the many challenges facing Asia and the world. We need to draw on the past and envision “a hundred horizons” with an aim of devising new modes of connectivity in the Indian Ocean world.

**Readings:**


5. Vinesh Y. Hookoomsing and Sandra Evers, *Globalisation and the South West Indian Ocean* (International Institute for Asian Studies, University of Mauritius, 2000), pp. 31-43

**Week 12**

Interactive classes: queries and discussion.
HIST0591B
Socio-Religious Reform Movements in
Nineteenth and Twentieth Century South Asia

UG III, Semester V
Course worth 4 credits, 50 marks

Course description
Even as scholars working on nineteenth and twentieth century South Asia engage with the conceptual category of modernity— and, more appropriately, multiple modernities— there still remains a preponderant emphasis on the role of the colonial intervention. Understandably, the socio-religious entanglement emerged as a key site for identitarian negotiations in the course of the nineteenth and twentieth centuries as colonial projects came to streamline certain ‘enumerated’ religious identity through its classificatory mechanisms and drawing upon a heterogeneous corpus of Orientalist scholarship.

More recent academic works have shown, however, that even though such single ecumenical systems of belief as ‘Hinduism’ are essentially products of nineteenth century British imperialism, its anticipations are traceable nevertheless to precolonial South Asian philosophical experiments. While each of the various religious categories, e.g. ‘Hinduism’, ‘Islam’, ‘Buddhism’, etc., emerged within a redefined and more stringently restructured identitarian framework in the colonial period, they still had some sense of identification as well as difference in the precolonial past. What the colonial intervention did was to thrust them to face a new set of social issues: from questions of modernity to those of social and religious reform, to revivalism, and not least, reinvigorated claims of identity along competing religious nationalist lines (the latter especially in the case of Hinduism vis-à-vis Islam).

This course will introduce Undergraduate students to the approaches to religion in Orientalist scholarship, discourses of modernity, reform and revival, post-colonial intervention and their critiques with a particular focus on South Asian.

While the wedding of the ‘social’ to the ‘religious’ showed on the one hand the compatibility of the two in both the South Asian and the British contexts, there were also well defined endeavours to disaggregate the ‘religious’ from the ‘secular’, with the latter arguably acquiring special South Asian characteristics. What compounds matters further is the fact that socio-religious reform, with its implicit and/or overt modernist claims, and revivalism/revitalisation, with a quest for an authentic pristine tradition at the core, were in no way necessarily mutually exclusive phenomena. Ideationally distinctive in their own ways, they still betray remarkable similarities in terms of institutional activism and operational modalities across different religious traditions.

Using specific case studies from nineteenth and twentieth century South Asia, this course will introduce students to the different facets of the complexity of socio-religious history in colonial South Asia and their post-colonial ramifications.

This course is designed to enable students understand not only the nature of socio-religious reform movements but also an array of related questions such as, religious revivalism/revitalization, the different historical influences in the process, and their wider ideational and institutional manifestations. The course will strike a balance between the conceptual
and empirical aspects and will prepare students at the Undergraduate level for higher academic and related career choices.

**Mode of assessment**

As this is a sessional course, there will be no final examination. Instead, you will be evaluated on the basis of two assignments for the course, amounting to a total of 50 marks. The instructor will provide details of these assignments at the beginning of the semester.

**Class topics and readings**

The suggested readings are basic and/or indicative in nature, and a detailed bibliography, subject to revisions as and when necessary, will be provided in the course of lectures.

**Unit 1 (weeks 1-2):** Introductory comments on key conceptual categories: socio-religious reform; religious revivalism/ revitalisation; the individual, the community and religious authority in precolonial, colonial and post-colonial periods.

**Unit 2 (week 3):** Orientalist scholarship and pedagogic exercises: British and German Orientalism(s) and the development of ‘Indology’ and ‘Comparative Religion’ framework.

**Unit 3 (weeks 4-5):** Religion as a key identity marker: from ‘fuzzy’ to ‘enumerated’ communities; colonial classificatory tools; the production, consumption and appropriation of knowledge; post-colonial approaches to religion and critiques.

**Unit 4 (weeks 6-8):** Christian missionary traditions and early socio-religious reform/ revivalism emanating from within the ‘Hindu’ folds in the nineteenth century, e.g. the Brahmo Samaj, the Prarthana Samaj, neo-Vedantism etc.

**Unit 5 (weeks 9):** Religious authority and community issues among the Parsis; religio-legal entanglements and the Parsi Punchayat.

**Unit 6 (weeks 10-12):** Understanding ‘Islam’: from the ‘Muhammadan controversy’ to ‘the spirit of Islam’ (Sir Sayyid Ameer Ali); ecumenical and sectarian social reform ventures, e.g. the Muhammadan Anglo-Oriental College initiative in Aligarh and Shia reformist initiative in Amroha respectively; other contemporaneous socio-religious reform and revivalist movements, such as: Darul Uloom Hind, Deoband; Ahle Sunnat wal Jamaat, or the Bareli movement; the Farangi Mahallis’ initiative in Lucknow; the Ahl I Hadith and the Ahl I Quran movements; conceptualising ‘religious thought’ in Islam (Sir Muhammad Iqbal).

**Unit 7 (weeks 13-15):** Theravada Buddhism: Orientalist ‘discovery’; reform or revival?; religion or social service?; training the body; spiritualism, nationalism, sites and scriptures, and towards a new Buddhist subject-citizen.

**Unit 8 (week 16):** Religious reform and revivalist movements and the political interface: e.g. the Arya Samaj movement; the Akali or the Gurudwara Reform movement among the Sikhs etc.

**Units 1, 2 & 3**


Tomoko Masuzawa, *The Invention of World Religion Or, How European Universalism was Preserved in the Language of Pluralism* (Chicago & London, 2005), Introduction & Chapter 1.


**Unit 4**


Sumit Sarkar, ‘Vidyasagar and Brahmanical Society’ (Chapter 7) & ‘Kaliyuga, Chakri and Bhakti: Ramakrishna and His Times’ (Chapter 8) in Id., *Writing Social History* (New Delhi, 2013 [1997]), pp. 216-281; pp. 282-357, respectively.


Amiya Prosad Sen, *Three Essays on Sri Ramakrishna and His Times* (Shimla, 2001), Introduction, Chapters II & III.


Unit 5

John R. Hinnells & Alan Williams (eds), *Parsis in India and the Diaspora* (London & New York, 2008), Chapters 6 & 9 (i.e. the chapters by John Hinnells & Mitra Shrafi respectively).


Jesse S. Palsetia, *The Parsis of India: Preservation of Identity in Bombay City* (Leiden & Boston, 2001), Chapters IV & V.


Unit 6


Francis Robinson, ‘Religious Change & the Self in Muslim South Asia Since 1800’ in Francis Robinson, Islam and Muslim History in South Asia (Delhi, 2012 [2000]), pp. 105-121.

----, *The Ulama of the Farangi Mahall & Islamic Culture in South Asia* (New Delhi, 2012 [2001]), pp. 20-40 (for esp. two sections under Chapter 1, entitled, respectively, ‘Perso-Islamic Culture in the Eighteenth & Early Nineteenth Centuries’ & ‘Perso-Islamic Culture from the Early Nineteenth to the Early Twentieth Century’).


Iqbal Singh Sevea, *The Political Philosophy of Muhammad Iqbal: Islam and Nationalism in Late Colonial India* (Cambridge & New Delhi, 2013 [2012]), Introduction; Chapter 4, & esp. pp. 139-162.

Christian W. Troll, *Sayyid Ahmad Khan: A Reinterpretation of Muslim Theology* (Delhi, 1978), Chapters 1 & 5.

**Unit 7**


Tomoko Masuzawa, *The Invention of World Religion Or, How European Universalism was Preserved in the Language of Pluralism* (Chicago & London, 2005), Chapter 4.


**Unit 8**


----, *Socio-Religious Reform Movements in British India* (Cambridge, 1989), Chapters, 1, 2, 4, pp. 137-151.
**HIST0591C**  
**Reading Interfaith Relations in World History**  
**UG III, Semester V**  
**Course worth 4 credits, 50 marks**

**Course description**  
World history is conventionally conceptualized as more or less a record of amity and enmity between peoples of different religious persuasions. The history of their relations continues to shape our present. This course aims to provide a comprehensive understanding of interfaith relations in world history.

**Mode of assessment**  
As this is a sessional course, there will be no final examination. Instead, you will be evaluated on the basis of two assignments for the course, amounting to a total of 50 marks. The instructor will provide details of these assignments at the beginning of the semester.

**Class topics and readings**

1. **Amity**
   1.1 Asoka  
   1.2 Arab Spain  
   1.3 Kabir  
   1.4 Maimonides  
   1.5 Ibrahim Adil Shah of Bijapur (16th c)  
   1.6 Akbar (16th c)  
   1.7 *Kitab-i-Nauras*  
   1.7 *Dabistan-i-Mazahib* by Mabat Shah/Mohsin ul-Fani  
   1.8 Kabir  
   1.9 Jewish Sufis in India, Iran and Central Asia  
   1.10 Muslim Rishis of Kashmir  
   1.11 Husaini Brahmins  
   1.12 Manganiar Singers of Rajasthan  
   1.13 Bosnia-Herzegovina  
   1.14 Jews in India and China  
   1.15 Charity and Philanthropy  
   1.16 Salonica

- Assayag, Jackie, *At the Confluence of Two Rivers: Muslims and Hindus in South India*, Manohar, New Delhi, 2004
• Truschke, Audrey, *Culture of Encounters: Sanskrit at the Mughal Court*, Allen Lane, 2016
• Meri, Josef, *The Routledge Handbook of Muslim-Jewish Relations*, 2016
• Kessler, Edward and Amineh Hoti, *Themes in Muslim-Jewish Relations*, 2007
• Dharwadker, Vinay, *Kabir* (Penguin Classics), 2003
• Ibrahim Adil Shah, *Kitab-i-Nauras*, Bharatiya Kala Kendra, 1956
• Habib, Irfan, *Akbar and his India: His Empire and Environment*, Oxford India Paperbacks, 1999

**JEWISH SUFIS**

• Randall, Yafiah Katherine, *Sufism and Jewish-Muslim Relations: The Derekh Avraham Order in Israel* (Routledge Sufi Series), 2016

**MUSLIM RISHIS**

• Khan, Mohammad Ishaq, *Kashmir’s Transition to Islam: The Role of Muslim Rishis (15th to 18th Century)*, 2002
• Ahmad, Aziz, *Studies in Islamic Culture in the Indian Environment* (Oxford India Paperbacks)
2. Bigotry

2.1 Antisemitism

2.2 Islamophobia

2.3 Islamism

- Persecution of Bahais in Iran
- Persecution of Qadianis and Ahmadis in Pakistan
- Genocide of Yazidis in Iraq
- Taliban ruled Afghanistan

2.4 Buddhist Militancy

Myanmar/Burma
Sri Lanka

2.5 Hindu Nationalism or Hindutva

- Shryock, Andrew, *Islamophobia/Islamophilia: Beyond the Politics of Enemy and Friend* (Indiana Series in Middle East Studies), 2010
- Brookshaw, Dominic Parviz, *The Babais of Iran: Socio-Historical Studies* (Routledge Advances in Middle East and Islamic Studies), 2007
• Jaffrelot, Christophe, Hindu Nationalism: A Reader, Permanent Black, 2009
• Veer, Peter van der, Religious Nationalism – Hindus and Muslims in India, University of California Press, 1994
• Basu, Amrita, Violent Conjunctures in Democratic India (Cambridge Studies in Contentious Politics), Cambridge University Press, 2015

3. Conflicts

3.1 Conversion
• Christianity
• Islam

3.2 Desecration of Temples and Appropriation of Places of Worship
• By Christians
• By Muslims

3.3 Jerusalem

3.4 Polemics in Religious Literature

3.6 Interfaith Marriages

• Robinson, Rowena and Sathianathan, Religious Conversion in India: Modes, Motivations and Meanings, Oxford University Press, 2007
• Bauman, Chad M, Pentecostals, Proselytization and Anti-Christian Violence in Contemporary India (Global Pentecostalism and Charismatic Christianity), Oxford University Press, USA, 2015
• Segal, Jerome M, Shlomit Levy et al, Negotiating Jerusalem (Suny Series in Israeli Studies), State University of New York Press, 2000
• Sirry, Munim, Scriptural Polemics: The Qur’an and Other Religions, Oxford University Press, 2014
• Eaton, Richard M, Temple Desecration and Muslim States in Medieval India, 2004
• Varshney, Ashutosh, Ethnic Conflict and Civic Life: Hindus and Muslims in India, Yale University Press, 2003
• Liechty, Joseph, and Cecelia Clegg, Moving Beyond Sectarianism: Religion, Conflict Reconciliation in Northern Ireland, Columbia Press, 2000

4. Clashes

4.1 Crusades
4.2 Hundred Years War
4.3 Pogroms
4.4 Jihad
4.5 Hindu-Muslim Riots
4.6 Anti-Sikh Violence
4.7 Khalistan Movement
4.8 Bosnia
4.9 Buddhist-Muslim clashes in Burma and Sri Lanka
4.10 Buddhist-Hindu clashes in Bhutan
4.11 Islamist Terrorism


5. **Interfaith Activism, Dialogue and Reconciliation**

5.1 Abrahamic Religions
5.3 Indic Religions
5.3 Indic Religions – Abrahamic Religions
5.4 *Nostra Aetate*
5.5 Christian-Muslim Activism
5.6 Jewish-Muslim Activism

- Valkeberg, Pim, and Anthony Cirelli, *Nostra Aetate: Celebrating 50 Years of the Catholic Church’s Dialogue with Jews and Muslims*, The Catholic University of America Press, 1999
6 Role of Religion Journalism


7 State and Religion

- Kirkham, David M, *State Responses to Minority Religions* (Ashgate Inform Series on Minority Religions and Spiritual Movements), Routledge, 2013
Course description

Around 1500 CE the face of world politics, society and culture started changing rapidly owing to the advent of a new phenomenon: European colonialism. Guided by the motives of making commercial gains and spreading Christianity, Europeans started journeying along uncharted sea routes and reached far off lands. The Iberian nations of Spain and Portugal took the lead. However, the heyday of Iberian expansion was soon replaced by the colonizing activities of the more northern British, French and Dutch. Intensifying through the nineteenth century, this new phase of colonialism was associated with the European ideas of nationalism, jingoism, racial superiority and, growing out of these, the idea of the ‘White man’s burden’.

It is on this phase of colonial and imperial history that this course will focus its attention. Moving from a broad survey of colonial/imperial theory, we will shift to studying its manifestation in the broad region today known as Southeast Asia. This arena provides us with a unique opportunity to examine, in comparative perspective, the establishment and functioning of four modern colonial empires: the British, the Dutch, the French and, later, the Japanese. At the same time, this course will examine the nature of both accommodation with, and resistance to, each of these imperial formations emerging from among different groups of those colonized. At the heart of the course lie questions about the difference from, or similarity to, each other of these near-simultaneously occurring colonialisms with different nationalist projects at their core. Conversely, how similar or different were the modes of resistance of those subjugated by these four colonial powers?

Mode of assessment
As this is a sessional course, there will be no final examination. Instead, you will be evaluated on the basis of two assignments for the course, amounting to a total of 50 marks. The instructor will provide details of these assignments at the beginning of the semester.

Class topics and readings

Theme 1:
Colonialism: Definition, theories and concepts. General Discussion: Expanding Europe after 1450. Initial colonization: Spain, Portugal & Latin America; European jingoism and the New Imperialism after 1870; England, France, Germany, Holland.

Readings:
Betts, R. F., Assimilation and Association in French Colonial Theory
Robinson, R. & Gallagher, J., Africa and the Victorians: The Official Mind of Imperialism (Macmillan 1978)
Hobson John A., Imperialism: A Study (PDF, Internet Archive)
Entry on Colonialism & Imperialism from World History in Context, available at the Gale Website
___________, *Culture & Imperialism* (Vintage 1993)
Ferguson, Niall, *Empire* (Penguin 2009)
Marx, Karl, *On Colonialism* (Classic Reprint)
Kedourie, Elie, *Nationalism* (Reprint 1993)
Hardt, Michael and Negri, Antonio, *Empire*
Conrad, Joseph, *Heart of Darkness* (1899)
Wallace, Lew, *The Fair God* (1873)
Doyle, Arthur Conan, *The Lord of Chateau Noir* (1894)

**Theme 2**: Southeast Asia: An Overview of the Pre-Colonial Social, Political & Cultural Perspective.

**Readings:**
Tarling Nicholas (ed) – *The Cambridge History of S.E. Asia* (2 Vols.) (Cambridge 1992)

**Theme 3**: Indonesia or the East Indies: The advent of different European powers and trade rivalry; the establishment of Dutch rule; three phases of Dutch Rule.

**Readings:**
Day Clive – *The Policy and the Administration of the Dutch in Java* (Kuala lampur 1966)
___________, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (new edition 2010)
Geertz Clifford – *Religion in Java* (Chicago 1976)

**Theme 4**: Malaya: The advent of European powers; British conquest;the nature and impact of British colonialism.

**Readings**
Ryan N.J. – *The Making of Modern Malaysia* (Kualalumpur 1968)
Silcock TH – *The Economy of Malay* (Singapore, 1956).
Aljuned SMK – ‘A Theory of Colonialism in the Malay World’ ( PDF, Post colonialStudies 2011)
Goh DPS ed. – *Race and Multiculturalism in Malaysia* (Routledge 2009)
Theme 5: The French in Indo-China; the role of missionaries, different stages of French conquest; French administration; ‘assimilation’ and ‘association’.

Readings

Cooper Nicola – France in Indo China. (Bloomsbury 2001)

Theme 6: Thailand: The rise of the national monarchy and combating external challenges; the maintenance of independence.

Readings

Winichakul Thongchai – A Short History of the Long Memory of the Thai Nation (PDF).
______________, Siam Mapped (Hawaii, 1997)

Theme 7: The rise of nationalist consciousness in Southeast Asia.

Readings

Leifer Michael – Asian Nationalism (Routledge 2000).
Antlov Hans &Tonneson Stein – Asian Forms of the Nation. (Routledge 1996)
Gordon, Leonard, Brothers Against the Raj: A Biography of Indian Nationalists Sarat and Subhas Chandra Bose (new, abridged version, Rupa 2015)

Theme 8: The Rising Sun in Southeast Asia; Japan as a liberator and a conqueror.

Readings:

Elsbree W.H. – Japan’s Role in SE Asian Nationalist Movements 1940-45 (Cambridge 1953)
Shiraishi Takashi – The Japanese in Colonial South Asia (Southeast Asia Program)
Chang Iris – The Rape of Nanking (Public Affairs US, 2012)

Ian Nish, Japanese Foreign Policy in the Inter-War Period (Westport, Connecticut, London:
Praeger, 2002)

_____, *Japan’s Struggle with Internationalism* [includes in detail the Mukden incident, and the creation of Manchukuo] (London and New York: Routledge, 2009)

HIST0592B
Ecology and Environment in South Asian History

UG III, Semester 5
Course worth 4 credits, 50 marks

Course Description
Contemporary concern over environmental issues arising out of global warming and the resultant climate change is shared widely. It is generally agreed that the beginning of modern life and society as the dominant mode of existing has led to a variety of crises and conflict at multiple levels: forest dwellers vs plains people, subsistence vs consumerist economy, developing vs developed nations and so forth. Although this consensus is partly valid in the case of South Asia, it suffers from at least two problems. One, it presents either a rosy picture of pre-modern societies as free of conflict over issues of subsistence and claims over natural resources; this perspective can breed ecological romanticism. Two, it overlooks the fact that the ecology has always been a factor in human history, albeit in variegated and different ways.

The aim of this course is to familiarize students with the complexities of environmental issues as they have unfolded and affected South Asian societies before and after British colonialism came to acquire ascendance in the region.

Mode of assessment
As this is a sessional course, there will be no final examination. Instead, you will be evaluated on the basis of two assignments for the course, amounting to a total of 50 marks. The instructor will provide details of these assignments at the beginning of the semester.

Class topics and readings

Please note that the reading lists below will be updated as and when necessary.

Unit I: Ecology, Climate Change, History
V. N. Mishra, “Climate, a factor in the Rise and Fall of the Indus Civilization”, in Decline and Fall of Indus Civilization, ed. Nayanjot Lahiri (Delhi: Permanent Black, 2002) 239-250


Unit II: Nature, Natural Resources, Commons and the State in Pre-colonial Times


Divyabhanusinh, “Lions, Cheetah and Others in Mughal Landscape”, *Shifting Grounds: People, Animals and Mobility in India’s Environmental History*, 88-108.

Sumit Guha, “Claims on the Commons: Political Power and Natural Resources in Precolonial India” reproduced in *India’s Environmental History I*, 327-350

**Unit III: Nature, Natural Resources, Commons and the State in Colonial Times**

Michael Mann, *Themes in Indian History* (London: Routlege, 2014) Chapter 4 on Forestry and Silviculture.

Ramchandra Guha, “State Forestry and Social Conflict in British and Post-British India: A Study in the Ecological Bases of Agrarian Protest” *Past and Present*


**Unit IV: Environmental Movements in History**


Amita Baviskar, “Written on the Body, Written on the Land: Violence and Environmental Struggles in Central India”, reproduced in *India’s Environmental History II*, 517-549


**General Readings**

Madhav Gadgil and Ramchandra Guha, *This Fissured Land: An Ecological History of India*, Delhi, OUP, 1992.


Mahesh Rangarajan and K. Sivaramakrishnan eds. *India’s Environmental History I: From Ancient Times to the Colonial Period* (Delhi: Permanent Black, 2012)

Mahesh Rangarajan and K. Sivaramakrishnan, eds. *India’s Environmental History II: Colonialism, Modernity and the Nation* (Delhi: Permanent Black, 2012)
Course description
This course will draw out several central themes in the history of the modern nation-states that emerged in South Asia after the British transfer of power. The states to which particular attention will be directed are those which were formed out of British India – Bangladesh, India and Pakistan – in comparative perspective and with varying degrees of emphasis placed on each. Thematically organized, the topics we will focus our attention on are: the lasting imprint of colonialism on postcolonial South Asia; an assessment of trends of democracy and authoritarianism as they came to characterize the histories of these states; movements of both constructing and contesting nations; religious, regional and caste-based conflict; the relationship between women and the state and community; questions of development and modernization as they linked citizens to the state and nation.

Chronologically, the class will begin with a discussion of the 1947 partition of the Indian subcontinent and continue into a study of the above-mentioned nation-states till the present day.
Please note that while constraints of time prevent us from examining the rich material from the other states of South Asia, perspectives from them are encouraged in class and in your writing.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

The internal assignment consists in either (1) a response to a question posed by the instructor or (2) a research paper on a topic selected in consultation with the instructor.

In both instances of the internal assignment, the word limit is 3000 and a word count must be included at the end of your essay. The essay must typed, double-spaced, in a 12 point font and with reasonable margins. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks.

Class topics and readings

Partition and Independence

Ayesha Jalal, *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*, Cambridge, 1985


David Gilmartin ‘Partition, Pakistan and South Asian History: In search of a Narrative’, *Journal of Asian Studies*, 57:4 (Nov, 1998)


**The Legacies of Partition: Riots, Refugees, Minorities and Borders**

Veena Das (ed.), *Mirrors of Violence: Communities, Riots, Survivors in South Asia*, Delhi,1990


Urvashi Butalia *The Other Side of Silence: Voices from the Partition*, London, 2000


**Constitution-making and political processes in India—overview**

Rajeev Bhargava, *Politics and the Ethics of the Constitution* (2009), Chapters 1, 4, 7 and 15

David Gilmartin, “Election Law and the ‘People’ in Colonial and Postcolonial
India” in Dipesh Chakrabarty, Rochona Majumdar and Andrew Sartori (eds), From the Colonial to the Postcolonial, pp. 55-82

Sunil Khilani The Idea of India, London 1997 (chapter 1)

Constitution-making and political processes in Pakistan—overview


Faisal Devji, Muslim Zion: Pakistan as a Political Idea, London: Hurst & Co., 2013

Ayesha Siddiqa, Military Inc.: Inside Pakistan’s Military Economy, 2007

Hasan-Askari Rizvi, Military, State, and Society in Pakistan, Macmillan, 2000


Andrew Sartori, “Abul Mansur Ahmad and the Cultural Politics of Bengali Pakistanism” in Dipesh Chakrabarty, Rochona Majumdar and Andrew Sartori (eds), From the Colonial to the Postcolonial, pp. 119-136

Parties and Political Processes in India, 1947-1975


R. Kothari, Politics in India (1972, repr. 2009), Chapter 5

Parties and Political Processes in Pakistan, 1947-1970

Khalid Bin Sayeed, Politics in Pakistan, pp. 65-83


Challenges to Democracy in India: The Emergency

Francine Frankel, India's Political Economy, Chapters 10-13. (detailed account of the background to the Emergency)

Emma Tarlo, ‘From Victim to Agent: Memories of Emergency from a Resettlement Colony in Delhi’, EPW, 18 November 1995


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The Challenges of Federalism in Pakistan, 1947-70

Ian Talbot, ‘The Punjabization of Pakistan: Myth or Reality?’ in Christophe Jaffrelot (ed), Pakistan: Nationalism Without a Nation?, Manohar, 2004

Yunus Samad, ‘In and Out of Power but not Down and Out: Mohajir Identity Politics’ in Christophe Jaffrelot (ed), Pakistan: Nationalism Without a Nation?, Manohar, 2004


Katherine Adeney, Federalism and ethnic conflict resolution in India and Pakistan, (2006)

The Birth of Bangladesh


Rounaq Jahan, Pakistan: Failure in National Integration (1972)

R. Sisson and L. Rose, War and Secession: Pakistan, India and the Creation of Bangladesh, Berkeley, 1990

Hartmann, B. & J.K. Boyce, A Quiet Violence: View from a Bangladesh Village

Federalism in India: Language, Region and Nation


P.R. Brass, Language, Religion and Politics in North India (2005 edn)


Federalism in India: the cases of Assam and Punjab

Veena Das, Critical Events, Chapter 5

Mark Tully and Satish Jacob, Amritsar: Mrs. Gandhi’s Last Battle, (2006 edn)

Sanjib Baruah, India Against Itself: Assam and the Politics of Nationality (2001)

Sanjib Baruah, Durable Disorder: Understanding the Politics of Northeast India, 2007

Kashmiris as citizens in South Asia?


Balraj Puri *Kashmir: Towards Insurgency*, Delhi, 1994

Ian Copland ‘Lord Mountbatten and the Integration of the Indian States—a Reappraisal’, *Journal of Imperial and Commonwealth History*, 21, 2, 1993

Sumantra Bose, *The Challenge in Kashmir*


Caste and Caste Politics in India

Christophe Jaffrelot, *India’s Silent Revolution*


Susan Bayly, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, pp. 266-305 and 342-64

Oliver Mendelsohn and Marika Vicziany, *The Untouchables*, pp. 1-43.

Anupama Rao, “Ambedkar and the Politics of Minority”

Khalid Anis Ansari, “A Tale of Two Mosques”


Kanchah Illiah, *Why I Am Not a Hindu*

Arjun Dangle (ed), *A Corpse in the Well*
Religion and Nation in India

S. Bose and A. Jalal (eds) Nationalism, Development and Democracy in South Asia (essay by Sumantra Bose)

Christophe Jaffrelot, The Hindu Nationalist Movement and Indian Politics, 1925 to the 1990s, London: Hurst, 1996


Flavia Agnes, ‘Behrampada: The Busti that did not Yield’ in J. McGuire, P. Reeves and H. Brasted (eds), Politics of Violence, From Ayodhya to Behrampada, New Delhi, 1996, 49-71


Ornit Shani, Communalism, Caste and Hindu Nationalism, Cambridge 2007

Thomas Blom Hansen, The Saffron Wave: Democracy and Hindu Nationalism in Modern India, Princeton, 1999

Economic and Political Weekly, Special Election Issue, 21-28 August 1999

D. Ludden (ed.), Contesting the Nation, Pennsylvania, 1997

Paul R. Brass, The Production of Hindu-Muslim Violence in Contemporary India, Washington, 2005

Christophe Jaffrelot (ed), Hindu Nationalism: A Reader (2015), selections from V.D. Savarkar and M.S. Golwalkar.

Religion and Nation in Pakistan

Aziz Ahmad, Islamic Modernism in India and Pakistan, 1857-1964, Oxford University Press, 1967

S.V.R. Nasr, ‘Islam, the State and the Rise of Sectarian Militancy in Pakistan’ in Christophe Jaffrelot (ed), Pakistan: Nationalism Without a Nation?, Manohar, 2004


Olivier Roy, ‘The Taliban: A Strategic Tool for Pakistan’ in Christophe Jaffrelot (ed), Pakistan: Nationalism Without a Nation?, Manohar, 2004

Gilles Dorronsoro, ‘Pakistan and the Taliban: State Policy, Religious Networks and Political Connections’ in Christophe Jaffrelot (ed), Pakistan: Nationalism Without a Nation?, Manohar, 2004
Nation?, Manohar, 2004


Religion and Nation in Bangladesh

Rafiuddin Ahmed, Religion, Nationalism and Politics in Bangladesh, New Delhi, 1990

Rafiuddin Ahmed (ed.) Bangladesh: Society, Religion and Politics, 1985


H. Karlekar, Bangladesh: the next Afghanistan? Delhi 2005

Women as citizens in South Asia?


Rajeshwari Sunder Rajan, The Scandal of the State, pp. 147-73

Flavia Agnes, Law and Gender Equality: The Politics of Women’s Rights in India (2000)

Ayesha Jalal, 'The Convenience of Subservience' in Deniz Kandiyoti (ed) Women, Islam and the State, pp. 77-114


“Tribals” as citizens in South Asia?


Nandini Sundar, Subalterns and Sovereigns: An Anthropological History of Bastar, 1854-1996, Delhi, 1999

Stuart Corbridge, ‘The Ideology of Tribal Economy and Society: Politics in the

Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, Delhi, 1992


Amita Baviskar, *In the Belly of the River: Tribal Conflict over Development in the Narmada Valley*, 1995

Y.C. Simhadri, *Denotified Tribes*, New Delhi, 1991

P.M. Chacko (ed), *Tribal Communities and Social Change*, New Delhi, 2005


**Globalisation, Liberalization & Inequality**


Arundhati Roy, “Capitalism: A Ghost Story”

Arvind Rajagopal, *Politics After Television*


R. Dwyer & C. Pinney (ed.), *Pleasure and the Nation: History, Politics and Culture of Consumption*

Raju and Crawley (ed.), *Satellites over South Asia*


Fuller and Narasimhan, ‘Information Technology Professionals and the New-Rich Middle Class in Chennai (Madras)’, *MAS*, 2007

Course description
This course provides an overview of international politics from the aftermath of the Second World War to the near-contemporary period. The course aims to present the most important events and the most significant political, social, economic and cultural developments during the period 1945 to 2000. This era is largely dominated by the Cold War between the United States and the Soviet Union, which greatly affected international politics. Likewise, the Middle East witnessed conflict and instability with the birth of Israel and the rise of oil politics. The era is dominated also by international conflicts and interventions such as in Eastern Europe, Asia, Latin America and so on. This course will provide insights into global encounters and will help students understand the complexities of the contemporary world. The course deals with specific themes compromising some case studies of global issues.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Class topics and readings

UNIT 1: The world since 1945:
1.1. Impact of the Second World War on the International System – Role of UNO in world peace
1.2. The Process of Decolonization in Asia and Africa: An Overview
1.3. The emergence of the Third World- Non-Aligned Movement- role of India-a case study
1.4. The politics of Détente
1.5. Emergence of Communist China in Global Politics

1. William R. Keylor, The Twentieth Century World – An International History
2. John, Merriman, A History of Modern Europe, From the Renaissance to the Present
4. Raymond F., Betts, Decolonization
5. Dietmar Rothermund, Memories of Post-Imperial Nations: The Aftermath of Decolonization, 1945-2013
6. Alireza, Salehi Nejad, The Third World: Country or People?
7. Odd Arne Westad, The Global Cold War, Third World Interventions and the Making of Our Times
8. M.S. Rajan, Studies on Non-alignment and the Non-aligned Movement
10. Linda, Benson, China since 1949

UNIT 2: The Cold War on the global horizon:
2.1. The emergence of the American and Soviet spheres of influence – the system of military and economic alliances
2.2. Bi-polar world and the regional conflicts: the European scene – Hungary, Czechoslovakia, Poland
2.3. The Asian theatre and Latin America – Vietnam, Korea and Cuba
2.4. Sino-Soviet relations

2. Melvyn P. Leffler and Odd Arne Westad (Ed.), The Cambridge History of the Cold War (3 vols.)
3. Peter, Calvocoressi, World Politics 1945-2000
6. Palmer & Parkins, International Relations
8. Peter, Lowe, The Origins of the Korean War
10. Lorenz Luthi, The Sino-Soviet Split: Cold War in the Communist World

UNIT 3: Conflict, instability and oil politics in the Middle East:
3.1. Palestinian problem and Arab-Israeli Conflict,
3.2. Formation of OPEC- Oil diplomacy
3.3. Israeli-Palestinian Conflict (1967-2000)
3.4. The Revolution in Iran, Iran – Iraq war

1. E. Said, The Question of Palestine
3. R. Ovendale, The Origins of the Arab-Israeli Wars
5. Fiona Venn, Oil Diplomacy in the Twentieth Century
6. Peter, Calvocoressi, World Politics 1945-2000

UNIT 4: Collapse of the Soviet Union and the end of the Cold War:
4.1. Gorbachev Regime: Glasnost and Perestroika
4.2. The fall of Berlin Wall and Reunification of Germany
4.3. Afghan crisis- Collapse of the Soviet Union

1. Zubok, Vladislav, A Failed Empire: The Soviet Union and the Cold War From Stalin to Gorbachev
3. David S. Mason, A Concise History of Modern Europe
4. John, Merriman, A History of Modern Europe, From the Renaissance to the Present
5. Serhii, Plokhy, The Last Empire: The Final Days of the Soviet Union

UNIT 5: From bipolarism to unipolarism:
5.1. USA as a unipolar power in world system and a global policeman
5.2. Globalisation – nature and impact across the globe
5.3. Civil Rights Movement, Apartheid, Feminism, Terrorism
1. Joyce and Gabriel Kolko, *The Limits of Power: The World and US Foreign Policy*
2. Lipyong J. Kim, *The Strategic Triangle: China, the United States and the Soviet Union*
3. Peter, Calvocoressi, *World Politics 1945-2000*
6. P. Eric, Louw, *The Rise, Fall and Legacy of Apartheid*
7. Chaliand, Gérard and Arnaud Blin, (Ed) *The history of terrorism: from antiquity to al Qaeda*
8. James and Brenda Lutz. *Terrorism: origins and evolution*

**SELECTED READINGS:**
1. John, Merriman, *A History of Modern Europe, From the Renaissance to the Present*
4. Lipyong J. Kim, *The Strategic Triangle: China, the United States and the Soviet Union*
5. William R. Keylor, *The Twentieth Century World – An International History*
7. Peter, Lowe, *The Origins of the Korean War*
8. Herbert Ellison (ed.), *The Sino-Soviet Conflict: A Global Perspective*
10. Fiona Venn, *Oil Diplomacy in the Twentieth Century*
11. R. Ovendale, *The Origins of the Arab-Israeli Wars*
12. E. Said, *The Question of Palestine*
13. M.S. Rajan, *Studies on Non-alignment and the Non-aligned Movement*
14. The Cambridge History of the Cold War (3 vols.)
15. Peter, Calvocoressi, *World Politics 1945-2000*
18. William, Keylor, *The Twentieth Century World and Beyond: International History Since 1900*
20. Palmer and Joel, Colton, *A History of the Modern World Since 1815*
22. Wayne C. McWilliams and Harry, Piotrowski, *The World Since 1945, A History of International Relations*
25. Palmer & Parkins, *International Politics, Relations*
27. Lorenz Luthi, *The Sino-Soviet Split: Cold War in the Communist World*
28. Odd Arne Westad, The Global Cold War, Third World Interventions and the Making of Our Times
29. Vladislav Zubok, A Failed Empire: The Soviet Union and the Cold War From Stalin to Gorbachev
30. C. Brown and J. Mooney – Cold War to Detente, 1945-1983
33. David S. Mason, A Concise History of Modern Europe
34. A.G. Hopkins, Globalization in World History
HIST0603
History of Science, Technology and Medicine in the Nineteenth and Twentieth Centuries

UG III, Semester VI
Course worth 4 credits, 50 marks

SYLLABUS TO BE UPLOADED SOON
HIST0691A
Epigraphy and Numismatics in Ancient India

UG III, Semester VI
Course worth 4 credits, 50 marks

Course description
This course will acquaint students with two extremely important categories of sources for retrieving the history of India’s ancient past: epigraphy (inscriptions) and numismatics (the study of coins). For a period of India’s history in which written sources were relatively scarce, the study of inscriptions—found on rocks, tablets, pillars and other objects—and of coins can help us reconstruct the political and economic histories of the ancient period. These categories of sources are vital for revealing or corroborating vital aspects of past ruling and administrative arrangements, various conceptualizations of political geography and the social and religious history of prehistoric and historic India.

The readings mentioned below may be complemented by visits to the Indian Museum to study the epigraphic and numismatic materials held there.

Mode of assessment
As this is a sessional course, there will be no final examination. Instead, you will be evaluated on the basis of two assignments for the course, amounting to a total of 50 marks. The instructor will provide details of these assignments at the beginning of the semester.

Class topics and readings

Week 1: Antiquity of Writing; Study of Seals, Sealings and Copper Plates; Eras in Ancient India.

Week 2: Asokan Edicts: a) Major Rock Edicts I-IX, XII-XIV; b) Lumbini Inscription of Asoka c) Minor Rock Edict of Bairat; the Administration of Asokan Empire, Asokan Dhamma, Asoka as a Buddhist, the Extent of Asokan Empire.
Epigraph of the Mauryan Period: Mahasthan Stone Plaque Inscription of the Mauryan Empire.

Weeks 3-4: Epigraphs ascribable to c. 200 BCE- 300 CE: a) Besnagar Garuda Pillar Inscription of Heliodorus, b) Naneghat Inscription of Naganika, c) Hathigumpha Cave Inscription of Kharavela, d) Nasik Cave Inscription of Vasisthiputra Pulumavi e) Junagarh Rock Inscription of Saka Ksatrapa Rudradamana f) Ara Inscription of Kaniska II.


Weeks 7-9: Post-Gupta Copper Plate Epigraphs: a) Banskhera Copper Plate of Harsa, b) Haraha Copper Plate of Isanavarman c) Khalimpur Copper Plate of Dharmapala d) Nalanda Copper Plate Devapala, e) Deopada Copper Plate of Vijayasena f) Nidhanpur Copper Plate of Bhaskaravarma g) Midnapur Copper Plate of Sasanka.

Week 10: Coins as Source of History; Origin and Antiquity of Coinage in India
Week 11: Techniques of Manufacturing Coins: the Punching Method, the Casting Method, the Die Striking Method; Metrology: the Weight Standards.

Week 12-13: Punch Marked Coins: Silver and Copper Coins; Janapada Coins: Kausambi Coins, Ayodhya Coins, Kanauj Coins, Mathura Coins, Pancala Coins, Ujjain Coins, Eran Coins, Padmavati Coins; Tribal Coins (the Malavas, the Yaudheyas, the Aghas, the Asvakas, the Kadas, the Kulatas, the Rajanyas, the Kunindas, the Audumbaras, the Arjunanayas, etc.).

Week 14-15: Dynastic Coins: Coinage of the Satavahans, the Indo-Greeks, the Saka-Pahlavas, the Western Ksatrapas, the Kusanas, the Guptas.

Week 16: Regional coins of the post-Gupta period.

Reading List

Please note that while what follows is a comprehensive reading list, the instructor will delineate which of these works (and sections thereof in books) will be particularly relevant for the specific topics addressed in this course.

Epigraphia Indica, Relevant Volumes.
1907. Indian Epigraphy, the Inscriptional Bases of Indian Historical Research, Oxford.

Majumdar, N. G. 2003. *Inscriptions of Bengal: Containing Inscriptions of the Chandas, the Varmans and the Senas, and Isvaraghosa and Damodara*, Kolkata.


1965. *Indian Epigraphy*, Delhi


Course description
This course will introduce students to issues and themes which pertain to the realm of everyday lives and remain outside the standard accounts of history. The course will underline that the quotidian and mundane aspects of social life are part and parcel of history. For, it is in the realm of the everyday that historical processes of the formation of a variety of identities and ways of being are articulated, mapped and materialised. The study of everyday life in history will enrich the understanding of the socio-cultural world we inhabit today. The course content will include selected themes (subjected to periodic revision) from the realm of daily life like dietary and culinary practices, sartorial trends and habits, leisurely and entertainment activities, recreational arts and aesthetics, everyday technology and so forth.

The course is arranged thematically rather than in strict chronological order, but readings will be selected from the early modern (if available), the modern and contemporary periods of history.

There is no standard text book for the course. Apart from journal articles and book chapters, the reading materials will include stories, pictures, video and audio materials. Students are expected to do the assigned reading (maximum 2 articles/book chapters/stories) before each class meeting.

The reading list will be updated as and when necessary.

Mode of assessment
As this is a sessional course, there will be no final examination. Instead, you will be evaluated on the basis of two assignments for the course, amounting to a total of 50 marks. The instructor will provide details of these assignments at the beginning of the semester.

Class topics and readings/video and audio materials

Introduction: Why study everyday life?


Unit 1. Food, drink and culinary cultures


A. R. Venkatchalapathy, ‘In Those Days There was No Coffee’: *Coffee Drinking and Middle Class Culture in Colonial Tamilnadu* (Delhi: Yoda Press, 2006) Chapter 1.

**Unit 2. Clothing and sartorial culture**


**Unit 3. Game and sports**

Brian Stoddart, Sport, “Colonialism and Struggle: C.L.R. James and Cricket” in Richard Giulianiotti ed., *Sport and Modern Social Theorists* (New York: Palgrave Macmillan)111-129


Boria Majumdar, “Forwards and Backwards: Women’s Soccer in Twentieth Century India”, *Soccer and Society*

Paul Dimeo, “Football and Politics in Bengal: Colonialism, Nationalism, Communalism” *Soccer and Society*


Films - *Lagaan* (Hindi film on Cricket and anti-colonial nationalism), *Egaro* (Bengali film on Football and anti-colonial nationalism), *Chak de India* (Hindi Film on sports, gender and nationalism); Hunting: Shikar stories

**Unit 4. Entertainment Narratives: Literary and Visual**

Francesca Orsini, *Print and Pleasure: Popular Literature and Entertaining Fictions in Colonial North India* (Delhi: Permanent Black, 2009): Chapter 1, 2, 3.


Gautam Bhadra on Gopal Bhar jokes, *Prichett, Marvellous Encounters: Folk Romance in Urdu and Hindi* (Delhi: Manohar, 1985)

Special Issue of *Contribution to Indian Sociology* on visual culture: Essays by Partha Mitter, Patricia Uberoi, Christopher Pinny (on photos of gods and national heros); Phillip Lutgendorf on Hanuman Poster Art.


**Unit 5. Everyday technology**


Sudarshan, “Cycle ki Sawari” (Hindi short story), Audio available on archive.org

Phanishwar Nath Renu, *Panchlight* (Hindi short story), Tr. Ravikant, *Sarai Reader 3: Shaping Technology* 70-73, (Available on archive.sarai.net and audio is also available on archive.org.)
Course description
This course will provide an overview of the processes and making of a variety of (often overlapping) social identities such as caste, ethnic, linguistic, regional and religious ones. It will focus on the key historical moments and movements, which were crucial in the (re)configuration of such identities in colonial and postcolonial South Asia.

There is no text book for the course. Apart from journal articles and book chapters, the reading materials will include stories, and video materials. Students are expected to attend class having done the assigned reading (maximum 2 articles/book chapters/stories to be marked a week in advance from the readings given below or outside).

The reading list will be updated as and when necessary.

Mode of assessment
As this is a sessional course, there will be no final examination. Instead, you will be evaluated on the basis of two assignments for the course, amounting to a total of 50 marks.
The instructor will provide details of these assignments at the beginning of the semester.

Class topics and Readings

Introduction: What is social identity?

Unit 1: Caste, colonialism and modernity
Colonial knowledge, census, caste association; sanskritization and origins of anti-Brahmanism in the nineteenth century; land, caste, electoral democracy and the state in the twentieth century; caste, secularism and the Hindu nationalism

Readings
Susan Bayly, Caste, Society and Politics in India from the Eighteenth Century to the Modern Age (Cambridge, Cambridge University Press, 1999)
Satish Deshpande, ed. *The Problem of Caste* (Delhi: Orient Blackswan, 2014) Selected Chapters
Ghanshyam Shah, ed. *Caste and Democratic Politics in India* (Ranikhet: Permanent Black, 2002) Selected Chapters
Ghanshyam Shah, *Social Movements in India* (Delhi: Sage, 2004), Ch. 4&5.
Sudipta Kaviraj, ed. *Politics in India* (Delhi: OUP, 1997) Selected Chapters
Sekhar Bandyopadhyay, *Caste, Culture and Hegemony: Social Dominance in Colonial Bengal* (Delhi: Sage, 2004)
Prakash Jha, *Damul* (1985)
Jayan K. Charyan, *Papilio Buddha* (Malyali Film, 2013)

**Unit 2: Tribe, sedentarization and development**
Ethnography, forestry and resistance in the nineteenth century; adivasis, state and development in the twentieth century; tribe, nation and the frontier in the north-eastern India

**Readings**
Sanjib Baruah, *Indian Against Itself* (Delhi: OUP, 1999)
Govind Nihlani, *Aakrosh* (Hindi Film, 1980)
Anand Patvardhan, *A Narmada Diary* (Documentary, 1995)
Sanjay Kak, *Mati ke Lal* (Documentary, 2013)

**Unit 3: Language, region and nation**
Vernacular elite and public sphere in colonial India; linguistic nationalism and regional identity; regionalism, federal democracy and state politics in twentieth century India

**Readings**
Asha Sarangi, ed. *Language and Politics in India* (Delhi: OUP, 2009) Selected Chapters
Sumathi Ramaswamy, *Passions of the Tongue* (Delhi: Manohar, 2001)
Robert D. King, *Nehru and the Language Politics of India* (Delhi: OUP, 1997)

**Unit 4: Gender, reform and modernisation**
Colonialism, nationalism and the women question; gender and the construction of religious communities; woman in the narrative of legislative reform and communal riots; women and the Indian state after independence; women, state and religious minorities.

**Readings**
Ghanshyam Shah, *Social Movements in India* (Delhi: Sage, 2004), Ch. 6
Nivedita Menon, ed. *Gender and Politics in India* (Delhi: OUP, 2001)
Charu Gupta, *Sexuality, Obscenity, Community: Women, Muslim and the Hindu Public in Colonial India* (Ranikhet: Permanent Black, 2001) Ch. 4, 6&7
Ritu Menon and Kamla Bhashin, *Bodies and Boundaries: Women in India’s Partition* (Delhi: Kali for Women, 1998)
Chandra Prakash Dwivedi, *Pinjar* (Hindi Film, 2003)
Sabiha Sumar, *Khamosh Paani* (Punjabi Film, 2003)
Rajinder Singh Bedi, *Lajwanti* (Urdu short story) available at
HIST0701
Ancient Indian History and Its Archaeological Foundations
PG I, Semester I
Course worth 4 credits, 50 marks

Course description
This course provides an examination of India’s early historical and historical periods through the evidence yielded by its material remains. In the process, postgraduate students will be familiarized with the methods employed by the science of archaeology in retrieving the often buried past. They will also come to appreciate the importance of various categories of material remains in supplementing the frequently scarce written chronicles and similar records available to the historian in the study of ancient polities and social formations in other parts of the world such as Greece and Rome of antiquity.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Class topics and readings
❖Please note that while what follows is a comprehensive reading list, the instructor will delineate which of these works (and sections thereof in books) will be particularly relevant for the specific topics addressed in this course.

Week 1-2: Historical Archaeology in India: Problems of Definition and Chrono-Cultural Phases; General Features of Early Historical Archaeology; Region-wise Survey of Early Historical Sites/Urban Centres/Cities; Cultural and Trading Units, etc.

Chakravarti, Ranabir 2013. Exploring Early India Up to c. AD 1300, New Delhi.
Champakalakshmi, R. 1996. Trade, Ideology and Urbanization: South India 300 BC to AD 1300, Delhi.
Lahiri, N. 1992. The Archaeology of Indian Trade Routes (up to c. 200 BC), New Delhi.
Thapar, Romila 1978. Exile and the Kingdom: Some Thoughts on the Ramayana, Bangalore.
ed. 1986. Situating Indian History, Delhi.
ed. 1995. Recent Perspectives of Early Indian History, Mumbai.

**Weeks 3-5:** Major Sources for the Historical Reconstruction of the Mauryan Period: Kautilya’s Arthasastra, Megasthenes’ Account (Indica), Inscriptions of Asoka (Major and Minor Rock Edicts and Pillar Edicts), Archaeological and Numismatic Evidence; Major Archaeological Sites and Assemblages Pertaining to the Mauryan Period; Nature and Structure of the Mauryan Empire; Asoka and Buddhism, Asoka’s Dhamma, Mauryan Art and Architecture; Decline of the Mauryan Empire.

**Weeks 6-8:** The Dynastic History of the Subcontinent During c. 200 BCE – 300 CE: the Sungas, the Indo-Greeks, the Saka-Pahlavas or Scytho-Parthians, the Satavahanas, the Saka-Ksatrapas, the Kusanas, the Cheras, the Cholas, the Pandyas; Archaeological Evidence: Settlements/Villages and Cities of the North-West, the Indo-Gangetic Divide and the Upper Ganga Valley, the Middle and the Lower Ganga Valley and Eastern India, Central and Western India, the Deccan and the Southern India; Crafts and Guilds, Traders and Trading Networks (Internal and External); Philosophical and Religious Developments (the Worship of Yaksas, Yaksis, Nagas, Nagis; Vedic Rituals, Saivism, Emergence of Vaisnava Doctrine, the Concept of Sakti; the Emergence of Mahayana Buddhism, the Digambara-Svetambara Concept in Jainism); Religious Architectures and Sculptures: Early Brahmanical Temples; Buddhist stupas, Monasteries and Relief Sculptures; Buddhist Caves in the Western Ghats, the Jaina Caves at Udayagiri and Khandagiri; the Gandhara and Mathura Schools of Sculptures; Terracotta Art.

Chakrabarti, Dilip K. and Makkhan Lal eds. 2014. Ancient India Series, Volume 3: The Texts, Political History and Administration (till c. 200 BC); Volume 4: Political History and Administration (c. 200 BC – AD 750); New Delhi.
Chakravarti, Ranabir ed. 2001. Trade in Early India, Delhi.
2013. Exploring Early India Up to c. AD 1300, New Delhi.


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

Sinha, B.P. 1954. The Decline of the Kingdom of Magadha. With a forward by L.D. Barnett, Patna.


Thapar, Romila 1986. Situating Indian History, Delhi.

Weeks 9-11: The Dynastic History of the Subcontinent During 300 - 600 CE: the Guptas, the Vakatakas of the Deccan, Other Dynasties of Peninsular India; A Brief Overview of the Administrative Structure of the Gupta and Vakatakas Kingdoms, Revenue Resources of States, Land Ownership, Types of Land, Land Measures and Land Tenure Based on Epigraphic Sources (Particularly Land Grants), Some Major Settlements of the Period and Their Archaeological Assemblages; the Debates Associated with the So-Called Urban Decay; Craft Production, Guilds, Traders and Trading Networks; Aspects of Social Structure: Gender, Forms of Labour, Slavery; Religious Developments: the Emergence of Tantra, the Evolution of the Vaisnava Doctrine, Saivism, the Cult of the Great Goddesses, Buddhism, Jainism; Religious Architectures, Sculptures and Paintings.

Weeks 12-14: The Dynastic History of the Period, c. 600 - 1200 CE and Its Regional Configurations (in the Deccan, the Southern, the Northern, the Eastern, the Western and the Central India); the Nature of the Royal Land Grants; Brahmana Beneficiaries; Regional Specificities; the Historical Processes in Early Medieval India; Important Sites of Early Medieval India and Their Archaeological Assemblages (Problems of Identifying Diagnostic Types of Artefacts Particularly Pertaining to the Secular Activities); The Nature
of South Indian States (e.g., Cholamandalam): Different Theoretical Frameworks, Administrative Structures, Rural Society, Agriculture and Irrigation, Urban Processes, Trade and Traders; The Religious Developments: Buddhism, Jainism, Vaisnavism, Saivism, the Sakti Cult; A Brief Overview of the Architecture and Sculpture of the Early Medieval India.

Weeks 15-16: Social Formations: A Brief Overview of the Concept of Varna and Caste systems (Based on Literary and Epigraphic Sources).

Bakker, Hans 1997. The Vakatakas: A Study in Hindu Iconology, Groningen
Chakrabarti, Dilip K. and Makkhan Lal eds. 2014. Volume 4: Political History and Administration (c. 200 BC – AD 750); Volume 5: Political History and Administration (c. AD 750 - 1300), New Delhi.
ed. 2001. Trade in Early India, Delhi.
2013. Exploring Early India Up to c. AD 1300, New Delhi.
Champakalakshmi, R. 1996. Trade, Ideology and Urbanization: South India 300 BC to AD 1300, Delhi.
1930. The Agrarian System in Ancient India, Calcutta.
1965. Studies in Indian History and Culture, Bombay.
1987. *Urban Decay in India (c. 300- c. 1000)*, Delhi.


2002. *Early India (from the Origins to AD 1300)*, London.


The Series on The *Cultural Heritage of India*, 7 volumes, published by the Ramkrishna Mission Institute of Culture, Kolkata.


HIST0702A  
State and Economy in Medieval India  
PG I, Semester I  
Course worth 4 credits, 50 marks

Course description  
This course deals with debates on the nature of state formation and the legitimization of sovereign authority, with a focus on the formulation of imperial rule through ideologies of kingship and various administrative measures from the thirteenth to the eighteenth century. It also looks at the interface between state and economy, explores the dynamics of the revenue system and territorial assignments during this period. The role of the state in organized production, monetary policies, and activities of mercantile communities in politics and its impact on both state and economy are also some of the themes that will be discussed.

Mode of assessment  
Internal assignment: 15 Marks  
Final examination: 35 Marks

The internal assignment consists in either (1) a response to a question posed by the instructor or (2) a research paper on a topic selected in consultation with the instructor.

The word limit is 3000 and a word count must be included at the end of your essay. The essay must typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings  
The suggested readings are basic and/or indicative in nature, and a detailed bibliography, subject to revisions as and when necessary, will be provided in the course of lectures. The very last section of this syllabus delineates essential readings for the course.

Unit I: Nature of State Formation (Weeks 1-3)  
Legitimacy and Authority: Ruler and Nobility (territorial assignment: iqta and mansab); Agrarian and monetary reforms and other experimental measure; Revenue system and territorial assignment: iqta and mansab/jagir system; Extension of the core Mughal model into other areas viz. Gujarat, Ahmednagar, Bengal

Suggested Readings  
Nizami, K.N., Religion and Politics in India during the Thirteenth Century, OUP, New Delhi, 2002  
Hardy, Peter, “Growth of Authority over a Conquered Political Elite: Early Delhi Sultanate as a Possible Case Study” in J.F.Richards, ed., Kingship and Authority in South Asia, OUP, Delhi, 1998 pp. 216-41.  


Siddiqui, Iqtidar Husain, Some Aspects of Afghan Despotism in India, Three Men Publication, 1969. (relevant portions/chapters)


Unit 2: Agrarian Society and Rural Economy (Weeks 4-7)
Impact on agrarian society, especially in terms of the high revenue demand – relationship between the state and landed elites viz. social and administrative; Expansion and integration of the agrarian base during the Sultanate and Mughal period – the drive for revenue and new agrarian frontiers.

Suggested Readings


Rana, R.P., ‘Agrarian Revolts in Northern India during the Late 17th and Early 18th Century’ *Indian Economic and Social History Review*, vol. 18, nos. 3 and 4, July-December, 1981.


Rana, R.P., ‘Was there an Agrarian Crisis in Mughal North India during the Late-Seventeenth and Early-Eighteenth Centuries?’, *Social Scientist*, Vol. 34, No. 11/12 (Nov.-Dec., 2006.), pp. 18-32.

**Unit 3: Non-agrarian Production and urban economy (Weeks 8-9)**

Urban centers and Industries; Urbanization and Social Change; Population and Standard of living

**Suggested Readings**


Moosvi, Shireen, *People, Taxation and Trade in Mughal India*, OUP, 2014, pp. 89-158.


**Unit 4: Monetary system and the market Economy (Weeks 10-12)**

Flow of precious metals and currency; state and the need for monetization; mint administration and towns.

**Suggested Readings**


**Unit 5: Trade and Commerce (Weeks 13-16)**

Trade networks and commerce 13th – 15th century; Indian economy and the Indian Ocean – transformations since the 15th century; Maritime merchants in the Indian Ocean region – Indian merchants and their participation in Indian Ocean and hinterland or internal trade; Internal and overseas markets – inland trade networks; Foreign trade: European companies

**Suggested Readings**


Arasaratnam S., Merchants, Companies and Commerce on the Coromandel Coast, 1650-1740, New Delhi, 1968.

**Essential readings**


Arasaratnam, S., Merchants, Companies and Commerce on the Coromandel Coast, 1650-1740, New Delhi, 1968.


Bagchi, Amiya (ed.), Money and Credit in Indian History since Early Medieval Times, New Delhi: Tulika, 2002


Biswas, Anirban, Money and Markets from pre colonial to Colonial India, New Delhi, 2007.


Chicherov, A.I., *India: Economic Development in the 16th -18th Centuries.*


Habib, Irfan, Essays in India History: Towards a Marxist Perception, Tulika, New Delhi, 1995.

Habib, Irfan, *The Agrarian System of Mughal India 1556-1707*, OUP, New Delhi, 2014


Jackson, Peter, *The Delhi Sultanate: A Political and Military History*, Cambridge University Press, 1999


Moosvi, Shireen, *People, Taxation and Trade in Mughal India*, OUP, New Delhi, 2008.

Naqvi, H. K., *Urbanisation and Urban Centres under the Great Moguls*


Nizami, K.N., *Religion and Politics in India during the Thirteenth Century*, OUP, New Delhi, 2002


Palit, C. and P. Bhattacharyya (eds.), *History of Indian Business*, (Delhi 2006).

Raychaudhuri, Tapan and Irfan Habib (eds.), *The Cambridge Economic History of India, 1200-1750*, vol. I

Raychaudhuri, Tapan and Dharma Kumar (eds.), *The Cambridge Economic History of India, Vol. II.*


HIST0702B
Art and Politics: the Mughal, British and Nationalist Eras

PG I, Semester I
Course worth 4 credits, 50 marks

Course description
This class will present a broad historical analysis of the relationship between art and authority in South Asia. We will explore the uses of art and culture in two separate but interconnected imperial states in India, viz., the early-modern Mughal Empire (1526-1858) and its successor the modern British Empire (1757-1947). In general, we will take an expansive view of art and culture in the public arena(s), inquiring into the many related areas where the arts and imperial policy interacted to express political legitimacy and define authority as well as to challenge it. At the same time we will examine the various religious influences on Indian art during this period including Hinduism and Islam. We will also turn our attention to the impact on art of secular and secularizing influences ushered in during the colonial and nationalist eras. Of particular interest will be the question of whether the category of religion could, in fact, be transcended during these latter periods.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

The internal assignment will consist in either (1) a response to a question posed by the instructor or (2) a research paper on a topic selected in consultation with the instructor.

In both instances of the internal assignment, the word limit is 3000 and a word count must be included at the end of your essay. The essay must typed, double-spaced, in a 12 point font and with reasonable margins. **Please note that failure to comply with any of these formatting requirements will result in a deduction of marks.** Please cite your sources appropriately. If in doubt, consult the *Chicago Manual of Style.*

Class topics and readings

**The Delhi Sultanate: the Politics of Monuments**


Sunil Kumar, ‘Qutb and Modern Memory’ in Sunil Kumar, *The Present in Delhi’s Pasts*

The Mughal Empire: Background

Harbans Mukhia, *The Mughals of India*

John F. Richards, ‘Norms of Comportment among Imperial Mughal Officers’ in Barbara Metcalf (ed) *Moral Conduct and Authority: The Place of Adab in South Asian Islam*


Satish Chandra, ‘Jizya and the State in India during the Seventeenth Century’ in Richard Eaton (ed) *India’s Islamic Traditions*, pp. 133-149

Aurangzeb’s Fatwa on Jaziya (translation) available online at http://www.sscnet.ucla.edu/southasia/History/Mughals/Aurnag_fatwa.html

Legitimating Ideologies of Mughal Art and Architecture


John F. Richards, “The Formulation of Imperial Authority Under Akbar and Jahangir” in J.F. Richards (ed) *Kingship and Authority in South Asia*


T.W. Lentz and G.D. Lowry, *Timur and the Princely Vision: Persian Art and Culture in the Fifteenth Century*

Corinne Lefevre, “Recovering a Missing Voice From Mughal India: Imperial Discourse of Jahangir (1605-1627) in his Memoirs”, *JESHO*, 50, 4


Simon Digby, “The Sufi Shaikh as a Source of Authority in Medieval India” in Richard M. Eaton (ed) *India's Islamic Traditions, 711-1750*

**The Mughal Court, Palace and Royal City**

K.A. Nizami, *Royalty in Medieval India*


Ebba Koch, “The Delhi of the Mughals prior to Shahjahanabad as Reflected in the Patterns of Imperial Visits” in A. J. Qaisar and S. P. Verma (eds), *Art and Culture: Felicitation Volume in Honour of Professor S. Nurul Hasan*, 1993, pp. 2–20

Stephen P. Blake, *Shahjahanabad: The Sovereign City in Mughal India, 1639-1739*


Laura E. Parodi, “Princes of the House of Timur” in R. Crill and K. Jariwala (eds), *The Indian Portrait, 1560-1860*, 2010

M.C. Beach, *The Imperial Image: Paintings for the Mughal Court*

G. Necipoglu, “Framing the Gaze in Ottoman, Safavid and Mughal Palaces” in G. Necipoglu (ed) *Pre-Modern Islamic Palaces*


**The Great Akbari Synthesis: Fatehpur Sikri**

Michael Brand and G. D. Lowry (eds) *Fatehpur Sikri*, pp. 121- 48

C. B. Asher, *Architecture of Mughal India*, pp. 51-67


E. W Smith, *The Moghul Architecture of Fatehpur-Sikri*

**The Mughals and European Art**

G.A. Bailey, *The Jesuits and the Grand Mogul: Renaissance Art at the Imperial Court of India, 1580-1630*. Full text available online at

Stephen Merkel, “The Enigmatic Image: Curious Subjects in Indian Art”

**The Mughals, Nature and Political Sovereignty: Expressing Power Through Gardens**


Catherine B. Asher, *Architecture of Mughal India*, pp. 19-24

Catherine B. Asher, “Babur and the Timurid Chahar Bagh”


Ebba Koch, “Mughal Palace Gardens”

Ebba Koch, “Waterfront Gardens”


James L. Wescoat Jr., “Mughal Gardens and Geographic Sciences: Then and Now”

Elizabeth B. Moynihan, “The Lotus Garden Palace of Zahir-ud-din Babur”


**Mughal Tombs: Power Posthumous or Contemporary?**

Glenn D. Lowry, “Humayun’s Tomb: Form, Function and Meaning in Early Mughal Architecture”


**Imperial and Sub-Imperial Arenas of Patronage**

Catherine B. Asher, “Sub-Imperial Palaces: Power and Authority in Mughal India”

Catherine B. Asher, *Architecture of Mughal India*, pp. 39-74


M. Haq, “The Khan-i-Khanan and His Painters, Illuminators and Calligraphists”, *Islamic Culture* (1931), 621-30

**Margins Replicating or Replacing the Centre? Regional Schools of Art**


Mark Zebrowski, *Deccani Painting*, Introduction, Chapters 1, 4 and 11

B.N. Goswami and Fischer, *Pahari Masters*, selected pages

Milo C. Beach, *Mughal and Raiput Painting*, selected pages

Steven Kossak, *Indian Court Painting*, pp. 3-8 and 15-23

Molly Aitken, “The Laud Ragamala Album, Bikaner, and the Sociability of Subimperial Painting”

**Art and the Struggle for Authority Under the Mughal Successor States**

Catherine B. Asher, “Lucknow’s Architectural Heritage”

C.B. Asher, *Architecture of Mughal India*, Chapter 7


C.A. Bayly, “Delhi and Other Cities of North India in the ‘Twilight’” in R.E. Frykenberg (ed) *Delhi Through the Ages: Essays in Urban History, Culture and Society*

Stephen Markel, “The Dynastic History of Lucknow”

**The Colonial Transition: Reconfiguring Patronage and the Arts**
Jeffrey Auerbach, ‘Art and Empire’, Chapter 36, The Oxford History of the British Empire

Barbara S. Miller (ed.), The Powers of Art, Chapters 18 and 19

Mildred Archer, Company paintings: Indian paintings of the British Period, 1992


Partha Mitter, Much Maligned Monsters, Chapters 4 and 5


J. Jain, Kalighat Paintings: Images from a Changing World, 1999

Partha Mitter, Art and Nationalism in Colonial India, Chapters 1, 2 and 3

A. Paul (ed), Woodcut Prints of Nineteenth Century Calcutta, 1983
B. C.A. Bayly, The Raj, pp. 130-40 and 252-263

Stuart Cary Welch, Room for Wonder: Indian Painting during the British Period


British Painting in India: Portraiture, Landscapes, History Paintings and the Mythology of the British Empire

Jeffrey Auerbach, “Art and Empire”

C.A. Bayly, The Raj, p. 141-151


Architecture and the British Imperial Vision

Thomas R. Metcalf, Forging the Raj: Essays on British India and the Heyday of Empire, pp. 105-200


M. Bence-Jones, *Palaces of the Raj*, 1973


A.D. King, *The Bungalow*, 1984

**Collecting, Exhibiting, Museums and Empire**


Maya Jasanoff, *Edge of Empire: Conquest and Collecting in the East, 1750-1850*


**Online materials on the Imperial exhibitions:**
Website for the Great Exhibition, 1851 (images etc): http://spencer.lib.ku.edu/exhibits/greatexhibition/contents.htm
Some Indian Art Objects on display at the Great Exhibition of 1851: http://www.victorianweb.org/history/1851/18.html

**Colonial Photography, Identity and Representation**

Malavika Karlekar, *Revisioning the Past: Early Photography in Bengal, 1875-1915*, Delhi, 2005


**Indian Art in the Raj: The Gentleman Artist**

Partha Mitter, *Art and Nationalism*, Chapter 5

Christopher Pinney, *Photos of the Gods: The Printed Image and Political Struggle in India*, Chapter 4

Geeta Kapur, “Ravi Varma: Representational Dilemmas of a Nineteenth Century Indian Painter”, *Journal of Arts and Ideas*, 17-18, 1989

**Art and Nationalism**


E.B. Havell, “New School of Indian Painting”, *The Studio*, 44 (1908)


**Who Pictures the Nation? Muslim, Punjabi, Tamil Sub-Nationalism in Art**


Sumathi Ramaswamy, *The Goddess and the Nation: Mapping Mother India*, 2010

Partha Mitter, *Art and Nationalism*, pp. 332-9

**Modernism in India**


V. Sundaram et al., *Amrita Sher-Gil*

K. Khandalvala, *Amrita Sher-Gil*, 1944


D.J. Rycroft, “Santalism: Reconfiguring ‘the Santal’ in Indian Art and Politics”, *Indian Historical Review*, 33 (1), 2006

W.G. Archer, *India and Modern Art*, 1959

Geeta Kapur, *Contemporary Indian Art*, 1982
Course description
The course aims at expanding the familiarity of students with concepts, methodological debates, and case studies pertaining to the emerging domain of global intellectual history. It will complement the Global Intellectual History I course offered in the first semester of the postgraduate classes. This course consists of two parts: readings in methodology, and case studies. The course will begin with the methodological readings in the initial weeks, then proceed to specific case studies, and then return to theoretically-oriented readings in the concluding weeks of the semester. The objective is to initially raise curiosity about the conceptual stakes involved in the field of global intellectual history, then instantiate these discussions through detailed cases, and finally return to a discussion on how various case studies can generate new interpretative frameworks.

With respect to the specific case studies, the course operates at the intersections of three main lines of enquiry: first, studying intellectual practices which originated from modern Europe, and then claimed global validity through the expansion of European empires into the non-European world, including to India; second, interrogating the impact of India on the emergence of modern European thought; and finally, investigating the emergence of intellectual production in colonial India through entanglements between South Asian and European ideologies and practices. Intellectual work is understood capaciously as including not only conventional textual figures, but as also encompassing conceptually-embedded practices of law, administration, agrarian labour, or subversion of stratified norms of social power (to mention just a few examples). The focus is on the long nineteenth century, that is, on the period stretching from the early nineteenth century to the eve of the First World War. The reading list below is not exhaustive, but representative, and will be periodically updated.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

For the internal assessment, the student is expected to write an original paper, based on primary sources, which relates specific case study/studies to broader issues of social history as well as global intellectual history methodology. The student will receive supervision from the course instructor while doing this piece of original research.

Course topics and readings

Introductory and Concluding Lectures on Methodology (August and November)

Week 1


**Week 2**


**Week 3**


**Week 4**


**Week 5**


**Week 6**


**Week 7**
Shruti Kapila, ed., *An Intellectual History for India* (Delhi: Cambridge University Press, 2010).

**Week 8**

**Case Studies**

**Week 1: Connected Political Economies of Metropole and Colony**

**Week 2: Legal Worlds and Normativities**

**Weeks 3-4: Race, Caste, Gender, and Intellectual Production**

**Weeks 5-6: Constructions of Religion and Culture**
Weeks 7-8: Philosophical and Sociological Interventions


HIST0703B
Facets of Cultural Nationalism in the Nineteenth and Twentieth Centuries

PG I, Semester I
Course worth 4 credits, 50 marks

Course description
This course unravels how discourses on cultural nationalism developed in colonial Bengal, and how they interacted with transnational processes within webs of global connectivity. Though pivoted around ideas about a new history, society and identity in Bengal, it traces hitherto uncharted ways in which these ideas were articulated and disseminated in Southeast Asia and Europe by the Bengali literati. By underscoring intra-Asian agency, the course opens a field for reversing and refracting the Orientalist gaze: a unilinear hegemonic tool bent on exoticising and subjugating the ‘East’. By tracing (1) how Indian cultural nationalism intersected with Southeast Asian cultures and national movements; and (2) was articulated to European audiences, this course introduces the idea of a transnational India emanating from the conceptual paradigm of cultural nationalism.

The course is based on a theoretical interrogation of the conceptual category of samaj (social collectivity), which was a wide rubric variously uniting different castes, clans, creeds, races and even oppositional communities. It was the ideological nucleus which mediated fragmentation, and forged unities within interstices of difference. Furthermore, it was a site which was at once political and cultural, because samajik connections flowed out from so-called ‘inner’ cultural arenas to ‘outer’ public, political domains. Thus the course shifts from ideas about the nation as a merely political artefact of modernity. Significantly, by underscoring genealogies, it offers nuanced insight into how identities were created through an interface between modernity and its pasts. Critically comparing indigenous cultural nationalism to theoretical perspectives of European ‘romantic nationalisms’ (of Herder and Fichte) the course traces the dynamics of European and South Asian cultural-nationalist flows. How did these ideas of indigenous cultural nationalism interact with other (shared) heritages within Asia? How were they negotiated within and beyond imperial frames of power and hegemony?

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Class topics and readings

Weeks 1 and 2

Theoretical Perspectives/ Methodology

The first two weeks will focus on methodological aspects and tools for dealing with the inflections, nuances and main themes of the course. It will focus on methodological perspectives. It will familiarise students with the tools of intellectual and social history perspectives. It will help them to fuse these perspectives with the chief concerns and kernel of the course. By interrogating culture and nationalism, it would position these themes within a concatenation of contexts in colonial Bengal. It would also compare legacies of indigenous cultural-nationalist semantics with western ones. By investigating how Indian and western civilisations were compared, the unit would come away with a clear vision of the indigenism embedded in cultural politics in Bengal and India.
Readings:


Weeks 3 and 4

**Meanings and Interpretations of Cultural Nationalism**

The students will be taught about specifics with regard to the meanings and interpretations of cultural nationalism in India and other parts of South Asia. In particular, it will focus on the intersection between culture and nationalism, and use the methodological trajectories discussed in weeks 1 and 2.

Readings:


Weeks 5 and 6

**History and Cultural Nationalism: Indigenous Contexts**

This unit will focus on the intersections, connections and conversations between different varieties of indigenous historiography on the one hand, and the crystallisation of cultural-
political identities on the other. It will interrogate the semantics and cultural nationalist
semiotics of samaj, jati, desh, deshbhakti, swadeshabhiman: and comparisons with qawm and
biradari.

Readings:

1. Surinder Jodhka, Communities and Identities, Contemporary Discourses on Culture and Politics in
   India (New Delhi, 2001)

2. Satishchandra Raychaudhuri, Bangiya Samaj (Barahanagar, 1899)

3. Partha Chatterjee, Nationalist Thought and the Colonial World, A Derivative Discourse?, The
   Partha Chatterjee Omnibus (Delhi, 1999)

4. —, The Nation and its Fragments, The Partha Chatterjee Omnibus (Delhi, 1999)

5. —, “Claims on the Past”, in Arnold, David, and David Hardiman (eds.), Subaltern Studies,
   Volume VIII (New Delhi, 1994)

   and Culture in Contemporary India (New Delhi, 1996)

7. Rajat Kanta Ray, The Felt Community, Commonality and Mentality before the Emergence of Indian
   Nationalism (New Delhi, 2003)

8. Kshetranath Bandyopadhyay, Banglar Itihas (Calcutta, 1872)

9. Gobindachandra Basak, Bangiya Jatimala (Dacca, 1911)

10. Nilmoni Basak, Bharatbarsher Itihas (Calcutta, 1857-185


Weeeks 7 and 8

Culture and Politics: the Sacred and the Secular: The Question of Dharma in India
and ‘Agama’ in Southeast Asia

This unit will focus on the intricacies of intersection between the Bengali / Indian idea of
dharma and the Southeast Asian notion of Agama as reflected in Indian travel narratives,
articulations of Southeast Asian writers-actors, and those of European (mainly Dutch)
scholars, travellers and officials. It will interrogate how the concept of dharma, redefined in
nineteenth-century India, as meaning more than mere sectarian faith, was compared to the
fluid and multidimensional semantics of Agama in Java, Bali, and other parts of Southeast
Asia (the term was used to mean Agama Hindoe or Hinduism, Agama Slam or Islam,
Agama Boeda or Buddhism and Agama Kristen or Christianity). The synchronic
development of such semantics will trace semiotics of sacredness in two Asian “regions”.
This would be done with a view to tracing the specific ways in which the sacred (religious)
intersected with the secular (political) at interdisciplinary locations of intellectual, social
and cultural history, sociological and anthropological insight, and modern vocabularies of
religious studies (including comparative religions) in global contexts. The key questions
asked in this unit include: (1) How was dharma similar to Agama?; (2) How was it different from Agama?; (3) What were the cultural, political and transnational implications of the comparison and contrast between these two conceptual categories?

**Readings:**


2. Kalidas Nag, *Discovery of Asia* (reprinted Calcutta, 1993)

3. ____, *New Asia* (Calcutta, 1947)


5. Bankimchandra Chattopadhyay, *Dharmatattva*, 24th Adhyay


**Weeks 9 and 10**

**Transnational Comparisons: Cultural Nationalism in Global Contexts**

This unit will concentrate on transnational comparisons, focusing especially on (i) Intersections between cultural nationalism in India and nationalism in other parts of Asia (especially Southeast: to be taught with reference to the previous unit focusing on dharma and agama); (ii) Scholarly Networks within the empire (especially Asia-Europe) produced through situating ideas about Indian cultural nationalism in global grids. Significantly, the unit will look at ways in which indigenous ideas of cultural nationalism were disseminated to world audiences through conferences, textual markets, and overseas travel.

**Readings**

1. Romeshchandra Datta, *England and India* (London: Chatto and Windus, 1897)

2. Romeshchandra Datta, *Three Years in Europe* (undated)


**Weeks 11 and 12**

Tutorials, class interactions, informal presentations and discussions about Internal Assignment
Course description
This course provides a picture of the economic history of and economic nationalism in colonial India. It reveals the colonial and national perceptions of the Indian economy. It analyzes how the Indian economy shifted from being a traditional to becoming a modern economy. The essence of British imperialism lay in the subordination of the Indian economy to British interests. This course will explore how early nationalists like Dadabhai Naoroji and Romesh Chandra Dutt developed their economic criticism of colonialism which later became the pillar of economic nationalism.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Class topics and readings

1. **INTRODUCTION:**
   1.1. Historiography of Economic History of India
   1.2. Issues and Problems of Indian Economic History: Different approaches and their limitations,
   1.3 Introduction to Colonial Economy: Mercantilism and the English East India's Company's rule in Bengal, Growth of Indian Political Economy

2. Kohei Wakimura, “The Indian Economy and Disasters during the Late Nineteenth Century: Problems of Interpretation of Colonial Economy
5. Bipan Chandra, Rise and Growth of Economic Nationalism in India
7. John Stuart Mill, Principles of Political Economy

2. **RURAL ECONOMY:**
   2.1. Periodic Settlements- The Permanent Settlement in Bengal- its objectives, nature and its impact
   2.2. Commercialisation of Agriculture- Different variations: organization of production and export of commercial crops
   2.3. Traditional handicraft industries and its decline
2.4. Famines and British Policy - A nationalist criticism

Readings
5. Amiya Kumar Bagchi, Colonialism and Indian Economy
6. Bipan Chandra, Rise and Growth of Economic Nationalism in India
7. B.M. Bhatia, Famines in India 1860-1945
8. Amartya Sen, Poverty and Famines
9. Sirajul Islam, Permanent Settlement in Bengal
10. Sirajul Islam, Bengal Land Tenure- origin and growth of intermediate interests in the 19th century

3. URBAN ECONOMY:

3.1. Growth of Transport and Communication; Railways- a case study
3.2. Growth of Modern Industries- tea plantation- genesis, growth and impact on Indian economy- a case study
3.3. Agency Houses and indigenous modern banking
3.4. Trade and Finance: Foreign and internal trade with special reference to Trans- himalayan trade: background and legacy

Readings
11. Amiya Bagchi, “Private Investment in India”
12. Sugata Bose, (Ed.), Credit, market and agrarian economy
13. N. Sanyal, Development of Indian Railways
15. A. Tripathi, Trade and Commerce in the Bengal Presidency, 1773-1883, Calcutta, 1956
19. Sushil Chaudhury, Trade and Commercial Organisation in Bengal
22. Bipan Chandra, Rise and Growth of Economic Nationalism in India
23. Sabyasachi, Bhattacharya, Financial Foundations of the British Raj
4. FROM ECONOMIC IMPERIALISM TO ECONOMIC NATIONALISM:

4.1 The Drain of Wealth Theory: a Nationalist critique, volume and effects on Indian economy, Interpretations of Dadabhai Naoroji and Romesh Chandra Dutt
4.2 De-industrialization- debate & effects; regional variations
4.3 Rise of Indian capitalist class and their role in Indian National Movement
4.4 Nationalist economic agitation- Swadeshi and Boycott movements

Readings
1. Rama Dev Roy, “Some aspects of the Economic Drain from India during the British Rule” Social Scientist, Vol. 15, No. 3 (Mar, 1987)
3. Dadabhai Naoroji, “Poverty and Un-British Rule in India”
8. Amiya Kumar Bagchi, Colonialism and Indian Economy
9. Aditya Mukherjee and Mridula Mukherjee, Imperialism and Growth of Indian Capitalism in Twentieth Century
10. Aditya Mukherjee, Imperialism, Nationalism & the Making of the Indian Capitalist Class:1920-1947
11. Sekhar Bandyopadhyay, From Plassey to Partition - A History of Modern India

SELECTED READINGS:
1. Latika, Chaudhary, Bishnupriya Gupta, Tirthankar Roy (Ed.) A New Economic History of Colonial India
3. N. Jayapalan, Economic History of India
4. Tirthankar Roy, Economic History of India, 1857-1947
5. Romesh Chunder Dutt, The Economic History of India Under Early British Rule
6. Dharma Kumar (Ed.) Cambridge economic history of India (Vol. II)
7. B.B. Chaudhury, Growth of Commercial Agriculture in Bengal, 1757-1900
10. B. B. Chaudhuri , Peasant History of Colonial and Late Colonial India
11. A. Tripathi, Trade and Commerce in the Bengal Presidency, 1773-1883, Calcutta, 1956
12. Dadabhai Naoroji, Poverty and Un-british Rule in India
13. Bipan Chandra, Rise and Growth of Economic Nationalism in India
14. B.R. Tomlinson, The Economy of Modern India
15. Amiya Kumar Bagchi, Colonialism and Indian Economy
16. K.N. Chaudhuri, The Economic Development of India under the English East India Company
17. Sushil Chaudhury, Trade and Commercial Organisation in Bengal
19. Tirthankar Roy, Economy of India under Company Rule
20. Vera Anstey, The Economic Development of India
22. B.M. Bhatia, Famines in India 1860-1945
23. D.R. Gadgil, The Industrial Evolution of India in Recent Times
24. P.K. Gopalakrishnan, Development of Economic Ideas in India, 1880-1950
25. John Stuart Mill, Principles of Political Economy
26. Theodore, Morison, The Economic Transition in India
27. N. Sanyal, Development of Indian Railways
28. Phaninirathan Chakrabarti, Trans-Himalayan Trade: A Retrospect (1774-1914)
29. Sabyasachi, Bhattacharya, Financial Foundations of the British Raj
30. R.P. Dutt, India Today
31. Sirajul Islam, Permanent Settlement in Bengal
32. Sirajul Islam, Bengal Land Tenure- origin and growth of intermediate interests in the 19th century
33. Sunil Kumar Sen, An Economic History of India
HIST0791
Research Methodology: Approaches to the Practice of History

PG I, Semester I
(also approved for PhD coursework)
Course worth 4 credits, 50 marks

Course description
The course will discuss the nature of the discipline of history and historical practices. It will analyse and focus on narratives, interpretations, worldviews, the use of evidence, methods of presentation of historians, and different historical schools of thought. The course will revolve around a dual pedagogic engagement: (1) Analysis of different historical schools of thought separately; and (2) Connecting flows and linkages: interbraiding the different approaches to the practice of history. This will help the students to acquire a balanced and nuanced understanding of the different facets of the course.

Mode of assessment
As this is a sessional course, there will be no final examination. Instead, student evaluation will proceed through the writing of two essays, worth 25 marks each. The essays will be responses to any two questions posed by the different instructors of the course. The questions attempted in the essays must come from two different instructors, i.e. on two completely separate segments of the course.

Class topics and readings

1. The Practice of History: A Brief Introduction
   1.1 Debates over the nature and status of historical knowledge
   1.2 The importance and nature of sources and the archives for history
   1.3 The uses and abuses of history

Readings
4. Ulinika Rublack (ed.), *A Concise Companion to History*,

2. The Growth of Modern Historical Consciousness)
   2.1 Break with ‘traditional’ historiography and the writing of ‘scientific’ history
   2.2 Marxism and history
   2.3 British social history
   2.4. The ‘Annales’ School
   2.5. New approaches to history: micro-history and ‘indigenous’ history
Readings


3. Historiography in India

3.1 From ‘traditional’ histories to early modern times
3.2. Modern schools of historiography: imperialist, liberal-nationalist, Marxist histories and the Subaltern Studies Collective

Readings


4. Oral History

4.1. What is oral history?
4.2. Oral history as a research tool: Methods and techniques
4.3. Uses and abuses of oral history
4.4. Oral history and oral traditions: some case studies
Readings


5. Intellectual History
5.1 History of Ideas (*Ideengeschichte*)
5.2 History of concepts (*Begriffsgeschichte*)
5.3 Cambridge School
5.4 History of emotions

Readings


6. Poststructuralism and Postmodernism
6.1 Poststructuralism and the social sciences
6.2 Postmodernism and literature

Readings

7. Histories of interconnectedness
7.1 From world history to global history
7.2 ‘Connected’ and ‘entangled’ histories
7.3 Transnational, translocal, and transregional histories
7.4 Theories of cosmopolitanism
**Readings**

5. S. Bose, K. Manjapra (Eds.), *Cosmopolitan Thought Zones, South Asia and the Global Circulation of Ideas*, Palgrave Macmilan, UK, 2010
HIST0801
Ancient Societies: Egypt, Mesopotamia, India, Greece and Rome

PG I, Semester II
Course worth 4 credits, 50 marks

Course description
Placing five of the most prominent ‘civilizations’ of antiquity within a common analytical framework, this upper level postgraduate lecture course will provide students with a vital understanding of a number of complex issues. It introduces students to fascinating debates in the field such as how complex societies emerge; what constitutes a ‘civilization’?; what were the relations maintained between complex societies and their neighbours who carried on older lifestyles?; what are the political underpinnings of the endeavours of ‘discovering’ or ‘rediscovering’ ancient civilizations in the much later modern period?

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Class topics and readings

Please note that while what follows is a comprehensive reading list, the instructor will delineate which of these works (and sections thereof in books) will be particularly relevant for the specific topics addressed in this course.


Unit 2: Classical civilizations: Egypt, Greece and Rome; Mesopotamian Civilizations: Assyrians and Sumerians; Salt and silt in Ancient Mesopotamian Agriculture; the Indus and Eastern Asia; Trade Mechanisms in Indus-Mesopotamian Interrelations; Ancient Egypt and ‘Black Africa’ – Early Contacts.


**Unit 3: Theories of States: Evolutionary Schemes; Prestate and State-organized Societies; Six Classic Theories for the Emergence of State Societies: Childe and the Urban Revolution, Ecology and Irrigation, Technology and Trade, Warfare, Cultural Systems and Civilization, Environmental Change.**


**Unit 4: Mesopotamia: The First Cities (3500 – 2000 BCE): Hassuna, Samara, Halaf, and Ubaid; the Uruk period; the Early Dynastic Period; the Akkadian Empire; Imperial Ur; Cities in Syria, Anatolia and Susiana.**


**Unit 5: Egyptian Civilization (4000 - 1100 BCE): Predynastic Egypt, the Archaic Period, the Old Kingdom, the Middle Kingdom, the New Kingdom, Amarna and Akhenaten, Decline of Egypt.**


James, Peter 1993. *Centuries of Darkness*, New Brunswick, NJ.

Unit 6: Political and Social Organizations of the Mature Harappan Civilization (2500-2050 BCE).
Near Eastern Kingdoms (2000 – 1200 BCE): Bronze Age Cities in Anatolia, the Emergence of Babylon and the Old Babylonian Period, the Rise of the Hittites, Egypt and Mitanni, the Hittites in Levant and Anatolia, Mesopotamia and Iran; the Near East in the First Millennium BCE: Israelites and Phoenicians; the Assyria Resurgent and the Assyrian Apogee; the Neo-Babylonian Empire; Phrygians and Lydians, the Rise of the Persians.


Unit 7: The First Aegean Civilizations: the Aegean Early Bronze Age (3200 – 2100 BCE), Minoan Civilization (2100 – 1450 BCE), Crete and Its Neighbours; Mycenaean Greece (1600 – 1050 BCE); the Postpalatian Greece (1200 – 1050 BCE).


Unit 8: *The Mediterranean World in the First Millennium (1000-30 BCE): The Recovery of Greece; Phoenicians and Carthaginians; Etruscan Italy; Archaic Greece; the Greek Cities; Classical Greece; the Hellenistic Period; Imperial Rome: the Roman Republic (510–31 BCE) and the Early Roman Empire (31 BCE–235 CE).*


HIST0802A
Culture and Society in Medieval and Early Modern India and the World
PG I, Semester II
Course worth 4 credits, 50 marks

Course description
This course explores the co-constitution of medieval South Asian culture and society. At one level, it underlines the significance of multiple and differential levels of transregional and translocal interactions in the making of early modern Indian cultures. At another level, it deals with some key themes and issues in social history of literary and visual culture, identities and encounter, patronage and professional practices.

Mode of assessment
Internal assignment: 15 Marks
Final examination: 35 Marks

The internal assignment consists in either (1) a response to a question posed by the instructor or (2) a research paper on a topic selected in consultation with the instructor.

The word limit is 3000 and a word count must be included at the end of your essay. The essay must typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings

The suggested readings are basic and/or indicative in nature, and a detailed bibliography, subject to revisions as and when necessary, will be provided in the course of lectures.

Unit 1: South Asia and the World: Circulation, Mobility and Connections: Introduction; Historiography and Themes (Weeks 1-2)
Sanjay Subrahmanyam, *Explorations in Connected History*, OUP, 2005
Francesca Orsini, *After Taimur Left: Culture and Circulation in Fifteenth Century North India*, Oxford University Press, 2014
Thomas De Bruijn and Allison Busch (eds.), *Culture and circulation: Literature in Motion in Early Modern India*, Leiden: BRILL, 2014

Unit 2: Exploring Language, Literature and Society (Weeks 3-6)
Sanjay Subrahmanyam, "Persianization and Mercantilism in the Bay of Bengal History, 1400-1700", pp. 45-79.
Allison Busch, "Poetry in Motion: Literary Circulation in Mughal India, pp. 186-221
Richard Eaton, "Rise of Written Vernacular: The Deccan, 1450-1650", in Orsini, After Taimur Left: Culture and Circulation in Fifteenth Century North India, Oxford University Press, 2014 pp. 111-129
Dilorom Karomat, "Turki and Hindvi in the World of Persian, in Orsini After Taimur Left: Culture and Circulation in Fifteenth Century North India, Oxford University Press, 2014
Eloise Brac de la Perriére, "The Art of the Book in India under the Sultanate", in Orsini, After Taimur Left: Culture and Circulation in Fifteenth Century North India, Oxford University Press, 2014 pp. 301-338
Francesca Orsini, Traces of a Multilingual World: Hindavi in Persian Texts, in Orsini, After Taimur Left: Culture and Circulation in Fifteenth Century North India, Oxford University Press, 2014 pp. 403-436
Shantunu Phukan, Through Throats where many Rivers Meet: The ecology of Hindi in the World of Persian, Indian Economic and Social History Review, 2001
Muzaffar Alam, The Pursuit of Persian: Language in Mughal Politics

Unit 3: Encounters and Identities (Weeks 7-10)

Prasun Chatterjee, "Gender and Travel Writing in India, c. 1650-1700", Social Scientist, Vol. 40, No. 3/4, pp. 59-80
Sanjay Subrahmanym, "European Chroniclers and the Mughals", pp. 138-179
B. D. Chattopdhaya, Representing the Other: Sanskrit Sources and the Muslims, Manohar, Delhi
Edward C. Sachau, Al Biruni’s India (English Edition with Notes and Indices), Kegan Paul, Trench, Truber & Co. Ltd. 1910
Ellison Bank Findly, The Capture of Maryam-uz-Zamani’s Ship: Mughal Women and European Traders
Dilbagh Singh, Regulating the Domestic: Notes on the Pre-colonial State and the Family
Michael H. Fisher, Representing ‘his’ Women: Mirza Abu Talib Khan’s 1801 ‘Vindication of Liberties of Asiatic Women’

Unit: 4: Material and Visual Cultures: Imperial Ideologies, Regional Variations and Cultural Exchanges (Weeks 11-13)


Finbarr Barry Flood, Objects of Translation: Material and Medieval "Hindu-Muslim" Encounter, Princeton University Press,


Catherine B. Asher, Architecture of Mughal India, Cambridge University Press, 1992

Ebba Koch, Mughal Art and Imperial Ideology: Collected Essays, Oxford University Press, 2001


Milo Cleveland Beach, Mughal and Rajput Painting, Cambridge University Press, 1992


D. Valerie Gonzalez, Aesthetic Hybridity in Mughal Painting, 1526-1658, Ashgate Publishing, 2015

Catherine B. Asher, Mapping Hindu-Muslim Identities through Architecture of Shahjahanabad and Jaipur

Unit 5: Culture, Patronage and Professionals (Weeks 14-16)


Iqtidar Hussain Siddiqui, "Social Mobility in the Delhi Sultanate." Medieval India, 1 1992, 1200-17


Tanuja Kothiyal, "Understanding Change in Medieval India", EPW, Vol. XLV No. 44-45, October 30, 2010


HIST0802B
The History of Historical Writing in Medieval India

PG I, Semester II
Course worth 4 credits, 50 marks

Course description
This course introduces students to Persian literary materials that become increasingly important to the historians studying the period, 1300-1700. The intention of this course is to introduce students to different varieties of sources and the nature of information deployed by various authors. The course also focuses on selected texts, and through their critical reading, encourages students to probe issues of interpretation, the nature and subjectivity of medieval sources. This latter should help the postgraduate students for whom the exercise is intended to prepare for their future research work. In view of the vast literature that is available from the period, the discussions will revolve around some key texts and materials.

Mode of Assessment
Internal Assignment: 15 Marks
Final Exam: 35 Marks

The internal assignment consists in either (1) a response to a question posed by the instructor or (2) a research paper on a topic selected in consultation with the instructor. The word limit is 3000 and a word count must be included at the end of your essay. The essay must be typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings

The suggested readings are basic and/or indicative in nature, and a detailed bibliography, subject to revisions as and when necessary, will be provided in the course of lectures.

Unit 1: Historical Investigations & Writings
Role of Subjectivity in History: Interpolation and Extrapolation
Categories of Sources: Distinction of Primary and Secondary Sources as Ranke
Methods of Note Taking and System of Referencing

Suggested Readings
Unit 2: Sources of Traditions

Overview of Arabic historical narratives
Amir Khusrau and the turn of the thirteenth century
Efflorescence of Sultanate historiography

Suggested Readings:
Chapter on Early Indo-Persian Literature and Amir Khusraw, pp. 68-87 and The Influence of Islamic Traditions on the Sultanate of Delhi, pp. 88-108.

Regional political histories and biographical literatures

**Suggested Readings:**


K. A. Nizami, *On History and Historians of Medieval India*, Chapter 11: Historical Literature of Akbar’s Reign, pp. 224-244.


**Unit 4: Non-Persian sources and Court Writings**

Traveller’s account; English ‘Factory’ Records and Hindavi sources

Religious literatures: Ishrat, malfuzat, makhtubat, tazkiras

Court Writings: Akhbarat, news reports and court dispatches, imperial letters, state documents, Correspondences, administrative manuals

Translation under colonial rule: Preface to Elliot & Dowson’s *History of India* and Mohammad Habib’s critique

**Suggested Readings:**


Elliot and Dowson, *The History of India as Told by Its Own Historian*, Low Price Publication, Delhi, 1996. Introduction, pp. XVI-XXIX.
M. B. Ahmad, ‘Court Diaries during the Mughal Period’, *Journal of the Aligarh Historical Research Institute*, Vol. 1, No. 1, 1941, pp. 32-43.
__________, ‘Introduction to Elliot and Dowson’s *History of India*’, in K. A. Nizami (ed.), *Politics and Society during the early Medieval Period, Collected Works of Professor Mohammad Habib*, Vol. 1, New Delhi, 1974, pp. 59-74.
Course description
The course aims at initiating students into some of the basic concepts and debates about the nascent academic discipline of global intellectual history, pertaining especially to the field of early modern studies. Global intellectual history as an academic field has admittedly often foregrounded histories of the nineteenth and twentieth century; the latter period is the focus of the Global Intellectual History II course which complements the present course. However historians of early modernity have played a crucial role in advancing various methodologies which have radically transformed the way we understand global history and the multi-sited emergence of global modernities. They have challenged spatio-temporally bordered interpretations which divide the world between the modernizing and progressive ‘West’ and the supposedly stagnant or backward ‘non-West’. They have instead called forth for capacious understandings of globality and modernity. Simultaneously, scholars have also resisted teleological, flattened, and uni-scale explanatory narratives about globality. This course intends to familiarize students with some of the ensuing historiographical debates. In line with recent discussions, the term ‘early modern’ is used here as a heuristic tool rather than as a homogenized description of historical reality. The course consists of two parts. The first part involves readings in seminal methodological paradigms, while the second part instantiates these discussions through analyses of three broad arenas of interaction between early modern Europe and South Asia: idioms of rulership; legal-administrative norms and practices; and public cultures of religiosity and argumentation.

Problems of scale and of entanglement are of pervasive concern in global early modern studies. For example, when early modern European observers theorized about South Asia, to what extent were these conceptions overdetermined by an imperial gaze, and to what extent did these observations stem from the lived practical and conceptual realities of South Asia? The course does not impose any singular solution to these issues, but rather intends to provoke students into thinking through these matters in all their complexity. One way to negotiate this is by juxtaposing early modern European conceptual interpretations of South Asia with South Asian idioms themselves, some of these latter being localized in scale, and others more expansively connected to transregional imaginaries, such as of the wider Islamic world and of Europe. By identifying three broad themes, the course aims at bringing out the dynamism of intellectual production that characterized early modern South Asia as well as Europe, to locate their social contexts, to interrogate the complexities of their transregional connections and entanglements, and to provoke broader conceptual questions about what all this implies for the polyglot genesis of ‘modern’ ways of thinking about self and society. The three specific themes are grouped into three months of teaching; the reading list given below, and pertaining to the methodological as well as thematic readings, is obviously not exhaustive, but representative, and will be periodically updated.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

For the internal assessment, the student is expected to write an original paper, based on primary sources, which relates specific case study/studies to broader issues of social history as well as global intellectual history methodology. The student will receive supervision from the course instructor while doing this piece of original research.

Class topics and readings

I. Sample Methodological Readings


I. Idioms of Rulership: Between ‘Oriental Despotism’ and Ethical Governance

**Part A: European Constructions, South Asian Contexts**

Michael Curtis, *Orientalism and Islam: European Thinkers on Oriental Despotism in the Middle East and India* (Cambridge: Cambridge University Press, 2009), Chapters 1-5.


Part B: Multivocal Mughals

Part C: Regional Cosmopolitanisms and the Onset of Colonialism: Appropriating and Critiquing Mughal Governance

II. Legal-Administrative Normativities and Practices: Cross-Roads of South Asia and Europe

III. Public Cultures of Religiosity and Argumentation
Part A: European Imaginings


**Part B: South Asian Diversities**


Rosalind O’ Hanlon and David Washbrook (eds.), *Religious Cultures in Early Modern India* (Delhi: Routledge, 2011).

HIST0803B
Religious Nationalism and the Idea of India: Colonial and Postcolonial Times

PG I, Semester II
Course worth 4 credits, 50 marks

Course description
This course seeks to introduce students to the intersection, dynamics and impact of religion and nationalism in colonial and postcolonial India. It aims to awaken their minds to realities of the twin phenomena which have conditioned identities across historical and temporal spans, especially in India. Even as Indians are torn by religious strife and divisive fundamentalisms, the course charts a new trajectory of religious co-existence, and connectivity at two levels: (1) links between various (Hindu) sects; and (2) connections (not oppositions), developing between interstices of difference between Hindus and Muslims. Beginning with broader theoretical enquiries about the relationship between religion and nationalism, the course interrogates genealogies of contested religious belongings, political instrumentalisation of religious affinities, and sacred Hindu and Muslim geographies within and beyond India, to outline a new paradigm for moving beyond fundamentalisms. At the same time, it encourages students to ask and answer questions about Indian (mainly) Hindu religiosities and their interrelations with questions of identity in the world stage.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Class topics and readings

Weeks 1 and 2
Understanding the Dynamics of Religion and Nationalism: Theoretical Perspectives

The introductory weeks will gather and braid theoretical strands with regard to religion and nationalism, and open interrogative avenues for understanding the dynamisms of this interface. These two weeks will explain how: colonial nationalisms in their different avatars have assumed different forms in various parts of colonised worlds. Introductory lectures will help students to craft a new prism for exploring the origins, nature and future of nationhood in India by focusing on the impact of religion on (1) cultural nationalism; and (2) political nationalism. The intent is to break two major stereotypes which existing scholarship has endorsed. (1) First, instead of hermetically sealing off religion in a so-called inner domain of culture, the course will explore the intersection between religion and politics, or the sacred and the secular. (2) Second, it will contest the contention that the use/misuse of religion in politics inevitably leads to divisive fundamentalisms, fragmenting the nation. Traversing a temporal terrain including ancient pasts, medieval memories, and modern constructions of historical identity, the course will introduce students to various ideas of India, at the heart of which lay the sacred-secular interconnection. India is not seen here through the Hegelian lens of a-historicism, or as a de-politicised, dreaming ‘Other’ acting as a foil to so-called full-fledged, emphatically secular nationalisms of the West. Rather, by strategically locating religion within the conceptual nexus of imagining and actualising the nation, the course tells a nuanced story of how differing definitions of ‘Hindu’, heritages, use of imagery and icons, nostalgias, sensibilities, and contextual
comminglings of oppositional categories such as Hindu and Muslim – fed into articulations of nationalist goals. These explorations and interrogations would show how, despite division and conflict, Hinduism forged contextual unities cutting across caste, class, communities and ethnic groups. Using tools of social and intellectual history, and yoking them to sociological and anthropological insight, the course offers interpretive strategies for dealing with postcolonial predicaments of (religious) fragmentation and fundamentalist enclaves.

**Readings:**

**Week 3**

**Exploring Genealogies**

This theme or unit would turn the gaze backward to glimpse constellations of religious-political unity or connectivity, as illustrated in formations such as Pancha Gour, Sapta Puri and Char Dham. By historicising the intersection between religion and politics in the ancient and medieval periods, this unit moves beyond one sided anthropological studies focussing on the here and now. Instead, it orients genealogies to modern functionalities of the interface between religion and politics. By doing so, it shows that modernity does not make religion politically irrelevant.

**Readings:**
4. S. N. Bhadra, *Uttar Purba Bharat* (Dacca, 1911)
5. S. Radhakrishnan, *Eastern Religions and Western Thought* (Delhi: Oxford University Press, 2010)

**Weeks 4 and 5**

**Hindu Muslim Relations: Medieval, Early Modern and Modern Periods**

The unit excavates Hindu Muslim relations and sees how these transformed across time. It traces arenas of co-operation despite contextual polarisation and conflict. By discovering these, the unit would break dual stereotypes: (1) the medieval was the scorned and tyrannised other of modernity; (2) Hindus and Muslims were always oppositionally arraigned.

**Readings**

**Weeks 6 and 7**

*Political Movements: Use of Hindu Icons and Ideologies in Extremist Politics*

The unit tracks how and why Hindu-Muslim relations changed in India from 1905 (the partition of Bengal) onwards. From the Swadeshi period, there was a swing towards using Hindu icons, images, festivals and imagery in political vocabularies, the most significant of which was the Extremist movement in Bengal. How did such use operate within frames of opposition which hardened in the wake of the foundation of the Muslim League? Can the political-religious Hindu rhetoric still be seen as having an inclusionary sweep? To answer these questions, the unit critically explores the Extremist doctrines of *avatarvad* and non-communalism.

**Readings**

2. Speeches of Tilak, 1919
4. B.C. Pal, *Soul of India* (Calcutta, 1911)

**Weeks 9 and 10**

*Beyond Fundamentalisms? Hindutva and its Legacies*

This unit takes the Extremist phase of religious politics further, and traces the genesis and development of the ideology of Hindutva, first articulated by V.D. Savarkar in 1923. It argues that this politically charged ideology, despite fomenting communal rivalry, cannot be simplistically fitted into a causative mould of inevitable fundamentalism in colonial and postcolonial India. In addition to Savarkar’s ideas, this unit also discusses those of M.S. Golwalkar, and relates them to the philosophy of neo-Hinduism. What requires deeper analysis is the oscillation between inclusion and exclusion as played out in the ideology of Hindutva. Further, the unit asks: Can postcolonial communal rivalry and the politics of so-called fundamentalism be traced to a single ideology (Hindutva) alone?

**Readings**

4. V.D. Savarkar, *Hindutva*, and *Who is a Hindu*, in *Essentials of Hindutva* (1923)

**Weeks 11 and 12**
Pilgrimage, Melas and Religious Geographies

Eluding the divisive snare of fundamentalisms and communal rivalry, this unit focuses on the relatively unexplored dynamics of the triadic relation between pilgrimage, melas and sacred-secular cartographies of India. This simultaneously depicts India as a domain of the divine, as well as an anthropometric, political and secular landscape which was territorialised, thus shaping new ideas of India. Pilgrim pathways, local and all-India melas and cartographic representations of India through the Bharat Mata imagery forged a connected India despite contestations. Further, this came away from colonial political mappings as well as older ideas of ‘Hindustan’ (primarily north India), and binaries of Aryavarta and Dakhyinatya (north India and the Deccan). The unit shows how Hindu as well as Muslim sacred geographies within and beyond the territorial limits of India form an evolving context for juxtaposing religious nationalisms to theoretical frames of place-making and connected spaces. Can we then dream about and apprehend a new, contextually-united entity of India in the contemporary period, which exists despite religious-political separatisms and breakaway impulses? The idea(s) of this India is to be situated in world / global contexts, thus seeing how conceptualisations of a national and transnational India assume specific forms within the framework of religious nationalism.

Readings
Course Description
This course focuses on scholarly debates on socio-religious changes, interactions and intellectual trends in Islamicate South Asia during the late medieval and early modern periods. It explores the interface between state and religion on the issues of authority and legitimacy both in regional and trans-regional contexts and pays special attention to the flow of ideas / concepts and movement of individuals across regions and subsequent transformations or accommodations. The course also investigates the emergence of revivalist, messianic and monotheistic movements and the contours of interactions among a variety of religious traditions in South Asia. It familiarizes the students with scholarly debates in the studies of religious interaction, conflict and synthesis; religious cultures; and construction of religious identities and boundaries in early modern south Asian history.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Class topics and readings

Unit I: Historiography and Interpretations (Weeks 1-3)

- Islam and Muslims in South Asia: Historiographical Trends
- Themes and Analytical Categories
- Issues and Perspectives

Recommended Readings
Francis Robinson, Islam and Muslim Society in South Asia, Contributions to India Sociology 1983, 17:2 pp.186-203
Francis Robinson, Islam and Muslim Society in South Asia: A Reply to Das and Minault, Contributions to India Sociology, 20:1 1986, pp. 97-104
Gail Minault, “Some Reflections on Islamic Revivalism vs. assimilation among Muslims in India”, Contributions to Indian Sociology, 18:2, 1984 pp. 301-05
Imtiaz Ahmad, Introduction, in Imtiaz Ahmad and Helmut Reifeld eds., Lived Islam in South Asia: Adaptation, Accommodation, and Conflict, Berghahn Books, 2004,
Richard M. Eaton: India’s Islamic Traditions, 711-1750, Oxford University Press, 2003, pp. 1-36
Reza Pirbhai, Reconsidering Islam in a South Asian Context, Brill, 2009, pp. 1-15; 19-65
Rosalind O'Hanlon, David Washbrook, (eds.) Religious Cultures in Early Modern India: New Perspectives, Routledge, (South Asian History and Culture Series), 2012
Vasudha Dalmia, Munis D. Faruqui, (eds.) Religious Interactions in Mughal India, Oxford University Press, 21-Oct-201
Unit 2: Authority and Legitimacy: State and Religion (Weeks 4-6)

- Authority and Legitimacy: West Asian and South Asian Traditions
- The Sultan and Political Authority
- Patterns of Religious Authority: Sufis and Ulama
- Sufis, Ulama and the State: Conflict or Compromise

Recommended Readings


John F. Richard, "The Formulation of Imperial Authority under Akbar and Jahangir", in John F. Richards, Kingship and Authority in South Asia, South Asian Studies, University of Wisconsin, Madison, 1978, pp. 285-326

A. Nizami, Royalty in Medieval India, Munshiram Manoharlal Publishers, Pvt. Ltd. New Delhi, 1997


Muzaffar Alam, The Languages of Political Islam, Permanent Black, 2004

Peter Hardy, "Growth of Authority Over a Conquered Political Elite: Early Delhi Sultanate as a Possible Case Study", in John F. Richards, Kingship and Authority in South Asia, South Asian Studies, University of Wisconsin, Madison, 1978, pp. 216-241

Rafat M. Bilgrami, Religious and Quasi-Religious Departments of the Mughal Period, 1556-1707 AD, Munshiram Manoharlal Publishers, 1984
Simon Digby, "The Sufi Shaykh and the Sultan: A Conflict of Claims to Authority in Medieval India," Iran, Vol. 28, 1990, pp. 71-81
Simon Digby, The Sufi Shaikh as a Source of Authority in Medieval India, Purusartha, 9, 1986, pp. 57-77
Sunil Kumar, “The Ulama‘ and the Emergence of Delhi as the Sanctuary and Axis of Islam in North India” in Sunil Kumar, The Emergence of the Delhi Sultanate, Permanent Black, 2007 [2012], pp. 192-237

Unit 3: Religious Traditions in Early Modern South Asia (7-12)

- Islamic Religious Traditions (Ulama: Sunnis and the Shi‘is)
- Islamic Devotional Tradition: Sufism, Origin, Contestation and Reconciliation
- Major Sufi orders in South Asia; Ecclesiastic and Non-Conformist Orders
- Revivalist Trends in Medieval Islamic Traditions
- Bhakti Movement; Historical Background
- Leading Sants: Kabir, Nanak, Dadu Dayal and Chaitanya
- Shaivism, Vaishnavism and Sikhism

Recommended Readings

a. The Sultans and their Religions Attitudes

K. A. Nizami, Royalty in Medieval India, Munshiram Manoharlal Publishers, Pvt. Ltd. New Delhi, 1997

b. Religious Tradition: Islam

Aziz Ahmad, An Intellectual History of Islam in India, Edinburgh University Press, 1969
Carl W. Ernst, Eternal garden: Mysticism, History and Politics at a South Asian Sufi Centre, New York, 1992
Carl W. Ernst and Bruce B. Lawrence, Sufi Martyrs of Love: The Chisti Order in South Asia and Beyond, Plaggrave Macmillan, 2003
Jamal Malik, Islam in South Asia: A Short History, Orient BlackSwan, 2012
Mujeeb, M., The Indian Muslims, Munshiram Manoharlal, New Delhi, (Reprint), 1995
Richard M. Eaton, Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India, Princeton University Press, (Reprint) 2015
Muhammad Inamul Haq, A History of Sufism in Bengal, Dacca, 1975
Muzaffar Alam, The Languages of Political Islam, Permanent Black, 2004
K. A. Nizami, Religion and Politics in India during the Thirteenth Century, OUP, New Delhi, 2002 (Chap 9)
Raziuddin Aquil, Sufism and Society in Medieval India, Oxford University Press, 2010
Raziuddin Aquil, Sufism, Culture, and Politics: Afghans and Islam in Medieval North India, Oxford University Press, 2007
S. A. A. Rizvi, Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries, Munshiram Manoharlal Publishers, 2014

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Zahir Uddin Malik, ‘Role of Sufis and Bhaktas in North-Western India during the Eighteenth Century’, in *Exploring Medieval India*, vol. II, (ed.) Bhargava, Meena, Orient Blackswan, Delhi, 2010

Dr. Qamaruddin, *The Mabdawi Movement in India*, Idarah-i Adabiyat-i Delli, 1985

c: Bhakti Movement / Sant Traditions


Satish Chandra, "Historical Background to the Rise of the Bhakti Movement in Northern India", in Historiography, *Religion & State in Medieval India*, New Delhi, 2004 (Third Reprint), pp. 110-131

Satish Chandra, ” Interaction of Bhakti and Sufi Movement in South Asia", in *Historiography, Religion & State in Medieval India*, New Delhi, 2004, pp. 132-152

Vaudeville, Charlotte, *A Weaver Named Kabir*, Oxford University Press, Delhi, 1993


Joseph T. O’Connell, "Chaitanya Vaishnava Devotion (Bhakti) and Ethics as Socially Integrative in Sultanate Bengal", Bangladesh E-Journal of Sociology, Vol. 8, No. 1, (Jan. 2011)

Unit 4: Conflict and Synthesis: Syncretism and Beyond (Weeks 13-16)

- Religion in Early Modern South Asia: Varieties and Diversities
- Religious Interaction and Socio-Religious Change
- Islamic Traditions in the South Asian Context
- Sufis and Non-Islamic Devotional Traditions
- Conversion, Temple Desecration and Islamicization
- Conflict and Synthesis in Medieval South Asia

Recommended Readings
Asim Roy, The Islamic Syncretistic Tradition in Bengal, Sterling Publishers, 1983 (Introduction and Conclusion)
B. D. Chattopadhyaya, Representing the Other: Sanskrit Sources and the Muslim, Manohar, 1998
Vasudha Dalmia, Munis D. Faruqui, (eds.) *Religious Interactions in Mughal India*, Oxford University Press, 2014
HIST0891
Research Methodology: Reading Texts in History

PG I, Semester II
(also approved for PhD coursework)
Course worth 4 credits, 50 marks

Course description
This course is part of curricula intended to train students at advanced levels (MA & PhD course work) in research methods. While rooted in the discipline of History, the course also intends to familiarise students with larger debates in the Humanities and Social Sciences and to broader inter-disciplinary questions. It complements the other course in research methods, viz. ‘Research Methodology: Approaches to the Practice of History’, and is focused in particular on the methodological aspects of reading texts that are crucial for the discipline of History.

The course will be taught collaboratively by various members of the department’s faculty. Each faculty member will assign readings for the separate units and/or sub-units for which they will be in charge. The specific texts chosen for examination each term will vary according to the preferences of the individual instructors associated with the course. However, in each semester the course is taught the readings selected are representative of the major trends, strands, and schools in the field of History. The following units chart out the broad contours, to be taught through specific readings by various members of the faculty simultaneously.

Mode of assessment:
Two term papers worth 25 marks each. Each term must address a different segment of the course.

Indicative outline of the course

1) Prefatory Comments:
- Sources of History
- Primary & Secondary Sources
- Archive & Various forms of Primary Sources

2) On Reading Texts- i:
- Archival Sources
- Primary Sources outside Archives
- Texts versus Oral Traditions

3) On Reading Texts- ii:
- Secondary Sources
- The ‘Canons’ & Beyond

4) Reading Texts:
- Representative Texts Covering the Following Aspects/Areas:
  a) Historical consciousness across time and place
  b) The predicaments of the connected, entangled, and global histories
  c) Marxist historiography
  d) Social History
  e) History of Ideas contra Intellectual History contra History of Concepts
f) The post-structural, post-modern, the subaltern, and the post-colonial


g) Ethnohistory
Course description
This course surveys changes and continuities in the economy, society and culture that shaped regions, social groups and individual careers in the period of transition to the English Company rule and South Asia in the broader context of eighteenth-century Eurasia. It aims at familiarizing students with scholarly debates and historiographical perspectives on themes such as early colonialism and imperialism as well as empire and ideology. The course also explores the different views and positions on the nature of economic and commercial developments; socio-political formations; and cultural interactions in the field of religion, arts and literature during the period of transition.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Class topics and readings

Readings consist of essential readings and core/suggested readings, given under each unit. Essential readings are mandatory and appear in the last section of this syllabus.

1. Introduction, Themes and Historiography (Weeks 1-2)

    The Eighteenth Century in Eurasia; Problems and Debates; 'Decline', 'Crisis', Socio-Political Change and South Asian History; Theoretical Perspectives; Methodological Tools

Core / Suggested Readings:
C. A. Bayly, “Political and Social Change in the Muslim Empires” and “Crisis and Reorganization in Muslim Asia,” in C.A. Bayly, Imperial Meridian: The British Empire and the World, 1780-1830 (London and New York: Longman, 1989), 16-34; 35-74
P. J. Marshall (ed.), *The Eighteenth Century in Indian History: Evolution or Revolution?* Delhi: OUP, [2003], 2012 (Introduction)

2. The Later Mughals and Regional Political Formations (Weeks 2-7)

*The Later Mughals and Emergence of the Regional States; Mughal 'Decline' 'Crisis' and Reorganization; Nature of Regional Polities; New Social Groups and Economy in the Eighteenth Century*

Core / Suggested Readings:

Farhat Hasan, *State and Locality in Mughal India: Power Relations in Western India, C.1572-1730*, CUP, 2004
Percival Spear, *Twilight of the Mughals: Studies in Late Mughal Delhi*, Cambridge, 1951

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3. Colonialism and Imperialism: European Companies from Trade to Empire (Weeks 8-9)

Defining the Terms: Colonialism, Imperialism; Global Connections and Pre-Colonial South Asia; Economic Change and Military Conflict; Empires, Boundaries and Production of Difference; The Portuguese; the Dutch and the French and the English

Core Readings:

Ania Loomba, *Colonialism / Postcolonilism*, London / New York: Routledge, 2005


David Washbrook, "India 1818-1860: The Two Faces of Colonialism", in William Roger


Holden Furber, *Rival Empires of Trade in the Orient, 1600-1800*, Minneapolis, 1976


Pamela Nightingale, *Trade and Empire in Western India, 1784-1806*, Cambridge, 1970

4. British Conquests and Dominance (Weeks 10-11)
Core / Suggested Readings:


5. Society and Economy in the Age of Transition (Weeks 12-14)

The core readings for this topic are:

Burton Stein and Sanjay Subrahmanyam (eds.), *Institutions and Economic Change in South Asia*, Oxford University Press, 1996
C. A. Bayly, *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870*, CUP, 1988


Frank Perlin, "Concepts of Order and Comparison, with a Diversion on Counter Ideologies and Corporate Institutions in Late Pre-Colonial India", *The Journal of Peasant Studies*, Vol. 12, No. 2-3, 1985, pp. 87-165


6. Religious and Cultural Dynamics (Weeks 15-16)

*Religion and Culture in Eighteenth Century South Asia; Literary Traditions; Music, Performance and Visual Arts; Religion, Mission and Empire, Indigenous Response: Reform and Revival*

**Core / Suggested Readings:**


Francesca Orsini, Hindi and Urdu Before the Divide, Delhi: Orient Blackswan, 2010
Francis Robinson, The Ulama of Frangi Mahall and Islamic Culture in South Asia, Permanent Black, 2012
Hermann Goetz, The Crisis of Indian Civilization in the Eighteenth and Early Nineteenth Centuries: The Genesis of Indo-Muslim Civilization, University of Calcutta, 1938
Kate Brittlebank, Tipu Sultan's Search for Legitimacy: Islam and Kinship in a Hindu Domain, Delhi: Oxford University Press, 1997
Kumkum Chatterjee, The Cultures of History in Early Modern India: Personalization and Mughal Culture in Bengal, New Delhi: Oxford University Press, 2009
Lakshmi Subramanian, From the Tanjore Court to the Madras Music Academy: A Social History of Music in South India, New Delhi: Oxford University Press, 2006
M. S. Dodson, Orientalism, Empire, and National Culture: India, 1770–1880 (Basingstoke and New York, 2007)
Margrit Pernau (ed.), The Delhi College, Traditional Elites, the Colonial State and Education before 1857, Delhi: Oxford University Press, 2006
Michael H. Fisher, A Clash of Cultures: Awadh, the British and the Mughals, New Delhi: Manohar, 1987
Rosalind O'Hanlon and David Washbrook (eds.), *Religious Cultures in Early Modern India: New Perspectives*, Routledge, 2014

**Essential Readings:**

Course description
The course aims to provide an understanding of what causes mass violence and how tracing its history from the twentieth century to our times can prevent it. It also explores how at times of violence people can be seen playing the different roles of perpetrators, victims, rescuers and bystanders and how the different section of society respond. The course intends to explain to students how the challenges of rehabilitation and reconciliation have been overcome and to what degree. It also elaborates on how memory can be politicized through conflicting narratives.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

The internal assignment for the course will consist of one essay of 3000 words written in response to a question the instructor will pose.

The essay must typed, double-spaced, in a 12-point font and with reasonable margins. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks.

Class topics and readings

1. Challenges of Definition and Nomenclature

2. Causes
   - Ungor, Ugur Umit, *Genocide: New Perspectives on its Causes, Courses and Consequences* (NIOD Studies on War, Holocaust, and Genocide), Amsterdam University Press, 2013

3. Warning Signs

4. Propaganda


5. Hateful or Inflammatory Speech


6. The State’s Connivance or Inaction

7. **Mass Atrocities**

*Indigenous Peoples/First Nations*


**Namibia**


**Armenia**

• Dadrian, Vahakn N, *The History of the Armenian Genocide: Ethnic Conflict from the Balkans to Anatolia to the Caucasus*, Berghahn Books, Providence, RI, 1995

Manmade Famine in Ukraine


The Indonesian Massacre


The Burundi Genocides


The Cambodian Genocide (1975-79)


Rwanda


The Former Yugoslavia


8. Complicity


9. Bystanders


10. Rescuers


11. Resistance

12. Displacement


13. Responses

THE STATE’S RESPONSE


JUDICIAL RESPONSE


NATIONAL RESPONSE


INTERNATIONAL RESPONSE


LITERARY AND CINEMATIC RESPONSE

RESPONSE OF THE PRESS


14. The Role of the Academy


15. Trauma


16. Rehabilitation

- Bauer, Yehuda, *The Jewish Emergence from Powerlessness*, University of Toronto Press, Toronto, 1979

17. Reconciliation


18. Conflicting Narratives, Denial or Minimization


19. Remembrance and Memorialization

The History and Philosophy of Science

Course description
The aim of History and Philosophy of Science (HPS) is to understand and evaluate the progress of science. It approaches the topic by looking at the development of science in History; and studies its philosophical, religious and sociological aspects. The course aims at analyzing the role of science in society, through studying scientific methods and objectives. Chronological the course begins by studying the Scientific Revolution in the seventeenth century and covers the period till the end the Second World War. The student will gain analytical skills of assessing scientific and non-scientific developments.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Course Topics and Readings


2. The Scientific Revolution – Astronomy – Magic and Mechanism- New Science – Newton’s *Principia* and *Opticks*.


4. Developments in Physics - Atomic theories (Dalton to Bohr); periodic system and discovery of new elements, e.g. argon; spectroscopy and the physicists' composition of the atom, up to about 1920 with new understanding of elements and atoms, including quantum theory before proper quantum mechanics. Broad picture of main trends in physics ca. 1890-1960, in particular external such as publications, institutions, money – Progression towards Big Science.


Arnold, David, Colonizing the body: state, medicine and epidemic disease in nineteenth century India, California, University of California press, 1993.

8. Methodology in Philosophy of Science

9. Importance of case studies in HPS

10. HPS as Complementary science

Suggested reading
1. Arnold, David, Colonizing the body: state, medicine and epidemic disease in nineteenth century India (California, University of California press, 1993)
3. Agar, Jon, Science in the Twentieth century and Beyond (2012)
6. Chattopadhyay, D.P. (edt), History of Science, Philosophy and Culture in Indian Civilization
9. Franklin, Two letters (1783) on experiments with balloons. The source can be found at http://www.fordham.edu/halsall/mod/franklin-science.html.
15. Kumar Deepak, Science and the Raj
HIST0903
Socio-Religious and Intellectual History of Islam and Muslim Societies in Colonial and Post-colonial South Asia

PG II, Semester III
Course worth 4 credits, 50 marks

Course description
This postgraduate course will explore the socio-religious and intellectual history of Islam and Muslim societies in modern South Asia. It will strive not to proceed with underlying preconceived ideas and notions, but unpack the very conceptual categories which one so often tends to accept as axiomatic. This course will thus start with exploring the very conceptualisation of ‘Islam’ as a religion within the larger rubric of Orientalist debates around national and world religions (i.e. Arab-centrism and its critique), and will furthermore problematize conceptual and/or analytical categories such as ‘reform’, ‘revival’, ‘revitalisation’ etc. It will do so, moreover, with reference to an array of ideas: of race (Aryanism vis-à-vis Semitism), sectarianism and its implications especially in South Asia, the colonial intervention and the tryst of South Asia’s Muslims with colonial ‘modernity’, idioms of religious nationalism, minoritization and internationalism (pan-Islamism), and not least perceptions of religious authority and processes of reform, revival and/or revitalisation among South Asia’s Muslims in the colonial and post-colonial times.

The course will draw upon methodological innovations in intellectual history, such as biographic methods, through exploring the flows of ideas and genealogies of conceptual categories. It will help students conceptualise research problems for a higher academic career.

In the process, we intend to:
- widen the geographical remit, by including cases from places other than Punjab, Bengal or the Deccan— the places visited by conventional historiography on Muslim South Asia
- problematize the variegated nature of Muslim ecumene in South Asia by including the non-Sunni Muslim socio-intellectual life, often glossed over in the metanarrative of Muslim history in South Asia
- emphasise the need to look at careers of individual thinkers and/or movements as part of wider flows of ideas both across, and networks within, the British Empire as well as beyond the imperial frame
- encourage students to engage with select primary sources and exercises in composition, as well as class presentations and group discussions

With its focus on Islam and Muslim societies in modern South Asia, the course seeks to invite students to engage with the complexities of the intellectual life that sustained the larger socio-political and religious processes in both colonial and post-colonial times. It will help students examine the ideological, ideational and intellectual bases of specific movements, public careers of religious and political leaders, and not least the careers of key Muslim thinkers by situating them at regional, transregional and/or global planes. By encouraging engagement with select primary sources the course will, furthermore, help students conceptualise their specialised research projects at an advanced level.
Mode of assessment
Internal Assignment: 15 marks
Final Exam: 35 marks
The internal assignment consists in either (1) a response to a question posed by the course instructor or (2) a research paper on a topic selected in consultation with the course instructor.

The word limit of the internal assignment is 3000 and a word count must be included at the end of your essay. The essay must be typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings
The suggested readings are basic and/or indicative in nature, and a detailed bibliography, subject to revisions as and when necessary, will be provided in the course of lectures.

Unit 1 (weeks 1-2): Morphology of Orientalist scholarship: textual, judicial and ethnographic exercises; world versus national religions; the Arab world and the Ajam.

Core Readings:
Talal Asad, Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam (Baltimore & London, 1993), Chapter 1 under the section on ‘Genealogies’, i.e. the chapter entitled ‘The construction of religion as an anthropological category’.
Faisal Devji, Muslim Zion: Pakistan as a Political Idea (Cambridge, MA, 2013), Chapter 6.
Tomoko Masuzawa, The Invention of World Religion Or, How European Universalism was Preserved in the Language of Pluralism (Chicago and London, 2005), Chapters 3 & 6; also, pp. 170-178.

Unit 2 (weeks 3-4): Scriptural traditions; socio-religious reform, religious revitalism/revitalisation; the self, the individual and the community; the search for Western as well as non-Western models.

Core Readings:
Daniel Brown, Rethinking Tradition in Modern Islamic Thought (Cambridge, 1999 ed.), Chapters 1, 2 & 3.
-----, Muslim Zion: Pakistan as a Political Idea (Cambridge, MA, 2013), Chapters 2 & 6.
Barbara Daly Metcalf, Islamic Revival in British India: Deoband, 1860-1900 (Princeton, NJ, 1982), Chapters II & VII.
Unit 3 (weeks 5-7): The colonial intervention and social reform: sectarian variations (e.g. the Aligarh Bareilly and Deobandi movements vis-à-vis contending reformist endeavours of the Shia in the United Provinces; other reginal specificities in the subcontinent).

Core Readings:


Core Readings:

Unit 5 (weeks 9-11): Political Islam and Muslim religious nationalism: territorial nationalism and its critique; vocabularies of ‘separatism’, ecumenism, minoritization; denominational specificities.

Core Readings:
Faisal Devji, ‘The Minority as Political Form’ in Dipesh Chakrabarty, Rochona Majumdar & Andrew Sartori (eds), *From the Colonial to the Postcolonial* (New Delhi, 2007), pp. 85-95.


Iqbal Singh Sevea, *The Political Philosophy of Muhammad Iqbal: Islam and Nationalism in Late Colonial India* (Cambridge & New Delhi, 2013 [2012]), Introduction; Chapter 4, & esp. pp. 139-162.


Unit 6 (weeks 12-13): Problematizing religious authority- I: regional, transregional and global processes and networks with special focus on the inter-war decades; cosmopolitan and internationalist experiments within and beyond the British imperial framework; notions of pan-Islamism, and the Khilafat movement.

**Core Readings:**


Unit 7 (weeks 14-15): Problematizing religious authority- II: millenarianism in Islam and messianic/ charismatic authority in Islam in South Asia; the notion of heterodoxy.

**Core Readings:**


Unit 8 (week 16): Islam in South Asia and the western Indian Ocean world: South Asian diasporas in an ‘imperial Islamicate’.

**Core Readings:**
Seema Alavi, *Muslim Cosmopolitanism in the Age of Empire* (Cambridge, MA, 2015), Introduction; Chapter 1.
HIST0904A
Fiction and History
PG II, Semester III
Course worth 4 credits, 50 marks

Course description
At its simplest historical fiction is a fictional account of the past. It is a story told about events and people in the past, real or fictional. The major utility of these works is that, for many readers, they serve as introduction to mainstream history. Historical fiction entertains as well as instructs. Through them we often obtain more vivid pictures of the past than those found in formal histories.

In modern times a detailed theoretical analysis of historical fiction was first attempted by George Lukács in his The Historical Novel. He focused on Sir Walter Scott, whom he rated as the founder of serious modern historical fiction. Scott wrote during an age when a proper historical consciousness was taking shape among the literate people of the West owing to the influence of the Enlightenment, the Scientific Revolution and the French Revolution. Later, Jerome de Groot, another important literary critic, divided the entire corpus of historical fiction into 13 sub-genres.

In India there was a long tradition of composing literature based on history, right from the epic age. However, the modern genre of historical fiction became known here only with the arrival of Western rule and education. In India, from the mid 19th century historical and mythological fiction became very popular. This literary sector soon became connected with the rising sentiment of nationalism and thus became multi-faceted in its appeal. This was especially true for Bengal where Bankimchandra Chatterjee raised the crafting of historical fiction to amazing heights. He was followed by many other noted authors including Tagore. The arrival of Cinema and later television, gave the art of historical fiction new dimensions. On screen, history was represented in a rather curious and complex fashion.

In this course, we will study the literary genre of historical fiction and analyse the relation between history and fiction. The course will begin with an explanation of the different semantics of historical fiction. It will methodologically explain the difference between historical fiction and fictional history. We have divided this course into some themes.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Class topics and readings/films

3) Novel Today – Malcolm Bradbury ed. (Fontana,1993)
4) Studying the Novel – Jeremy Hawthorn (IUBS, 1992)
5) Interdisciplinarity – Joe Moran (Routledge, 2007)
6) Critical theory today, Lois Tyson, (Routledge, 2008)
7) “Emancipation in the Danish West Indies” – Yasmin Y. DeGout (Otherness: Essays & Studies 2.1, 2011)
8) Hilary Mantel on teaching historical fiction master class – (Man Booker Prize Website).
9) “The Emergence of a Meta-Genre: The Historical Novel and the Modernization of the Novel” – Bart Kennen (Primerjalna Knjizevnost Ljubljana, Special Issue, 2007 pp. 179-190.)

Theme 2: Sub-genres of Historical Fiction. Fictitious / Pseudo History.
2) Novel Today – Malcolm Bradbury ed. (Fontana).
4) Reading List for the Historical Novel (University of Manchester website)
5) A Guide For Historical Fiction Lovers ( Providence Public Library ).
6) “A Novel Approaches prelude: A Brief History of Historical Fiction” – Matthew J. Phillpott (Researcher Blog Article)

Theme 3: Discussion of some significant authours & texts. Walter Scott, Alexander Dumas, Anthony Hope, Georgette Heyer, Pat Barker, Frederick Forsyth, Hilary Mantel, Salman Rushdie, Naguib Mahfouz, Leo Tolstoy, Thomas Hardy, Mo Yan.

1) Waverley – Sir Walter Scott. (Penguin, 1814)
2) Castle Dangerous & The Surgeon’s Daughter – Walter Scott. (British India publication, 1832)
3) War & Peace – Leo Tolstoy. (OUP special, 1991)
4) The Count of Monte Cristo – Alexander Dumas (OUP Special, 1991)
5) Dynasts – Thomas Hardy. (MacMillan, 1965)
6) An Infamous Army – Georgette Heyer (RHUK, 1937)
7) Ben Hur – Lew Wallace. (Wordsworth)
8) The Last Days of Pompeii – Lord Lytton (British India)
10) The Day of the Jackal – Frederick Forsyth. (Arrow, 1971)
13) The Day the Leader Was Killed – Naguib Mahfouz. (Anchor, 1983)
17) The Prisoner of Zenda – Anthony Hope (Watermill,2013)
**Theme 4:** The tradition of writing historical literature in India. Itihasa- Puranas, Charitas, Raso, Mangal Kavyas. Historical Fiction in Indian Languages.

1. *Literary Cultures in History: Reconstructions from South Asia* – Sheldon Pollock (California, 2004)
10. *Surya Kumar Bhuyan & Assamese Literature* – India Netzone
12. *Literature as History* – Chhanda Chatterjee ed. (Primus, Delhi, 2012)

**Theme 5:** Historical Fiction in Bengali Language. Other popular ways of presenting History. Micro & Indigenous History. Bankim Chandra Chatterjee, Rabindranath Tagore, Saradindu Banerjee, Sunil Ganguly, Mahasweta Devi. Role in spreading historical consciousness.

3. *Bankimchandra: Essays in Perspective* – Bhabatosh Chatterjee ed. (Sahitya Academy, 1995)
7. *On the ‘Otherness’ of Tagore’s Karna* - Chandananashis Laha. (Pdf)
8. *Bangla Sabitye Oitibasik Upayyas* – Bijit Kumar Dutta. (Kolkata, 2012)

**Theme 6:** Post-modern presentation of fictionalized History. Stage, Cinema & Television in India.
1) *Subaltern Studies and Post Colonial Historiography* – Dipesh Chakraborty (Project Muse).
2) *Understanding History through the Visual Images in Historical Fiction* – Suzette Young (Language Arts 2012)
3) *Beyond a Boundary* – C.L.R. James. (Yellow Press, 1968)
4) *Film As Art* – Rudolph Arnheim. (Rupa, 1992)
5) *Cinema* – Encyclopedia Britannica.
7) *A Pictorial History of Indian Cinema* – Firoze Rangoonwallah (Hamlyn, 1979)
8) The Ramayana (TV serial produced by Ramanand Sagar), The Mahabharata (TV serial produced by BR Chopra.)
9) Nawab Siraj-ud-daulah (1968, Bangladesh) and Lagaan (1998). Movies
11) *Three Hundred Ramayanas* – A.K. Ramanujan, (Pdf)
HIST0904B
Aspects of Literature and Literary History in Modern South Asia

PG II, Semester III
Course worth 4 credits, 50 marks

Course Description
This course will explore the field of South Asian literary cultural history. While the discussion will be anchored in the broader theoretical-conceptual rubric of modernity and transculturality, it will also interrogate other general categories of analysis and critical issues pertaining to South Asian social history. These include national, religious and community identities in the writing on and about literature and literary history.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

The internal assignment consists in either (1) a response to a question posed by the instructor or (2) a research paper on a topic selected in consultation with the instructor. In both instances of the internal assignment, the word limit is 3000 and a word count must be included at the end of your essay. The essay should be typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings

Unit 1. Why study Literature? The significance of the literary in History
(Literature as the alternative source of understanding social theory and history; literary history and/or history of literature)

Vasudha Dalmia and Stuart Blackburn eds., India’s Literary History (Delhi: Permanent Black, 2004): Introduction
Hans Harder, ed., Literature and Nationalist Ideology: Writing Histories of Modern Indian Languages (Delhi: Social Science Press, 2010): Introduction

Unit 2. Problems in Literary History: Literary history as national history, nationalist teleology and its historical roots
(Problems of literary history and literary criticism: Orientalism and the study of Indian Literature, Orientalist empiricism; Orientalist legacies and nationalist historiography: devices, methods and problems of making literary canon; Categories of exclusion and inclusion: popular, foreign, obscenity, syncretism, etc.)

C. A. Breckenridge and Peter Van der Veer ed., Orientalism and Postcolonial Predicament
(University of Pennsylvania Press, 1993): Essays by Vinay Dharvarkar and David Ludden
Thomas R. Trautmann, Languages and Nation (Berkeley: University of California Press,
2006): Introduction, Chapters 1 and 2.
Ira Sharma, “G. A. Grierson’s Literary Hindustan” in Hans Harder, ed., Literature and
Nationalist Ideology, 176-208.
Dipesh Chakrabarty, “Romantic Archives: Literature and Politics of Identity”, Critical
Stuart Blackburn, “The Burden of Authenticity: Printed Oral Tales in Tamil Literary
History” in India’s Literary History.
Charu Gupta, Sexuality, Obscenity, Community: Women, Muslim and the Hindu Public in Colonial
India (Delhi: Permanent Black, 2001): Chapter 2.
Thomas de Brujin, “A Discourse on Difference: ‘Syncretism as a Category in Indian
Literary History” in Hans Harder, ed., Literature and Nationalist Ideology, 282-304.
Milinda Warkankar, ‘The Anomaly of Kabir: Culture and Canonicity in Indian
Modernity’ in M.S.S. Pandian, Shail Mayaram and Ajay Skaria eds, Subaltern Studies: Volume XII (Delhi: Permanent Black, 2005) 99-139.
Milind Wakankar, ‘The Moment of Criticism in Nationalist Thought: Ramchandra Shukla

Unit 3. Beyond nationalist and Eurocentric frames
(Theories of modernity beyond Euronormality: Theories of transculturality, circulation and entanglement in the study of literature and literary history.)

Mitchell, Timothy, ed., Questions of Modernity, (Minneapolis, London: University of
Mohanty, Satya P., “Alternative Modernities and the Medieval Indian Literature: The Oriya
Claude Markovits, Jacques Poucheypadass and Sanjay Subrahmanyam eds., Society and
Circulation: Mobile people Itinerant Cultures in South Asia, 1750-1950 (Delhi: Permanent Black,
Allison Busch and Thomas De Brujin eds., Culture and Circulation: Literature in Motion in
Wolfgang Welsch, “Transculturality - the Puzzling Form of Cultures Today” in Spaces of
Culture: City, Nation, World, eds. Mike Featherstone and Scott Lash (London: Sage, 1999)
Fernando Ortiz, Cuban Counterpoints: Tobacco and Sugar (Durham: Duke University Press,
1995), esp. chapter 2, second part.
Mark Millington, “Transculturation: Contrapuntal Notes to Critical Orthodoxy”, Bulletin of
Petersson, Margareta, “Introduction: Cultural Encounters between Literary Cultures. The

Unit 4. Recent trends in literary history of South Asia
(History of premodern and modern South Asian literary cultures: Circulation, interconnections and encounters; Emergence of modern literary genres in South Asia; Orality, print, and pleasure in literary history, Dalit literature and literary history.)
Francesca Orsini ed., After Timur Left: Culture and Circulation in Fifteenth-Century North India (Delhi: OUP, 2014): Selected Chapters
David Gilmartin and Bruce B Lawrence eds., Beyond Turks and Hindus (University of Florida Press, 2000): Essays by Tony Stewart, Hermansen and Lawrence, Christopher Shackle
Allison Busch and Thomas De Bruijn eds., Culture and Circulation: Literature in Motion in Early Modern India (Leiden: Brill, 2014)
Hans Harder and Barbara Mittler eds., Asian Punches: A Transcultural Affair (Heidelberg: Springer, 2014): Introduction
Francesca Orsini, Print and Pleasure: Popular Literature and Entertaining Fictions in Colonial North India (Delhi: Permanent Black, 2009): Chapter 1, 5, 6.
Sarah Beth Hunt, Hindi Dalit Literature and the Politics of Representation (Delhi: Routledge, 2014)

Select Bibliography
Vasudha Dalmia and Stuart Blackburn eds., India’s Literary History (Delhi: Permanent Black, 2004)
Hans Harder, ed., Literature and Nationalist Ideology: Writing Histories of Modern Indian Languages (Delhi: Social Science Press, 2010).
Sheldon Pollock ed., Literary Cultures in History: Reconstructions from South Asia (Berkeley: University of California Press, 2003)
Allison Busch and Thomas De Bruijn eds., Culture and Circulation: Literature in Motion in Early Modern India (Leiden: Brill, 2014)
Rosinka Choudhury, The Literary Thing (Delhi: OUP, 2014)

Hans Harder and Barbara Mittler eds., *Asian Punches: A Transcultural Affair* (Heidelberg: Springer, 2014)


Alok Rai, *Hindi Nationalism Tracts For the Times, 13* (Delhi: Orient Longman, 2001)

Francesca Orsini, *The Hindi Public Sphere: Language and Literature in the Age of nationalism 1920-1940* (Delhi: Oxford University Press, 2002)

Francesca Orsini, *Print and Pleasure: Popular Literature and Entertaining Fictions in Colonial North India* (Delhi: Permanent Black, 2009)

Meenakshi Mukherjee, *Realism and Reality: The Novel and Society in India* (Delhi: OUP, 1985)


Veena Narigal, *Language, Politics, Elite the Public Sphere in Western India* (Delhi: Permanent Black, 2001)

Charu Gupta, *Sexuality, Obscenity, Community: Women, Muslim and the Hindu Public in Colonial India* (Delhi: Permanent Black, 2001)

Stuart Blackburn, *Print, Folklore and Nationalism in Colonial South India* (Delhi: Permanent Black, 2003)


Vasudha Dalmia and M Faruqui, eds., *Religious Interactions in Mughal India* (Delhi: OUP, 2014)

Sudipta Kaviraj, *The Unhappy Consciousness: Bankimchandra Chattopadhyay and the Formation of Nationalist Discourse in India* (Delhi, OUP, 1995)


Francesca Orsini ed., *After Timur Left: Culture and Circulation in Fifteenth-Century North India* (Delhi: OUP, 2014)

Sarah Beth Hunt, *Hindi Dalit Literature and the Politics of Representation* (Delhi: Routledge, 2014)
**Course description**

The course looks at the imbrications of governing bodies with intelligence systems. It examines the interconnections between the individual body, the social body and the state. In doing so, it suggests ways of correlating the administrative and the social with political affairs between 1300 and 1700 in a manner that paved the way for political supremacy.

**Mode of assessment**

Internal assignment: 15 Marks  
Final examination: 35 Marks

The internal assignment consists in either (1) a response to a question posed by the instructor or (2) a research paper on a topic selected in consultation with the instructor.

The word limit is 3000 and a word count must be included at the end of your essay. The essay must be typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the *Chicago Manual of Style*.

**Class topics and readings**

The suggested readings are basic and/ or indicative in nature, and a detailed bibliography, subject to revisions as and when necessary, will be provided in the course of lectures.

**Unit 1: Information & Communication**

**Historical Background**

Postal Communications: *Dak Chaukis*

Social and Administrative Communications: *Waqai-navis* (imperial news writer), *Swanib nigar* (secret agents), *Harkaras* (runners), *Akhbarat*, Check against the false report, measures for securing unbiased account, and imperial posts

**Information to Knowledge**

*Suggested Readings:*


Irfaq Habib, ‘Postal Communications in Mughal India’, *Proceedings of the Indian History Congress*, 46th Session, Delhi, 1986, pp. 236-52.


**Unit 2: Empire & Surveillance**

*Barīd* (Intelligence department) before and after Alauddin Khalji

Military and Civil Intelligence under Sher Shah and after Royal excursions or Empire on the Move: Hunting, Sightseeing, and Picnic

**Suggested Readings:**


**Unit 3: Transport & Communication**

- Geographical setting and historical outline
- Modes of Transport and nature of the traffic
- Major travels routes and evolution of Imperial roads
- Building for Travellers: typology and functions

**Suggested Readings:**


**Unit 4: Trade and Travels**

- Nature of trade under the Delhi Sultans and the Mughals
- Expansion of trade routes and the trading communities
- Indo-Persian travels 1400-1700; the *Hajj* and the Sovereign Mughals and the *Hajj*: centrality and politics, economic dimension and routes of the *Hajj*

**Suggested Readings:**


HIST1001B
Modern Indian Intellectual History:
Ideas, Methods and Practices in the Twentieth Century

PG II, Semester IV
Course worth 4 credits, 50 marks

Course description
Drawing upon theoretical insights from the field of intellectual history, this course will
explore different facets of intellectual life in modern South Asia with a particular focus on
the twentieth century.

The course will start with critical engagement with the various concepts and methods in
the family of intellectual history- history of ideas- history of concepts (Begriffsgeschichte). It
will then move on to explore the genealogies of a number of key ideas, concepts, histories
of academic disciplines and institutions, and not least individuals. It will do so, moreover,
by situating them in the larger context of transregional and/ or global flows of ideas and
people, intellectual networks and processes, often operating beyond the British imperial
framework, and engaging with other European and Asian intellectual traditions.

The course will help students understand genealogies of conceptual categories as well as
the craft of writing intellectual biographies. Moreover, the course will encourage students
to engage with primary sources, and will prepare them for higher research in related fields.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

The internal assignment consists in either (1) a response to a question posed by the course
instructor or (2) a research paper on a topic selected in consultation with the course
instructor.

The word limit of the internal assignment is 3000 and a word count must be included at
the end of your essay. The essay must be typed, double-spaced, in a 12 point font and with
reasonable margins. Please note that failure to comply with any of these formatting
requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings
The suggested readings are basic and/ or indicative in nature, and a detailed bibliography,
subject to revisions as and when necessary, will be provided in the course of lectures.

Unit 1- Prefatory notes on concepts & methods (Weeks 1-2): This unit will help
students understand the key concepts and methods in the broader field, ranging from
approaches to history of ideas through intellectual history, and not least, history of
concepts.

Core Readings:
David Arnold and Stuart Blackburn (eds), Telling Lives in India: Biography, Autobiography, and
Life History (Bloomington & Indianapolis, 2004).


**Unit 2- Conceptualising an ‘Indian Intellectual History’ (Weeks 3-4):** This unit will help students conceptualise the theories, methods, key conceptual issues, and not least the challenges that characterise the very idea of an ‘Indian Intellectual History’, especially vis-à-vis ‘Global Intellectual History’. This unit will be also crucial to understand the evolution of thought and intellectual practices in India, marking a transition from the pre-modern to the variously defined modern colonial, and post-colonial phase. In the following units we identify a select number of correlated indices— academic disciplines, key concepts, key thinkers etc.— to illustrate this process.

**Core Readings:**

Shruti Kapila (ed.), *An Intellectual History for India* (Cambridge & New Delhi, 2011).


**Unit 3- Liberalism, empire, nation (Weeks 5-6):** This unit focuses on the genealogies of liberalism in Europe and its fluctuations in colonial South Asia. The unit examines how it emerged as a discursive terrain involving both the empire and an evolving Indian nation with their own respective self-perceptions, and politico-intellectual agendas.

**Core Readings:**
Christopher A. Bayly, *Recovering Liberties: Indian Thought in the Age of Liberalism and Empire* (Cambridge & New Delhi, 2012).


Uday Singh Mehta, *Liberalism and Empire: A Study in Nineteenth Century British Liberal Thought* (Chicago, 1999).

Iqbal Singh Sevea, *The Political Philosophy of Muhammad Iqbal: Islam and Nationalism in Late Colonial India* (Cambridge & New Delhi, 2013 [2012]).
Unit 4 - Nation/ community; self/ other; individual/ collective; majority/ minority (Weeks 7-8): This unit will help students problematize each of these important categories with reference to the colonial intervention. Was there, for instance, anything entirely new about each of these categories after South Asia’s engagement with Western intellectual traditions? If not, how were older ideas revisited, revised or bowdlerised to suit new political orders and knowledge regimes? And if any/ some of these were products/ by-products of the colonial moment, how do we explain their crystallisation?

Core Readings:
Sudipta Kaviraj, *The Imaginary Institution of India* (Ranikhet & New Delhi, 2012 [2010]).

Unit 5 - Philosophy, Religion, Science, and Medicine in Modern India (Weeks 9-11): As a cluster of case studies, this unit traces the complex histories of philosophy, science, and medicine in modern India. In our first case study, we shall explore the history of an ‘Indian philosophy’ from the late colonial times with particular reference to its epistemological bases, key individuals and institutions that propelled the endeavour, as well as the larger politics of scholarship that turned it into an epistemological entity vis-à-vis understanding of a hegemonic ‘Western philosophy’, and Enlightenment norms. The other related case study shall explore the history of science and medicine in modern India with particular reference to models of knowledge transfer, and indigenous systems.

Core Readings:
Nalini Bhushan and Jay L. Garfield (eds), *Indian Philosophy in English: From Renaissance to Independence* (New York, 2011).
Christiane Hartnack, *Psychoanalysis in Colonial India* (New Delhi, 2001).
Tomoko Masuzawa, *The Invention of World Religion Or, How European Universalism was Preserved in the Language of Pluralism* (Chicago and London, 2005).


**Unit 6- The ethical, the rational, the religious and the secular (Weeks 12-14):** This unit will facilitate students’ understanding of ideas of modernity and/or (multiple) modernities, the ideas of the ethical (whether religiously underpinned or not), the rational, the religious, and the secular in the context of colonial and post-colonial South Asia. While these categories have their own meanings in the Enlightenment-driven European intellectual traditions, this unit will expatiate in particular on their South Asian inflections while situating them in the larger politico-intellectual context(s). The unit will help students grasp not only their increasing applications since the late nineteenth century in identitarian projects, but also stoke critical enquiries into the very nature of their epistemic roots in both Indian and different European philosophical traditions, and indeed, into the different fluctuations of the cosmopolitan imagination.

**Core Readings:**

Rajeev Bhargava (ed.), *Secularism and its Critics* (New Delhi, 2013 [1998]).

Rustom Bharucha, *Another Asia: Rabindranath Tagore and Okakura Tenshin* (New Delhi, 2009).


**Unit 7- From subject to citizen (Weeks 15-16):** This unit will focus on the transition from ideas of colonial subjects to citizens of the Indian republic, and some select Indian thinkers’ theories of state. A particular concern though will be to dispel any notion of linearity in this history, while we try to situate the process in the transcolonial discourse of an ‘imperial citizenship’ and other kindred experiments.

**Core Readings:**


Benjamin Zachariah, *Developing India: An Intellectual and Social History, c. 1930-50* (New Delhi, 2012 ed.)
Course description
Simply defined History is a systematic study of the past. However history writing can be employed to record the tale of resistance of a particular community or a group against the ‘Other’ and its attempt to find a place under the sun. In some instances, the very act of writing can constitute resistance. Writing history is an important part of communitarian identity formation. In this course we will study the documentation and articulation of resistance through history by different social groups in colonial India. Bengal offers an interesting case for study as, here, a variety of communities jostled for position; bhadraloks, lower caste Hindus and Muslims, among others.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Class topics and readings

**Theme 1:** History writing as a part of regional identity formation in colonial India. History as a record of age-old ‘resistance’ against all opposition.

1) Kaviraj Shyamaldas - *Veer Vinod* (Udaipur 1886)
2) Ojha Gaurisankar - *Rajputana ka Itihas* (Udaipur 1924)
3) Ranade MG - *Rise of the Maratha power*
4) Sardesai GS - *A New History of the Marathas* (Munshiram Manoharlal 1986)
5) Banerjee Tarasankar - *Historiography in Indian Languages* (Kolkata 1987)
7) Srinivasan Ramya - *Many Lives of a Rajput Queen* (Permanent Black 2007)
8) Majumdar R.C. – *Historiography in Modern India* (Mumbai, 1967)

**Theme 2:** Employing History to construct the story of Bengali and Indian resistance in disguise in the face of colonial domination.

1) Chatterjee Bankimchandra – Complete Works (Kolkata 1952)
2) Banerjee Rangalal – *Padmini Upakhyan* (Kolkata 1858)
3) Sen Nabinchandra – *Palashir Yuddha* (Kolkata 1875)
4) Dutta Michael Madhusudan – *Meghnad Badh Kavya* (Kolkata 1861)
5) Ghosh Girishchandra – *Siraj ud daudh* (Kolkata 1907)
6) Tagore Rabindranath – *Katha o Kabini* (Kolkata 1908)
7) Tagore Abanindranath – *Rajkabini* (Kolkata 1909)
8) Chatterjee Bhabatosh – *Bankimchandra: Essays in Perspective* (Sahitya Akademi, 1995)
9) Chaudhuri Rosinka – *Literary Things* (OUP 2014)
10) Choudhury Sheila Lahiri – *Reading the Nineteenth Century* (Kolkata 1996)
11) Guha Ranajit – *An Indian Historiography for India* (Kolkata 1988)
Theme 3: The voice of the neglected and the depressed: The caste histories and pamphlets written by the Kayasthas, Baniks and other Shudras to emphasize their own identities.

1) Bandyopadhyay Sekhar ed. – Bengal: Rethinking History (Manohar 2001)
2) Palit Chittabrata – Tensions in Bengal Rural Society (Kolkata 1975)
3) Bose Sugata – Agrarian Bengal: Economy, Social Structure and Politics (Cambridge 1986)
4) Risley HH – Tribes and Castes of Bengal (Kolkata 1891)
5) Dipesh Chakroborty ed. – The Bernard Cohn Omnibus (OUP, 2004)
6) Sanyal Hiteshranjan – Social Mobility in Bengal (Kolkata 1981)
7) Kundu Santosh kumar – Bangali Hindu Jati Parishay (Kolkata 2013)
8) Vidyanidhi Lalmohan – Sambandha Nirnaya (Kolkata 1874)
9) Basu Nagendranath – Banga Jatiyo Itihas (Kolkata 1915)
10) Sanyal Durgachandra – Banga Samajik Itihas (Kolkata 1909)
11) Numerous minor caste histories and pamphlets produced during late 19th and early 20th centuries.

Theme 4: The ‘other’ Bengal. History writing of Bengali Muslims in colonial Bengal and contemporary Bangladesh. Resisting Hindu Bengali and macro – Indian pretensions.

1) Sharif Ahmed – Punthi Paribiti (Dhaka 1958, English translation S.Sajjad Hussain)
2) Karim AK Najmul – The Modern Muslim Political Elite in Bengal (Dhaka 1972)
3) Numerous articles published in 1920s to 40s in Bengali periodicals edited by Muslims like the ‘Masik Muhammadi’ and ‘Mussalman’.
4) Roy Asim- Islam in South Asia: The Regional Perspective (New Delhi 1996)
6) Khan Akbar Ali – Banglar Swattar Annwesha (Dhaka2004)
7) Hannan Muhammad – Banglar Itihas (Dhaka1998)
8) Mamun Muntasir – Unis satake Purba banglar Sambad Samoyikpatra (Kolkata 1996)
12) Hashmi Taj.I. – Islamic Resurgence in Bangladesh (PDF)


1) Majumdar RC – History and Culture of the Indian People Vols.IX, X and XI (Mumbai 1996)
2) Sen Dineshchandra – Brihat Banga (Kolkata 1935)
3) Sengupta Subodhchandra – India Wrests Freedom (Kolkata 1982)
5) Guha Ranajit ed. – Elementary Aspects of Peasant Insurgency in Colonial India. (OUP, 1983)
6) Sarkar Sumit – Writing Social History (OUP)
8) Bayly CA – ‘Rallying around the Subaltern’ (Journal of Peasant Studies , 1988, p.116)
9) Guha Ramachandra – ‘Subaltern and Bhadralok Studies’ (EPW, 19th August 1995)
Course description
This course will introduce students to the relatively new but very rich field of environmental history. It has a two-fold aim. At one level, the course will highlight the complexity of environmental issues as they have unfolded and affected one of the geographically most diverse regions in the world, viz South Asia. At another level, it will interrogate the interrelationship between capitalism, modernity, science, colonialism and nationalism. (Reading list will be updated as and when necessary. Readings shall be decided from the list below as well as from outside)

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

The internal assignment consists in either (1) a response to a question posed by the instructor or (2) a research paper on a topic selected in consultation with the instructor. In both instances of the internal assignment, the word limit is 3000 and a word count must be included at the end of your essay. The essay should be typed, double-spaced, in a 12 point font and with reasonable margins. Please note that failure to comply with any of these formatting requirements will result in a deduction of marks. Please cite your sources appropriately. If in doubt, consult the Chicago Manual of Style.

Class topics and readings

Unit 1. Introduction to the historiography and the early history of environmentalism


Ramchandra Guha, Environmentalism: A Global History (Delhi: OUP, 2000): Chapters 1 and 2


Unit 2. Ecology, society and the state in precolonial South Asia: the romance of ecological equilibrium

Madhav Gadgil and Ramchandra Guha, *This Fissured Land* (Delhi, OUP, 1992): Chapter 2 on the survey of precolonial ecological history of India


Unit 3. Forest, forestry and changing forms of land use


Unit 4. Animal, people and politics


Unit 5. Water, control and development


Amita Baviskar, (ed.), *Contested Waterscapes* (Delhi: OUP, 2008) Selected Chapters

**Unit 6. Development and its Discontents**


Documentary film on the Narmada Bachao Andolan.


Amita Baviskar, “Written on the Body, Written on the Land: Violence and Environmental Struggles in Central India”, reproduced in *India’s Environmental History II*, 517-549


Awadhendra Sharan, *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000* (Delhi: OUP, 2006) Selected Chapters.

**General Bibliography**

Madhav Gadgil and Ramchandra Guha, *This Fissured Land* (Delhi, OUP, 1992)


Mahesh Rangarajan and K. Sivaramakrishnan eds., *India’s Environmental History I and II* (Ranikhet: Permanent Black, 2011)
Mahesh Rangarajan and K. Sivaramakrishnan eds., *Shifting Ground: People Animals and Mobility in India’s Environmental History* (Delhi: OUP, 2014)


Amita Baviskar, (ed.), *Contested Waterscapes* (Delhi: OUP, 2008)


Arupjyoti Saikia, *Forests and the Ecological History of Assam* (Delhi: OUP, 2011)


Awadhendra Sharan, *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000* (Delhi: OUP, 2006)


Amitav Ghosh, *The Hungry Tide*
HIST1003
A History of ‘Small’ Communities of Foreign Origin in Colonial India

PG II, Semester IV
Course worth 4 credits, 50 marks

Course description
During British rule in India, small religious and ethnic minorities, like the Parsis (Zoroastrians) and Baghdadi Jews emerged as intermediaries between the British rulers and the Indian subjects, being more successful in being accepted into this role than the Armenians, the Greeks and the Chinese, who also sought to work with the British. Free from any reservations in traveling overseas and in interacting with other communities and nationalities, unlike the Hindus, whose flexibility to have commerce with foreigners was hampered by the taboos of caste and creed, the Parsis and the Baghdadi Jews made great fortunes by trading in cotton and opium and went on to build widespread trading networks across Asia with major centres in Hong Kong, Macao, Shanghai and Singapore. They competed with each other in doing so. They completely anglicised themselves and came to be particularly favoured by the British, who did not feel threatened by them because of their numerical insignificance, and thus patronized them to transform them into their loyalists. However, the end of the British rule in India also brought an end to the preferential treatment they had received from the state; and they either left India, as most of the Baghdadis, Armenians and Greeks did, or had to reinvent themselves accordingly for their survival in India, as most of the Parsis did. A product of the intermarriages during the colonial period was the Anglo-Indian community. Besides tracing their history, this course explores their relations with each other and their attitudes towards India and the Indian attitudes towards them and also how these communities fared in reinventing themselves after the end of the British rule in India.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

The internal assignment for the course will consist of one essay of 3000 words written in response to a question the instructor will pose.

Class topics and readings/audiovisual material

1. The Armenians

- Sampath, Vikram, My Name is Gauhar Jaan, Rupa Publications India, 2010


Documentary

2. The Baghdadi Jews


3. The Chinese


Documentaries
• http://www.bongblogger.com/chinese-in-kolkata-calcutta/

• https://www.youtube.com/watch?v=pQ2QJSHWOqQ

4. The Greeks:


Websites:
Indo-Hellenic Society for Culture and Development: http://elinepa.org/

5. The Parsis

• Sen, Sunil Kumar, The House of Tata, 1839-1939, Calcutta, 1975

Documentary
Qissa-e-Parsi: The Parsi Story: https://www.youtube.com/watch?v=U-hT10XKZbA
6. The Anglo-Indians


Course description
This course investigates the nearly two hundred years when Britons ruled in India. Beginning as a modest trading company with a few enclaves on the coasts of the mighty Mughal empire in the sixteenth century, by the middle of the eighteenth century, the English East India Company had become a powerful official of the Indian emperor with a grand title of its own: Company Bahadur (Company valiant). In the century and a half that followed, the Company and then the British Crown and parliament, fashioned a grand empire on which the ‘sun never set’. And India—with its sprawling territories, its millions of people in all their variety, and its many ‘traditions’—became the shining ‘jewel in the imperial crown’ until the British transferred power to Indians and Pakistanis in August 1947.

While conquest was certainly a part of the story of this long relationship between Britons and Indians, coercion and the deployment of superior force of arms was perhaps less significant over the long-term in making both colonizers and colonized subjects than was previously thought. Nor were unrelentingly imperialistic Britons the only agents in the history of empire; various Indians certainly played their part in both making, shaping and unmaking colonial India. This course turns the spotlight on to the cultural domains and cultural technologies—no less marked by the search for and the assertion of power—in and through which colonial relations were forged. Interacting with and confronting each other in social, political and legal arenas, Britons and Indians laid the structures of an empire that would cast its shadow not only on other parts of the colonized world but also endure into the present as they shaped national imaginings in both the British isles but also in postcolonial South Asia.

The course is arranged thematically rather than in strict chronological order.

Mode of assessment
Please note: This course will rely heavily on in-class discussion. Class participation and regular attendance are therefore essential, as discussions will form a substantial part of your final grade. In order to ensure discussion, you must have done the readings before the class meeting.

Discussion and class presentation: 15 marks
Final examination: 35 marks

During the course of the semester, the instructor will assign responsibility to each student to take charge of particular weekly readings. The student in question will have to summarize the readings briefly and come up with questions that will spur discussion. The nature of the questions should be such that they elicit analytical rather than descriptive responses.
Class topics and readings

Introduction

- Nicholas Thomas, *Colonialism’s Culture: Anthropology, Travel and Government*
- Nicholas B. Dirks, *Culture and Colonialism*, Introduction

Travels and Representations

- Michael H. Fisher, *Counterflows to Colonialism*
- Michael H. Fisher (ed), *The Travels of Dean Mahomet: An Eighteenth-Century Journey through India*

Cohabiting and Crossing Boundaries in India

- Durba Ghosh, *Sex and the Family in Colonial India: The Making of Empire*

The ‘Scandalous’ Beginnings of Empire

- P.J. Marshall, *The Impeachment of Warren Hastings*
- Nicholas B. Dirks, *The Scandal of Empire: India and the Creation of Imperial Britain*
- Sara Suleri, *The Rhetoric of English India*, Chapters 2 and 3

An Empire of Law and the Laws of Empire

- Michael R. Anderson, ‘Islamic Law and the Colonial Encounter in British India’
- Bernard S. Cohn, *Colonialism and Its Forms of Knowledge: The British in India*, pp. 57-75

Policing for Control

- Radhika Singha, “Settle, Mobilize, Verify”, *Studies in History*
- Radhika Singha, *A Despotism of Law*, pp. 168-228
Sanjay Nigam, “Disciplining and Policing the ‘Criminals by Birth’”, article in 2 parts in *IESHR* 27 (2) 1990 and *IESHR* 27 (3) 1990

Meera Radhakrishnan, *Dishonoured by History: ‘Criminal Tribes’ and British Colonial Policy*

**Colonialism and Language Education**

- Bernard S. Cohn, *Colonialism and Its Forms of Knowledge: The British in India*, pp. 16-56
- Gauri Viswanathan, *Masks of Conquest*

**Race and Sex in the Empire**

- Kenneth Ballhatchet, *Race, Sex and Class Under the Raj*
- Erica Wald, “From Begums and Bibis to Abandoned Females and Idle Women: Sexual Relationships, Venereal Disease and the Redefinition of Prostitution in Early Nineteenth Century India”, *Indian Economic and Social History Review*, 46, 1, 2009, pp. 5-25

**Colonial Medicine**

- Rosemary Fitzgerald, “Clinical Christianity: The Emergence of Medical Work as a Missionary Strategy in Colonial India, 1800-1914” in Biswamoy Patti and Mark Harrison (eds), *Health, Medicine and Empire*, pp. 88-136
- David Arnold, “Touching the Body: Perspectives on the Indian Plague” in Ranajit Guha and Gayatri Chakravorty Spivak (eds) *Selected Subaltern Studies*, pp. 391-426
- David Arnold, “Cholera and Colonialism in British India”, *Past & Present*, No. 113 (Nov., 1986), pp. 118-151

**An Empire of Men**

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• Mrinalini Sinha, *Colonial Masculinity: The ‘Manly Englishman’ and the ‘Effeminate Bengali’ in the late Nineteenth Century*


• E.M. Collingham, *Imperial Bodies* (Chapter on the “Sahib as an Instrument of Rule”), pp-117-149

**An Empire of Women**


• Antoinette Burton, “The White Woman’s Burden: British Feminists and “The Indian Woman” in Nupur Chaudhuri and Margaret Strobel (eds.) *Western Women and Imperialism*

• Barbara Bush, “Gender and Empire: The Twentieth Century” in Philippa Levine (ed) *Gender and Empire*, pp. 111


**The Home in the Empire**

• Flora Annie Steele, “ Good Housekeeping” in E. Boehmer (ed.), *Empire Writing*

• Anthony D. King, *The Bungalow: The Production of a Global Culture*


• Mary Hancock, “Home Science and the Nationalization of Domesticity in Colonial India”.

**Children in the Empire**

• Satadru Sen, *Colonial Childreth: The Juvenile Periphery of India 1850-1945*


**The Other Colonized: Servants, Poor Whites, Lunatics and Eurasians—Part I**

- David Arnold, “European Orphans and Vagrants in India in the Nineteenth Century”, *Journal of Imperial and Commonwealth History*, v.7 (2) 1979, pp. 104-127

**The Other Colonized: Servants, Poor Whites, Lunatics and Eurasians—Part II**

- Fae Ceridwen Dussart, *The Servant/ Employer Relationship in Nineteenth Century England and India*, pp. 75-112

**Maharajas and Hollow Crowns?**

- Barbara N. Ramusack, *The Indian Princes and Their States*
• Fiona E. Groenhout, “Debauchery, disloyalty, and other deficiencies: the impact of ideas of princely character upon indirect rule in Central India, c.1886-1946”, pp. 13-40, 157-201

• Aya Ikegame and Andrea Major (guest editors), Princely Spaces and Domestic Voices: New Perspectives on the Indian Princely States, Special Issue, Indian Economic and Social History Review, XLVI, 2009, 3

The Empire at Home

• John Mackenzie (ed) Imperialism and Popular Culture

• Paul Rich, Race and Empire in British Politics


The Colonial Archive


• Ann Laura Stoler, Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense


• Antoinette Burton, “Archive Stories: Gender in the Making of Imperial and Colonial Histories” in Philippa Levine (ed) Gender and Empire, pp. 281-293
HIST1004B
Capitalism, Industrialization and the Transformations of the Modern World

PG II, Semester IV
Course worth 4 credits, 50 marks

Course description
This course provides an introduction to global political economy, emphasizing the theories and the important works of Adam Smith and Karl Marx, among others. The course surveys the patterns of interaction and change at the global level of both international politics and economics in an integrated manner. The course tries to compare and contrast patterns of trade, colonialism, migration and slavery in different parts of the world during the early modern period. It also examine shifts in ideology and analyzes the global changes wrought by industrialization, urbanization and globalization. Particular emphasis will be placed upon the emergence of modern notions of production, consumption, and trade from a global perspective and its influence on global societies, economies, and political systems.

The focus will therefore be on the history of capitalism, industrialization, transformations and globalization in the modern world, locating them in a long-term historical perspective. This course aims to give students a grounding in the most fundamental aspects and economic features of the modern world through the exploration of some selected case studies.

Mode of assessment
Internal assignment: 15 marks
Final examination: 35 marks

Class topics and readings
The global political economy
The evolution of a global political economy
Theorizing the global political economy: Adam Smith’s *The Wealth of Nations* and Karl Marx’s ‘Communist Manifesto’
Imperialism and the rise of colonialism: resource extraction and distant markets

John Ravenhill, Global Political Economy, OUP Oxford, 2011
P.J., O'Rourke, On The Wealth of Nations, 2006
Friedrich Engels and Karl Marx, The Communist Manifesto, 1848
Frederick, Cooper: Colonialism in Question: Theory, Knowledge, History (2005)

The history of capitalism
The Origins of Capitalism: From Feudalism to Capitalism
Theorizing the emergence of Capitalism; Different forms of Capitalism - *laissez faire*
Mercantilism: Origin, Extent and Impact on European economy
The effects of commercial capitalism, case study: forced migration and slavery

Asok Sen, The Transition from Feudalism to Capitalism, Occasional Paper no. 65, Centre for Studies in Social Sciences, Calcutta
Eric Williams, Capitalism and Slavery, 1994

**Industrialization and transformations**
The Origins of the Industrial Revolution in England and its impact
Industrialisation in Europe, Case Studies: France, Germany and Russia
The impact of Industrialisation- Urbanisation, Emergence of Working and Middle Class
Industrialisation and Transformations in Two World Wars and its Impact

T. Ashton, The Industrial Revolution 1760-1830
P. Mathias and J.A. Davis, The First Industrial Revolutions
Floud and Mcklosky, Economic History of Britain
J. Mokyr, The Economics of the Industrial Revolution
Carlo M. Cipolla, ed. Fontana Economic History of Europe
I. Pinchbeck, Women Workers during the Industrial Revolution 1750-1850
Ivan, Berend, An Economic History of Nineteenth-Century Europe: Diversity and Industrialization, 2012

**Globalisation and later industrialisations**
The features of the global economy since 1945
Globalisation- concept and features
The pattern of economic growth in America and Soviet Russia
Imperialism and industrialization in Asia: Response and resistance; economic development and Modernization in China and Japan

Thomas Weiss and Donald Schaefer (Ed.) American Economic Development in Historical Perspective
Michale, Lind, Land of Promise: An Economic History of the United States
Joseph C.H. Chai, The Economic History of Modern China
P.J. Lloyd and Xiao-Guang, Eds. China in the Global Economy, Northampton and Massachusettes, 2000
Kenneth Pomeranz , The Great Divergence (China, Europe and the Making of Modern World Economy)
G.C. Allen, A Short Economic History of Modern Japan, 1867-1937, Volume 1

Selected Readings
1. T. Ashton, The Industrial Revolution 1760-1830
2. Floud and Mcklosky, Economic History of Britain
3. J. Mokyr, The Economics of the Industrial Revolution
5. Alexander Gerschenkron, Economic Backwardness in Historical Perspective
6. I. Pinchbeck, Women Workers during the Industrial Revolution 1750-1850
21. Paul Davidson, The Keynes Solution: The Path to Global Economic Prosperity
22. E. J. Hobsbawm, The Age of Capital
History GenEd Courses

GenEd HIST131
Understanding Early South Asian Cultures: Themes and Issues
UG I, Semester I

Course description
The aim of this course is to familiarise non-history students with a nuanced understanding of ancient South Asian cultural traditions often obfuscated by ahistoric and presentist presumptions. This course intends to blur the artificial boundary between indology, philosophy, archaeology and art history. It invites undergraduate students across all disciplines to engage with the ancient Indian past in interesting ways.

The exact course content may change from semester to semester, depending on the availability and academic interest of the course instructor(s).

The themes and the units to be taught by specific course instructors are given below. The units provide an overview, explanatory and analytic content, as well as nuanced insights into the dynamics of ancient South Asian history and historiography. The course also provides bibliographic readings related to each unit.

Mode of assessment
There will be a mid-term assessment (term paper) worth 20 marks, and an end of term examination worth 30 marks.

Class topics and readings

I. Religious Traditions
Tradition overrides almost every aspect of life in India. Religious traditions and cultural norms and political functioning are intertwined in such a manner that it is difficult to disentangle them. So it is only natural that any serious attempt to understand the early Indian society and polity should entail a study of its religious traditions. That is what this module is dedicated to doing. It promises to provide a comprehensive understanding of the genesis of the major religious traditions of early India and how they continue to impact our contemporary society.

(1) Hinduism:
Readings:

(2) Jainism:
Readings:
1. Cort, John E., *Open Boundaries: Jain Communities and Cultures in Indian History* (SUNY Series in Hindu Studies), State University of New York Press, 1998

(3) Buddhism:
Readings:

II. The Use and Abuse of Early South Asian Cultural Heritage
In this section we will begin with an overview of the chronological structure of the dynastic history of ancient India from later Vedic times to the fall of the Gupta Empire. We will consider the influence of geographical factors, regional shifts and other social issues. Then we will examine some aspects of ancient Indian society and politics which remain relevant even at present owing to their role in the identity formation of the Indian people.

Sub-Units/Themes
i. The Aryan Debate
ii. The controversy about Ramayana
iii. Was Gupta Age the Golden Age of Ancient India?

Readings:
5. Thomas Trautmann, *Aryans and British India* (Delhi: Oxford University Press, India, 2005)
7. R.C. Majumdar (ed.), *The Vedic Age* (Bombay: Bharatiya Vidyabhavan, 1996)

III. Narrative Traditions
This unit will introduce the students to a variety of oral and literary narrative texts and traditions, and highlight the complex interconnection between oral, literary, religious, poetic, historical and imaginative narrative traditions.
Readings:

1. Robert P. Goldman and Sally J. Sutherland Goldman, “Ramayana”, in Sushil Mittal et al., The Hindu World (London: Routlege, 2014), 75-95
10. Romila Thapar, Shaktuntala: Text, Readings Histories (Delhi, Kali for Women).

IV. Cultural Artifacts
This unit will explore avenues for understanding the ways in which ‘cultural artifacts’ are an integral part of understanding the dynamics of historical heritages, objects, and sacred-secular architectural creations. A cultural artifact is any artifact or item that sheds light on the way a particular [historical] society lived, thought or otherwise expressed itself. The unit will focus on (1) genealogies of cultural artifacts, including the political, social and cultural milieu in which they came to be crafted; (2) intersections between the sacred and the secular reflected in such artifacts; and (3) their legacies for contemporary India.
This unit will focus on the following sub-themes:
1. The meaning and philosophy of architecture
2. The beginning: The Mauryas and the Pataliputra
3. Sutpas: types, Asoka and his attempts, and Sanchi stupa
4. Rock-cut architecture (caves): Historiography, Vihara, Chaitya, and Ajanta
5. Sculpture: Mauryas, Sungas, Gandhara school and Mathura school
6. Early Indian Temples: Historical evolution, types and accomplishment under the Guptas
7. The Nagara: Distinctive elements, categories, and Khajuraho temples
8. The Dravidian Style: Different groups, The Chola temples: Brihadesvara (Rajaraja) temple

Readings:

For Meaning and the beginning of Indian Architecture

For Stupas and Rock-cut architecture

**For Sculpture**

**For early Temples and different styles**
Course description
The course will interrogate diverse themes that have integrated as well as differentiated the twentieth century world. These include selected issues and themes in the study of political-intellectual cultures; technology and communication, environment and ecology; and political economy, state authority, power asymmetries and insurgencies. The aim of the course is to familiarize non-history students with social-scientific tools of analysis, enabling them to study the genealogies and present conditions of the contemporary world they inhabit.

The exact course content will change from semester to semester, depending on the availability of the course instructors and their academic interest and expertise.

Mode of assessment
There will be a mid-term assessment (term paper) worth 20 marks, and an end of term examination worth 30 marks.

Class topics and readings

Themes and Issues
(1) Empire & Culture
(2) Technology and Communication
(3) Environmental Ideas
(4) Pan-Asianism
(5) Pan-Islamism and Arab Modernism

I. Empire & Culture
Core readings
Edward Said, *Orientalism*.
Timothy Mitchell, *Colonizing Egypt*
Benedict Anderson, *Imagined Communities*

II. Technology and Communication
Core readings
E.J. Hobsbawm, *The Age of Empire*
George Basalla, *The Evolution of Technology*
Deep Kanta Lahiri Choudhury, *Telegraphic Imperialism*

III. Environmental Ideas
Core readings
Ramchandra Guha, *Environmentalism: A Global History*
Richard Grove, *Green Imperialism* (Introduction and Conclusion)

**IV. Pan-Asianism**

**Core readings**

Rustom Homi Bharucha, *Another Asia: Rabindranath Tagore & Okakura Tenshin* (Delhi: OUP, 2009 ed.)


**V. Arab Modernism**

**Core readings**

**Additional Readings**
SVR Nasr, "Religious Modernism in the Arab World, India and Iran: The Perils and Prospects of a Discourse" *The Muslim World*, 1993, - Wiley Online Library

**VI. Pan-Islamism**

**Core Readings**

**Additional Readings**
Javed Majeed, "Geographies of Subjectivity, Pan-Islamism and Muslim Separatism: Muhammad Iqbal and Selfhood" Modern Intellectual History, Vol. 4, Issue 1, April, 2007
This course aims to introduce non-history students to a rich and variegated understanding of medieval and early modern South Asian cultural traditions. For over two centuries, these eras have been depicted as representing the ‘dark ages’ both by later colonial officials and historians as well as those historians of South Asia who adopted communalized perspectives towards India’s past. At the same time, this course intends to blur the artificial boundaries between Indology, Islamic jurisprudence, religious sociology and art history. It invites undergraduate students to engage with the subcontinent’s medieval and early modern past in interesting new ways.

Mode of assessment
There will be a mid-term assessment (term paper) worth 20 marks, and an end of term examination worth 30 marks.

UNIT I
(1) Narrative Cultures
This unit deals with the exploration of the narrative cultures of early modern South Asia and its rich and meaningful mediums of cultural expression. It does so through some selected themes and issues focusing primarily on the elements of languages and literature. It presents the unique interactions between Islamicate and Indic cultures by analysing the growth and development of languages in early modern South Asia.

- Growth and development of language and literature in early modern India
- Sanskrit writings and translations in the Mughal Court
- Persian culture and its influence on South Asian cultures especially the language
- The development of Hindi and Urdu literary culture
- Urdu—a cross-cultural synthesis

Readings
3. Audrey Truschke, Regional Perceptions: Writing to the Mughal Court in Sanskrit, Cosmopolitismes en Asie du Sud, Sources, itineraries, langues (xvi-xviii siècle), pp. 251-274

(2) Visual and Material Cultures
This unit is inspired by the explosion of interest in contemporary times in the study of visual and material culture. It presents case studies of Mughal art and architecture to interpret material culture. It aims to equip students with some requisite methodological tools to understand the existence and synthesis of composite cultures in South Asia.

- Tales of temples and religious shrines: Somnatha temple and Ayodhya
- The development of Imperial cities: Agra to Shahajahanabad (Delhi)
- Mughal art: paintings (especially the miniature painting of Jehangir’s era) and popular Mughal gardens
- Mughal architecture: the significance and symbolism of the Taj Mahal

Readings

UNIT II

(1) Interpretations of Late Medieval and Early Modern Indian History
Overview of Late Medieval and Early Modern Indian History

Sources

Debates and Themes

Medieval Indian History and Historiography

Readings


(2) Legitimacy and Authority: Religious and Political Interfaces

- Ideas of Kingship and Authority
- Sultanate and Sultans
- Formulation of Authority
- Patronage and Loyalty
- Sultans, Sufis and the Ulama
- Legitimacy, Religion and Political Culture

Readings

1. Peter Hardy, "Growth of Authority Over a Conquered Political Elite: Early Delhi Sultanate as a Possible Case Study", in John F. Richards, *Kingship and Authority in South Asia*, South Asian Studies, University of Wisconsin, Madison, 1978, pp. 216-241

UNIT III

(1) Conflict and Synthesis: Syncretism and Beyond

This unit will concentrate on religious identities in pre-colonial South Asia through various themes summarized here:

- Conversion and Temple Desecration
• Conflict and Accommodations
• Syncretism and Beyond
• Religious Interactions in Pre-Modern South Asia
• The Sant Tradition—devotion and dissident
• Devotion and Dissent

Readings


(2) The Sant Tradition

Readings

1. R. Champakkalakshmi, “From Devotion and Dissent to Dominance: The Bhakti of Tamil Alvars and Nayanars” in S. Gopal and R. Champakkalakshmi, eds., Tradition, Dissent and Ideology, Delhi: OUP 1996, pp. 135-63

**UNIT IV**

The unit will explore the following themes:
- Sufi Ideas and Practices
- Popular Religious Traditions in Medieval India
- Varieties of Islam: Sufis, Ulama and the Shi‘is
- Reformist and Messianic Trends

**(1) Sufism and Popular Religious Traditions**

**Readings**

**(2) Varieties of Islam; Sectarian Divisions; Reformist Movements; Messianic Trends**

**Readings**

6. S. A. A. Rizvi, Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries, Agra University Press, 1965

7. Muzaffar Alam, Languages of Political Islam in India 1200-1800, Orient Blackswan, 2004
GenEd HIST431  
South Asian Cultures in the Age of Nationalism: Themes and Issues  
UG II, Semester IV

Course description
This course looks at the interface of religion, society and politics in modern South Asian history. It takes into account the ways and processes through which modern community identities and associated cultural practices are contested, challenged and (re)configured. Readings are arranged to utilize as well as promote interdisciplinary approaches and insights from literary and cultural studies, history of ideas, and cultural sociology, visual anthropology in order to make modern history interesting and engaging for non-history undergraduate students.

The exact course content may change from semester to semester, depending on the availability and academic interest of the course instructor(s).

Mode of assessment
There will be a mid-term assessment (term paper) worth 20 marks, and an end of term examination worth 30 marks.

Class topics and readings

I. The Nation as a Problem in Historical Inquiry
Peter Schreiner, “The Indianness of Modern Indian Philosophy as a Historical and Philosophical Problem”, Philosophy East and West, 28(1), 1978: 21-37

II. Theories of Nationalism
Ernest Gellner, Nation and Nationalisms, pp. 1-8.
Partha Chatterjee, Nation and its Fragments, Introduction
Benjamin Zachariah, Playing Nation Game, Introduction

Past, History and Community Identity
Romila Thapar, “Imagined Religious Communities?” Ancient History and the Modern Search for a Hindu Identity
Anne Murphy, “Writing the Community: Literary Sources from the Eighteenth Century” in The Materiality of the Past: History and Representation in Sikh Tradition, OUP, 2012

III. Religion, Community and Dissent
Sumit Sarkar, “Rammohun Roy and the Break with the Past”


IV. Religious Practices and Ideologies – Shared and Conflicting


Peter van der Veer, “God must be liberated: A Hindu Liberation Movement in Ayodhya”, *Modern Asian Studies*, 21(2) 1987, 283-301


V. Religious Practice and Modern Technology- Print and Visual


VI. Inter-community Relations: Literary and Visual Narratives


General Reading:

Shekhar Bandopadhyaya, *Plassey to Partition* (Delhi: Orient Blackswan)