

**UNIVERSITY OF HYDERABAD
DEPARTMENT OF HISTORY
SCHOOL OF SOCIAL SCIENCES**

List of Courses:

M.A. I SEMESTER:

History, its nature and purpose
Ancient Societies
Medieval Societies
Modern Western World

Course Number

HS401
HS402
HS403
HS404

M.A.II SEMESTER:

Ancient India
Medieval India
Modern India
Modern Asia

HS 451
HS452
HS453
HS454

M.A. III SEMESTER

Socio-economic History of India upto AD 500
Indian Pre-history and Proto-History
Economic History of India, 1700-1947
Indian National Movement, 1885-1919
Religion, Society and Culture in Medieval India
Marginality and Privilege in Early India
Nature of Medieval Indian State
Revolutionary Europe 1789-1848
Art and Architecture in Ancient India up to AD 600
Socio-economic History of Medieval India 1200-1500
Urban History of Medieval India 1200-1750
History of Peasant Movements in Modern India
Art and Architecture in Medieval India
Social Change in Modern India
Visualizing Early Indian Culture
Agrarian System in Medieval India
Cartography in Medieval India
Women History in India from the earliest times to 17th Century
Environmental History
Select Religious Traditions in Medieval Indian Himalayas
Bon and Tibetan Buddhism
Historical Roots of India's Economic Development-1700-1947
Russian Revolution
Interpreting India
Science, Technology and Colonialism

HS521
HS522
HS523
HS524
HS525
HS526
HS527
HS528
HS529
HS530
HS531
HS532
HS533
HS534
HS535
HS536
HS537 (2 credit)
HS539
HS540

HS541(2 credit)
HS542
HS543
HS595
HS544

M.A. IV SEMESTER**Course Number**

Fortifications of Medieval Deccan	HS538 (2 credit)
Socio-economic History of Medieval India 1500-1750	HS571
Iron Age and Urbanization in Early India	HS572
Indian National Movement, 1919-1947	HS573
Indian Epigraphy	HS574
History of Ideas in Modern India	HS575
Religion, Society and Culture in Medieval Deccan	HS576
Modern Andhra	HS577
Science and Technology in Medieval India	HS578
South Indian History: 600-1350 AD	HS579
Religion & Society in India up to c. AD 1200	HS580
Socio-Economic History of Early Medieval India 600-1200 AD	HS581
Hierarchy and identity: caste in modern India	HS582
Science, Technology and Modern World	HS583
Cultural History of Modern India	HS584
Law and Society in Colonial India	HS585
History and Culture of Medieval Tibet	HS586
Science and Human Past	HS587
Reading Sources on Early Indian Society	HS588
History of Architecture In Medieval India	HS589
Women in Indian Civilization	HS590
The World of Indian Ocean	HS591
History and World Making: 1500 to present	HS592
History of Indian Cinema [pre-1947]	HS537
Women's History in India from 18 th - 20 th Century	HS594
Disease, Medicine and Public Health in Colonial India	HS596
Resistance Contestation and Insurgency in Colonial India	HS597
Nature, Colonialism and Environment in Modern India (1800-1947)	HS598
A study of Sources: Early India History to 13 th Century	HS600

IMA Courses

Study of History I	IMA 101
Introduction to History and Society in India –I	IMA 301
Introduction to History and Society in India –II	IMA 251
Introduction to History and Society in India-III	IMA201
Approaches to World History	IMA302
Religion and Society in Medieval World	IMA 351
Contemporary History of India	IMA352

Foundation Course:

The Making of the World: A Survey of Three Civilizations	FN127
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Semester I

Department of History School of Social Sciences University of Hyderabad

Course No. 401

M.A. 1st Semester

Course title: History; Its Nature and purpose

LT.P-1-0-0

Credits 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

- 1 Estimate the multiple meanings of historical truth and contested nature of history, and identify the relation between history and society (**understand**).
2. Demonstrate historical concepts such as facts, causation, generalization, individual in history and the question of objectivity and subjectivity in history to understand various dimensions of human past. (**apply**)
3. Understand theory, explanation, verification, the making of historical evidence, the role of narrative and challenges and recent trends in history. (**understand**)
4. Illustrate evolution of historical writing from the early historical period to present times and identity the various trajectories in historiography particularly in modern times. (**Analyze and understand**)
5. Analyze various debates on world history in general and Indian history in particular and the question of validation in historical writing. (**analyze**)
6. Demonstrate data collections skill, history writing methodological practices and tools, and develop history writing craft using interdisciplinary approaches with a strong sense of research ethics (**apply and create**)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2		2			1		1	1	1
CLO2	2	3	1	3		2	1		1	1	1
CLO3	2	3	1	3		2	1		1	1	1
CLO4	3	2	2	3		1	1		1	1	2
CLO5	2	2	2	2		2	1		1	1	1
CLO6	1				3	3	2	3	3	1	2

Course Description

This course is about the history of historiography. Although modern history writing began in the nineteenth century, the tradition of recording historical events was in practice from the beginning of civilization. Unlike other social sciences history is a concept, and it has always been contested owing to the nature of historical facts. The concept of subjectivity and objectivity thus has become central in historiographical debates, particularly with the development of modern science and enlightenment rationality. Many philosophers start from Immanuel Kant questioned the enlightenment rationality. This had produced different schools of thought in history writing. In recent times language sciences gave a new turn to human sciences, liberating them from the physical sciences. Over the period, history developed its methodological tools to analyse and explain the historical processes. The course discusses various trajectories in the development of different philosophies of history, and how history evolved as a professional craft. The focus would also be given on the history writing skills.

Modules:

I. Concepts of History: Purpose of History, history its necessity, nature and meaning, Is History a Science? Objectivity in History, Historical fact and its relation with historian, Causation, Individual and Generalization in History, History and the other human Sciences

II. Historiography and Theory: Historical Writings in the Past, up to 17th century, Enlightenment and Romantic Historiography, Positivism in History, History and Theory, Is Theory Necessary? Historical Materialism, Historical Relativism, Total History and Annals school, People's History and History from Below, Postmodernism and History, Postcolonial Theory and History, Towards Women History, Recent Trends in Indian Historiography-Subaltern, dalit and adivasi historiography.

III. Methods and Approaches: What is Historical Research? Qualitative & Quantitative methods, Sources of Historian, Ethno- Historical method, Interdisciplinary Approaches to historical writings, The Mechanic of Historical Research, The Writing of History, Towards Critical Histories.

Assessment:

Out of a total of 100, 60 marks are earmarked for the end-of-the semester examination. 40 marks are earmarked for three internal assessments. In all three internal assessments will be conducted and the marks of the best two will be considered. These assessments can be in the form of classroom tests, term papers and/or Seminars.

Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course.

Reading list

- Beverley Southgate, *History: What and Why*, New York: Routledge 2001
- Bloch, Marc. *The Historian's Craft*, reprint, Delhi: Aakar Books, 2017.
- Braudel, Fernand. *On History*, Chicago: University of Chicago Press 1980.
- Brain Fay, *Critical Social Science . Liberation and its Limits*, Cambridge: Cambridge University Press, 1987.
- Burke, Peter, *History and Social Theory*, Cambridge: Cambridge University Press, 1992.
- Burke, Peter. *New Perspectives on Historical Writing*, reprint, Pennsylvania: Pennsylvania State University Press, 2001.
- Bhupendra Yadav, *Framing History. Context and Perspectives*, New Delhi: 2012.
- Carr, E.H. *What is History?* With New Introduction by Richard J. Evans. Hampshire: Penguin, 2002.
- Cohn, B. 'History and Anthropology: The State of Play', in B. Cohn, *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, 1988.
- Collingwood, R.G. *The Idea of History*, Reprint Madras: 1985.
- Certeau de, Michel. *The Writing of History*, New York: Colombia University Press, reprint, 1992
- Dean, Mitchell. *Critical and effective Histories: Foucault's Methods and Historical sociology*. London: Routledge, 1994..
- Durant Will and Ariel, *The Lessons of History*, reprint Bombay: 1977.
- Evans, Richard J. *In Defence of History*, London: Granta Publication, (first published in 1997) 2018.
- Elton, G.R. *Political History, Principles and Practice*, London: 1970.
- Elton, G.R. *The Practice of History*, London: 1967. 2nd ed. 2002.
- Foucault Michel, *Archaeology of Knowledge, Indian reprint*, Routledge, 2002
- Guha, Ranajit, 'On Some Aspects of the Historiography of Colonial India', in Guha Ranajit (ed.), *Subaltern Studies I. Writings on South Asian History and Society*, New Delhi: Oxford University Press, 1994., pp. 1-8.
- Gupta. D N, *Changing Modes of Production in India. An Historical Analysis*, Delhi: New Gyan Offset Press, 1995.
- Gramsci, Antonio, 'History of the Subaltern Classes: Methodological Criteria' in *Selections from the Prison Notebooks*, trans. and ed. Quintin Hoare and Geoffrey Nowell Smith, London: Lawrence and Wishart, 1991.
- Goldstein, Jan Ellen. *Foucault and the Writing of History*, London: Blackwell 1994.
- Habib, Irfan, *Essays in Indian History. Towards a Marxist Perception*, New Delhi: Tulika, 1995.
- Jenkins, Keith. *On 'What is History?'* London: 1995.
- Jenkins, Keith, *Why History? Ethics and Post Modernity*, London: 1999.
- Johnson, Richard et al. *Making Histories. Studies in History Writing and Politics*, London: 1982.
- Lemon. M.C. *Philosophy of History*, London: 2003.
- Lyudmila, Jordan ova, *History in Practices*, London: 2000
- Marwick, Arthur, *The Nature of History*, London: 1970.
- Marwick, Arthur. *The New Nature of History: Knowledge, Evidence, Language*, Hampshire: 2001.
- Marwick, Arthur. *What History is and why it is important*, Buckinghamshire: 1970.
- Sarkar Sumit, *Writing Social History*, New Delhi: 1997, Part I, pp. 1-108.

Spengler, Oswald. *The Decline of the West*. London: 1961.

Stern F. Ed., *The Varieties of History*, New York: 1970.

Stefan Berger, Heiko Feldner and Kevin Passmore eds., *Writing History: Theory & Practice*, London: 2003.

Stone, Lawrence, "History and the Social Sciences in the 20th Century", Charles Delzell, ed., *The Future of History*, Vanderbilt: University Press, 1977, pp. 3-42.

Toynbee, A.J. *A Study of History*. 2 Volumes, New York: 1965.

Webster, John C.B. *An Introduction to History*, 2nd ed., Delhi: 1981.

Webster, John C.B. *Studying History*, Delhi: 1997.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 501 MA I Semester
Course: ANCIENT SOCIETIES
L.T.P. 1-0-0 Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. To get a nuanced idea of the functioning of ancient societies in other parts of the world (understand)
2. to have a more complex understanding of the earliest food-producing societies of the earliest food-producing societies (understand)
3. learn and understand the social structures that distinguish these societies (understand and analyze)
4. make a comparative study of the early State Societies (assess)
5. understand the growth of complex political economic structures and the evolution of specific social institutions (understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2	1	1	1				
CLO2	2	2	2	2	1	1	2				
CLO3	2	2	2	2	1	1	2				
CLO4	2	1	1	1	1	1	1				
CLO5	1	1	1	2	1	1	1				
CLO6	1	1	1	1	1	1	1				

Course Description

The course will introduce students to a variety of social formations in the ancient world. Different phases of the prehistoric period would be discussed. Theories propounded by earlier scholars and the revisionist views would also be discussed. Analysis of different developments in the ancient world would be made. Migration

is an important theme of discussion. This course will also address categories like 'stone age', 'hunter and gatherer', 'savagery', 'civilization' etc and the context in which these were used.

Modules

1. *Hunting gathering societies*: early palaeolithic studies, the "original affluent society", current sources and approaches, conceptual and methodological problems, issues related to contemporary hunter gatherers. Transition to *early agricultural and pastoral societies*: early studies and current approaches, an anthropological perspective on domestication, insights from genetics, linguistics and archaeology, gendered contexts and neolithic households.

2. Rise of the earliest state societies *Mesopotamia*: Mesopotamian archaeology in history, scope and method of Mesopotamian archaeology, landscapes, civilization and writing, city life, the patrilinear household and the extended family, the Code of Hammurabi and law, representations of women. With Mesopotamia Harappa would also be discussed here for a comparative picture. From bronze age we would move on to iron age. Iron age and Nomads would be discussed with special thrust on the Scythian model of nomadic civilization. Pastoral nomadism, culture of the nomads, Scythian royal graves and grave goods Scythians are important areas of study.

3. History of Greece: historiographical issues, classical Athens as the fountainhead of Europeanness, Greek ideas about equality, democracy as an issue in cultural history, the excluded - women, slaves and metics, the creation of the distinctive culture of the classical city-state, Greek way of life and its impact on societies in the east.

Assessment

Out of a total of 100, 60 marks are earmarked for the end-of-the semester examination. 40 marks are earmarked for three internal assessments. In all three internal assessments will be conducted and the marks of the best two will be considered. These assessments can be in the form of classroom tests, term papers and/or Seminars.

Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course

Reading list

- Abetekov A. and H. Yusupov 'Ancient Iranian Nomads In Western Central Asia', *History of Civilization of Central Asia, Vol. II*. UNESCO Publishing, 1994.
- Andrewes, A. *The Greek Society*, Penguin, London, 1967 (rpt 1991).
- Bernal, Martin, *Black Athena: The Afroasiatic Roots of Classical Civilization*, vols. 1 and 2, Rutgers University Press, 1991
- Childe, V.G. *What Happened in History*, Penguin, Harmondsworth, 1954.
- Childe, V.G. *Man Makes Himself*, Moonraker Press & Pitman Publishing, Wiltshire, 1956.
- Dennell, R. 'Hunter-Gatherer Societies', in G. Barker ed., *Companion Encyclopedia of Archaeology*, Vol. 2, Routledge, London & New York, 1999
- Edens, Christopher, 'Dynamics of trade in the ancient Mesopotamian "world-system"', *American Anthropologist*, 1992, 94:118-39
- Ellen, R. 'Modes of Subsistence: Hunting and Gathering to Agriculture and Pastoralism', in T. Ingold ed., *Companion Encyclopedia of Anthropology*, Routledge, London & New York, 1994
- Frachetti, Michael D. 'Migration Concepts in Central Eurasian Archaeology,' *Annual Review of Anthropology*, vol.40, October 2011, 195-213.
- Fitzhugh, Ben and Junko Habu (ed.), *Beyond Foraging and Collecting: Evolutionary Change in Hunter-Gatherer Settlement Systems*, Plenum Publishers, New York, 2002.
- Gero, J M & M W Conkey eds. *Engendering Archaeology-Women & Prehistory*, Basil Blackwell, Oxford, 1991.
- Gilchrist, Roberta, *Gender and Archaeology: Contesting the Past*, London and New York, Routledge, 1999
- Hansen, M H. *The Athenian Democracy*, Blackwell, Oxford & Cambridge, 1991.
- Harris, D. R ed. *The origins and spread of agriculture and pastoralism in Eurasia*, University College London Press, London, 1996.
- Hays-Gilpin, K & D S Whitley, eds. *Reader in Gender Archaeology*, Routledge, London & New York, 1998.
- Khazanov Anatoly M., *Nomads and the Outside World*, The University of Wisconsin Press, Madison, 1994
- Lee, R. B. *The !Kung San: Men, Women and Work in a Foraging Society*, Cambridge University Press, Cambridge, 1979.
- Lerner, Gerda, 'The Origin of Prostitution in Ancient Mesopotamia', *Signs*, Vol. 11, No. 2 (Winter, 1986), pp. 236-254.
- Matthews, R, *The Archaeology of Mesopotamia - Theories and Approaches*, Routledge, London & New York, 2003.
- Mauss, Marcel, *The Gift: Forms and Functions of Exchange in Archaic Societies*, 1925
- Morgan, Lewis Henry, *Ancient Society*, 1877, available on www.marxists.org/reference/archive/morgan-lewis/ancient-society/index.htm
- Morris, Jan, (ed), *Classical Greece: Ancient Histories and Modern Archaeologies*, Cambridge, Cambridge University Press, 1994.
- Pollock, Susan, *Ancient Mesopotamia: The Eden That Never Was*, Cambridge, Cambridge University Press, 1999

Pomeroy, Sarah B., *et al*, *A Brief History of Ancient Greece: Politics, Society and Culture*, OUP, New York, 2004.

Postgate, J. N. *Early Mesopotamia*, Routledge, London & New York, 1992

Ratnagar, Shireen, *The Other Indians: Essays on Pastoralists and Prehistoric Tribal People*, Three Essays Collective, Delhi, 2004.

Sahlins, M. *Stone Age Economics*, Tavistock Publishers, London, 1974.

Szuchman, Jeffrey., *Nomads, Tribes, and The State in The ancient Near East, Cross-disciplinary Perspectives*, The Oriental Institute Of the university of Chicago, Oriental institute seminars , number 5 Chicago Illinois, 2009.

Wright, Rita P., *The Ancient Indus: Urbanism, Economy and Society*, CUP, New York, 2010

**School of Social Sciences
University of Hyderabad**

Course no. HS 403 MA I Semester
Course: Medieval SOCIETIES
L.T.P. 1-0-0 Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. Demonstrate a coherent and systematic understanding of various fields of socio-economic patterns in the medieval world. (Remembering and understanding)
2. Employ the different methods of analyzing the structures of medieval societies. (Applying)
3. Communicate their views and ideas with clarity of thought, lucidity of expression and logical rigour regarding a diverse set of sources literary and non-literary in the reconstruction of the medieval world. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from cartography by situating the same in concrete historical situations like wars, science and technology. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the medieval world led fostered many different ways of thinking. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history the medieval world and specifically apply with regard to questions of feudalism and religion and science in Europe, Arabia and China. (Creating)

Mapping of Program Learning Outcomes (PLOs)

With Course Learning Outcomes (CLO's)

[illegible]

Objective of the course: This course is designed to provide an opportunity to the students to acquire an understanding of the emergence of medieval world and its important features and their impact on society and economy. This course would focus on W. Europe to a large extent and W. Asia to some extent. Aspects such as, feudalism, urbanization, religion, Culture and Gender will be highlighted.

Course Content: Transition from ancient to medieval, Socio- economic structures in W. Europe and W. Asia, Revival of Commerce, Urban life, Institutionalization of religion, Transition to the modern world.

Evaluation Procedure: There will be three units of evaluation, each of these carrying a maximum of 20 marks and the best two of the three evaluations will be taken into consideration ie. Maximum of 40 marks for internal evaluation. The end semester evaluation will carry a maximum of 60 marks. The internal evaluation could comprise of any of the following modes of assessment, (informed to the students in advance, at the beginning of the course), such as, Tests, Term papers, Seminars, Project Reports, Book reviews, and Discussions.

List of topics for Lectures:

Unit 1:

1. Transition from ancient world to the medieval world.
2. Introduction to Middle Ages
3. The Germanic Invasions and emergence of Feudal Europe.
4. Charlemagne and the birth of medieval Europe
5. Theories and Methodology of Feudalism.
6. Middle Ages in Europe- Life Styles
7. Rural Structure and society in medieval Europe, Nobility, Serfs
8. Urbanization and Urban Life in medieval World
9. Religion in medieval Europe

Unit 2:

1. Islam and Islamic society
2. The absolute state.
3. Popular Culture , Art and Architecture in the Medieval world
4. Family in Medieval world.
5. Disintegration of Medieval world and transition to modern world.

Unit 3:

1. China and the Sinosphere – the question of medieval in China
2. The Tang period- Debates on the golden age of China
3. Yuan and the Ming empires- prosperity and the seeds of decline
4. Chinese art and culture
5. The problem of china and the borderlands
6. Chinese contributions to Science and technology

Required reading:

1. Anderson, Perry, Passages from antiquity to Feudalism, London, 1981.
2. Anderson, Perry, Lineages of the absolute state, Verso Edition, London, 1980.
3. Brockelmann, Carl, History of Islamic people, Routledge and Kegan Paul Ltd. London, 1952.
4. Bloch, Marc, Feudal Society, Vol. II, Social Classes and political Organization, Redwood Burn Ltd. Gr. Britain, 1975.
5. Bishop, Morris, The Penguin book of middle ages, Penguin books Ltd. Middlesex, U.K.
6. Coulborn, Rushton, (ed), Feudalism in History, Princeton University Press, 1956.
7. Dobb, Maurice, Studies in the development of Capitalism, Routledge and Kegan Paul, London, 1963.
8. Engineer, Ashgar Ali, The origin and development of Islam, Orient Longman, 1980.
9. Hilton, Rodney, Class Conflict and the crisis of Feudalism, The Hambledon Press, 1985, reprint, Verso, London, 1990.
10. Lawrence, C.H. Medieval Monasticism, Longman, 1984.
11. Postan, M.M. Medieval economy and society, England, 1972
12. Power, Eileen, Medieval Women, Cambridge University press, Gr. Britain, 1975, reprint, 1995.
13. Pirenne, Henri, Economic and social History of Europe, Routledge and Kegan Paul Ltd. London, 1972.
14. Southern, R.W. The making of middle ages, Hutchinson and co. Ltd. London, 1967.
15. Cheng, Linsun. Berkshire Encyclopedia of China. Great Barrington, Mass. 2009
16. Ebrey, Patricia Buckley . The Cambridge Illustrated History of China. Cambridge: Cambridge University Press. 2010.
17. Fairbank, John King and Goldman, Merle. China: A New History. 2nd ed. Harvard U. Press, 2006.
18. Gernet, Jacques, J. R. Foster, and Charles Hartman. A History of Chinese Civilization 1996.
19. Hsu, Cho-yun. China: A New Cultural History Columbia University Press; 2012

Recommended reading:

20. Braudel, Fernand, Civilization and Capitalism, 15th and 18th century, Vol. I, The structure of every day life, London, 1981.
21. Braudel, Fernand, Civilization and Capitalism, 15th and 18th century, Vol II, The Wheels of Commerce, London, 1982.
22. Braudel, Fernand, Civilization and Capitalism, 15th and 18th century, Vol III, The perspective of the world, London, 1984.
23. Burns, R.I. Medieval Colonialism, Princeton University Press, New Jersey, 1975.
24. Burke, Peter, Popular culture in early medieval Europe,
25. Bloch, Marc, French rural history, Routledge and Kegan Paul Pub. London, 1966.
26. C.M. Cipolla, Fontana Economic History of Europe: The middle ages, London, 1972.

27. Clark Elizabeth and Herbert Richardson (ed), Women and religion, A feminist source book of Christian thought, Harper and Row London, 1977.
28. Cook, R. William and HerzmanB.Ronald, The medieval World view- an Introduction, Oxford University Press, New York, 1983.
29. Critchley, J.S. Feudalism, George Allen and Unwin, London, 1978.
30. Durant, Will, The age of faith, Simon and Schuster, New York, 1950.
31. Edith Ennen, (ed), The medieval town, North Holland publishing company, New York, 1979.
32. Gurevich, A.J. Categories of medieval culture, Routledge and kegan Paul, London, 1985.
33. Hilton, R.H. (ed), Transition from feudalism to capitalism, Verso Edition, N.L.P.Publication, New York, 1976.
34. Keen, Maurice, The Pelican History of medieval Europe, Penguin Books, Middlesex, U.K.
35. LerdaGerner, Creation of Patriarchy, Oxford University Press, London, 1986.
36. Levy Reuben, The social Structure of Islam, University Press, Cambridge, 1968.
37. Lucas, Angela, M. Women in middle ages, Religion, marriage and letters, Harvester Press, Gr. Britain, 1984.
38. Lewis, Mumford, The culture of cities, Harcourt Brace, New York, 1938, reprinted. 1970.
39. Lewis, Mumford, The city in History, Harcourt Brace and world Inc. New York,
40. Martin, John E. Feudalism to Capitalism, Macmillan Press, 1983, reprinted. 1986.
41. Muir, Richard, The English village, Thames and Hudson, Gr. Britain, 1980, reprinted. 1983.
42. Musset, Lucien, The Germanic Invasions, (The making of Europe 400-600 A.D.), Paul Elek, London, 1975.
43. Merewedge, Rosemarie Tee(ed), The role of women in Middle ages, Binghampton, 1975.
44. Pierenne, Henri, Mohammad and Charlemagne, W.W.Norton and Co. New York, 1939.
45. Pehrson, Justin Davis Randers, Barbarians and Romans, (struggle for Europe 400-700 A.D.), University of Oklahoma Press, London.
46. Reuter Timothy, The medieval nobility, North Holland Publishing company, Amsterdam, 1978.
47. Saunders, J.J. A History of medieval Islam, Routledge and Kegan Paul, London, 1965.
48. Stuard, Susan Mosher (ed), Women in Medieval Society, University of Pennsylvania Press, 1976.
49. Stone, Lawrence, The family, sex and marriage in England(1500- 1800) ,Penguin Books, 1979.
50. Ullmann, Walter, Principles of Government and politics in middle ages, Methuen Co. Ltd. London, 1978.
51. Wolley L, Hanks, History of mankind, UNESCO Series, Vo. IV and Vol. V, London 1963-73.
52. Whitelock, Dorothy, The beginnings of English society, Penguin Books, England, 1982.

Department of History

**School of Social Sciences
University of Hyderabad**

**Course no. HS 404 MA I Semester
Course: Modern Western World**

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1 absorb and use critical analytical skills to make sense of information across a wide spatial/temporal bracket and they will be able to think analytically about socio-cultural and political parallels in these global connectivities.

CLO-2 understand the complexities of the Western historical processes where there are major overlaps and borrowings from other cultures, which positions the geographical region of Europe for its journey towards modernity.

CLO-3 grasp the emergence of secular mind-sets and secular public domains in Western societies and the positioning of human minds away from a world totally dominated by religion to one dominated by reason and rationality, and also to understand that there is no single historical direction (telos) in Western societies, nor is there any single-point emergence of a singular truth, though the dominant secular trends subordinate the premodern notions of the sacred, thus knowing the importance of keeping an academic distance from cultural positions which are part of personal every-day lives.

CLO-4 assess the importance of the emergence of a new Western mode of economic production and a drive towards the acquisition of new global markets in which different non Western geopolitical regions of the world are integrated directly or indirectly, and connect this development with contemporary trends of globalization.

CLO-5 to distill the central story of the rise of modern West, and connect it to the larger global contexts that rule, influence and connect the contemporary world of today, confidently using conceptual tools like “modernity”, “progress and development”, representational /parliamentarian democracy, “liberty and freedom” and learn the importance of being critical, analytical, open ended and non-judgemental about academic positions.

CLO -6 will understand that there are interconnected histories and they will innovatively apply the above analytical categories to the histories of non-Western societies as they passed through the colonial phase.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	3	3	3	3		2			1
CLO2	3	3	3	3	3	3		2			
CLO3	3	3	3	3	3	3		2			
CLO4	3	3	3	3	3	3		2			
CLO5	3	3	3	3	3	3		2			
CLO6											
....											

Detailed Syllabus:

The Course is divided into three units.

Unit 1:

The Historical Processes and Ideas which shaped Early Modern Europe, in a broad global context. The cross-cultural interactions that were fundamental to the production of a Europe which in the eighteenth century began to take over the rest of the world.

The course is organized in a chronological framework to help students understand how political, social cultural and economic histories have influenced each other over time. It is important to see the interconnection among varieties of historical experience – between politics and cultures, between public events and private experiences, between epoch-changing discoveries and their slow integration into the fabric of knowledge production, between different technological innovations – especially print and their complex interface at political, economic, social, cultural and religious dimensions, between wars and diplomacy and everyday life.

The Unifying forces of Ideas in the Arts, Humanities and the Sciences which create the region called “Europe”. The course addresses the sudden acceleration and efflorescence of literary culture, science and technology, a new spirit of adventure and explorations during the renaissance. The same period also saw the growth of Tensions, Conflicts and Contradictions that were produced as religious knowledge systems established and upheld

by the church began to crumble under the onslaught of the many-faceted renaissance ferment in the domains of the arts and sciences. The theme of receding religions and the growth of secularism was preceded by Reformation which churned the medieval world of faith, and produced so many bloodbaths, so much violence and intolerance that the European cognoscenti engaged in powerful reflections on the necessity for religious tolerance and mutual recognition of the right to differ.

This new politico-religious maturity was accompanied by stronger states which searched for order and centralized authority at multiple levels – a highly disciplined military, a centralized taxation system, a growing understanding of strong monarchical power which claimed complete “sovereignty “ within its own territory, sophisticated legal culture that gave merchants and traders teeth to compete in global theatres. The phase of the “nation state” begins from these processes coagulating and defining anew the nature of the state, of governance and the rights of the people. The slow economic build-up of the various nation-state, thanks to the activities and territorial and market acquisitions the merchants, traders and explorers brought to their nation states presented the economic lever of financial prosperity as a challenge to traditional power structures. Parliamentary democracy in England showed the future in 1688, with the Glorious Revolution and the Bill of Rights which chalked out a blueprint of the location of the political subject within the state.

Unit 2: The second unit brings to the classroom the political language of rights and political representation, which arose out of the most explosive growth in ideas, debates and discussions – which European thinkers designated “Enlightenment”. This produced on the one hand the most liberal and inclusive language of political rights, and on the other, the same political language produced deep discontent with arbitrary political dominance. The American War of independence, the French Revolution and the European experience of the Napoleonic wave and the Revolutionary legacy produced a new sense of social, political and economic order. The highly patriarchal Western culture also began to experience a surge of women’s voices which claimed for women political rights and economic and socio-cultural freedoms.

Unit 3: The third unit links these developments to the growing competition between the European Nation states for colonies and markets and Global wars in the 20th centuries which broke out as a result, which changed the political map of the world. These wars brought troubled legacies of national language, national borders, questions of ethnicities, totalitarian modern states and organized violence by the modern state on minorities.

Assessment and Pedagogy:

Assessment of the students is done through 3 mid semester tests each carrying a total of 20 marks and the scores of 2 best performances (40%) are then added to the end-semester examination (60 %), bringing the total to 100%.

The tests are geared to test each student's grasp of the course.

There is special attention paid to training the student's reading skills, and the course instructor illustrates how the essential readings should be read, in order to increase the student's grasp of the main ideas and arguments presented in the book.

The course stresses the need to address questions in students' minds, and constantly underlines the key features of each lectures.

The course instructor constantly recapitulates the key connections made in the course, so that the class can follow the course through the semester.

The course instructor is particular that students participate in discussion and debate and question and answer sessions so that historical processes are analyzed and are connected to contemporary Indian situations and problems in students' minds.

Reference Books:

Cambridge University Press, Cambridge, 1979),2005.

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Gow,Andrew Colin(ed.),Studies in Medieval and ReformationTraditions,Vol. 127,Brill: Leiden, Boston. 2007.

Goodwin, Elliott H., The new Cambridge Modern History Series: The American and French Revolutions, 1763-93, Vol. VIII, Cambridge University press, Cambridge, 2008.

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The Age of Extremes: The short twentieth century, 1914-1991. Abacus, London, 1995.

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Hobsbawm, Eric, and David Forgacs (ed.), the Gramsci Reader: Selected Writings, 1916-1935, New York University press, New York, 2000.

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Hobsbawm, Eric, and George Rudé, Captain Swing,

Horn, Jeff, Leonard N. Rosenband and Merritt Roe Smith (ed.),Reconceptualizing the Industrial Revolution, The MIT Press, Cambridge Massachussets, London. 2010.

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Kraye, Jill (ed.), The Cambridge Companion to Renaissance Humanism, Cambridge University press, Cambridge, 1996.

Porter, Roy (ed.), Rewriting the Self: Histories from the Renaissance to the Present, Routledge, London, New York, 1997.

Porter, Roy (ed.), The Cambridge History of Science, Vol 4, The Eighteenth Century, Cambridge University Press, Cambridge, 2008.

Semester II

Department of History

School of Social Sciences

University of Hyderabad

Course no. HS 451

MA II Semester

Course: Ancient India

L.T.P. 1-0-0

Credits: 4

Course Learning outcomes:

After completion of this course, the students will be able to

1. Understand that early India was not a monolithic structure. While there was unbroken tradition, there were also changes in society. (understand)
2. Apply the knowledge of the past to comprehend better the present (apply)
3. Perceive and appreciate the changes in early Indian economic patterns (understand and analyze)
4. Develop the skill of historiographical analysis by taking up multiplicity of interpretations on themes in relations to sets of source materials available to them(analyze)
5. get an idea of the pluralistic past of our country and lessons on visual culture and material culture through field and museum visits would help them in their understanding and conserving our cultural heritage.(understand and apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2						1	1
CLO2	2	2	2	2		1		1	1	1	1
CLO3	2	2	2	2				1	1	2	1
CLO4	2	2	2	2		1		1	1	2	1
CLO5	2	2	2	2		1				1	1
CLO6	2	2	2	2	1	1	1	1		1	1

Course Description

This survey course is basically an introduction to early Indian history. Historiographical issues would be taken up here. The broad contours of various themes would be touched upon and a few topics would be delved upon meticulously. Students would be introduced to the general trends in a theme and the change and continuity would be identified. Discussion of key economic, political, religious and social developments in India's ancient past would be situated within wider theoretical and methodological debates in the discipline as a whole. The bibliography is not exhaustive and indicates general readings.

Modules

1. The study of Early Indian History –*Itihasa-Purana* tradition--Changing approaches to Indian History; Sources – Variety - Changing nature of sources; Prelude to the Early Historic period-Society and culture in the Vedic and Post Vedic Period. Harappa would not be taught here to avoid overlap with the course on Ancient Societies.
2. The Rise and fall of Empires in Northern India and Southern India, Rise of Regional powers in early medieval India, Study of state formation and state structures in early medieval India, with special reference to the state in peninsular India.
3. A broad overview of Society, Economy, Art, Religion and Science (c.600 BCE-1300CE) to offer as wide a coverage as possible of the major themes of early Indian history.

4. Assessment:

5. Out of a total of 100, 60 marks are earmarked for the end-of-the semester examination. 40 marks are earmarked for three internal assessments. In all three internal assessments will be conducted and the marks of the best two will be considered. These assessments can be in the form of classroom tests, term papers and/or Seminars.
6. Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course

Reading list

Abraham, Meera., *Two Medieval Merchant Guilds of South India*, New Delhi, Manohar, 1988.
Allchin, F.R. et al., *The Archaeology Early Historic South Asia*, Cambridge: Cambridge University Press, 1995.
Anderson, Perry., *Lineages of the Absolutist State*, London, L.N.B., 1974
Appadorai, Arjun, and Carol A. Breckenridge, 'The South Indian Temple: Authority, Honour and Redistribution', *Contributions to Indian Sociology* (CIS), 10, 2, 1976: 187-212.

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Chakrabarti, D.K., *An Oxford Companion to Indian Archaeology*, New Delhi: Oxford University Press, 2006.

Chakrabarti, Kunal, *Religious Process: The Puranas and the Making of a Religious Tradition*, New Delhi: Oxford University Press, 2006.

Chakrabarti, Kunal and Kanad Sinha., *State, Power and Legitimacy: The Gupta Kingdom*, Delhi : Primus Books, 2018.

Chakrabarti, Uma, *Everyday Lives, Everyday Histories: Beyond the King and Brahmanas of 'Ancient' India*, New Delhi: Tulika, 2006.

Chakravarti, Ranabir., ed., *Trade in Early India*, New Delhi, Oxford University Press, 2001

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----- *Exploring Early India up to 1300*, New Delhi: Primus, 2016.

Champakalakshmi, R., 'Peasant State and Society in Medieval South India', A Review Article, *The Indian Economic and Social History Review*, Vol. XVIII, Nos. 3 and 4, 1981: 411 – 426.

-----, 'Introduction', *Studies in History*, Vol. IV, No. 2, 1982.

-----, 'Ideology and the State in South India', Mamidipudi Venkatarangaiya Memorial Lecture – 1, A. P. History Congress, XIII Session, Srisailam, 1989.

-----, 'State and Economy: South India, Circa A.D. 400 – 1300', in Romila Thapar ed. *Recent Perspectives of Early Indian History*, Bombay, Popular Prakashan, 1995.

-----, *Trade, Ideology and Urbanisation in South India (300 BC to AD 1300)*, Delhi, Oxford University Press (OUP), 1996.

Classen H. J. M. and P. Skalnik ed., *The Study of the State*, Berlin, 1981.

Chattopadhyaya, B.D., *The Making of Early Medieval India*, New Delhi: Oxford University Press, 2012.

Chattopadhyaya, B.D. ed., *A Social History of Early India*, New Delhi; Centre for the Study of Civilization, 2008.

Eschmann, A., Hermann Kulke, and G. C. Tripathi, eds, *The Cult of Jagannath and the Regional Tradition of Orissa*, New Delhi, Manohar, 1978.

Fogelin, L. *Archaeology of Early Buddhism*. New York: Altamira Press, 2006.

Hall, K.R., *Trade and Statecraft in the Age of the Colas*, New Delhi: Abhinav, 1980.

Hazra, R.C. , *Studies in Puranic Records of Hindu Rites and Customs* , Dhaka, University of Dhaka, 1944.

Heitzman, James, *Gift of Power*, New Delhi: Oxford University Press, 1994

Jaiswal, Suvira, *The Origin and Development of Vaishnavism*, New Delhi: Munshiram Manoharlal, 1981.

Jha, D.N., ed., *The Feudal Order*, New Delhi: Manohar, 2000.

Karashima, Noburu, Y. Subbarayalu and Toro Matsui, *A Concordance of Names in Chola Inscriptions*, 3 Vols., Madurai: Sarvodaya Ilakkiya Pannai, 1978.

Kosambi, D.D., *Combined Methods in Indology and Other Writings*, collected, edited and introduced by B.D. Chattopadhyaya, New Delhi: Oxford University Press, 2003.

Lahiri, Nayanjyot, *The Archaeology of Ancient Indian Trade Route up to c. AD 200*: Oxford University Press, 1992.

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- Minakshi, C., *Administration and Social Life under the Pallavas*, Madras: Madras University, 1939
- Mahalakshmi, R., 'Canakam Literature as a Social Prism: An Interrogation', in *A Social History of Early India*, ed. B.D. Chattopadhyay, 2008, pp. 29-42.
- Mukherjee, B.N., *Kushana Studies: New Perspectives*, Kolkata: Firma KLM, 2004.
- Nandi, R.N., *Religious institutions and cults in the Deccan*, Delhi: Motilal Banarsidass 1973
- *State Formation, Agrarian Growth and Social Change in Feudal South India c. AD 600-1200*, New Delhi : Manohar 2000.
- Olivelle Patrick, ed., *Between the Empires*, New York : Oxford University Press, 2006.
- Orr, Leslie, *Donors, Devotees, Daughters: Temple Women in Medieval Tamilnadu*, New York: Oxford University Press 2000.
- Parashar, Sen Aloka., *Mlechhas in Early India: A Study in the Attitudes towards Outsiders up to AD 600*, New Delhi : Munshiram Manoharlal, 1991.
- *Social and Economic History of Early Deccan: Some Interpretations*, Delhi, Manohar, 1993.
- *Subordinate and Marginal Groups in Early India* (Themes in Indian History), Oxford University Press, 2004
- Ray, Niharajan, Chattopadhyaya, B.D., Mani, V.R and Chakravarti, Ranabir, *A Sourcebook of Indian Civilization*, Hyderabad: Orient Longman 2000.
- Raychaudhuri, H.C., *Political History of Ancient India with a Commentary by B.N. Mukherjee*, New Delhi; Oxford University Press, 1996.
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- Roy, Kumkum, *The Power of Gender and the Gender of Power*, New Delhi, Oxford University Press, 2011.
- Roy, Kumkum and Naina Dayal eds., *Questioning Paradigms, Constructing Histories, A Festschrift for Romila Thapar*, Aleph, 2019.
- Sastri, K.A.N., *A History of South India*, Delhi: OUP, 1978
- Sahu, B.P., ed., *Iron and Social Change in Early India*, New Delhi: Oxford University Press, 2006.
- Sahu, Bhairabi Prasad and Hermann Kulke, eds. *Interrogating Political Systems Integrative Processes and States in Pre-modern India*, Delhi, Manohar, 2015.
- Sen, Tansen., *Buddhism, Diplomacy and Trade : The Realignment of Sino-Indian Relation 600-1400*, New Delhi, Manohar, 2004.
- Sharma, R.S., *Indian Feudalism*, Calcutta: Calcutta University Press, 1966.
- *Perspectives in the Social and Economic History of Early India*, New Delhi : Munshiram Manoharlal, 1983.
- *Early Medieval Indian Society*, Calcutta: Orient Longman, 2001.
- Sharma, R.S. and K.M. Shrimali, eds *A Comprehensive History of India, Vol. IV*, pt 1, Bombay: People's Publishing House, 1992 ; pt New Delhi: Manohar, 2008.
- Shastri, Ajay Mitra, ed., *Early History of the Deccan: Problems and Perspectives*, New Delhi: Sundeep Prakashan, 1987.

Singh Upinder, *A History of Ancient and Early Medieval India*, New Delhi: Pearson Longman, 2007.

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Stein, Burton, *Peasant and State and Society in Medieval South India*, New Delhi: Oxford University Press, 1980.

Subbarao, B., *The Personality of India*, Baroda: M.S. University, 1956.

Subbarayal, Y., *South India under the Cholas*, New Delhi: Oxford University Press, 2011.

Talbott, Cynthia, *Pre-Colonial India in Practice*, New York: Oxford University Press, 2001.

Thapar Romila, *From Lineage to State*, Bombay: Oxford University Press, 1981.

-----*Early India from the Origin to C. AD 1300*, London: Allen Lane, 2002.

-----*Cultural Pasts: Essays in Early Indian History*, Delhi: Oxford University Press, 2004

Veluthat, Kesavan, *Political Structure in Early Medieval South India*, Hyderabad: Orient Longman, 1994.

-----*The Early Medieval in South India*, New Delhi: Oxford University Press 2011.

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Yazdani, G. . *The Early History of the Deccan*, Delhi: OUP, 1960

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 452 MA I Semester

Course: Medieval India

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

- 1 Estimate the nature of medieval Indian history, and identify the relation between history and society (**understand**).
2. Demonstrate historical concepts such as Iqta, Urban Revolution, Mansabdari, Jagirdari, Zamindari, Dadni System, Jajmani System etc. to understand various dimensions of human past. (**apply**)
3. Understand theory, explanation, verification, the making of medieval India, the role of narrative and challenges and recent trends in medieval Indian history. (**understand**)
4. Illustrate making of society and its relationship with the evolution of culture and its different forms. Relationship between past and present and bearing of medieval on the present. (**Analyse and understand**)
5. Analyse various debates on disintegration of Mughal empire in general and Indian history in particular and question the method of history writing done over a period of time. (**analyse**)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2		1	1		1		1
CLO2	2	2	2	2		1	1				1
CLO3	2	2	2	2		1	1		1	1	1
CLO4	2	2	2	2		1					1
CLO5	2	1	2	2	2				1	1	1
CLO6											

Course Description

This is a survey course intended to familiarize students with the medieval period of Indian History. The course covers the period between 11th Century to 18th century of Indian History. It gives the students an understanding of Polity and the building of empires in this period. It also looks into social formation and making of cultures in the period. It explains the methods of production and the status of producers and their role and position in the society.

Modules

1. Characterising Medieval India, Problems of Transition and periodization. The Notion of Feudalism, Establishment of Turkish Rule in India. The *Iqta* System and the Polity during the Sultanate Period.
2. Mughals and the State in Medieval India. The *Mansabdari* system and the Mughal administration, *Jagirdari* and *Zamindari* system, The system of revenue assessment and collection under Mughals. Systems of Production. The position of peasantry & Artisans, Peasants rights in land and stratification within the peasantry.
3. Religion in Medieval India, Sufism, Bhakti movement Social Structure, Women in Medieval Society, Art and Architecture in Medieval India, A case study of medieval south India – society and economy. Urbanisation, Trade and commerce in Medieval India. Agrarian crisis, the disintegration of Mughal Empire and the nature of regional responses.

Assessment:

The assessment would be on the basis of three midterms and one End semester exam. The three. Midterm assessments can be in the form of classroom tests, term papers and/or Seminars. End semester would be in the form of an exam and would consist of 60 marks. Midterms would be of 20 marks each and best two midterms would be considered for assessment. Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course.

Essential Readings

Ahmad, Aziz. *Political History and Institutions of the Early Turkish Empire of Delhi* (1206 – 1290 AD), Munshiram Manohar Lal, Delhi, 1992.

Ali, Athar, *Apparatus of the Empire*, Oxford University Press, 1987.

Anwar, Firdos. *Nobility under the Mughals, 1628-1658*, Manohar Publishers & Distributors, 2001.

Ashraf, K.M. *Life and Condition of the people of Hindustan*, Munshiram Manohar Lal, New Delhi, 1970.

Audre Trushke, *Aurangzeb: The Man and the Myth*, Delhi, 2017.

Aziz, Abdul. *The Mansabdari System and the Mughal Army*, Idarah-I-Adabyat-I-Delhi, 1972.

Byres, T. & Mukhia, Harbans, *Feudalism and non-European Societies*, Francas and Co, 1986.

Hindess Barry and Paul Hirst, *Modes Of Production and Social Formation*, Macmillen, London, 1978

Hindess, B *Pre capitalist modes of production*, Routledge & Kegan Paul, 1977

Chandra, Satish, *Historiography, Religion and State in Medieval India*, Har-Anand Publications, New Delhi, 1996.

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Day, U.N. *The Government of the Sultanate*, Kumar Brothers, New Delhi, 1972.

Day, U.N. *Mughal Government A.D.1556-1707*, MunshiramManoharlal, 1969.

Dobb, Maurice. *Studies in the development of capitalism*, London Routledge & Kegan Paul, 1978.

Gupta, I.P. *Urban Glimpses of Mughal India*; Agra – The Imperial capital, Discovery, New Delhi, 1986.

Habib, Irfan. *The Agrarian System of Mughal India*, Asia Publishing House, Delhi, 1999.

Habib, Muhammad. *Introduction to the study of Elliot and Dawson's History of India as told by its own historians*, Vol.1. Kitab Mahal, Allahabad , 1975

Habibullah, A.B.M. *The Foundation of Muslim rule in India*, Central Book Depot, Allhabad, 1976.

Hasan, Nural. *Thoughts on agrarian relations in Mughal India*, Peoples publishing house 1990.

Hussain, Yusuf, *Indo-Muslim Polity*, I.A.D.1986.

Husain Afzal, *The Nobility Under Akbar and Jahangir: A Study of Family Groups*, Manohar Publishers, Delhi, 1999

Joshi, Rita, *The Afghan Nobility and the Mughals : 1526-1707*, Vikas Pub. House, New Delhi, 1985

Khan, A.R, *Chieftains In Mughal Empire*. Simla Indian Institute of Advanced Studies, 1977.

Khosla, R.P. *Mughal Kingship and Nobility*, Idarah-I-Adabyat-I-Delhi, 1976.

Moreland, W.H. *The Agrarian System of Muslim India*, Munshiram Manohar Lal, New Delhi, 1970.

Moosvi, Shireen. *Economy of the Mughal empire: a statistical study*, Oxford University Press, 1987.

Nizami, K.A. *Some Aspects of Religion and Politics in India*, Idarah-I-Adabyat-I-Delhi, 1974.

Qureshi, I.H, *Administration of the Sultanate of Delhi*, Sh. Muhammad Ashraf, Lahore 1944

Qureshi, I.H, *The Administration of the Mughal Empire*. Janaki Prakashan, New Delhi, 1964

Rashid, A., *Society and culture in medieval India (1206-1556 A.D)*, Calcutta Firma K.L. Mukhopadhyay, Calcutta, 1969

Raychaudhuri, Tapan and Irfan Habib. (Eds) *Cambridge Economic History of India*, Vol.1, Hyderabad, Orient Longman 1982.

Richards, J.F. *The Mughal Empire*, Cambridge University Press, 1993.

Rizvi, S.A.A, *History of Sufism in India*, 2 Vols, Munshiram Manohar Lal, New Delhi, 1978.

Saran, P. *Studies in Medieval Indian History*, Delhi, 1952.

Sarkar, J.N. *Studies in the Economic life of Mughal India*, Oriental Publishers, Delhi, 1975.

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Sharma ,R.S, *Indian Feudalism*. Macmillan, Delhi 1980.

Sharma,R.S *How Feudal was Indian Feudalism?* Social Scientist, 1984.

Siddiqi, Noman Ahmad. *Land revenue administration under the Mughals 1700-1750*, Bombay Aligarh Muslim University, 1970.

Singh, Dilbagh. *State, landlords and peasants: Rajasthan in the 18th century*, Manohar Publications, 1990.

Sunil Kumar, *The Emergence of the Delhi Sultanate*, Delhi, 2007.

Stein, Burton, *Peasant state and society in Medieval South India*, Delhi Oxford University Press 1985.

Tarachand. *Influence of Islam on Indian Culture, Reprint*, Nabu Press, 2011.

Tripathi, R.P. *Rise and fall of the Mughal empire*, Allahabad Central Book Depot, 1963.

Tripathi, R.P. *Some Aspects of Muslim Administration*, General Book Depot, Allahabad, 1978.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 453 MA II Semester
Course: Modern India
L.T.P. 1-0-0 Credits: 4

Course Learning Outcomes

After completing the course, the student will be able to

1. Understand the history of modern India in relation to the previous epochs of Indian history
2. Evaluate modern Indian history in a comparative world historical perspective
3. Assess the important debates in the field of modern Indian history
4. Explain the process of modernization of Indian society
5. Interpret the evolution of new or modern identities in Indian society

Mapping of Programme Learning Outcome

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	2	2	2	1	3	2	1	3	-	2
CLO2	3	2	2	3	2	2	2	1	3	-	2
CLO3	3	2	3	2	3	2	2	1	3	-	2
CLO4	2	3	2	3	2	2	2	1	3	-	2
CLO5	3	2	3	2	2	3	2	1	3	-	2

Course Outline

Objectives

- To give a broad overview of the historical developments between 1700 and 1947

- To introduce students to advanced-level readings
- To familiarize students with debates among professional historians about the interpretation of modern Indian history

The course with the above title is a compulsory course for all students in the second semester of the two-year Master's program in History. It is designed as a survey course, yet it strives to introduce to the students certain advanced themes and topics in the history of modern India. Introduction to modernity for India happened through the medium of British colonial rule, though some recent researches have pointed to modernist tendencies inherent and developing in the indigenous society that got aborted as a result of colonial intervention. India, a loose cultural and civilizational entity until the point of colonial intervention, had been put on a path of administrative, political and economic unification as a consequence of colonization, a new condition of social existence that eventually leads to the formation of a modern Indian nation. Colonial rule politically subjugated, culturally demeaned and economically exploited the people of India, and it is in the contestation of colonialism that the people of India managed to form a common cause that allowed them to form into a nation, though the cultural similarities and interactions during previous epochs of history clearly aided the process. This course carefully examines the multiple dimensions of the colonial rule, changes in the Indian society through the process of modernization, and the various aspects of the anti-colonial struggle that culminated in independence for India in circa 1947.

Reading materials for the course will consist of journal articles and book chapters as relevant to the topic under discussion. They will be regularly emailed to the class group list as various topics are introduced and discussed.

Unit 1: Introductory and General Issues

Mark Elvin, "A Working Definition of Modernity?", *Past and Present*, No.113, November 1986.

Irfan Habib, "The Formation of India: Notes on the History of an Idea", *Social Scientist*, Vol.25, Nos.7-8, July-August 1997.

Karl Marx, "The British Rule in India", "The Future Results of British Rule in India", articles published in 1853, reprinted in, James Ledbetter (ed), *Dispatches for the New York Tribune: Selected Journalism of Karl Marx*, London, Penguin, 2007.

Sudipta Kaviraj, 'The Imaginary Institution of India' in *The Imaginary Institution of India: Politics and Ideas*, New York, Columbia University Press, 2010.

Unit 2: Historiographical Perspectives on Eighteenth-Century India and Nature of Early European Presence

D A Washbrook, 'Review: Eighteenth-Century Issues in South Asia', *Journal of the Economic and Social History of the Orient*, Vol.44, No.3, 2001.

William A Green, John P Deasy, 'Unifying Themes in the History of British India, 1757-1857: An Historiographical Analysis', in *Albion: A Quarterly Journal Concerned with British Studies*, Vol.17, No.1 (Spring 1985).

J Barrow and Douglas E Haynes, 'The Colonial Transition: South Asia, 1780-1840' in *Modern Asian Studies*, Vol.38, No.3 (July 2004).

Unit 3: Early Phase of Company Rule, and the Policy of Minimal Intervention in Indian Society

H V Bowen, 'British India, 1765-1813' in P J Marshall (ed), *The Oxford History of the British Empire: The Eighteenth Century* (Volume II), Oxford, OUP, 1998.

RajatKanta Ray, 'Indian Society and the Establishment of British Supremacy', in P J Marshall (ed), *The Oxford History of the British Empire: The Eighteenth Century* (Volume II), Oxford, OUP, 1998.

S N Mukherjee, 'Sir William Jones and the British Attitudes Towards India' in the *Journal of the Royal Asiatic Society of Great Britain and Ireland*, No.1/2 (April 1964).

Peter Robb, "Completing 'Our Stock of Geography' Or An Object 'Still More Sublime': Colin Mackenzie's Survey of Mysore" in the *Journal of the Royal Asiatic Society*, Third Series, Vol.8, No.2 (July 1998).

Peter Robb, 'Early Modern India II: Company Raj'(chapter 5) in *A History of India*, Hampshire(UK), Palgrave, 2002.

Unit 4: Latter Phase of Company Rule, and the Policy of Active Intervention in the Indian Society

Anthony Webster, 'The Political Economy of Trade Liberalization: The East India Company Charter Act of 1813', *The Economic History Review*, New Series, Vol.43, No.3 (August 1990).

George D Bearce Jr, 'Lord William Bentinck: The Application of Liberalism to India', *The Journal of Modern History*, Vol.28, No.3 (September 1956).

Elmer H Cutts, 'The Background of Macaulay's Minute', *The American Historical Review*, Vol.58, No.4 (July 1953).

RajatKanta Ray, 'Introduction', in V C Joshi(ed), *Rammohun Roy and the Process of Modernization in India*, New Delhi, Vikas, 1975.

Gauri Viswanathan, 'Currying Favor: The Politics of British Educational and Cultural Policy in India, 1813-1854', *Social Text*, Nos.19/20 (Autumn 1988).

Ian Copland, 'Christianity As An Arm of Empire: The Ambiguous Case of India Under the Company, c.1813-1858', *The Historical Journal*, 49, 4 (2006).

D A Washbrook, 'India 1818-1860: The Two Faces of Colonialism' in Andrew Porter (ed), *The Oxford History of the British Empire: The Nineteenth Century (Volume III)*, Oxford, Oxford University Press, 1999.

Unit 5: Revolt of 1857 and Its Aftermath

Ranajit Guha, 'Introduction' in *Elementary Aspects of Peasant Insurgency in Colonial India*, Delhi, Oxford University Press, 1983.

Rudrangshu Mukherjee, *Awadh in Revolt, 1857-1858: A Study of Popular Resistance*, Delhi, Oxford University Press, 1984.

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Thomas R Metcalf, 'The Influence of the Mutiny of 1857 on Land Policy in India', *The Historical Journal*, Vol.4, No.2 (1961).

Pradeep Barua, 'Inventing Race: The British and India's Martial Races' in *The Historian*, Vol.58, No.1 (Autumn 1995).

Crispin Bates, 'Race, Caste and Tribe in Central India: The Early Origins of Indian Anthropometry', *Edinburgh Papers in South Asian Studies*, No.3 (1995).

Thomas R Metcalf, 'The British and the Moneylender in Nineteenth-Century India', *The Journal of Modern History*, Vol.34, No.4 (December 1962).

Sabyasachi Bhattacharya, 'Laissez Faire in India', *The Indian Economic and Social History Review*, Vol.2, No.1 (January 1965).

Unit 6: Rise of Modern (political, social, religious, linguistic) Identities

Sanjay Seth, "Rewriting Histories of Nationalism: The Politics of 'Moderate Nationalism' in India, 1870-1905", *The American Historical Review*, Vol.104, No.1 (February 1999).

David N Lorenzen, 'Who Invented Hinduism?', *Comparative Studies in Society and History*, Vol.41, No.4 (October 1999).

Romila Thapar, 'Imagined Religious Communities? Ancient History and the Modern Search for a Hindu Identity', *Modern Asian Studies*, Vol.23, No.2 (1989).

Hafeez Malik, 'Sir Sayyid Ahmad Khan's Contribution to the Development of Muslim Nationalism in India', *Modern Asian Studies*, Vol.4, No.2 (1970).

Francis Robinson, 'The British Empire and Muslim Identity in South Asia', *Transactions of the Royal Historical Society*, Sixth Series, Vol.8 (1998).

Charles H Heimsath, 'The Origin and Enactment of the Indian Age of Consent Bill, 1891', *The Journal of Asian Studies*, Vol.21, No.4 (August 1962).

Partha Chatterjee, 'The Nation and Its Women' in *The Nation and Its Fragments: Colonial and Postcolonial Histories*, Princeton, Princeton University Press, 1993.

David Lelyveld, 'Colonial Knowledge and the Fate of Hindustani', *Comparative Studies in Society and History*, Vol.35, No.4 (October 1993).

Nicholas B Dirks, 'Castes of Mind', *Representations*, No.37 (Winter, 1992).

Unit 7: Perspectives on the Economic Impact of Colonial Rule

K N Chaudhuri, 'India's International Economy in the Nineteenth Century: An Historical Survey', *Modern Asian Studies*, Vol.2, No.1 (1968).

B N Ganguli, 'Dadabhai Naoroji and the Mechanism of External Drain', *The Indian Economic and Social History Review*, Vol.2, No.2 (April 1965).

John McLane, 'The Drain of Wealth and Indian Nationalism at the Turn of the Century' in G Balachandran (ed), *India and the World Economy 1850-1950*, New Delhi, Oxford University Press, 2003.

Irfan Habib, 'Studying a Colonial Economy – Without Perceiving Colonialism', *Modern Asian Studies*, 19, 3 (1985).

Peter Robb, 'British Rule and Indian "Improvement"', *The Economic History Review*, New Series, Vol.34, No.4 (November 1981).

Reading Materials - General

Metcalf, Barbara and Metcalf, Thomas. *A Concise History of Modern India*, Cambridge, Cambridge University Press, 2006.

(There are other textbooks such as the one mentioned above written by other authors such as Bipan Chandra, Sugata Bose & Ayesha Jalal, Sekhar Bandyopadhyay, Burton Stein, Peter Robb,

and Ishita Banerjee-Dube – all of which are competent synoptic surveys, and may be consulted with much benefit.)

Carol A Breckenridge, Peter van der Veer (ed), *Orientalism and Postcolonial Predicament: Perspectives on South Asia*, Philadelphia, University of Pennsylvania Press, 1993.

ParthaChatterjee, *The Nation and Its Fragments: Colonial and Postcolonial Histories*, Princeton, Princeton University Press, 1993.

S. Gopal, *British Policy in India 1858-1905*, Cambridge, Cambridge University Press, 1965.

Jawaharlal Nehru, *An Autobiography*, New Delhi, Penguin, 2004. (first published 1936).

TirthankarRoy, *Economic History of India 1857-1947*, New Delhi, Oxford University Press, 2011.

Sumit Sarkar, *Modern India 1885-1947*, Delhi, Pearson, 2014.

Evaluation

Three internal mid-term examinations of 20 marks each will be conducted consisting of either test or term paper or another appropriate format out of which the best two scores will be taken, and a final examination (end-of-term) for 60 marks will be conducted.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 454 MA II Semester

Course: Modern Asia

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Distinguish modernity in non-Western contexts from Western modernity with its overlaps and distinctions.

CLO-2: Compare the path of modernization and the historical conditions that shape them, as experienced in China and Japan.

CLO-3: Interpret how the experience of direct colonialism molded the modernity and nationalist imagination of Southeast Asian countries.

CLO-4: Contrast the conditions that spawned trans-colonial migrations from that of post-colonial migrations in Asia.

CLO-5: Construct a term paper by broadly following the protocols of research writing like citing, referencing and summarizing.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	3	3	1		2			2	
CLO2	2	3	3	3	1		2			2	
CLO3	3	3	3	2	1		2			2	
CLO4	3	3	3	2	1		2			2	
CLO5	3	3	3	3	3	2	2	2	2	2	

End Semester Examination: 60% (descriptive questions)

Unit-1- Thinking Modernity in Non-Western Settings

Modern, Modernism and Modernity; Modernity in non-Western contexts: Derivative or distinctive?; Nation as a collective subject of modernity; What modernity leaves for non-Western nationalisms to imagine? Pluralising nation, internal other and competing languages of modernity; Debunking convergence: the idea of Multiple modernities and its limits

Unit-2: Mediations and Contestations of Modernity: China and Japan

1. Encounter with the Western world and modern China; From Empire to the Republic; Emergence of Modern Chinese National Identity; Revolution and People's Republic of China; from Social revolution to peaceful rise; China in the contemporary world – politics, economy and global diaspora
2. Being modern and Japanese: Meiji restoration and modernization; Westernization, preservation and transformation of tradition; Nationalism, emergence of a new political order and its paradoxes; Japan's encounters with the West and neighbours; Japan as an imperial power, discontents and rapid transformation; Post-World War Japan, cold war, economic miracles and postmodernity.

Unit-3: Colonialism and nationalism in Southeast Asia and Trans-colonial and postcolonial migrations in Asia

1. Colonialism, integration into the global economy and economic transformation of Southeast Asia; Modernities and contending Southeast Asian nationalisms; Rebellion, revolution and diverse paths to independence; Decolonisation and economic development
2. Trans-colonial migrations and Asian migrants in Southeast Asia; Oil boom, migrations and transformation of the Middle-east.

Evaluation:

Internal Evaluation: 40% (Best two performances out of the three below will be taken for final scores)

Class Test-1 (20 Marks)

Surprise test – Multiple Choice questions Term Paper (20 Marks)

Term Paper – An introduction to research writing. Students will be encouraged write a term paper on a theme of their choice related to Modern Asia, following the protocols of research writing such as citations, references, abstract and keywords. A workshop of three hour duration will be conducted to introduce the students into this, apart from regular one-to-one discussions.

Readings:

Amrith, Sunil. 2011. *Migration and Diaspora in Modern Asia*. Cambridge: Cambridge University Press.

Anderson, Benedict. 1998. *The Spectre of Comparisons: Nationalism, Southeast Asia and the World*, London: Verso.

Beasley, W.G. 2000. *Rise of Modern Japan: Political, Economic and Social Change since 1850*, New York: Weidenfeld& Nicolson.

Chatterjee, Partha. 1993. "Whose Imagined Community?" in *The Nation and Its Fragments: Colonial and Postcolonial Histories*, New Jersey: Princeton University Press: 3–13.

Chatterjee, Partha. 1997. *Our Modernity*, Rotterdam: SEPHIS.

Comparative Literature Studies. 2015. Special issue on 'Global Maoism and Cultural Revolution in the Global Context' *Comparative Literature Studies*, 52(1).

Duara, Prasenjit. 1996. "Historicising National Identity, or Who Imagines What and When," in Geoff Eley and Ronald GrigorSuny (eds), *Becoming National: A Reader*, London: Oxford University Press: 151-177.

Duus, Peter (ed). 2008. *The Cambridge History of Japan, Vol-6: Twentieth Century*, Cambridge: Cambridge University Press.

Eisenstadt, S.N. 1999. "Multiple Modernities in the Age of Globalisation," *The Canadian Journal of Sociology*, 24(2): 283-95.

Gardner, Andrew. 2010. *City of strangers: Gulf migration and the Indian community in Bahrain*, Ithaca: Cornell University Press.

Goto-Jones, Christopher. 2009. *Modern Japan: A Very Short Introduction*, New York: Oxford University Press.

Jansen, Marius B. 2002. *The Making of Modern Japan*. Cambridge: Harvard University Press.

Kamrava, Mehran. and Zahra Babar (Eds). 2012. *Migrant Labor in the Persian Gulf*. Columbia University Press.

Kapiszewski, Andrzej. 2001. *Nationals and expatriates*. Reading: Ithaca Press

Louie, Kam (ed). 2008. *Cambridge Companion to Modern Chinese Culture*, Cambridge: Cambridge University Press

Mitter, Rana. 2008. *Modern China: A Very Short Introduction*, New York: Oxford University Press.

Osborne, Milton. 2003. *Southeast Asia: An Introductory History*, Sydney: Allen & Unwin,.

Pandian, M S S. 2002. "Nation Impossible," *Economic and Political Weekly*, 44(10): 65-69.

Pandian, M S S. 2002. "One Step Outside Modernity: Caste, Identity Politics and Public Sphere," *Economic and Political Weekly*, 37(18): 1735-41.

Rieu, Alain-Marc. 2014. "The syndrome of "overcoming modernity": Learning from Japan about ultra-nationalism," *Transtext(e)s Transcultures: Journal of Global Cultural Studies*, 9: 1-23.

Schmidt, Volker H. 2011. "How Unique is East Asian Modernity?" *Asian Journal of Social Science*, 39(3): 304-31.

Scott, James C. 1977. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*, New Haven: Yale University Press.

Tanner, Harold Miles. 2010. *China: From the Great Qing Empire through the People's Republic of China*, Cambridge: Hackett Publishing Company.

Tarling, Nicholas (ed). 1992. *The Cambridge History of Southeast Asia, Vol-2*, Cambridge: Cambridge University Press.

Wasserstrom, Jeffrey and Maura Elizabeth Cunningham. 2010. *China in the 21st Century: What Everyone Needs to Know*, New York: Oxford University Press.

Zhao, Gang. 2006. "Imperial Qing Ideology and the Rise of Modern Chinese National Identity in Early Twentieth Century," *Modern China*, 32(1): 3-30.

Semester III

Department of History

School of Social Sciences

University of Hyderabad

Course no. HS 522

MA III Semester

Course: Indian Prehistory and Protohistory

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After Completion of this Course Successfully, the students will be able to

1. Understand the pre and protohistoric cultures of India;
2. Understand the material culture in different cultural periods;
3. The subsistence strategies adopted by the prehistoric communities;
4. Understand the socio, economic and religious aspects of the ancient communities;
5. Understand the overall cultural transformation of human communities.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

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INDIAN PRE-HISTORY AND PROTO-HISOTORY

Course Description:

The pre and proto-historic cultures of India represent the earliest history of the humans. In fact, more than 99 percent of human history lasted in the prehistoric period. The prehistoric period having different stages was characterized by the stone ages. The period lasted for about 2.5 million years. The foundation for the later cultures and civilizations was laid in this period, and hence very important in human history. The protohistoric period represents the earliest metal ages, and some of the important civilizations developed during this period. The course is designed to provide basic understanding of the pre-historic and proto-historic periods of India.

MODULE-1

Lower Palaeolithic culture – Tools, techniques and raw material – Sohan Industry and Madras Hand axe industry.

Middle Palaeolithic culture – the discovery - Tools, techniques and raw material – Subsistence.

Upper Palaeolithic culture – The discovery - Tools, techniques and raw material – subsistence.

Mesolithic culture - Tools, techniques and raw material – Sedentism and domestication of plants and animals – art and subsistence.

MODULE -2

Neolithic culture – Tools, techniques and raw material – Cultural zones – Settlement pattern and subsistence.

Chalcolithic Cultures – General features – Regional variations – Settlements and Subsistence.

MODULE -3

Indus Valley Civilization – Cultural features – Art, religious features, script – Decline of Indus civilization.

Iron Age and Megalithic culture – Origin of Iron – Types of Megaliths and Cultural features - Iron and urbanization.

Assessment

Three internal tests of 20 marks each would be conducted, and two best out of these three would be taken for final ranking. The End semester examination will consist of 60 marks. The final ranking will be decided on the combined ranking obtained in the internal as well as the end semester examination.

BIBLIOGRAPHY

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- Gregory Possehl, Indus Civilization A Contemporary Perspective, Vistar Publication, New Delhi, 2002.
- Sankalia H.D. Pre-history and Proto-history of India and Pakistan, Deccan College, Pune, 1974.
- B. Subbar Rao Personality of India.
- K.N. Dikshi, Archaeological Perspectives of India Since Independence, Books and Books, New Delhi, 1985.
- D.P. Agrawal, Dilip K. Chakrabarti, Essays in Indian Protohistory, B.R. Publishing, New Delhi, 1975.
- Walter Fairervis Roots of Ancient India: Archaeology of early Indian Civilization, Macmillan, 1971.
- N.R. Banerjee The Iron Age in India, Munshiram Manoharlal, 1965.
- A. Gosh, An Encyclopaedia of Indian Archaeology, Vol.I, Munshiram Manoharlal, 1989.
- Brian M. Fagan World Prehistory: A Brief Introduction, Pearson Printice Hall, 2005.
- Wheeler, R.E.M. Indus Civilization, Cambridge University Press, 1968.
- Erwin Numayer Prehistoric Rock Art of India, Oxford University Press, 2013.

Dilip K. Chakrabarti India, an archaeological history : Palaeolithic beginnings to early historic foundations, Oxford University Press, 1999.

S.A. Sali Stone Age India, Shankar Publishers, 1990.

Dilip K. Chakrabarti The Archaeology of Ancient Indian Cities, Oxford University Press, 1995.

Dilip K. Chakrabarti The Early use of Iron In India. 1992. New Delhi

Yashodhar Mathpal.. Prehistoric Rock Paintings of Bhimbetka Central India, Abhinav Publications, New Delhi, 1984.

Dilip K. Chakrabarti The External Trade of Indus Civilization, Munshiram Manoharlal, New Delhi, 1990.

Nayanjoti Lahiri The Decline and fall of the Indus Civilization, Sangam Books, 2002.

Braidwood R.J. The Near East and the Foundation of Civilization, Chicago, 1952.

Bray, Warwick & The Penguin Dictionary of archaeology, Harmondsworth, 1970.

Bridget and Raymon Allchin *The Birth of Indian Civilization*, Penguin Books, 1968.

V.G. Childe *What Happened in History*, Aakar Books, 2016.

R.E.M. Wheeler : *Archaeology from the Earth*, Munshiram Manoharlal, New Delhi, 2004.

K.M. Srivatsava : *New Era of Indian Archaeology*, Cosmo Publications, New Delhi, 2003.

F.R. Allchin : *Neolithic Cattle Keepers of South India*, University of Cambridge, 1963.

K. P. Rao : *Deccan Megaliths*, Sundeep Prakashan, 1988.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 523

MA III Semester

Course: Economic History of Modern India, 1700-1947

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Distinguish different theories of development and historiographical debates on economic history of modern India with their ideological underpinnings.

CLO-2: Examine the purported crisis in the study of Indian economic history and ways to re-relevance the subject.

CLO-3: Assess critically structural (in)capabilities of Indian economy before colonialism to situate the divergence ensued since then.

CLO-4: Interpret the nuances of how the institutional changes brought by colonialism transformed agriculture, industry, capital formation and business in India

CLO-5: Analyze how colonialism and its politics engendered demographic change, new migration regimes and transformation of nature.

CLO-6: Analyze a book or an article in terms of its content and argument, situated significance, scholarly departures and limitations by writing a review paper.

CLO-7: Construct a term paper by broadly following the protocols of research writing like citing, referencing and summarizing.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	2	2	2	2			2				
CLO2	2	3	3				2				
CLO3	3	3	3	2	2	1	2				

CLO4	3	3	3	2	2	2	2				
CLO5	3	3	3	2	2	2	2				
CLO6	3	3	3	2		1		1	2		
CLO7	3	3	3	3	3	2	2	2	2		

Detailed Syllabus:

Unit-1

Necessity of Economic history and Economic development as a contested terrain
Ideological battle around India's economic development during the colonial times- from colonial to nationalists to the Aligarh school to Cambridge school to the Clio-metric Neo-Classicals /Neo-Cambridge school.

Unit-2

1. Transitions during the Mughals: Eighteenth and early nineteenth centuries
2. Indian's (in)-capabilities and the impact of colonialism on the development trajectory of India- the Divergence debate.

Unit-3

1. Commercialisation of agriculture and de-industrialisation; business and entrepreneurship in colonial India.
2. Institutional changes and development in colonial India: land tenure, legal and labour reforms

Unit-4

1. People in development: demographic transition, health and population mobility in colonial India
2. Space and gender in Indian development- environment & ecology; urbanisation and engendering of labour, development and well-being

Evaluation:

Internal Evaluation: 40% (Best two performances out of the three below will be taken for final scores)

1. Mid-term test (20 Marks)
2. Book / Article Review – Students will be given a two hour session on how to read and write a review of a book or an important research article (20 Marks)
3. Term Paper – An introduction to research writing. Students will be encouraged write a term paper on a theme of their choice related to the economic history of modern India, following the protocols of research writing such as citations, references, abstract and keywords. A workshop of three hour duration will be conducted to orient the students into this, apart from regular one-to-one discussions.

End Semester Examination: 60% (descriptive questions)

Readings:

Alborn, Timothy L. 1999. "Age and Empire in the Indian Census, 1871-1931," *The Journal of Interdisciplinary History*, 30(1): 61-89.

Ali, Imran. 1987. "Malign Growth? Agricultural Colonization and the Roots of Backwardness in the Punjab," *Past and Present*, 114(1): 110-32.

Anderson, Michael. 2004. "India, 1858-1930: The Illusion of Free Labour," in Douglas Hay and Paul Craven (eds), *Masters, Servants and Magistrates in Britain and the Empire, 1562-1955*, Chapel Hill, NC: University of North Carolina Press: 422-455.

Arnold, David. 1980. "Industrial Violence in Colonial India," *Comparative Studies in Society and History*, 22: 234-55.

Arnold, David. 1994. "The Discovery of Malnutrition and Diet in Colonial India," *Indian Economic and Social History Review*, 31(1): 1-22.

Bagchi, A.K. 1988. "Colonialism and the Nature of 'Capitalist' Enterprise in India," *Economic and Political Weekly*, 23(31): PE38-PE50.

Bagchi, A.K. 2010. *Colonialism and Indian Economy*, New Delhi: Oxford University Press.

Banerjee, Arindam, Chirashree Das Gupta and Surajit Mazumdar. 2015. "Historiography sans History: A Response to Tirthankar Roy," *Economic and Political Weekly*, August 29: 124-32.

Bhattacharya, Neeladri. 1995. "Pastoralists in a Colonial World," in David Arnold and Ramachandra Guha (eds), *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, New Delhi: Oxford University Press: 77-84.

Bhattacharya, Neeladri. 2018. *The Great Agrarian Conquest: The Colonial Reshaping of a Rural World*, New Delhi: Permanent Black.

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Chandavarkar, Rajnarayan. 1994. *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-1940*, Cambridge: Cambridge University Press.

Cohn, Bernard S. 1984. "Law and the Colonial State in India," in June Starr and Jane Fishburne Collier (eds.) *History and Power in the Study of Law: New Directions in Legal Anthropology*, Ithaca, NY: Cornell University Press: 131-53.

David Clingingsmith and Jeffrey G. Williamson, 'Deindustrialization in 18th and 19th Century India: Mughal decline, climate shocks and British industrial ascent' *Explorations in Economic History*, 45(3), 2008, pp. 209-234.

Ellis, Frank W. 2005. "In What Way, and to What Degree, Did the Mughal State Inhibit Smithian Growth in India in the Seventeenth Century?," London School of Economics Working Paper, <http://eprints.lse.ac.uk/22477/1/wp14.pdf>

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Fine, Ben. 1999. "The Development State is Dead: Long Live Social Capital," *Development and Change*, 30(1): 1-19.

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Guha, Sumit. 1989. "The Handloom Industry of Central India, 1825-1950," *Indian Economic and Social History Review*, 26(3): 297-330.

Guha, Sumit. 2001. *Health and Population in South Asia from the Earliest Times to the Present*, New Delhi: Orient Blackswan.

Guha, Sumit. 2003. "The Politics of Identity and Enumeration in India, c.1600-1990," *Comparative Studies in Society and History*, 45(1): 148-67.

Gunder Frank, Andre. 1966. The Development of Underdevelopment, *Monthly Review*, September.

Gunder Frank, Andre. 2004. "Structuring a New Economic History," *Economic and Political Weekly*, August 21.

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Habib, Irfan. 1969. "Potentialities of Capitalistic Development in the Economy of Mughal India," *The Journal of Economic History*, 29: 32-78.

Habib, Irfan. 1995. "Colonisation of the Indian Economy 1757-1900," in Irfan Habib, *Essays in Indian History: Towards a Marxist Perception*, New Delhi: Tulika: 296-335.

Haynes, Douglas. 2001. "Artisan Cloth-Producers and the Emergence of Powerloom Manufacture in Western India, 1920-1950," *Past and Present*, 172(1): 170-98.

Heitzman, James. 2008. *The City in South Asia*, London: Routledge.

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Spodek, Howard. 1980. "Studying the History of Urbanization in India," *Journal of Urban History*, 6: 251-97.

Subrahmanyam, Sanjay. 1990. "Rural Industry and Commercial Agriculture in Late Seventeenth Century South-Eastern India," *Past and Present*, 126(1): 76-114.

Visaria, Leela and Pravin Visaria. 1983. "Population (1757-1947)," in Cambridge Economic History of India, Vol II: 463-533.

Washbrook, David. 1981. "Law, State and Agrarian Society in Colonial India," *Modern Asian Studies*, 15(3): 649-721.

Washbrook, David. 1994. "The Commercialisation of Agriculture in Colonial India: Production, Subsistence and Reproduction in the 'Dry' South 1870-1930," *Modern Asian Studies*, 28(1): 129-64.

Washbrook, David. 2007. "India in the Early Modern World Economy: Modes of Production, Reproduction and Exchange," *Journal of Global History*, 2: 87-111.

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Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 524

MA III Semester

Course: Indian National Movement 1885-1919

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Distinguish the making of Indian nationalism from its Western 'original', with its philosophical and ideological origins.

CLO-2: Compare the different historiographies of Indian nationalism with their underlying political thoughts and visions.

CLO-3: Analyse how the British rule created conditions for the emergence of middle-class and nationalist feelings in India.

CLO-4: Discuss the debates on various forms of burgeoning anti-colonial resistances from the margins.

CLO-5: Assess how the social reform movements provided the inner domain / sovereign essence of Indian nationalism to mark its distinction.

CLO-6: Describe how social and cultural identities emerged through social reform initiatives intersected with the making of Indian nationalism and its character.

CLO-7: Distinguish between the moderate and extremist phase of Indian nationalism, with their strategies, issues and political vision.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	3	3	2	2	1				2
CLO2	3	3	3	3	2	2	1				2
CLO3	3	3	2	2	2	2	1				2
CLO4	3	3	3	3	2	2	2	1			2
CLO5	3	3	2	2	2	2	1	1			2
CLO6	3	2	2	2	2	2	1	1			2
CLO7	3	3	3	2	2	1	1	1			2

Detailed Syllabus:

This course involves a detailed study of the complex historical context of the latter nineteenth century that led to the making of Indian nationalism and the early phase of Indian national

movement. It will start with a theoretical discussion on nationalism with special reference to the Indian case, goes on to discuss the important shifts in the British policy in the aftermath of the Revolt of 1857, the role of the rise and gradual spread of Western liberal ideas and their part in the spread of a 'middle class' nationalism in India, the role of social reform movement in producing nationalist consciousness and ends with the moderate phase of Indian national movement, its strategies and contributions.

1) Theoretical discussion on Indian nationalism

Nationalism and modernity - Nationalism as a Western Import; Derivation and Innovation; Claims of Nationalist ideology- the primordiality and ancient origin for the nation; Nation as a construction and an 'imagined' community – nationalist writings; Historiography of Indian nationalism.

2) Consolidation of the British power and Emergence of Middle Class

Policy shifts aimed at enlisting collaborators for colonialism in the native princes and large landowners, invention of 'martial' races and their utilization for the military, consolidation of the empire and its more efficient control by means of telegraph, railways and elaborate bureaucratic procedures. Spread of English education, new employment opportunities and the emergence of middle class. Emergence of early voluntary nationalist associations and the founding of the Indian National Congress. Resistance from the margins – peasants, rural groups and tribals.

3) Discourse of 'social reform,' formation of modern religious identities

Social reform and Indian renaissance and its implications to Indian nationalism; Challenges of colonialism and Christianity and the refashioning of identity of Indian religions; the reciprocities between the new religious and the emerging Indian national identity; the spiritual domain of Indian nationalism and its discontents.

4) From Moderate to Extremist Phase of Indian nationalism, Economic critique of Colonialism and Swadeshi movement and the Aftermath

Moderate phase of Indian nationalism –petition and prayer; the role of the Indian professional groups, their interest in representative democracy; problems of working with Muslims; challenges to draw ordinary Indians to nationalism; Formulation of a coherent economic critique to colonialism – writings of early nationalists; the extremist phase, Swadeshi movement and the coming Gandhi;

Evaluation Procedure: There will be three units in the internal evaluation, each of these carrying a maximum of 20 marks and the best two of the three evaluations will be taken into

consideration. The components of the internal evaluation consists of mid-term tests, quiz, term paper, book review and seminar presentation.

Readings:

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London: Verso, (1983) 2006.

Arnold, David. 'Touching the Body: Perspectives on the Indian Plague, 1896-1900,' in Ranajit Guha, ed, *Subaltern Studies*, Volume V, Delhi: Oxford University Press, 1987: 55-90.

Catanach, I J. 'Agrarian Disturbances in Nineteenth-Century India,' *Indian Economic and Social History Review*, 3(1), 1966: 65-84.

Chandra, Bipan. 'Nationalist Historians' Interpretations of the Indian National Movement,' in Romila Thapar and S. Bhattacharya (eds), *Situating Indian History*, Delhi: Oxford University Press, 1986.

Chandra, Bipan. *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880-1905*, New Delhi: Hindustan Publishing Corporation, 1966.

Charlesworth, Neil. 'Myth of the Deccan Riots of 1875,' *Modern Asian Studies*, 6(4), 1972: 401-21.

Chatterjee, Partha. "Whose Imagined Community?" in *The Nation and Its Fragments: Colonial and Postcolonial Histories*, New Jersey: Princeton University Press, 1993.

Chatterjee, Partha. "The Moment of Departure: Culture and Power in the Thought of Bankimchandra," in *Nationalist Thought and the Colonial World: A Derivative Discourse*, New Delhi: Oxford University Press, 1993.

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Ganguli, B N. 'Dadabhai Naoroji and the Mechanism of External Drain,' *Indian Economic and Social History Review*, 2(2), 1964: 85-102.

Gopal, S. *British Policy in India: 1858-1905*, Cambridge: Cambridge University Press, 1965.

Goswami, Manu. 'From Swadeshi to Swaraj: Nation, Economy, Territory in Colonial South Asia, 1870-1907,' *Comparative Studies in Society and History*, 40(4), 1998: 609-636.

Hafeez Malik, 'Sir Sayyid Ahmed Khan's Contribution to the Development of Muslim Nationalism in India,' *Modern Asian Studies*, 4(2): 1970: 129-47.

Heimsath, Charles H. 'The Origin and Enactment of the Indian Age of Consent Bill, 1891,' *Journal of Asian Studies*, 21(4), 1962: 491-504.

Jones, Kenneth W. 'Ham Hindu Nahin: Arya-Sikh Relations, 1877-1905,' *The Journal of Asian Studies*, 32(3), 1973: 457-75.

Jones, Kenneth W. *Socio-Religious Movements in British India*, Cambridge: Cambridge University Press.

Joshi, Sanjay (ed), *The Middle Class in Colonial India*, New Delhi: Oxford University Press, 2010.

Kosambi, Meera. "Indian Response to Christianity, Church and Colonialism: Case of Pandita Ramabai," *Economic and Political Weekly*, 27(43-44), 1992: WS63+WS65-WS71

Martin, Briton Jr., *New India, 1885: British Official Policy and the Emergence of the Indian National Congress*, Bombay: Oxford University Press, 1970.

Marx, Karl. 'The British Rule in India' June 10, 1853, 'The Future Results of the British Rule in India' July 22, 1853, articles first published in "New York Herald Tribune," reprinted in Karl Marx and Frederick Engels, *On Colonialism*, Moscow, 1960.

McLane, John R. *Indian Nationalism and the Early Congress*, Princeton: Princeton University Press, 1977.

Mehrotra, S R. *The Emergence of the Indian National Congress*, New Delhi: Rupa, 2004.

Metcalf, Thomas R. *The Aftermath of Revolt: India, 1857-1870*, New Jersey: Princeton University Press, 1964.

Panikkar, K N. *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, London: Anthem Press, 2002.

Rag, Pankaj. 'Indian Nationalism 1885-1905: An Overview' *Social Scientist*, 23(4/6), 1995: 69-97.

Rande, M G. *Essays on Indian Economics*, New Delhi, 1982.

Sarkar, Tanika. "Domesticity and Middle-class Nationalism in Nineteenth Century Bengal" in Sanjay Joshi (ed), *The Middle Class in Colonial India*, New Delhi: Oxford University Press: 157-177.

Sen, Sunanda. 'Trade as a Handmaiden of Colonialism: India between the Late Nineteenth Century and First World War,' *Studies in History*, IV(1), 1982:

Seth, Sanjay. 'Rewriting Histories of Nationalism: The Politics of 'Moderate Nationalism' in India, 1870-1905,' *The American Historical Review*, 104(1), 1999: 95-116.

SudiptaKaviraj. 'The Imaginary Institution of India,' in Partha Chatterjee, Gyanendra Pandey(eds), *Subaltern StudiesVII*, New Delhi: Oxford University Press, 1992: 1-39.

Tripathi, Amitava. *Indian national Congress and the struggle for freedom, 1885-1947*, New Delhi: Oxford University Press, 2014.

Tucker, Richard. 'Hindu Traditionalism and Nationalist Ideologies in Nineteenth-Century,' *Modern Asian Studies*, 10(3), 1976: 321-48.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 528

MA III Semester

Course: Revolutionary Europe 1789-1848

L.T.P. 1-0-0

Credits: 4

Learning outcomes:

After the completion of the course, the students will be able to:

1. Develop abilities to think critically, and assess and evaluate the subject of the French Revolution. **(analyse)**
2. Understand the major themes and topics related to the significant developments in western European history since 14th Century to mid-19th Century. **(understand)**
3. Utilise scholarly articles and books, primary and secondary sources, thereby expressing their historical knowledge, both in speech and in writing, with clarity and understanding. **(apply, create)**
4. Debate and discuss course topics like what is 'age of enlightenment' (i.e., age of reason) and renaissance movement in Europe, why industrial revolution occurred in England, and why did European nations undertake the process of colonizing the world, if not for the better, and how mercantilism, capitalism, colonialism and imperialism came to manifest in world history between 17th and early 20th centuries. **(apply, analyze)**
5. Discuss theoretical and methodological understanding of the French Revolution of 1789, various historiographical debates and schools of thought, the French society, including the old regime, nobles, ecclesiastical order, bourgeoisie, and commoners; declaration of the rights of man and citizen; ideas of liberty, equality and fraternity; republicanism; Maximillian Robespierre and his intellectual and political philosophy; the reign of terror in France, Senculottes, Jacobin political thinkers and their revolutionary ideas, reforms and changes in France, and why France was revolutionary throughout later 18th and early 19th centuries and why not other parts of Europe. How far the ideas of Rousseau, Voltaire, Montesquieu, and other enlightenment intellectuals and political philosophers influenced the course of revolution in France and elsewhere. **(understand, apply, analyse)**.
6. Distinguish the difference between Rural France in relation to Paris' France during the revolutionary epochs. **(analyse)**

7. Explain what they have learned from classroom discussion and debate on each day's lecture and gather and synthesize information from a wide variety of sources, think critically and present their ideas in a lucid and coherent written format. **(evaluate, create)**
8. Summarise their course knowledge through referencing style, knowledge between primary sources and secondary sources, and writing about a historical topic. **(create)**
9. Organize their schedule, and work independently. **(apply)**

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	2	2	1		1	2		1	1	1
CLO2	2	3	2	2	1		1		1	1	1
CLO3	2	3	1	3		2	1		1	1	1
CLO4	3	2	2	3		1	1		1	1	1
CLO5	2	3	2	2	2	2	1		1	1	1
CLO6	2	2	2	2							
CLO7	2	3	2	2	2	2	3		1	1	
CLO8	2	2	2	2						2	2
CLO9						2	3	2	1	2	3

Course outline:

Unit I: Prelude to Revolutionary Europe

Clarity and discussion on some key terms in modern European history: Renaissance, Reformation, Counter Reformation, Enlightenment, Absolutism, Mercantilism, Industrial Revolution, Colonialism, Capitalism and Imperialism. Early philosophical critiques of economic, social and political system in Europe, popularly known as the “early economic critiques and agrarian reformers.” Gracchus Babeuf (1760-1797), Thomas Spence (1750-1814), Charles Hall (1740-1820), Louis August Blanqui (1805-1881), Adam Smith (1723-1790), Thomas Paine (1737-1809), Henri De Saint-Simon (1760-1825), Charles Fourier (1772-1837), Victor-Prosper Considerant (1809-1893), Simon De Sismondi (1773-1842), William Godwin (1756-1836), William Thomson (1783-1837), Piercy Revenstone (d. 1830), Thomas Hodgskin (1783-1869), William Cobbett (1762-1835), John Gray (1799-1850), John F. Bray (1809-1895), Minter Morgan (1789-1854).

Unit I: The Age of Revolutions/The French Revolution of 1789: social, political, philosophical, intellectual, ecclesiastical, cultural and economic history of France in the later 18th Century.

Europe in 1780s: the economic conditions and the new ideas that interrogated the political system. Historiography on French Revolution: a study of writers from Edmund Burke to George Rude and Francois Furet. Conservative, Liberal-conservative, Liberal, Social and Marxist

historiographical traditions: Edmund Burke, Abbe Barruel, Hippolyte Taine, Augustin Cochin, J.L. Talmon, A. Thiers, F.A.M. Mignet, Germaine de Stael, Jules Michelet, Alexis de Tocqueville, Guizot, Alphonse Aulard, Jean Jaures, Albert Mathiez, Georges Lefebvre, Albert Soboul, Daniel Guerin, Alfred Cobban, Georges Rude, Francois Furet, Peter M. Jones, etc. The French Revolution of 1789: causes and consequences; from revolution to restoration will be discussed and debated with the help of the aforementioned historians works.

Unit III: 1830 and 1848 Revolutions in France and Crowd in History

The Revolutions of 1830 and 1848 - causes and consequences, provincial revolutions; A comparative study of 1789, 1830 and 1848 revolutions and their influences; Crowd in History; Luddites in 19th Century England, Chartist Movement in Britain, Class and Hierarchy in France and Britain. Origin and development of new ideological/philosophical traditions in France, Great Britain and Germany – basically those like Rousseau, Hobbs, Lock, Bentham, etc., whose ideas had a bearing on the history of revolutionary Europe. Ideas on Class and Gender; From Bourgeoisie feminism to Marxist discourse on Gender:

A) Detailed study of writings of Mary Wollstonecraft, *A Vindication of Rights of Women* (English in 1791, in French 1792); Olympe de Gouges, *the Declaration of Rights of Women* (1791); Etta Palm van Aelder and Marquis de Condorcet.

B) William Blake, William Longson, William Thompson, Richard Carlyle and Romanticists

C) From 1840s to 1870s: Marx and Engels ideas on Class and Gender Characterization of this era as 'Revolutionary': is this characterization valid?

Evaluation methods:

1. Three internal assessments will be conducted, each for 20 marks. Best of the two are taken for final evaluation, which constitutes total 40 marks.
2. The internal evaluation would comprise of any of the following modes of assessment: (informed to the students in advance, at the beginning of the course), such as, Tests, Term papers, Seminars, Project Reports, Book reviews, and Discussions.
3. The end semester exam is for 60 marks, for the duration of 3 hours. Students are required to write three essay type answers out of six questions, which would test a student's critical thinking skills, analytical ability, knowledge of the subject, and an ability to synthesize overall information within a stipulated time period.

Bibliography

Aftalion, Florin, *The French Revolution: An Economic Interpretation*. Cambridge: Cambridge University Press, 1990.

Baker, Keith Michael, *Inventing the French Revolution: Essays on French Political Culture in the Eighteenth Century*, Cambridge: Cambridge University Press, 1990.

- Behrens, Betty, "Nobles, Privileges and Taxes in France at the end of the Ancien Regime", *Economic History Review* XV (1962-3): 451-75.
- Berenson, Edward, "A Permanent Revolution: The Historiography of 1789." *Modern China* IV (January 1995): 77-104.
- Bien, David D. "Francois Furet, the Terror, and 1789." *French Historical Studies* 16, no. 4 (Fall 1990): 777-783.
- Blackburn, Robin. *The Overthrow of Colonial Slavery, 1776-1848*. London: Verso, 1988.
- Blanning, T. C. W. ed., *The Rise and Fall of the French Revolution*. Chicago: 1996.
- Breunig, Charles, *The Age of Revolution and Reaction, 1789-1850*. New York: Norton, 1977.
- Brose, Eric Dorn. *German History, 1789-1871: From the Holy Roman Empire to the Bismarckian Reich*. Oxford: Berghahn Books, Providence, 1997.
- Cavanaugh, Gerald J. "The Present State of French Revolutionary Historiography: Alfred Cobban and beyond." *French Historical Studies* 7, no.4 (Autumn 1972): 587-606.
- Chartier, Roger. *The Cultural Origins of the French Revolution: (Bicentennial Reflections on the French Revolution)*. NC: Duke University Press, 1991.
- Cobban, Alfred. *The Social Interpretation of the French Revolution*. Cambridge: CUP, 1964.
- Cobban, Alfred. *Aspects of the French Revolution*. London: Jonathan Cape, Paladin, 1971.
- Comninel, George C. *Rethinking the French Revolution: Marxism and the Revisionist Challenge*. London: Verso, 1997.
- Dann, O and Dinwiddy, ed. *Nationalism in the French Revolution*. London: Collins, 1988.
- Doyle, William. *Origins of the French Revolution*. Oxford: Oxford University Press, 1980.
- Doyle, William. *The Oxford History of the French Revolution*, Oxford: OUP, 1989.
- Doyle, William. "Was there an Aristocratic Reaction in Pre-Revolutionary France?" *Past & Present* 57, no.1 (Winter 1972): 97-122.
- Droz, Jacques. *Europe between Revolutions, 1815-1848*, London: Fontana/Collins, 1967.
- Ellis, Geoffrey. "The 'Marxist Interpretation' of the French Revolution", *English Historical Review*, XCIII (1978): 353-76.

Fasel, George. "The Wrong Revolution: French Republicanism in 1848." *French Historical Studies* 8, no.4 (Autumn 1974): 654-677.

Friguglietti, James. "Albert Mathiez, an Historian at War." *French Historical Studies* 7, no.4, (Autumn 1972): 570-86.

Furet, Francois. *Interpreting the French Revolution*, Cambridge: CUP, 1981.

Furet, Francois. *Marx and the French Revolution*, edited by Lucien Calvie and translated by Deborah Furet, with selections from Karl Marx. Chicago: The University of Chicago Press, 1988.

Gershoy, Leo. "Three French Historians and the Revolution of 1848." *Journal of the History of Ideas* 12, no.1 (January 1951): 131-146.

Hammen, O.J. *The Red 48 Years: Karl Marx and Friedrich Engels*. New York: 1969.

Higonnet, Patrick L. R. "Class, Corruption and Politics in the French Chamber of Deputies, 1846-1848." *French Historical Studies* 5, No.2 (Autumn 1967): 204-224.

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Hormann, Raphael. *Writing the Revolution - German and English Radical Literature, 1819 to 1848-49*. Berlin: LIT Verlag, 2011.

Hufton, Olwen. "Women in Revolution 1789-1796." *Past and Present* 53 (November 1971): 90-108.

Hunt, D. "Peasant Politics in the French Revolution." *Social History* 9 (1984): 277-97.

Hunt, Lynn. *Politics, Culture, and Class in the French Revolution*. California: University of California Press: 1986.

Hyslop, Beatrice F. "Recent Work on the French Revolution." *The American Historical Review* 47, no.3 (April 1942): 488-517.

Hyslop, Beatrice F. "Georges Lefebvre, Historian." *French Historical Studies* 1, no.3 (Spring 1960): 265-282.

Israel, Jonathan. *Revolutionary Ideas - An Intellectual History of the French Revolution from the Rights of Man to Robespierre*. Princeton: Princeton University Press, 2014.

Jones, Peter M. "Georges Lefebvre and the Peasant Revolution: Fifty Years on." *French Historical Studies* 16, no.3 (Spring 1990): 645-63.

Jones, Peter. *The 1848 Revolutions*, second edition, London: Routledge, 2013.

Jones, P.M. *The Peasantry in the French Revolution*. Cambridge: CUP, 1988.

Kafker, Frank A., James M. Laux, and Darline Gay Levy, *The French Revolution: Conflicting Interpretations*, 2nd edition. New York: Random House, 1976.

Kaiser, Thomas E. "This Strange Offspring of Philosophie: Recent Historiographical Problems in Relating the Enlightenment to the French Revolution." *French Historical Studies* 15, no.3 (Spring 1988): 549-562.

Kennedy, E.A *Cultural History of the French Revolution*. Yale: Yale University Press, 1989.

Lefebvre, Georges. *French Revolution, Vol.1, from its origins to 1793 and Vol.2 From 1793 to 1799*. New York: Columbia University Press, 1965-7.

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Lefebvre, Georges. *The Great Fear of 1789: Rural Panic in Revolutionary France*. London: NLB, 1973.

Lefebvre, Georges. *The Coming of the French Revolution*. Princeton: Princeton University Press, Princeton, 1967.

Lewis, Gwynne. *The French Revolution: rethinking the debate, Historical Connections*. London: Routledge, 1993.

Lock, F.P. *Burke's Reflections on the Revolution in France*, London: Routledge Library Editions, 2009.

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- Philip, Mark. *Reforming Ideas in Britain Politics and Language in the Shadow of the French Revolution, 1789-1815*, Cambridge: CUP, 2014
- Porter, Roy and M. Teich, ed. *Revolution in History*, Cambridge: CUP, 1986.
- Price, Roger, ed. *1848 in France*. London: Thames and Hudson, 1975.
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- Robertson, Priscilla. *Revolutions of 1848: a Social History*. Princeton: Princeton University Press, 1952.
- Robinson, James Harvey. "Recent Tendencies in the Study of French Revolution." *The American Historical Review* 11, no.3 (April 1906): 529-547.
- Rosenthal, Jean-Laurent. "The Fruits of Revolution: Property Rights, Litigation and French Agriculture, 1700-1860." *The Journal of Economic History* 50, no.2 (June 1990): 438-440.
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- Soboul, Albert. *A Short History of the French Revolution*. California: California University Press, 1965.
- Sperber, Jonathan. *The European Revolutions, 1848-1851*. Cambridge: CUP, 1984.
- Stone, Bailey. *The Genesis of The French Revolution: A Global-Historical Interpretation*. Cambridge: CUP, 1994.

Stromberg, Roland N. "Reevaluating the French Revolution." *The History Teacher* 20, no.1 (November 1986): 87-107.

Sutherland, D. M. G. *France, 1789-1815: Revolution and Counterrevolution*. Oxford:OUP, 1986.

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Vovelle, Michel, Timothy Tackett and Elisabeth Tuttle. "Reflections on the Revisionist Interpretation of the French Revolution." *French Historical Studies* 16, no.4 (Autumn 1990): 747-755.

Wahnich, Sophie and Slavoj Zizek. *In Defence of the Terror - Liberty or Death in the French Revolution*. London: Verso, 2012.

Department of History

School of Social Sciences

University of Hyderabad

Course no. HS 530

MA III Semester

Course: Socio Economic History of Medieval India 1200-1750

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

- 1 Estimate the nature of medieval Indian history, and identify the relation between history and society (**understand**).
2. Demonstrate historical concepts such as Antyajas, Urban Revolution, Jagirdari, Zamindari, Dadni System, Jajmani System etc. to understand various dimensions of human past. (**apply**)
3. Understand theory, explanation, verification, the making of medieval India, the role of narrative and challenges and recent trends in medieval Indian history. (**understand**)
4. Illustrate making of society and its relationship with the evolution of culture and its different forms. Relationship between past and present and bearing of medieval on the present. (**Analyse and understand**)
5. Analyse the social structure and inter relationship in the medieval period and question the method of history writing done over a period of time. (**analyse**)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2		1	1			1	1
CLO2	2	2	2	2		1	1	1	1	1	2
CLO3	2	2	2	2		1	1	1	1	1	2
CLO4	2	2	2	2	1	1	1	1	1	1	2
CLO5	2	2	2	2	1	1	1	1	1	1	2

Course Description

This course is intended to familiarize students with the medieval period of Indian History. The course covers the period between 13th Century to 18th century of Indian History. It gives the students an understanding of society and economy in this period. It also looks into social formation and making of cultures in the period. It explains the methods of production and the status of producers and their role and position in the society. It also focuses on various processes which were involved in the making of society and social structure and the economic life of people in Medieval India.

1. Social Structure, Nobility and Women. Bhakti and Sufi movements

Education and Learning

2. System of Agricultural and non-Agricultural Production

Condition of Peasants, Artisans and Industry

3. Currency and Banking System

Trade and Commerce

Evaluation: Students will be evaluated on the basis of a written test (20 marks), seminar paper (20 marks) and a term paper (20 marks) as is the practice for all four credit lecture courses. Of these three, the best two will be considered for the tabulation of the final grade. There will be an end-semester examination (60 marks) which will test the student on the total course content.

GENERAL READING LIST

1. Abraham Eraly, *The Last Spring*, Delhi, 2000.
2. A. Rashid, *Society and Culture in Medieval India*, Calcutta, 1969.
3. Firdos Anwar, *Nobility Under the Mughals*, Delhi, 2001.
4. Irfan Habib, *The Agrarian System of Mughal India*, Delhi, 1999.
5. Irfan Habib & Tapan Raychaudhary, *Cambridge Economic History of India vol.1*, Hyderabad, 1982.
6. K. M. Ashraf, *Life and Conditions of the People of Hindustan*, New Delhi, 1970.
7. Rekha Misra, *Women in Mughal India*, Delhi, 1967.
8. S.A.A. Rizvi, *History of Sufism 2 vols.* Delhi, 1992-94.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 533 MA III Semester
Course: Art and architecture in Medieval India

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. Demonstrate a coherent and systematic understanding of various fields of art and architecture in India. (Remembering and understanding)
2. Employ the different methods of analyzing the schools and forms of art and architecture. (Applying)
3. Communicate their views and ideas with clarity of thought, lucidity of expression and logical rigour. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from art and architecture in the larger socio-economic and political contexts. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the spread of art and architecture. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of art and create ideas that respond to issues of art. (Creating)

Mapping of Program Learning Outcomes (PLOs)

With Course Learning Outcomes (CLO's)

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
CLO-1	2	2	2	1	2	2	1	2	1	1	1
CLO-2	2	1	2	1	1	1	1	1	1	1	1
CLO-3	2	1	2	2	2	2	1	1	1	1	1
CLO-4	1	1	2	1	2	2	1	1	1	1	1
CLO-5	2	2	1	1	1	1	1	1	1	1	1
CLO-6	2	1	1	1	1	1	1	1	1	1	1

Course Description:

The aim of this course is to acquaint students with the major traditions and the forms of architecture, iconography and painting in Medieval India. Beginning with an introduction to Buddhist architecture the course would move on to explore the Hindu temple and Indo-Islamic architecture along with defence architecture. Buddhist and Hindu iconography will then be explored taking some of the main examples that have been the staple of discussion in art history. The course would end with a survey of select examples in the Buddhist tradition and the regional traditions of medieval India. In the section on painting the focus would be on Mughal painting with an introduction to the earlier traditions. The transition to the painting tradition of the successor states to the Mughals, viz the Rajput and the Pahari traditions would be examined. The course would end by exploring the painting traditions of the Deccani sultanates and the Nayakas of South India.

There are three units for internal evaluation of 20 marks each: one examination, a term paper and a report on a field visit along with a final examination of 60 marks.

Themes

1. Buddhist architecture, stupa, chaitya and Vihara- introduction to the evolution of Buddhist architecture in the early period from funerary practices and its institutionalization in north India and its spread all over the subcontinent. Transformation of the vihara to the mahavihara during the Gupta period and the spread of mahaviharas in eastern India. This unit will also map the social processes that inform these changes.
2. Buddhist architecture of the Tibetan culture Area in India – introduction to the Tibetan culture Areas and specifically the Tibetan culture areas of India in a historical perspective. The contact between Tibet and the mahaviharas of eastern India and the spread of Buddhism to Tibet. Bon, Tantra and the evolution of a hybrid Buddhism and the rise of the Gompas of western Himalayas. The continuity of monastic tradition in the western Himalayas, Tabo and Alchi.
3. Temple architecture-origins, Nagara and Dravidastyles- the origin of the Hindu temple and the various theories associated with the same. Transition to the typical temple building styles of the Guptas and the evolution of the Nagara School and its parameters. The evolution of regional styles among the nagara and the rise of Dravida architecture. Cave, rock-cut and structural temples. The rise of large temple complexes and agrarian expansion under the Cholas and the Vijayanagara. Patronage, royal and lay and the reorganization of society and the role of temple. Temples of Gujarat, Rajasthan and eastern India and the role of the bhakti movement.
4. Indo-Islamic architecture- rise of Islam in west Asia and the transmission of Islam to India and the rise of Islamic architecture and its interaction with Indian forms leading to a new idiom- the character of Indo-Islamic architecture- a survey through the early period and the establishment of the Delhi sultanate
5. Architecture during the Sultanate period- the rise of the Mamluks and the importance of architecture as a legitimizing symbol-the Khiljis and the Thugluqs and the spread of the

Sultanate architecture beyond Delhi. Tombs, gardens and the changed character of architecture under the Lodhis.

6. Mughal architecture – inauguration of a new idiom blending foreign and Indian elements. The period of Akbar and the beginnings of defense and palatial architecture- Jahangir and the rise of opulence in arts and the emphasis on the palatial and profusion of Mughal architecture- Shah Jahan and the high point of Mughal splendor. Forts, hunting pavilions, tombs and mosques.
7. Forts and defense architecture – fortification and the rise of polities in early medieval India- rise of forts as part of empire building, a survey of north India and Deccan. Transformation of forts after the impact of gunpowder-Siddis and coastal forts and the rise of an African nobility.

II- iconography

8. Canons of iconography- Buddhist iconography- early Indian iconography of the Brahmanical religious traditions- Mudras, asanas, vahanas, alidhas and the context and the texts associated with iconography.
9. Temple sculptures and the religious process- rise of aniconic Buddhist imagery and its transformation to an iconic tradition and the emergence of iconography with the Puranic tradition- the bhakti movement and the rise of a sacred geography and profusion of imagery- regional variations and the pantheons of images, north, north-western India, Deccan and south India and eastern India. Iconography of the temple complexes of south and eastern India.

III- painting

10. Early Indian painting and the Ajanta legacy- the emergence of the Ajanta tradition- the transformation to the regional traditions modelled on the Ajanta, Alchi, Sittanavasal and eastern Indian pata-citra tradition. Subject matter and social base of early Indian painting
11. Paintings of the western Himalayas and the emergence of illustrations in medieval India- Buddhist paintings of the Gompas of western Himalayas, Tabo and Alchi-. Transformation of the monastic paintings after the Mongol interlude. Subject matter of the tantric paintings.
12. Mughal painting- the role of Humayun and the transmission from Persia-Akbar and the indianization of Mughal painting and the production of a royal atelier and the rise in production of Mughal paintings- Jahangir and the high point of Mughal art,

ornamentation, technical advances and the rise of European themes. Shah Jahan and the continuation of Jahangiri style and its movement to court art-Aurangzeb and the decline of Mughal painting tradition and the brief revival under Muhammad Shah.

13. Successor schools of the hills- Rajput and Pahari painting- Rajput paintings and the region, blend of indigenous and Mughal tradition, the four schools of Rajput painting- Bhakti and love themes. Paharicentres and the commonalities with Rajput painting- the four centers of Pahari painting. Rasamanjari, Gita Govinda and Ragamala as illustrated paintings.
14. Deccani and Nayaka Painting- Bijapur and the patronage of paintings-rise of the DeccaniRagamala under Ibrahim Adil Shah II, the illustrated paintings and the syncretic themes blending Persian and Deccani bhakti religious imagery. Temple paintings of south India- performative aspects of a mural tradition, temple complexes of Tamilagam and Karnataka under the nayakas and other regional rulers.

Reference Books :

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Okada, Amina. Indian Miniatures of the Mughal Court. New York: H.N. Abrams Inc., 1992.

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(Vol I- IV). New Delhi:Bhartiye Kala Prakashan, 2008.

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

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Ettinghausen, R.and O. Grabar. The Art and Architecture of Islam: 650 – 1250.New Haven and London: RobertHillenbrandUniversity, 1994.

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Koch, Ebba. *Mughal Art and Imperial Ideology: Collected Essays*. New Delhi: OxfordUniversity Press, 2001.

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Department of History

School of Social Sciences

University of Hyderabad

Course no. HS 534

MA III Semester

Course: Social Change in Modern India

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1The students will be able to absorb and make sense of information across a wide spatial/temporal bracket and they will be able to think analytically about socio-cultural and political parallels in these global connectivities.

CLO-2They will be able to understand that history itself is debated and constantly revised across cultural divides.

CLO-3The students will be able to confidently use conceptual tools like “modernity”, “progress and development”, “Social equality”, “modern education and Women’s empowerment”, print culture and modern redefinitions of private, personal and public spheres.

CLO-4The students are able to make connections to important modern structures of education, literacy, and knowledge systems as they developed in the west and were subsequently imported to non-Western societies via colonialism.

CLO-5They will understand that there is no one history, but interconnected histories yet with the rise of a dominant region, there is a projection of a single dominant historical narrative – the rise of modern West as the Western intellectuals wove it through the centuries.

CLO 6They will innovatively apply the above analytical categories to the histories of non-Western societies as they passed through the colonial phase.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	3	3	3	3		3			
CLO2	3	3	3	3	3	3		3			
CLO3	3	3	3	3	3	3		3			
CLO4	3	3	3	3	3	3		3			
CLO5	3	3	3	3	3	3		3		3	3
CLO6	3	3	3	3	3	3		3		3	3
....											

Detailed Syllabus:

Unit 1: A Pre-colonial location of Self, Society, and Understanding of Change. What are some templates of change as understood in this context of the pre-colonial. Pre-modern or Pre-colonial as an analytical category? How does this undergo a sharp shift in the colonial phase? Some general introductory remarks on shifts. What is modernity and tradition in the social-political context of the colonial phase? How would one place an Empire-oriented understanding of change (aka Cohn) vis-à-vis a more nuanced reading of social change, through a multiplicity of indigenous regional experiences? The politics of identities based on Occidental scholarship – both Indological and Imperialistic.

The emergence of different spaces, which are conditioned by the new dynamics of print, and a new stress on the emerging vernacular languages as the literary carriers of modern meaning. The journals, newspapers, committees and samitis and associations which mimic the Western public spaces. What is the public sphere? Bengal, Bombay, Madras and the North western Provinces have their own pre-colonial dynamics which provide different filters for understanding the emergence of community/regional identities. The questions of socio-political changes are influenced by these larger historical contexts.

Bengal had a long pre-colonial history of Muslim rulers, and this shaped the perception of the Bengali service communities, upper caste and the service castes – nine in number with strong literate traditions. The colonial criticism, pitched at two levels- missionary and imperialistic – shaped literate Bengal's response to the identification of socio-religious 'evils'. Roy, Vidyasagar, BrahmoSamaj all located religion and the position of women within it as issues that needed to be addressed.

Western India had an established Peshwa-dominated Brahminical polity. In western India, the double-handed missionary and imperialistic criticism unleashed a reappraisal of Brahminical domination first from within the upper-caste perspective, and then through a lower caste experiential world-view. Dadoji Pandurang and Jyotirao Phule

Southern India first underwent a Brahminical re-examination of socio-religious tenets, again stung by missionary and imperialistic criticism, but its long-powerful non-Brahminical communities connected to governance, state power and authority in the pre-colonial past, used the structures of Indological and imperialistic scholarship to claim for itself a new socio-political domain – thus ensuring its regional political dominance. Periyar (E.V. Ramaswamy Naicker) and Narayan Guru came from this trajectory.

North India and the Hindi/Urdu belt had its own dynamics, based on the historical reality of being the heartland of Mughal India. Here the socio political dynamics were very different.

Unit 2: Caste as a concept in Western historiography and a new technology of control. How was caste viewed in colonial India, and its placement in the emerging Indian polity. The new dynamics of caste on the basis of emergent identities.

Unit 3: Gender and the emergence of a new socio-political women's consciousness. Theoretical understanding of gender. The new world of print and the arrival of women in the public sphere.

Assessment and Pedagogy:

Assessment of the students is done through 3 mid semester tests each carrying a total of 20 marks and the scores of 2 best performances (40%) are then added to the end-semester examination (60 %), bringing the total to 100%.

The tests are geared to test each student's grasp of the course.

There is special attention paid to training the student's reading skills, and the course instructor illustrates how the essential readings should be read, in order to increase the student's grasp of the main ideas and arguments presented in the book.

The course stresses the need to address questions in students' minds, and constantly underlines the key features of each lectures.

The course instructor constantly recapitulates the key connections made in the course, so that the class can follow the course through the semester.

The course instructor is particular that students participate in discussion and debate and question and answer sessions so that historical processes are analyzed and are connected to contemporary Indian situations and problems in students' minds.

Out of particular historical contexts, general trends –like modernity, new cultural identity, new spatial locations, new positions on gendered stereotypes – are highlighted, as these trends can be used to understand different contexts in everyday lives.

Reference Books:

Select Readings

Amin, Sonia Nishat, *The World of Muslim Women in Colonial Bengal, 1876-1939*, Liden, Brill Academic publishers, 1996.

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- 'Sons of the Nation: Child Rearing in the New Family' in Partha Chatterjee (ed.) *Texts of Power*, Minneapolis/London, University of Minnesota press, 1995.

Broomfield, J.H., *Elite Conflict in Plural Society*, OUP, Bombay, 1968.

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Fukazawa, Hiroshi, "State and Caste System (Jati) in the Eighteenth Century Maratha Kingdom", *Hitotsubashi Journal of Economics*, 9-1-1968, pp. 32-44.

Irschick, Eugene, *Politics and Social Conflict in South India*, Berkeley, University of California press, 1969.

Joshi, Sanjay, *Fractured Modernity: making of a Middle Class in Colonial North India*, OUP, New Delhi, 2001.

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Kumar, Ravinder, *Western India in the Nineteenth Century: A Study in the Social History of Maharashtra*, Routledge and Kegan Paul, London, 1968.

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O'Hanlon, Rosalind, *Caste, Conflict, and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth Century Western India*, Cambridge University Press, Cambridge, 1985.

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Ray, Rajat. K., (ed.) *Mind. Body and Society: Life and Mentality in Colonial Bengal*, OUP, Calcutta, 1995.

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-Words to win: The Making of Amar Jeeban, A Modern Autobiography, New Delhi, Kali for women, 1999.

-Rhetoric against Age of Consent Resisting Colonial Reason and Death of a Child Wife' in EPW, 4 Sept. Issue 36 (1993) pp 1869-78.

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Tucker Richard, 'The Early Setting of the Non-Brahman Movement in Maharashtra', *The Indian Historical Review*, Vol 7, numbers 1-2, July 1980-Jan. 1981, New Delhi, pp. 134-159.

**School of Social Sciences
University of Hyderabad**

Course no. HS 537

MA III Semester

Course: Cartography in Medieval India

L.T.P. 1-0-0

Credits: 2

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. Demonstrate a coherent and systematic understanding of various fields of mapping in pre-modern India. (Remembering and understanding)
2. Employ the different methods of analyzing the typology of maps. (Applying)
3. Communicate their views and ideas with clarity of thought, lucidity of expression and logical rigour regarding a diverse set of sources. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from cartography by situating the same in concrete historical situations like wars. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the creation of maps and how space was represented. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of cartography and create ideas that respond to issues regarding representation of space in pre-modern India. (Creating)

Mapping of Program Learning Outcomes (PLOs)

With Course Learning Outcomes (CLO's)

[illegible]

Course Description

Objectives : the main objective of this course is to introduce students to the indigenous Mapping traditions of India by exposing them to a variety of maps. The other objective also be to familiarise them with the diverse cartographic practices in the premodern world before the advent of modern cartography.

Course description: in this course, a brief survey of the nature of cartography in premodern societies would be discussed. Proceeding from this, the course would talk about the different type of maps Medieval India and also deal with the question of whether such artefacts can be called as maps. In the second unit the course would then focus on maps from the different regional traditions of India and described the nature of mapping techniques, including pilgrim age maps, religious maps, maps of forts, siege maps. In the third unit, there would be a more detailed study of the Mughal and Maratha Mapping traditions along with maps from Kashmir and other regions. In this unit the importance of maps and their relationship with military engagements would also be analysed. The course would end with a study of some of the other cartographic devices used by the indigenous communities.

Course outcomes: at the end of the course, the students would be able to understand the prevalence of non-European mapping and cartographic techniques in India. The other outcome would also be the familiarity with using maps as the source material for the reconstruction of history.

Unit one

Cartography in premodern societies

Different types of maps in premodern India

The problem of employing paintings and other descriptive devices as maps

Unit two

Sacred geography, pilgrim age and religious maps

Town maps, regional maps and maps of certain locations

Forts and military maps

Unit three

Maps of the Mogul Empire and the Marathas and other polities

Regional maps and revenue maps from Kashmir

Maps and military formations study of the city of Delhi

Globes, orbs and other cartographic devices used by the indigenous communities.

Reference Books :

Chandra, Satish. 1987. *The Indian Ocean: Explorations in History, Commerce, and Politics*.

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- Dikshit, Kamal Ramprit. 1986. *Maharashtra in Maps*. Maharashtra State Board for Literature and Culture.
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- Hasan, Javed. 1990. "Mapping the Mughal City of Agra." *Proceedings of the Indian History Congress* 51: 241–45.
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Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 539

MA III Semester

Course: Women's History in India from the earliest times to 17th century

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Locate the issues related to women in the past in its multifarious dimensions and contexts.

CLO-2: Analyze the historical debates related to the growth of various institutions related to women in ancient and medieval India.

CLO-3: Interpret how the experience of patriarchy and the pre modern world moulded the modernity of Indian women

CLO-4: Contrast the conditions of the women in ancient and medieval times, from that of modern times with continuities and changes involved.

CLO-5: Analyse datasets and information regarding the status of women pertaining to diverse spheres of activity in ancient and mediaeval India.

CLO-6: Use digital media and relevant ICT tools to enhance learning and research capabilities related to women in ancient and medieval India.

CLO-7: Write a term paper by broadly following the protocols of research writing like citing, referencing and summarizing. and nationalist imagination of an empowered women.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	2	3	2	2	1	2	1		2
CLO2	2	2	2	2	3	2	1	2	2	1	2
CLO3	2	1	2	2	2	2		2	1		1
CLO4	2	2	2	2	2	1		2			1
CLO5	2	2	2	2	3	2		2			2
CLO6	2	2	2	2	2	1		3	1		2
CLO7	3	3	3	2	3	2	1	3			2

Course Content: Women's History, patriarchy, women in ancient period, medieval India, women in public and private realms, ritual and legal status of women.

Unit 1.

1. What is Women's History? Its sources and reconstruction.
2. Creation of Patriarchy- A Historical Background.
3. Discussions on Women's Status in Early India.
4. Buddhism and women.
5. Women in the family, Motherhood in ancient India
6. Rituals and samskaras.
7. Early age marriages
8. Legal Status of Women.

Required readings:

Altekar, A.S. 1962, *Position of women in Hindu Civilization From pre- historic times to present day*, New Delhi, Motilal Benarsi Das.

Bhattacharji Sukumari , 1990, Motherhood in Ancient India: *Economic and Political Weekly*, Vol. 25, No. 42/43 (Oct. 20-27, pp. WS50-WS57 .

Bhattacharji Sukumari , 1987, Prostitution in Ancient India *Social Scientist*, Vol. 15, No. 2 , Published by: Social Scientist, pp. 32-61.

Chakravarti, Uma, 1987, *Social dimension of early Buddhism*, New Delhi, Oxford University Press.

Chakravarti, Uma and Kumkum Roy, 1988, In Search of Our Past: A Review of the Limitations and Possibilities of the Historiography of Women in Early India: *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS2-WS10

Chakravarti, Uma. "Whatever Happened to the Vedic Dasi? Orientalism, Nationalism and Script for the Past." *In Recasting women: Essays in Colonial History*, New Delhi. Kali for Women.

Pande, Rekha, 2013, Early Age marriages in India- a historical perspective", in *Journal of New aspects of History of Orissa*, Vol. XV, pp. 19-31.

Poonacha, Veena, 2005, 'Negotiating Historical Spaces: Reclaiming Women's Agency in the Writing of History', in Kirit K. Shah (ed.): *History and Gender: Some Explorations*, pp. 15-33, New Delhi, Publications.

Tharu, Susie and K. Lalita, 1991, *Women writing in India*, Vol. 1, New Delhi, Oxford University Press.

Wadley , Susan S. 1977, Women and the Hindu Tradition *Signs*, Vol. 3, No. 1, Women and National Development: The Complexities of Change (Autumn, 1977), pp. 113-125 Published by: The University of Chicago Press

9. Bhakti Movement, its background.
10. Male attitudes and women
11. Women in Bhakti- North and Western India.
12. Women in Bhakti- South India.
13. Sufi movement and women
14. Devadasis
15. Impact of Islam on Indian society with reference to women.

Required readings:

Findly, Ellison B, 1988, The Capture of Maryam-uz-Zamānī's Ship: Mughal Women and European Traders , *Journal of the American Oriental Society*, Vol. 108, No. 2 , Apr. - Jun., pp. 227- 238.

Gulati, Saroj, 1985, *Women and Society, Northern India in 11th and 12th centuries*, New Delhi, Chankya Publications.

Gupta, Kamala, 2003, *Women in Hindu social system, 1206-1707 A.D.* New Delhi, Inter India publications.

Jeevanandam S. and Pande, Rekha, ,2017, *Devdasis in South India – a Journey from sacred to profane spaces*, New Delhi, Kalpaz Publications , Gyan Books.

Manushi, 1989, *Women bhakti poets*, No.50, 51,52, New Delhi, Manushi Trust.

Misra, Rekha, 1967, *Women in Mughal India*, New Delhi, Munshi Ram Manohar Lal.

Pande, Rekha, 2013, “When devotion opened gendered spaces: Journey through the terrain of Bhakti, 13th to 17th Centuries, *Hieron, Studies in Comparative Religion*, special issue on, Indian Religions across time and space, Vol. 2, No. XI, Department of Comparative Religion, Comenius University, Bratislava, pp.33-47.

Pande, Rekha, 2010, *Divine Sounds from the Heart, Singing unfettered in their own voices-The Bhakti Movement and its Women saints (12th to 17th century)*, U.K. Cambridge Scholars Publishing.

Pande, Rekha, 2006, Devadasis, in J.S. Grewal (ed), *Religious Movements and Institutions in Medieval India*, Vol. VII, Part, 2. in D.P. Chattopadhyay (general editor), *History of Science, Philosophy and Culture in Indian Civilization*, New Delhi, Oxford University Press, pp.493-504.

Pande, Rekha, 2005, Religious Movements in Medieval India, New Delhi, Gyan Publishing House.

Pande, Rekha, 2004, *At the service of the Lord- Temple girls in Medieval Deccan(11th to 17th centuries)*, in *Deccan Studies*, Vol.II, No.2, July-December-pp.25-43.

Pandey, S. M. and Zide, Norman; 1965, *Mīrābāī and Her Contributions to the Bhakti Movement*, History of Religions, Vol. 5, No. 1 , The University of Chicago Press.

ParitaMukta, 1994, *Upholding the common life: The community of Mira bai*, Oxford University Press.

Unit 111:

16. Purdah.
17. harems.
18. Prostitution in early India.
19. Courtesans.
20. Representation of women in art and Sculptures
21. Women in Miniature paintings in Deccan.
22. Women in paintings in Vijayanagar period.

Required readings:

Dash, Bhagwan&Basu, R.N; 1968, Methods for Sterilization and Contraception in Ancient and Medieval India, *Planning Commission,NirmanBhavan*, New Delhi, Vol 3, No 1, pp 9-24.

Kozlowski, Gregory C. 1998, "Private Lives and Public Piety: Women and the Practice of Islam in Mughal India." In *Women in Medieval Islamic World*. Edited by Gavin Hambly. Palgrave Macmillan.

Lal, Ruby, 2003, Rethinking Mughal India: Challenge of a Princess' Memoir,*Economic and Political Weekly(special article) January 4*.

Meenal Tula and Pande, Rekha, 2014, Re-Inscribing the Indian Courtesan: A Genealogical Approach”,*Journal of International Women's Studies*” USA, Volume 15, Issue 1, pp. 67-82.

Musallam, B. F. 1983, *Sex and Society in Islam: Birth Control before the Nineteenth Century*. New York, NY: Cambridge University Press,

Pande, Rekha, 2018, *Writing the history of women in the margins: The courtesans in India*”, *Mizoram University Journal of Humanities and Social Sciences*, Vol. IV, Issue 2, pp.1-24.

Pande, Rekha, B.Lavanya, 2004, *Miniature paintings in Golconda and the representation of women(16th to 17th centuries)*, in *Journal Of Interdisciplinary studies in History and Archeology*, Vol. 1, No.1, pp73-86.

Saxena, Monika, 2006, Ganikas in early India: its genesis and dimensions, *Social Scientist*, Vol. 34, No.11/12, pp.2-17.

Evaluation Procedure: There will be three units of evaluation, each of these carrying a maximum of 20 marks and the best two of the three evaluations will be taken into consideration i.e. Maximum of 40 marks for internal evaluation. The end semester evaluation will carry a maximum of 60 marks.

1. The internal evaluation could comprise of any of the following modes of assessment, (informed to the students in advance, at the beginning of the course), such as, Tests.
2. Term papers
3. Seminars
4. Project Reports
5. Book reviews
6. Debates and Discussions.

School of Social Sciences
University of Hyderabad

Course no. HS 541

MA III Semester

Course: Select Religious Traditions in Medieval Indian Himalayas : Bon and Tibetan Buddhism

L.T.P. 1-0-0

Credits: 2

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. Demonstrate a coherent and systematic understanding of various religious traditions in India. (Remembering and understanding)
2. Employ the different methods of analyzing the schools and forms of religious expression. (Applying)
3. Communicate the views and ideas of the religious traditions with clarity of thought, lucidity of expression and logical rigour. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from Bon and Tibetan Buddhism in the larger socio-economic and political contexts. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the spread of art and architecture. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of art and create ideas that respond to issues of religious diversity in the borderlands of India. (Creating)

Mapping of Program Learning Outcomes (PLOs)

With Course Learning Outcomes (CLO's)

[illegible]

Course Description

The aim of this course is to acquaint students with two of the important religious traditions that have shaped the socio-cultural profile of the Himalayas and were also the state religions of Tibet. It is divided into three units beginning with an introduction to the region and proceeds to trace the role of Bon and Tibetan Buddhism that have defined this region to a great extent.

UNIT I Tibetan Culture Area : Ladakh ,Lahaul,Spiti ,Kinnaur, Sikkim, Darjeeling , Tawang in India and their connections with the Tibetan culture areas of Nepal,Bhutan,China,Tibet,Mongolia and Russia.

UNIT II Bon- The rise and fall of a tradition. OlmoTazig and the kingdom of Zhang Zhung rise of a state society and transformation of animistic Bon to yungdrung Bon in Western Himalayas- Emergence of a nomadic Empire in Tibet (7th c AD) and the elevation of Bon as the state Religion and spread of Bon in the eastern Himalayas. Bonpo-Buddhist Conflict and the collapse of the unified tibetan Empire under Lang Darma (842 A.D). Persecution and survival of Bon- Bonpo practices as residual elements in Tibetan buddhiam and Himalayan culture.

Unit III Tibetan Buddhism :Padmasambhava and the first transmission of Buddhism to Tibet- Collapse of the Tibetan Empire and Buddhist revival from Guge- *phyi-dar* (second transmission) Atisa, Rinchenzangpo and the establishment of a monastic network in Western himalayas- Mongol conquest and the changed nature of monasteries- the rise of the institution of the Dalai Lamas and the elevation of TsangyangGyatso from Tawang as the VIth Dalai Lama.

Reference Books :

Balikci, Anna, “ The Apparent Diversity between Bon and Buddhism” in.Balikci, Anna *Lamas, Shamans and Ancestors: Village Religion in Sikkim*. BRILL, 2008.

Handa, O. C. *Buddhist Monasteries of Himachal*. Indus Publishing, 2004.

International Association for Tibetan StudiesSeminar. *Discoveries in Western Tibet and the Western Himalayas: Essays on History, Literature, Archaeology and Art : PLATS 2003, Tibetan Studies, Proceedings of the Tenth Seminar of the International Association for Tibetan Studies, Oxford, 2003*. BRILL, 2007.

Khosla, Romi. *Buddhist Monasteries in Western Himalaya*. RatnaPustakBhandar, 1979.

Kværne, Per. *The Bon Religion of Tibet: The Iconography of a Living Tradition*. Serindia Pub., 1995.

Laird, Thomas. *The Story of Tibet: Conversations with the Dalai Lama*. Grove Press, 2007.

Norbu, ChogyalNamkhai. *A History of Zhang Zhung and Tibet, Volume One: The Early Period*. North Atlantic Books, 2013.

Norbu, Namkhai. “Bon and Bonpos: in Norbu, Namkhai, *The Necklace of GZi: A Cultural History of Tibet*. Narthang, 1989.

Petech, Luciano. *The Kingdom of Ladakh: C. 950-1842 A.D.* Istituto italiano per il Medio ed Estremo Oriente, 1977.

Powers, John. *Introduction to Tibetan Buddhism*. Snow Lion Publications, 2007.

Rahul, Ram. *Central Asia: An Outline History*. Concept Publishing Company, 1997.

Renqing, Long, and Mei Duo. *Tsangyang Gyatso: Geographical Poetry*. Strategic Book Publishing & Rights Agency (SBPRA), 2013.

School, Matthew T. Kapstein Associate Professor in the Department of South Asian Languages and Civilizations University of Chicago Divinity. *The Tibetan Assimilation of Buddhism : Conversion, Contestation, and Memory: Conversion, Contestation, and Memory*. Oxford University Press, 2000.

Shakabpa, Tsepon W. D. *TIBET: A Political History*. Paljor Publications Pvt. Limited, 2010.

Snellgrove, David L., and Hugh Richardson. *A Cultural History of Tibet*. Orchid Press, 2003.

Subba, J. R. *History, Culture and Customs of Sikkim*. Gyan Publishing House, 2008.

Thakur, Laxman S. *Buddhism in the Western Himalaya: A Study of the Tabo Monastery*. Oxford University Press, 2001.

Thakur, Laxman.S, “ Archaeology of an Extinct Religious Tradition : Bonpos of Western Himalaya” in Singh, Chetan ed. *Recognizing Diversity: Society and Culture in the Himalaya*. Oxford University Press, 2011.

Tuttle, Gray, and Kurtis R. Schaeffer. *The Tibetan History Reader*. Columbia University Press, 2013.

Verma, V. *Spiti: A Buddhist Land in Western Himalaya*. B.R. Pub. Corp., 1997.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 543

MA III Semester

Course: Russian Revolution

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes

After completing the course, the student will be able to

1. Distinguish the processes of continuity and change in society
2. Appraise the operation of structure and agency in social evolution
3. Compare and contrast modern classical revolutions
4. Explain the impact of ideas in projects of social transformation
5. Demonstrate the methods of studying histories of societies other than India

Mapping of Programme Learning Outcome

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	2	2	2	2	1	2	2	1	3	-	2
CLO2	2	3	2	3	2	2	2	1	3	-	2
CLO3	3	2	2	2	3	2	2	1	3	-	2
CLO4	2	3	2	3	2	2	2	1	3	-	2
CLO5	3	2	3	2	3	3	2	1	3	-	2

Course Outline

Objectives

- To locate the Russian Revolution in the comparative study of major revolutions
- To locate the Russian Revolution in the wider context of Russian history
- To study the structural features of the Russian society that pushed it in the direction of major political upheaval
- To study the processes of voluntary political mobilization that led to the revolution

The Russian Revolution of 1917 is ranked among the classical revolutions that took place in modern world history. A socialist revolution, it occurred in a part of the world marked by backward capitalism in contravention of previous predictions that the break with capitalism would first occur in and from the most advanced capitalist societies. The regime that came into being in the wake of the revolution, and the ideas inspired by it have had a major influence on world politics of the twentieth century and beyond. This course examines the background and context of the revolution, by taking into account the developments in Russian history of the nineteenth century, continuity and change in the nature of the Tsarist regime in the same century, intellectual influences that shaped the rise of popularity of socialist ideas even before Marxism made its dent, growth of the working class in the big cities of Russia that created a favourable climate for the dissemination of the message of Marxism. We closely study the three revolutions – namely the 1905 Revolution, February Revolution of 1917, and the climactic event of October Revolution of 1917. We introduce a wide variety of new research that has become available after the Soviet archives were opened up in the wake of the fall of the Soviet regime.

Unit 1: Background and Introductory

Victor G Kiernan, 'Revolution', in Peter Burke (ed), *The New Cambridge Modern History XIII (Companion Volume)*, Cambridge (UK), Cambridge University Press, 1979.

Martin Malia, *History's Locomotives: Revolutions and the Making of the Modern World*, New Haven, Yale University Press, 2006.

Marshall T Poe, *The Russian Moment in World History*, Princeton, Princeton University Press, 2003.

Abraham Ascher, *The Russian Revolution: A Beginner's Guide*, London(UK), Oneworld Publications, 2014.

Alan Wood, *The Origins of the Russian Revolution (1861-1917)*, London, Routledge, 2003.

Sheila Fitzpatrick, *The Russian Revolution*, New York, Oxford University Press, 2008.

Unit 2: Intellectual Influences of the Nineteenth Century

Andrej Walicki, *The Flow of Ideas: Russian Thought from the Enlightenment to the Religious-Philosophical Renaissance*, Frankfurt, Peter Lang, 2015 (Especially for Chapters on Slavophilism, Westernizers, Origins of Russian Socialism, Populism and Marxism).

Franco Venturi, *Roots of Revolution: A History of the Populist and Socialist Movements in Nineteenth Century Russia*, New York, Alfred A Knoff, 1960.

Leonard Schapiro, 'Marxism in Russia', in Shlomo Avineri, (ed), *Varieties of Marxism*, The Hague, Martinus Nijhoff, 1977.

Unit 3: Social and Political Developments, 1860-1905

Daniel Field, 'The Great Reforms of the 1860s', in Abbott Gleason (ed), *A Companion to Russian History*, Chichester(UK), Wiley-Blackwell, 2009.

Thomas C Owen, 'Industrialization and Capitalism', in Abbott Gleason (ed), *A Companion to Russian History*, Chichester(UK), Wiley-Blackwell, 2009.

Olga Crisp, 'Labour and Industrialization in Russia' in Peter Mathias (ed), *The Cambridge Economic History of Europe Volume VII*, Cambridge, Cambridge University Press, 1978.

E J Hobsbawm, 'The Politics of Democracy' and 'Workers of the World' in *The Age of Empire 1875-1914*, New York, Vintage Books, 1989.

'Bolsheviks and Mensheviks' in E H Carr, *The Bolshevik Revolution 1917-1923*, Vol.1, New York, WW Norton, 1985.

'What Is To Be Done?' in V I Lenin, *Collected Works Volume 5*, Moscow, Foreign Languages Publishing House, 1961.

'Introduction', in Lars T Lih, *Lenin Rediscovered: What Is To Be Done? In Context*, Chicago, Haymarket Books, 2008.

Unit 4: 1905 Revolution

Sidney Harcave, *The Russian Revolution of 1905*, London, Collier-Macmillan, 1970.

Abraham Ascher, *The Revolution of 1905: A Short History*, Stanford (USA), Stanford University Press, 2004.

Unit 5: Social and Political Developments, 1905-1917

Robert Geraci, 'Russia: Minorities and Empire', in Abbott Gleason (ed), *A Companion to Russian History*, Chichester(UK), Wiley-Blackwell, 2009.

Mark D. Steinberg, 'Russia's fin de siècle, 1900-1914', in Ronald GrigorSuny (ed), *The Cambridge History of Russia Volume III: The Twentieth Century*, Cambridge, Cambridge University Press, 2006.

'Revolutionary Russia, 1894-1917' in Abraham Ascher, *Russia: A Short History*, Oxford (UK), Oneworld Publications, 2002.

'From Reform to War, 1906-1917' in S A Smith, *Russia in Revolution: An Empire in Crisis, 1890-1928*, Oxford, Oxford University Press, 2017.

Unit 6: 1917 Revolutions

Marc Ferro, *The Russian Revolution of February 1917*, Englewood Cliffs, Prentice-Hall, 1972.

Tsuyoshi Hasegawa, *The February Revolution, Petrograd, 1917*, Leiden, Brill, 2018

'From February to October 1917', in S A Smith, *Russia in Revolution: An Empire in Crisis, 1890-1928*, Oxford, Oxford University Press, 2017.

Melissa Stockdale, 'The Russian Experience of the First World War', in Abbott Gleason, (ed), *A Companion to Russian History*, Chichester, Blackwell, 2009.

Steve A Smith, 'Petrograd in 1917: The View from Below' in Rex A Wade (ed), *Revolutionary Russia: New Approaches*, New York, Routledge, 2004.

Marc Ferro, *The Bolshevik Revolution: A Social History of the Russian Revolution*, London, Routledge & Kegan Paul, 1980.

China Mieville, *October: The Story of the Russian Revolution*, London, Verso, 2017.

Selections from Diane P Koenker, William G Rosenberg, *Strikes and Revolution in Russia, 1917*, Princeton, Princeton University Press, 1989.

'Red October: The Revolution to End All Revolutions', in Martin Malia, *History's Locomotives: Revolutions and the Making of the Modern World*, New Haven, Yale University Press, 2006.

Rex A Wade, 'The Revolution at One Hundred: Issues and Trends in the English Language Historiography of the Russian Revolution of 1917' in *Journal of Modern Russian History and Historiography* 9 (2016).

General and Other Books

Richard Pipes, *A Concise History of the Russian Revolution*, New York, Vintage, 1996.

Orlando Figes, *A People's Tragedy: A History of the Russian Revolution*, New York, Viking, 1996.

Michael Kort, *A Brief History of Russia*, New York, Facts on File, 2008.

Hugh Seton-Watson, *The Russian Empire 1801-1917*, Oxford, Oxford University Press, 1967.

Nicholas V Riasanovsky, *A History of Russia*, New York, Oxford University Press, 2005.

Lars T Lih, *Lenin*, London, Reaktion Books, 2011.

Paul Dukes, *October and the World: Perspectives on the Russian Revolution*, London, Macmillan, 1979.

John Reed, *Ten Days That Shook the World*, New York, St Martin's Press, 1997.

E H Carr, *The Bolshevik Revolution: 1917-1923*, London, Macmillan, 1950-53 (in three volumes).

Leon Trotsky, *The History of the Russian Revolution*, Chicago, Haymarket Books, 2008.

Evaluation

Three internal mid-term examinations of 20 marks each will be conducted consisting of either test or term paper or another appropriate format out of which the best two scores will be taken, and a final examination (end-of-term) for 60 marks will be conducted.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 582

MA III Semester

Course: **Hierarchy and Identity: Caste in Modern India**

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completion of this course successfully, the students will be able to:

1. Discuss the remaking of caste-based hierarchy and status with the introduction of colonial revenue, educational and social policies.
2. Analyse the ways in which the colonial ethnology, anthropology and census reinvented caste in modern India.
- 3 Illustrate how the caste-Hindus used national movement to reinforce their cultural hegemony in newer ways.
4. Analyse how Gandhian Harijan movement was programmed to not only woo lower castes in national movement but also to cut their new aspiration.
5. Discuss how the lower castes reimagined their caste identities to negotiate a space in the modern state.
6. Explain how caste-based identity politics are instrumental in socialising democracy and nationalism but not divisive politics as often argued.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	2	3	2	2	1	1	1	1		2	2
CLO2	2	3	2	2	1	1	1	1		2	2
CLO3	3	3	2	2	1	1	1	1			2
CLO4	3	3	2	2	1	1	1	1		2	2
CLO5	2	3	2	2	1	1	1	1			2
CLO6	3	3	2	2	1	1	1	1		2	2

Course Outline:

Social hierarchy and Identity in India are primarily rooted in the caste system, which is unique to the Indian subcontinent. Domination, subordination, status, humiliation, untouchability, violence, deprivation and hunger are important cultural forms that deeply associated with caste system historically. The advent of colonial rule had reshaped many of the forms of caste. What is caste

today was primarily made under colonial rule. Colonial modernity not only disturbed existing hierarchies but also produced them in newer ways through its revenue, education, and social policies. Mainly colonial ethnography had ceased mobility of caste. But, the caste groups reconfigured the fixedness of caste through a program of identity politics to carve out space in the colonial establishment as well as in post-colonial India. The dominant Caste-Hindus embraced nationalism to reinforce their cultural hegemony. In contrast, the lower castes reimagined their historically built identities to disturb not only the caste hierarchy but also negotiate a space in the modern public.

Units:

I. Colonial state interventions and caste: revenue, education and social policies and change in caste status; colonial ethnology, anthropology and census and invention of modern caste.

II. Caste-Hindus response to colonial state intervention: caste and social reform; caste in national movement; Gandhian Harijan movement and assimilation of dalits in the national movement.

III. New imagination of caste and identity politics: Anti-caste movements and lower caste mobilisation; the particular role of Jyotirao Phule, B. R. Ambedkar, Periyar Ramaswamy Narayana Guru, Iyotha Thass and Bhagya Reddy Varma; Role of anti-caste movement in socialising democracy and nationalism.

Evaluation Procedure: There will be three units in the internal evaluation, each of these carrying a maximum of 20 marks and the best two of the three evaluations will be taken into consideration. The components of the internal evaluation consists of mid-term tests, term paper, book review, seminar presentation, etc. (specific components will be announced in the class when the course commence).

References:

Aloysius, G., *Nationalism without a nation in India*, Delhi: OUP, 1997.

---Ambedkar on *Nation and Nationalism*, New Delhi: Critical Quest, 2009.

Anderson, Perry. *The Indian Ideology*, Gurgaon: Three Essays Collective, 2012.

Bayly, Susan, *Caste, Society and Politics in India*, Cambridge: Cambridge University Press, 1999.

Ambedkar, B. R. *Annihilation of Caste. The Annotated Critical Edition*. An Introduction by Arundati Roy, New Delhi: Navayana, 2013.

Bhattacharya, Sabyasachi, and Y. Chinna Rao, *The Past of the OutCaste. Reading in Dalit History*, New Delhi: Orient Blackswan, 2017.

Bhukya Bhangya, *Being Dalit, Being Modern: Caste and Culture in Hyderabad State*, NMML, Occasional Paper, New Delhi, 2014

Basu, Rajsekhar. *Nandanar's Children: The Paraiyans' Tryst with Destiny*, Tamil Nadu 1850–1956,

- New Delhi, 2011
- Chatterjee, Partha, *The Nation and its Fragments. Colonial and Postcolonial Histories*, New Delhi: Oxford University Press, 1995.
- Nationalist Thought and the Colonial World*, New Delhi: OUP, 1986.
- Dumont, Louis, *Homo Hierarchicus*, Chicago: University of Chicago, 1980.
- Dirks, Nicholas. B. *Castes of Mind. Colonialism and the Making of Modern India*, New Delhi: Permanent Black, 2002.
- Kumar, Dharma. *Land and Caste in South India: Agricultural Labour in the Madras Presidency During the Nineteenth Century*, Cambridge: Cambridge University Press, 1995.
- Ghurye. G. S, *Caste and Race in India*, Bombay: Sage, 2000.
- Geetha. V. And S. V. Rajadurai, *Towards a Non-Brahmin Millennium. From Iyothetta to Periyar*, Calcutta: Popular Prakashan, 1998.
- Gupta, Dipankar, *Interrogating Caste. Understanding Hierarchy & Differences in Indian Society*, New Delhi: Penguin, 2000.
- Hutton, J.H, *Caste in India*, Cambridge: Cambridge University Press, 1946.
- Inden, Roland B, *Imagining India*, London: Hurst & Company, 2000.
- Jangam, Chinnaiah, *Dalits and the Making of Modern India*, OUP, New Delhi, 2017.
- Jaffrelot, Christophe, *Analysing and Fighting Caste: Dr. Ambedkar and Untouchability*, New Delhi: C. Hurst & Co. Publishers, 2005.
- Mani, Brajranjan, *De-Brahminising History*, Delhi: Manohar, 2006.
- Menon, Dilip, *Caste, nationalism and communism in south India: Malabar, 1900-1948* Cambridge University Press, 1994.
- The blindness of insight: Essays on caste in modern India* (Chennai: Navayana, 2006.
- Nagaraj, D.R., *Self-Purification Vs Self Respect: On the Roots of the Dalit Movement*, in Sumit Sarkar & Tanika Sarkar (ed.), *Caste in Modern India, A Reader*, Permanent black, New Delhi, 2014, pp. 330-361.
- O'Hanlon, Rosalind, *The Creation of Lower Caste Identity in History and Popular Culture, 1869-1873*, in Sumit Sarkar & Tanika Sarkar (ed.), *Caste in Modern India, A Reader*, Permanent black, New Delhi, 2014, pp.382-401.
- 'The Original Caste: Power, History and Hierarchy in South Asia', *Contributions to Indian Sociology*, 23 (1), 1989: 59-77.

Omvedt, Gail, *Dalits and Democratic Revolution*, New Delhi: Sage, 1994.

----- *Dalit Visions*, Hyderabad: Orient Blackswan, 2010.

-----*Ambedkar: Towards an Enlightened India*, New Delhi: Penguin, 2008.

Pandian. M. S.S, *Brahmin & Non-Brahmin. Genealogies of the Tamil Political Present*, New Delhi: Permanent Black, 2007.

-----, *One Step Outside Modernity: Caste, Identity Politics and Public Sphere*, Amsterdam/Dakar, SEPHIS, 2002.

Rao, ChinnaYagati, *Dalit s' Struggle for Identity: Andhra and Hyderabad, 1900–1950*, New Delhi, 2003

Rawat, Ramnarayan, *Reconsidering Untouchability: Chamars and Dalit History in North India* (Ranikhet: Permanent Black, 2012

Srinivas M.N., *Caste in Modern India and Other Essays*, Bombay, 1962.

Viswanath, Rupa, *The Pariah Problem Caste, Religion, and the Social in Modern India* Columbia University Press, 2014.

Department of History

School of Social Sciences
University of Hyderabad

Course NO. 595

MA III Semester

Course Title: Interpreting India1

L.T.P. 1-0-0Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. Estimate the coherently held visions of India, the macro-reality both at the descriptive and normative levels. (**Understand**)
2. Distinguish the opinions and constructions held by orientalist, imperialist, India's dominants and subordinates. (**Understand**)
3. Demonstrate the implications of reproduction of indological perspective of India in the post-colonial period. (**Apply**)
4. Analyse the political meanings of dominant paradigms of the Indian history (**Analyse**)
5. Demonstrate the sectional perception of India and its place in the making of modern India (**Apply**).
6. Formulate a critical understanding of Indian political, religious and philosophical history and ask related and relevant questions both in academics and in their everyday lives. (**Create**)
7. Construct a term paper by broadly following the protocols of research writing like citing, referencing and summarizing (**Create**).

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2		1	1		1	2	2
CLO2	2	2	2	2		1	1			2	2
CLO3	1	2	2	2						2	2
CLO4	1	2	2	2						1	1
CLO5	1	2	2	2						2	2
CLO6	2	2	2	2	2	3	1	2	1	1	2
CLO7			2		3	2	2	3	2	2	2

Description: The present course is an introductory attempt to uncover and interpret the macro and the long-term of India as they tend to sediment themselves as the taken-for-granted and influence our concrete debates. The problem is sought to be tackled from three inter-related vantage points. First, is the attempt to delineate the more or less systematically and comprehensively articulated Indologist and Orientalist visions of India. The second, is to analyse the dominant Indian versions and discourses of India. The third, is to view the totality from a sectional and sometimes even sectarian points of view. As this perspective is increasingly becoming influential it is necessary to examine them. The concern all through would be to critically introduce and interpret the macro and the totality of India in contrast to the micro, concrete and fragmented.

The course is interdisciplinary in nature and the effort all through would however be to introduce and interpret what has come to be conducted as India in the modern times. Selected texts by the personalities mentioned in the module would be taken up for discussion.

Modules:

I. Indologist and Orientalist interpretation of India; India of Albiruni, William Jones, Max Miller, James Mill, Hegel, and Karl Marx.

II. Dominant Version of India: India of M.K Gandhi, Jawaharlal Nehru, Rabindranath Tagore, MS Golwalkar.

III. Sectional interpretation of India: India of Jotiba Phule, BR Ambedkar, Periyar Ramaswamy, Jaipal Singh Munda, Muhammad Ali Jinnah and Pandita Ramabai.

Assessment:

Out of a total of 100, 60 marks are earmarked for the end-of-the semester examination. 40 marks are earmarked for three internal assessments. In all three internal assessments will be conducted and the marks of the best two will be considered. These assessments can be in the form of classroom tests, term papers and/or Seminars.

Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course.

Compulsory Readings:

Aakash Singh Rathore and Rimiha Mohapatra eds., *Hegel's India. A Reinterpretation with texts*, New Delhi: Oxford University Press, 2017.

Aloysius, G., *Nationalism without a nation in India*, Delhi, OUP, 1997.

B. R. Ambedkar, *Annihilation of Caste*. The Annotated Critical Edition. An Introduction by Arundati Roy, New Delhi: Navayana, 2013

Chakravarty, Dipesh, *Provincialising Europe*, Princeton: Princeton University Press, 2001.

Dumont, Louis, *Homo Hierarchicus*, Chicago: University of Chicago, 1980.

Golwalkar, MS, *We or our Nationhood Defined*, Nagpur: Bharat Publications, 1939.

Ghurye, G.S., *The Scheduled Tribes*, Bombay: Popular Prakashan, 1943.

Iqbal Hussain, (Introduction by Irfan Habib), *Karl Marx on India*, New Delhi: Tulika Books, 2008.

Inden, Roland B, *Imagining India*, London: Hurst & Company, 2000

Jawaharlal Nehru, *The Discovery of India* (centenary edition), Delhi: Oxford University Press, 1985.

Perry Anderson, *The Indian Ideology*, Gurgaon: Three Essays Collective, 2012.

Phule, Jotiba, *Slavery*, New Delhi: Critical Quest, 2008.

Pooja Parmar, 'Undoing Historical Wrongs: Law and Indigeneity in India', *Osgoode Hall Law Journal*, Vol.49:3, 2012, pp. 491-525.

Pandita Ramabai, *The High-Caste Hindu woman*, Philadelphia: 1887.

Rabindranath Tagore, 'Nationalism', in Sisir Kumar Das (ed.), *The English Writings of Rabindranath Tagore*, Volume Two, New Delhi: Sahitya Akademi, 1917, pp. 417-65.

Sachau, E C, ed., *Alberuni's India*, London: Kegan Paul, 1914.

Said, Edward, *Orientalism*, London: Routledge Kegan Paul, 1979.

Suresh Sharma and Tridip Suhrud, eds., 2010, *M.K. Gandhi's Hind Swaraj. A Critical Edition*, New Delhi: Orient Black Swan.

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

References:

Ahmad, S Maqbul, *Arabic Classical Accounts of India and China*, Shimla: Indian Institute of Advanced Study, 1989.

Aloysius, G., *The Brahminical Inscribed in Bodypolitic*, New Delhi: Critical Quest, 2010

Aloysius, G., *Ambedkar on Nation and Nationalism*, New Delhi: Critical Quest, 2009.

Bhangya Bhukya, 'The Mapping of Adivasi Social: Colonial Anthropology and Adivasis', in *Economic and Political Weekly*, vol. XLIII, NO. 39, September 27, 2008, pp. 103-109

Bhukya Bhangya, *The Roots of the Periphery. A History of the Gonds of Deccan India*, New Delhi: Oxford University Press, 2017.

Boehmer E & Rosinka, Chaudhuri ed., *The Indian Postcolonial: A Critical Reader*

Chatterjee, Partha, *Nationalist Thought and the Colonial World*, New Delhi: OUP, 1986.

Frykenberg, Robert E, *Constructions of Hinduism*, New Delhi: Critical Quest, 2009.

Javed Majeed, *Ungoverned Imaginings. James Mills the History of British India and Orientalism*, New York: Oxford University Press, 1992.

King, Richard, 2008, *Orientalism & the Myth of Modern Hinduism*, New Delhi: Critical Quest, 2008.

Khilnani, Sunil, *The Idea of India*, London: Hamilton, 1997.

McCrindle, J W, *Ancient India as Described by Megasthenes and Arrian*, Calcutta: Chatterjee and Co, 1960.

Mukherjee, S. N. 'Sir William Jones and the British Attitude Towards India' ,*Journal of royal Asiatic society*, vol. 96: 1, January 1964. Pp. 37-47

Mariott, McKim, ed., *India Through Hindu Categories*, New Delhi: Sage, 1990

Mani, Brajranjan, *De-Brahminising History*, Delhi: Manohar, 2006.

Nicholas. B. Dirks, *Castes of Mind. Colonialism and the Making of Modern India*, New Delhi: Permanent Black, 2002.

Omvedt, Gail, *Dalits and Democratic Revolution*, New Delhi: Sage, 1994.

Omvedt, Gail, *Dalit Visions*, Hyderabad: Black Swan, 2010

Philips, C.H., ed., *Historian of India, Pakistan and Ceylon*, London: Oxford University Press, 1961.

Patankar, B & Gail Omvedt, *Dalit Liberation Movement*, New Delhi: Critical Quest, 2004.

Periyar EV Ramaswami, *Women Enslaved*, New Delhi: Critical Quest, 2009

Prakash, Gyan, 'Writing Post-Orientalist Histories of the Third World: Perspectives from Indian Historiography', *Comparative Studies in Society and History*, Vol. 32:2, 1990.

Prakash, Gyan, Postcolonial Criticism and Indian Historiography, *Social Text*, No. 31/32, 1992.

Parekh, Bhikku, *Colonialism, Tradition and Reform*, Delhi: Sage, 1989.

Sarkar, Tanika, Imagining a Hindu Nation: Hindus and Muslims in Bankim Chandra's later writings, *EPW*, Vol 29, No 39, 1994.

Skaria, Ajay, *Hybrid History: Forest, Frontiers and Wildness in Western India*, Delhi: OUP, 1999.

Thapar, Romila, *Imagined Religious Communities*, New Delhi: Critical Quest, 2004.

Talbot Cynthia, ed. 2011, *Knowing India. Colonial and Modern Constructions of the Past*, New Delhi: Yoda Press, 2011.

Teltscher, Kate, 1995, *India Inscribed: European and British Writing on India 1600-1800*, Delhi: OUP, 1995.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 544

MA III Semester

Course: Science, Technology and Colonialism

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. Identify the relationship between science and colonialism
2. Understand the debates on history of science and technology with special reference to modern India.
3. Explain the origin, development and institutionalisation of scientific disciplines in colonial India.
4. Develop skills in the analysing the secondary historical sources pertaining to science and technology in modern India.
5. Identify a range of techniques for writing about the history of science and technology.
6. Analyse the encounters of local knowledge and unravel people responses to western knowledge systems.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	2	3	2	1	2	2	1	1	-	2
CLO2	3	2	3	3	1	2	2	1	1	-	2
CLO3	3	2	3	3	2	2	2	1	1	-	2
CLO4	3	2	2	2	2	2	2	1	1	-	2
CLO5	3	2	3	2	1	2	2	1	1	-	2
CLO6	3	2	3	2	2	2	2	1	1	-	2

Objective of the course:

Studies so far on the history of science and technology opened up new domains of historical knowledge that reflected mostly on science and technology connection with colonialism.

Modern science while entering into the Indian domains through their policies outlined the power which also offered a claim as legitimate knowledge and in return defined social and political relations. The introduction of modern science and technology in colonial India was by the contested process with the contradictions and tensions between colonializers and their subjects. Given all these, this course will be exposed to a range of issues in the history of science and technology in India.

Module-1: Scientific solution for colonial problems: institutionalisation of scientific disciplines: geology, geography, cartography, mathematics, chemistry and botany in India

Module-II: Science Practice in the Colony: Methods, scientific research and links with metropolitan science

Module-III: Science in the age of nationalism and role of Indian scientific community; the local knowledge, and its challenges to western paradigms.

Assessments:

This course is for 100 marks and out of it 60 marks allotted for final exam and 40 marks for internal assessments. Three internal assignments will be conducted and out of three, best two only will be counted for 40 marks. These assessments are in the form of internal tests, term papers and seminar presentations.

Recommended Readings:

- Arnold, David, *Science, Technology and Medicine in Colonial India*, Cambridge University Press, Cambridge, 2004.
- _____, *Everyday Technology – Machines and the Making of India's Modernity*, University of Chicago Press, 2015
- Adas, Michael, *Machine is Measure of Men: Science, Technology and Ideologies of Western Dominance*, OUP, 1990.
- Alvares, Claude, *Decolonizing History: Technology and Culture in India, China and the West 1492 to the Present Day*, Apex Press, New York, 1993.
- Baber, Zaheer, *The Science of Empire: Scientific Knowledge, Civilization and Colonial Rule in India*, Oxford University Press, New Delhi, 1998.
- Dharmapal, *Indian Science and Technology in the 19th Century: Some Contemporary European Accounts*, Impex India, New Delhi, 1983.
- Habib, S. Irfan and Dhruv Raina (eds), *Social History of Science in Colonial India*, Oxford University Press, New Delhi, 2007.
- Kumar, Deepak, *Science and the Raj: A Study of British India*, Delhi: OUP, 2006.
- Nanda, Meera, *Prophets Facing Backward: Postmodernism, Science and Hindu Nationalism*, Permanent Black, New Delhi, 2004.
- Nandy, Assis, *Alternative sciences: Creativity and authenticity in two Indian scientists*. Delhi: Oxford University Press, 1995.
- Raina, Dhruv and S. Irfan, *Domesticating Modern Science: Social History of Science and Culture in Colonial India*, Tulika Books, New Delhi, 2004.
- Raj, Kapil, *Relocating Modern Science: Circulation and the Construction of Knowledge in South Asia and Europe, 1650-1900*, Palgrave Macmillan, 2010.
- Visvanathan, Shiv, *Organizing for Science: The Making of an Industrial Research Laboratory*, Oxford University Press, New Delhi, 1985.
- Kanigel, Robert, *The Man Who Knew Infinity: A Life of the Genius Ramanujan*, Abacus, 1991.
- MacLeod, Roy, *Tools of the Empire: Technology and European Imperialism in the Nineteenth Century*, Oxford University Press, 1981.

Additional Readings:

- Roy MacLeod, "Introduction," *Osiris* 15 (2000): 1-13.
- Roy MacLeod, "On Visiting the 'Moving Metropolis': Reflections on the Architecture of Imperial Science," in *Scientific Colonialism: A Cross-Cultural Comparison*, ed. by Nathan Reingold and Marc Rothenberg (Washington, D.C.: Smithsonian, 1987), 217-49.
- David Wade Chambers and Richard Gillespie, "Locality in the History of Science: Colonial Science, Technoscience, and Indigenous Knowledge," *Osiris* 15 (2000): 221-40.
- Pyenson, "Pure Learning and Political Economy: Science and European Expansion in the Age of Imperialism," in *New Trends in the History of Science*, ed. by R.P. W. Visser, et al. (Amsterdam: Rodopi, 1989), 209-78.
- Paolo Palladino and Michael Worboys, "Science and Imperialism," and Lewis Pyenson, "Cultural Imperialism and Exact Sciences Revisited," *Isis* 84 (1993): 91-108
- Bernard S. Cohn, "Introduction" and "The Transformation of Objects," in *Colonialism and Its Forms of Knowledge: The British in India*, Princeton: Princeton University Press, 1995), 3-15 and 76-105.
- Deepak Kumar, "Problems in Science Administration: A Study of the Scientific Surveys in British India, 1757-1900," in *Science and Empires: Historical Studies about Scientific Development and European Expansion*, ed. by Patrick Petitjean, Catherine Jami, and Anne-Marie Moulin (Boston: Kluwer, 1992), 269-280.
- SatpalSangwan, "Natural History in Colonial Context: Profit or Pursuit? British Botanical Enterprise in India, 1778-1820," in *Science and Empires*, 281-298
- Gyan Prakash, *Another Reason: Science and the Imagination of Modern India*.
- Kapil Raj, "Colonial Encounters and the Forging of New Knowledge and NationalIdentities: Great Britain and India, 1760-1850," *Osiris* 15 (2000): 119-34.
- Deepak Kumar, "Reconstructing India: Disunity in the Science and Technology for Development Discourse, 1900-1947," *Osiris* 15 (2000): 241-57.
- Clifford Geertz, "Common Sense as a Cultural System," in *Local Knowledge: Further Essays in Interpretive Anthropology* (New York: Basic Books.
- Nandy, Assis, *Science, Hegemony and Violence: Requiem for Modernity*, OUP, New Delhi, 1988.
- Rahman, A (ed.), *Science and Technology in Indian Culture: A Historical Perspective*, NISTADS, New Delhi, 1984.
- Leo Marx and Merritt Roe Smith, *Does Technology Drive History? The Dilemma ofTechnological Determinism*, MIT Press, 1994.

Semester IV

Department of History

School of Social Sciences

University of Hyderabad

Course no. HS 538

MA I Semester

Course: Fortifications in Medieval Deccan

L.T.P. 1-0-0

Credits: 2

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. Demonstrate a coherent and systematic understanding of various types of defence architecture in India. (Remembering and understanding)
2. Employ the different methods of analyzing the typology of forts. (Applying)
3. Communicate their views and ideas with clarity of thought, lucidity of expression and logical rigour regarding the process of fortification in Medieval Deccan. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from defence architecture in the larger military and political contexts. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the spread of forts in medieval Deccan. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of warfare and political history. (Creating)

Mapping of Program Learning Outcomes (PLOs)

With Course Learning Outcomes (CLO's)

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
CLO-1	2	2	2	1	2	2	1	2	1	1	1
CLO-2	2	1	2	1	1	1	1	1	1	1	1
CLO-3	2	1	2	2	2	2	1	1	1	1	1
CLO-4	1	1	2	1	2	2	1	2	1	1	1
CLO-5	2	2	1	1	1	1	1	1	1	1	1
CLO-6	1	1	1		1	1	1	1	1	-	1

Course description:

The objective of this course to familiarize students with aspects of fortification in Medieval Deccan. The students would also be familiarised with a typology of forts and the political context of food building in India. They would also understand the connection between military technology, war and fortification and the larger processes of polity in medieval India.

The course would begin with an introduction of fortification in India offering a synoptic view of the main trends in fortification from the earliest period. In the second part, the focus would be on the typology of forts in India, and particularly in Deccan with the study on the forms and different features of the forts in the architectural context. The third unit of the course would elaborate on select forts and given overview of the system of organisation, including the military organisation, the defence structures and the water management systems in the forts of Deccan. This unit would also comprise of a study of some of the text associated with the forts.

Outcome : At the end of the course the students would be able to understand the typology of forts and also the spread of fortification in medieval Deccan.

Unit one

Fortification in India From the earliest period to the mediaeval period

Historiography of fortification in India

Importance of fortification and the transition to Medieval India

Large-scale spread of fortification in mediaeval India.

Unit two

Typology of fortification and select examples

Forts of Deccan and examples of the different typology, including the forest forts, hill forts, etc

The features of the forts in Deccan-Gates, walls, Moats, Barbican's and other different structures.

The method of construction and the architectural features , including mud forts

Unit three

Forts and military organization

Forts and social organisation and their relation to the political process

Imperial and sub imperial patronage of forts

Water management and other defence aspects

Kaifiyats and other literary sources.

Reference Books :

ASHER, CATHERINE, Catherine Blanshard Asher, Catherine Ella Blanshard Asher, and

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

Chilka, Amit. 2014. *Sea Forts of India*. Osmora Incorporated.

Deloche, Jean. 2007. *Studies on Fortification in India*. Institut Français de Pondichéry.

Fass, Virginia. 1986. *The Forts of India*. Rupa in association with Oberoi Hotels International.

Fass, Virginia. 1986. *The Forts of India*. Rupa in association with Oberoi Hotels International.

Gordon, Stewart. 1979. "Forts and Social Control in the Maratha State." *Modern Asian Studies* 13 (1): 1–17.

Michell, George, and Mark Zebrowski. 1999. *Architecture and Art of the Deccan Sultanates*. Cambridge University Press.

Murthy, N. S. Ramachandra. 1996. *Forts of Āndhra Pradesh: From the Earliest Times Upto 16th C. A.D.* Bharatiya Kala Prakashan.

Naravane, M. S. 1995. *Forts of Maharashtra*. APH Publishing Corporation.

Naravane, M. S. 1998. *The Maritime and Coastal Forts of India*. APH Publishing.
The Forts of Telangana. 2019. Bharath Cultural Academy.

Verma, Amrit. 1985. *Forts of India*. Publications Division, Ministry of Information and Broadcasting, Government of India.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 573 MA IV Semester
Course: Indian National Movement 1919-947

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes

After completion of this course successfully, the students will be able to..

CLO-1: Discuss the historical circumstances that led to the making of Gandhi as a political leader by focusing on his political philosophies and early political activities in India.

CLO-2: Examine how Congress was re-organized under the Gandhian leadership, alongside bringing different Indian groups into the fold of the nationalist struggle.

CLO-3: Analyse how the economic adversity unleashed by colonialism affected different groups and mobilized them towards the mainstream nationalist struggle.

CLO-4: Distinguish the parallel mobilizations of groups against colonialism from that of the mainstream nationalist mobilization with their strategies, politics and problems.

CLO-5: Show how Gandhian mass movement was low in momentum during 1937-1945, leading to violent and spontaneous rebellions by the people.

CLO-6: Explain how communal politics have grown in India as a parallel to the nationalist struggle and has become a lingering problem for independent India.

CLO-7: Describe the complex political and historical circumstances that led to independence eventually and partition of India.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	2	2	2	1	1	1		2	2
CLO2	3	3	2	2	2	1	1	1		2	2
CLO3	3	3	3	2	2	1	1	1			2
CLO4	3	3	2	2	2	1	1	1		2	2
CLO5	3	3	2	2	2	1	1	1			2

CLO6	3	3	3	2	2	1	1	1			2
CLO7	3	3	2	2	2	1	1	1			2

Course Outlines:

This is a sequel to the course on the first phase of the Indian national movement and deals with the 'Extremist' and the 'Gandhian' phases of the movement. While the popular participation of the masses undoubtedly contributed to an increasing effectiveness of nationalism, it also introduced elements of contention in the nature of interaction between the so-called 'primary' contradiction (between the colonial rule and Indians as a whole) and the 'secondary' contradictions (oppositions between different Indian groups). The complexities of that interaction and debates concerning it have taken centre stage in the discussions about Indian nationalism in recent decades/years. A thorough discussion of those issues will be provided in the course, in addition to an analysis of the roles played by important nationalist leaders such as Gandhi, Jawaharlal Nehru and Subhas Chandra Bose whose contribution however will not be considered in isolation but as representative of larger ideological strands within nationalist politics.

Detailed Syllabus:

Unit-1:

Gandhi's rise to leadership, and the emergence of the national movement as mass movement (1919- 1927)

Gandhi's initial reputation as a leader who would take up specific issues and find solutions to them, role of rumour during Gandhi's early career, his elevation to the leadership of all-India politics, creation of a strong organizational structure for the Congress, Gandhi's success in forging unity between different Indian groups.

Unit-2:

The Great Depression, Civil Disobedience Movement and the deepening of the anti-colonial struggle (1927- 1937)

Economic adversity for several Indian groups as a result of incorporation to the web of the global economy, role of the impoverishment in propelling the Indian masses towards nationalist agitation, intensification of both breadth and depth of nationalist politics, much firmer organizational control over popular participation, willingness of the business groups and Indian capitalists to identify closely with nationalist politics, and the emergence of the 'Right' and 'Left' wings in nationalist politics.

Unit-3:

World War II, the Quit India Movement and Towards Freedom (1937-1947)

Decline of the politics of Gandhian mass movement, temptation and willingness of Congress leaders to participate in electoral politics and provincial government formation after 1937, decisive changes in the international and domestic political scenarios in the wake of the

beginning of the World War II, 'Quit India' politics, violent and spontaneous rebellions by the people, Left's marginalization from nationalist political mainstream after controversial position on the war, etc.. Increasing recognition of the unsustainability of the Empire in the changed context post-World War II, heightened anti-colonial awareness among people as witnessed during the RIN Mutiny and the trial of INA prisoners, developments that eventually led to the Partition of the subcontinent, protracted negotiations on the transfer of power.

Evaluation Procedure: There will be three units in the internal evaluation, each of these carrying a maximum of 20 marks and the best two of the three evaluations will be taken into consideration. The components of the internal evaluation consists of mid-term tests, quiz, term paper, book review, seminar presentation, etc. (specific components will be announced in the class when the course commence).

Readings:

Alpes, Maybritt Jill. 'The Congress and the INA Trials, 1945-50: A Contest over the Perception of 'Nationalist' Politics,' *Studies in History*, 23(1), 2007: 135-58.

Azad, MaulanaAbulKalam.*India Wins Freedom*, Bombay: Orient Blackswan, 1959/1988.

Bhattacharya, Sanjoy. 'The Colonial State and the Communist Party of India, 1942-45: A Reappraisal,' *South Asia Research*, 15(1), 1995: 48-77.

Hutchins, Francis G. *Spontaneous Revolution*, Delhi: Manohar Books 1971.

Krishna, Gopal. 'The Development of the Indian National Congress as a Mass Organization, 1918-1923,' *Journal of Asian Studies*, 25(3), 1966: 413-430.

Kumar, Ravinder. 'Class, Community or Nation? Gandhi's Quest for a Popular Consensus in India,' *Modern Asian Studies*, III(4), 1969: 357-376.

Low, D A. 'The Government of India and the First Non-Cooperation Movement: 1920-1922', *Journal of Asian Studies*, 25(2), 1966: 241-259.

Mahajan, Sucheta.*Independence and Partition: The Erosion of Colonial Power in India*, New Delhi: Sage, 2000.

Markovits, Claude. 'Indian Business and the Congress Provincial Governments 1937-39,' *Modern Asian Studies*, 15(3), 1981: 487-526.

Nehru, Jawaharlal.*An Autobiography*, New Delhi: Penguin, 1997.

Pandey, Gyan. 'Mobilization in a Mass Movement: Congress Propaganda in the United Provinces, 1930-34,' *Modern Asian Studies*, 9(2), 1975: 205-226.

Pandey, Gyan. 'Peasant Revolt and Indian Nationalism: The Peasant Movement in Awadh, 1919-1922', *Subaltern Studies I*, New Delhi: Oxford University Press, 1982: 143-197.

Pandey, Gyanendra(ed.). *The Indian Nation in 1942: Writings on the Quit India Movement*, Calcutta: K.P. Bagchi & Sons, 1988.

Pouchepadass, Jacques. 'Local Leaders and the Intelligentsia in the Champaran Satyagraha (1917): A Study in Peasant Mobilization,' *Contributions to Indian Sociology (NS)*, No.8, 1974: 67-87.

Sarkar, Jayabrata. 'Power, Hegemony and Politics: Leadership Struggle in Congress in the 1930s,' *Modern Asian Studies*, 40(2), 2006: 333-70.

Sarkar, Sumit. *Modern India*, Noida: Pearson India Education Services, 1982/2014.

Shankardass, Rani Dhavan. 'Spokesman for the Peasantry: The Case of Vallabhbhai Patel and Bardoli,' *Studies in History*, 2(1) (New Series), 1986: 47-69.

Vasudevan, Ravi Shankar. 'Why the Congress Accepted Office in 1937,' *Studies in History*, 4(2), 1988: 37-84.

Department of History
School of Social Sciences
University of Hyderabad

Course No. HS 574

M.A. IV Semester

Course Title: Indian Epigraphy

LT.P-1-0-0

Credits 4

Course Learning outcomes:

After completion of this course, the students will be able to

1. Learn the different genres of epigraphy in South Asia along with the chronological development of Brahmi, the script in which these inscriptions were written.
(understand)
2. Enable them to use the wonderful resource of inscriptions in their research.(analyze and apply)
3. Have some idea of the ancient scripts. The palaeography of the selected inscriptions or in some cases similar inscriptions would also be practiced simultaneously.
(understand)
4. Understand the use of epigraphy for construction/reconstruction of our past.(apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2	1			2	1	1	1
CLO2	2	3	2	2	1			2	1	1	1
CLO3	2	3	2	2	1			2	1	1	1
CLO4	2	2	2	2	3	3		3	1	1	1
CLO5											
CLO6											

Course Description

Huge number of inscriptions in South Asia suggests the presence of literacy in a traditional society largely known for its sustained orality. Inseparably associated with it are the crucial issues of authorship and the intended audience of these inscriptions. Epigraphy offers a tool to explore and explain the past. This course provides a full treatment of the epigraphy as a historical

discipline and besides the introduction to it, includes also an insightful look into South Asian history. Though inscriptions are commonly read as texts, it is essential that we consider their material context. The time frame chosen here hopes to cover the introduction of inscriptions in the subcontinent till the emergence of regional powers throughout the subcontinent.

Modules

1. Introduction--An overview of epigraphic studies in South Asia-Introducing the different genres of inscriptions and languages used -Overview of Tamil Brahmi; Asokan Edicts- a general understanding of the contents of Asokan inscriptions—Looking at Asokan inscriptions as an anthology- two examples from the corpus of Asokan inscriptions for thorough interpretative study.
2. Donative records, Image inscriptions and Memorial Inscriptions from different regions (200BCE- 600 CE)-Introduction to different types of donative and image inscriptions; Select donative records including Kharoshti inscriptions from different sites; Select image inscriptions; Select Memorial inscriptions
3. Land Grant Charters and Prashastis -Early charters—400-600 CE, Case studies; Prasastis as a genre of Epigraphy--Variations in Format in the early period-Representative examples of Prasastis

Assessment:

Out of a total of 100, 60 marks are earmarked for the end-of-the semester examination. 40 marks are earmarked for three internal assessments. In all three internal assessments will be conducted and the marks of the best two will be considered. These assessments can be in the form of classroom tests, term papers and/or Seminars, practical tests for paleography. Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course.

Reading List

Corpus Inscriptionum Indicarum, vol.1, Inscriptions of Asoka – A. Cunningham. Reprint, Varanasi.1961
Corpus Inscriptionum Indicarum, vol.1, Inscriptions of Asoka. New Edition – E. Hultzsch. Reprint, Delhi, 1969
Corpus Inscriptionum Indicarum, Vol.2, Part I, Kharoṣṭhī Inscriptions with the Exception of those of Aśoka. Reprint, Varanasi.1969
Corpus Inscriptionum Indicarum, Vol.II, Part II, Bharhut Inscriptions, Revised by E. Waldschmidt and M.A. Mehendale. Ootacamund.1963

Corpus Inscriptionum Indicarum, Vol.III, Inscriptions of the Early Gupta Kings and their Successors- J.F. Fleet Reprint, Varanasi, 1963, 1970
Corpus Inscriptionum Indicarum, vol.IV, Inscriptions of the Kalacurī-Cedī Era- V.V. Mirashi, Ootacamund.1955
Corpus Inscriptionum Indicarum, vol.VI, Inscriptions of the Vākāṭakas. Ootacamund, 1963.
Epigraphia Indica. All published volumes. Archaeological Survey of India
Bajpayee. K.D. *Early Inscriptions of Mathura – A Study*. Calcutta.1980
Basak, R.G. *Aśokan Inscriptions*, Calcutta, 1959
Gai, G.S. *Inscriptions of the Early Kadambas*. New Delhi.1996
Gokhale, S. L. *Kanheri Inscriptions*. Pune.1991
Mahadevan Iravatham, Early Tamil Epigraphy. Harvard Oriental Series, Vol. 62, Harvard University Department of Sanskrit and Indian Studies, 2003.
Mirashi, V.V. *The History and the Inscriptions of the Sātavāhanas and the Western Kṣatrapas*. Bombay, 1981
Mukherji, B.N. *Studies in the Aramaic Inscriptions of Aśoka*, Calcutta, 1984
Salomon, R. *Indian Epigraphy*, New York.1998
Sircar, D.C. *Indian Epigraphy*, Delhi.1965
----- *Indian Epigraphical Glossary*, Delhi.1966
----- *Select Inscriptions Bearing on Indian History & Civilization*, vol.1. Calcutta, 1942, Vol.2, Delhi, 1983
All relevant volumes related to inscriptions of different regions of India.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 584 MA IV Semester
Course: Cultural History of Modern India.

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1 Understand the complexities of the historical processes where different sets of indigenous cultures encounter the values and the material reality of the alien but also dominant culture with strong cultural homogeneity that had evolved over time, and divergent historical trajectories through this encounter tell different stories.

CLO-2 analyze that societies have many approaches to truth as there are many layers and differences in world views of the constituent communities in indigenous cultures and thus critical analytical skills are imparted to students as they are encouraged to examine their every-day cultural attitudes through the critical prism of the course.

CLO-3 discuss and summarise how pre-colonial religious and social identities in indigenous contexts are shifting under the pressure of the emerging secular fields of new professions and public domains shaped by Western values of individuality and personal freedoms to food, movement, speech and expression.

CLO-4 demonstrate analytically, using evidence from the past, how such new cultural trajectories have been transferred to the present day socio-cultural contexts in India.

CLO-5 develop academic open endedness and dialogic skills, and understand the importance of keeping an academic distance from cultural positions which are part of personal every-day lives, thus developing a critical and logical personality that can weigh rationally contradictory evidence and reach balanced and unprejudiced conclusions.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
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CLO1	3	3	3	3	3	3		3			
CLO2	3	3	3	3	3	3		3			
CLO3	3	3	3	3	3	3		3			
CLO4	3	3	3	3	3	3		3		3	3
CLO5	3	3	3	3	3	3		3		3	3
.....											
.....											

Detailed Syllabus:

A key feature for laying out a course outline for Cultural History in colonial India is the paradigm shift in the perceptions of the literate communities in India as to what constituted Indian 'culture.' Across all linguistic regions, within communities with strong literate traditions, there was an abrupt turn in the understanding of a cultural self-location as all spheres of life that was constitutive of and constituted by 'the lived', that is the material, social and symbolic practices of everyday life, underwent shifts, some sharp, some graded, some barely perceptible, when the colonial cultural encounter derailed indigenous knowledge systems. The rapidity and totality of this encounter, which left no material aspect of life untouched, came through print culture, a new Western technology that made the circulation of ideas, debates, and discussions, both western and Indian, very rapid.

Unit 1: This course maps these cultural shifts in three units.

The first unit traces the impact of print on the literary forms in the British Presidencies – Bengal, Bombay and Madras. The emergence of a new vernacular and a new print culture, parallel to the cultivation of English, the language of the ruling race, transformed the cultural landscapes in these regions. The sudden burgeoning of new forms of literary forms, influenced by Western literary traditions, galvanized new ways of thinking. However, there were also important elements of cultural resistance in these new frames of culture.

Unit 2: The second unit examines the impact of education on perceptions of time and space, as also the notion of the body. This in turn gave rise to new sartorial styles, new perceptions of food and behavioural patterns – especially within masculine perceptions of modernity.

Unit 3: The third unit addresses the sea-change that print culture brought to traditional gender relations, family, the political economy of childhood and master/mistress-servant relations.

Assessment and Pedagogy

Assessment of the students is done through 3 mid semester tests each carrying a total of 20 marks and the scores of 2 best performances (40%) are then added to the end-semester examination, (60 %), bringing the total to 100%.

The tests are geared to test each student's grasp of the course.

There is special attention paid to training the student's reading skills, and the course instructor illustrates how the essential readings should be read, in order to increase the student's grasp of the main ideas and arguments presented in the book.

The course stresses the need to address questions in students' minds, and constantly underlines the key features of each lectures.

The course instructor constantly recapitulates the key connections made in the course, so that the class can follow the course through the semester.

The course instructor is particular that students participate in discussion and debate and question and answer sessions so that historical processes are analyzed and are connected to contemporary Indian situations and problems in students' minds.

Out of particular historical contexts, general trends –like modernity, new cultural identity, new spatial locations, new positions on gendered stereotypes – are highlighted, as these trends can be used to understand different contexts in everyday lives.

Reference Books:

Amin, Shahid, "Gandhi as Mahatma" . In selected Subaltern Studies. Edited by Ranajit Guha and Gayatri Chakravorty Spivak, OUP, New York, 1988.

Appadurai, Arjun, "Right and Left Hand Castes in South India". Indian Economic and Social History Review 11, nos. 2,3 (June – September 1974), pp. 216-59.

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Basham, A.L. Basham., The Wonder that was India, London, Sidwick and Jackson, 1954.

David Chaney, Scene –setting Essays on Contemporary Cultural History, London, New York, Routledge, 1994.

Gallagher, Catherine. The Industrial Reformation of English Fiction: Social discourse and the Narrative Form, 1832-67, Chicago: University of Chicago press, 1985.

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The Body Versus the Social Body in the Works of Thomas Malthus and Henry Mayhew". In 'The making of the Modern Body: Sexuality and Society in the Nineteenth Century. Ed. By Thomas Laquer and Catherine Gallagher, Berkeley: University of California Press, 1987.

Hobsbawm, Eric and Terrance Ranger, eds., The Invention of Tradition, Cambridge, Cambridge University press, 1983.

Khanduri, Ritu Gairola. Caricaturing Culture in India: Cartoons and History in the Modern World, Cambridge, Cambridge University press, 2014.

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Mennell, Stephen. Norbert Elias: Civilization and the Human Self Image, London, Basil Blackwell, 1989.

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Said, Edward, *Orientalism*. New York, Vintage Books, 1978.

Selby, Martha, Ann. (ed.) *Tamil Geographies; Cultural Constructions of Space and place in South India*. State University of New York Press, Albany, 2008

Todorov, Tzvetan. *The Conquest of America: The Question of the Other*. New York: harper and Row, 1982.

Visvanathan, Gauri. *Masks of Power; Literary Study and British Rule in India*. New York: Columbia University press, 1989.

Department of History

School of Social Sciences

University of Hyderabad

Course no. HS 585

MA IV Semester

Course: Law and Society in Colonial India

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs) (5 to 8)

After completion of this course successfully, the students will be able to.....

CLO-1absorb and make sense of information across a wide spatial/temporal bracket and they will be able to think analytically about socio-cultural and political parallels in these global connectivities.

CLO-2They will be able to understand that history itself is debated and constantly revised across cultural divides.

CLO-3The students will be able to distill the central story of the rise of modern Western juristic principles, and connect it to the larger colonial contexts that rule, influence and connect the contemporary world of today, confidently using conceptual tools like “equality”, “progress and development”, representational /parliamentarian democracy, “liberty and freedom”.

CLO-4The students are able to make connections to important modern structures of governance, and state apparatus, knowledge systems as they developed in the west and were subsequently imported to non-Western societies via colonialism.

CLO-5They will understand that there is no one history, but interconnected histories yet with the rise of a dominant region, there is a projection of a single dominant historical narrative – the rise of modern West as the Western intellectuals wove it through the centuries in the realms of law and governance.

CLO-6They will innovatively apply the above analytical categories to the histories of non-Western societies as they passed through the colonial phase.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	3	3	3	3		3			3
CLO2	3	3	3	3	3	3		3			3
CLO3	3	3	3	3	3	3		3			3
CLO4	3	3	3	3	3	3		3			3
CLO5	3	3	3	3	3	3		3			3
CLO6	3	3	3	3	3	3		3			3
.....											

Objectives of the Course is to show how a new legal language permeated the indigenous literate consciousness through the colonial interface, while at the same time major shifts happened at the level of socio-political structures, most importantly that of land and the notion of property.

Detailed Syllabus:

Unit 1: The Early Phase of Indian Familiarity with Western Judicial Processes and The Intellectual Origins of the Rule of Law.

The overlap of trust-oriented commercial practices by Indian merchants with the new concept of the legal contract and courts based on the European model. The Indian merchants' familiarity and participation with the European legal contact and its legal enforcement in European courts and European trading practices.

The Separation of trade and commerce via secular laws, branching out from the canonical laws of the Church, Common European theme underlying the understanding of legality in secular and spiritual domains – based on “WRITING”. Fundamental differences between written and oral cultures – the culture of law therefore based on a different key – elitist, retrievable from the archive with a linear understanding of “Time”. Therefore legal cases also formed histories that could be reclaimed

The inter-relationship of private property and the concept of governance in England. The clearly discernible patterns of parliamentary law historicized in the seventeenth century and eighteenth century. Intellectual debates in England over good governance in the light of the

“Enlightened” Eighteenth century Europe. Debates over the efficiency of good laws, as opposed to bad laws.

Jeremy Bentham, Edmund Burke, David Hume, different intellectual weightage of these intellectuals. Bentham stood for a utilitarian understanding of universal laws with no reference to custom – the greatest happiness of the greatest number. Burke understood the validity of custom and continuity. Burke’s vision of imperial but universally uniform moral values that held the imperial notion of the Rule of Law together across continents – a new legalistic principle that could hold the different cultures and a variegated subject peoples together.

The Myth of the Impartiality of the Rule of Law – the fiction of the principle of Justice. The strategies of governance. The mentalities of the governed. The state’s construction of legal categories of the “governable” and the “non-governable” which draws from the state’s (and the ruling class’s) understanding of “crime” and “criminality”, together with the State’s power to punish.

Surely these are “valid” categories of governance for all societies across time and space? How then did the Enlightened West (working in India through the colonial rule) differ from the indigenous context in this most important plank that upheld “sovereignty”?

The Reordering of Indian politico-economic structures around land and land ownership through a new induction of legality, title deeds and a market-based transfer of land.

Unit 2: The Language of Western Law, Justice and Equity and the Indian Narrative of Freedom

The Indian Engagement with the western legal language.

Trial of Nand Kumar and the Mughal Emperor, Bahadur Shah Zafar.

The Political Trials of Indian nationalists where the Centrality of the Legal principle, and the Colonial State. The new Legal mentalities: Class and Elite Consciousness around the creation of the New Legal Subject.

Language of law and the empowerment of the marginalized communities. Ambedkar’s position on law and social change.

Unit 3: Patriarchy and the colonial state.

Gender and colonial Law. Colonial Law, with its patriarchal language clearly designating women to the domestic sphere, has major overlaps with indigenous ideologies of patriarchy. The death of Phulmoni Dasi and the following trial, and Rukmabai's case are important windows to this commonality patriarchy shares across cultures.

Assessment and Pedagogy:

Assessment of the students is done through 3 mid semester tests each carrying a total of 20 marks and the scores of 2 best performances (40%) are then added to the end-semester examination (60 %), bringing the total to 100%.

The tests are geared to test each student's grasp of the course.

There is special attention paid to training the student's reading skills, and the course instructor illustrates how the essential readings should be read, in order to increase the student's grasp of the main ideas and arguments presented in the book.

The course stresses the need to address questions in students' minds, and constantly underlines the key features of each lectures.

The course instructor constantly recapitulates the key connections made in the course, so that the class can follow the course through the semester.

The course instructor is particular that students participate in discussion and debate and question and answer sessions so that historical processes are analyzed and are connected to contemporary Indian situations and problems in students' minds.

Reference Books:

Baden-Powell, B.H., *The Land System of British India*, 3 vols., Oxford, 1892.

Breckenbridge, Carol, "From protector to litigant – changing relations between Hindu temples and the Raja of Ramanad", in *South India temples*. Edited by Burton Stein, New Delhi, Vikas publishing House, 1978.

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- Mani, Lata, 'Contentious Traditions: The Debate on Sati in Colonial India' in Sangari, Kumkum and Suresh Vaid, *Recasting Women: Essays in Indian Colonial History*, New Brunswick, NJ:Rutgers University Press, 1990.
- Menon, Nivedita, *Rights, Law and Feminist Politics: Rethinking our practice* in Mukhopadhyay, S. (ed.), *In the name of justice: Women and Law in Society*, Manohar Publishers and Distributors, ISST, N.Delhi, 1998.
- Mines, Mattison. *The Merchant Warriors: textiles, Trade and Territory in South India*. Cambridge, Cambridge University Press, 1984.
- Panda, Chitta, *The Decline of Bengal Zamindars*, Delhi, 1996.
- Ray, Ratnalekha, *Changes in Bengal agrarian Society*, Delhi, 1979.
- Stokes, Eric, *English Utilitarians and India*, Oxford, Clarendon Press, 1959.
- Washbrook, David, *Law, State and Agrarian Society in Colonial India*, *Modern Asian Studies*, 15(3), 1981.
- Wink, Andre. *Land and Sovereignty in India*. Cambridge, Cambridge University Press, 1986.
- Yang, Anand. *The Limited Raj: Agrarian Relations in Colonial India, Saran District, 1793-1920*, Berkeley; University of California Press, 1990.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 586 MA IV Semester
Course: History and Culture of Medieval Tibet
L.T.P. 1-0-0 Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. Demonstrate a coherent and systematic understanding of various regions and borderlands in India and Tibet. (Remembering and understanding)
2. Employ the different methods of analyzing the role of Inner Asia in world history. (Applying)
3. Communicate their views and ideas with clarity of thought, lucidity of expression and logical rigour. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from Tibetan history in larger socio-economic and political contexts. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the spread of and formation of the Tibetan Culture Areas in transnational spaces. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of Tibet that respond to issues of Indian history and its linkages with inner Asia. (Creating)
7. Develop an overall-view of art and architecture by learning Indian and Tibetan historical traditions and identifying the commonalities and differences in their approach.
8. Relate to original historical texts by eminent historians belonging to diverse ages, traditions and systems and would acquire necessary hermeneutic competence to interpret them.

Mapping of Program Learning Outcomes (PLOs)

With Course Learning Outcomes (CLO's)

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
CLO-1	2	2	2	1	2	2	1	2	1	1	1
CLO-2	2	1	2	1	1	1	1	1	1	1	1
CLO-3	2	1	2	2	2	2	1	1	1	1	1
CLO-4	1	1	2	1	2	2	1	1	1	1	1
CLO-5	2	2	1	1	1	1	1	1	1	1	1
CLO-6	2	1	1	1	1	1	1	1	1	1	1
CLO-7	1	1	1	1	1	1	1	1	-	-	-
CLO-8	1	1	1	1	1	-	-	-	-	-	-

Course description: This course is intended to serve as an introduction to the history and culture of the Himalayan region, with special reference to Tibet and Tibetan culture areas within and beyond India. The other broad objectives of the course are to familiarise students with the diverse cultural patterns of Himalayan societies and distinct features of Tibetan Buddhism.

In this course, the central focus is on the history of Tibet, beginning with an introduction to the Tibetan landscape that serves as a geographical preface to the high-altitude regions of inner Asia. Proceeding from this, of course, would start with the theories of the true genesis of the Tibetans and the debates and state formation along with the rise of the Bon religion. The next autofocus on the rise, fall and the rise of Tibetan Buddhists and the emergence of the Tibetan Buddhist state. The remainder of the course would concentrate on the period of post-imperial Tibet and the Mongol interregnum.

The formation of distinct religious orders in Tibet and the rise of the institution of the Dalai Lama, along with a system of reincarnation and Sino Tibetan relations would be another area.

The emergence of distinct cultural patterns, focusing on Tibetan medicine, Tibetan art and architecture that evolved in the context of relative isolation and gave rise to the emergence of a regional particularity in Tibet would also be discussed in detail. The course would end with the debates on the fall of old Tibet and the large-scale encounter with modernity.

By the end of the course, students will be able to understand the emergence of Tibet and its role in history as a distinct narrative that did not conform to many patterns of world history. Further, there would also be able to appreciate the diversities of Indian history and the transnational connections of the border regions of India to regions as far as Russia and Mongolia.

Unit one

a geographical preface to the Tibetan landscape and a description of the Tibetan culture area
Central Asia, inner Asia or inner Eurasia-debates on geographical determinism vs geographical, possibilism

Ethnogenesis of the Tibetans and their relations with early Medieval India and China

Bon religion and the transition to a state society

The Dharma kings and the emergence of the Tibetan Empire and its decline in the context of the nomadic empires of Inner Asia

The rise, fall and rise of Tibetan Buddhist religion-the first and second transmissions

Unit two

The end of monarchy and the beginnings of monastic rule

Atisa, the Indian Masters and the second transmission of Buddhism

Emergence of the Tibetan Buddhist state

Mongol interregnum and the rise of the Sakyapas

The origin and evolution of the *cho-yon* (priest-patron) relationship

Karmapas and the relationship with the Ming dynasty and the system of reincarnations

The Fourth Dalai Lama and Mongolian leadership

The Great Fifth the Dalai Lama-monastic patronage and systematisation of cultural patterns

The Sixth Dalai Lama and the Indian connection

Unit Three

Gelugpas, new Mongol patrons and the changed situation in 16th century Inner Asia
 Nurachi- The empire builder and the transition from Jurchens to Manchu and their relations with Tibet
 Russian Tsars and the Buddhization of Kalmykia, Buryatiya and Tuva
 Gorkha invasion of 1799 and the rise of Chinese influence
 Tibetan Isolation and the beginnings of the decline of Tibet

Reference Books :

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- Tshāns-dbyāns-rgya-mtsho, Dalai Lama VI. 2004. *Songs of Love, Poems of Sadness: The Erotic Verse of the Sixth Dalai Lama*. I. B. Tauris.
- Twitchett, Denis C., Herbert Franke, and John King Fairbank. 1978. *The Cambridge History of China: Volume 6, Alien Regimes and Border States, 907-1368*. Cambridge University Press.
- YIHONG, PAN. 1992. "Early Chinese Settlement Policies towards the Nomads." *Asia Major* 5 (2): 41–77.

School of Social Sciences
University of Hyderabad

Course no. HS 587

MA IV Semester

Course: Science and Human Past

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes (CLOs)

After Completion of this Course Successfully, the students will be able to

1. Learn the methods of discovering ancient sites;
2. Learn the methods of studying archaeological sites;
3. Work out chronology for the ancient sites and material;
4. Understand the past climate and its influence on cultures;
5. Understand the usefulness of scientific methods in analysing the ancient material.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

[illegible]

SCIENCE AND HUMAN PAST

Course Description:

The course is designed to provide understanding of the methods used in collecting data for understanding the ancient cultures and civilizations. The reconstruction of human history requires application of various methods. The traditional methods used for historical period are the study of ancient literature, inscriptions, coins, etc. These methods have some limitations, and they can be used only for the past about 4000 years of history. Beyond this period, we have to depend on material remains. Study of the material remains require application of modern techniques to piece together the meager evidence that survives. The aim of the Course is to study the role of sciences in the reconstruction of the human past from the material remains.

MODULE-1

1. Detection of ancient sites – nature of ancient habitations – Exploration methods – Electrical Resistivity Method, Remote sensing, Aerial Survey, Magnetic Survey, Sound Wave Survey.
2. Study of ancient sites – Vertical and Horizontal Excavation – Excavation of Burials – Retrieval of data from submerged sites - Scientific Recording of data.

MODULE-2

3. Chronology – scientific methods of dating –Carbon 14 dating, Thermoluminescence dating - Potassium argon dating – Fission Track dating – Archaeo-magnetic dating – Dendro chronology – Fluorine dating, etc.

MODULE-3

4. Man and Environment – Geological periods – Reconstruction of past environment – Pollen analysis – Palaeontology – Subsistence and natural sciences.
5. Reconstructing the past – Scientific analysis of antique material – Elemental analysis - X-ray diffraction technique, Neutron activation analysis - Contacts – Cultural change.

Assessment:

Assessment would be carried out in the following method:

1. Two internal tests for 20 marks each.
2. One practical test on the field methods for 20 marks.

Best two of the above tests would be taken for final Assessment.

3. End Semester Examination consisting of 60 marks.

The final assessment would be based on the combined performance in the in examination. the internal tests and the end semester

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- Brian M. Fagan In the Beginning, HarperCollinsCollege Publishers.
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Department of History

School of Social Sciences

University of Hyderabad

Course no. HS 589 MA IV Semester
Course: History of Architecture in Medieval India

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

- 1 Estimate the nature of medieval Indian architecture and identify the relation between society and construction. (**understand**).
2. Demonstrate historical concepts such as Trabeate, Arcuate, Aiwans, Gumbad, Mihrab, Cupola, Chahar Bagh, Serai, Kos Minar etc. and to understand various dimensions of constructions in the human past. (**apply**)
3. Understand theory, explanation, verification, the making of a building in medieval India, the role of state and contemporary knowledge and recent trends in historiography of medieval Indian architecture. (**understand**)
4. Illustrate making of a structure and its relationship with the evolution of culture and the knowledge in built in it. Relationship between past and present and evolution and growth of architecture. (**Analyse and understand**)
5. Analyse various principles of science in the construction and question the functioning of a historical structure. (**analyse**)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO
	1	2	3	4	5	6	7	8	9	10	11
CLO 1	2	2	2	2		1	2			2	2
CLO2	2	2	2	2		1	2	1	1	2	2
CLO3	2	2	2	2		1	1	1	1	2	2
CLO4	2	2	2	2	1	1	1	1	1	2	2

CLO5	2	2	2	2	1	1	1	1	1	2	2
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Course Description

This is a **lecture course of four credits** for those students who have an interest in Architecture. In the realm of historical understanding, architecture has generally been understood in the sense of beauty. However, lately construction aspects and functioning of the structure too have become a part of study. The paper aims to familiarize students with the changing pattern of architecture throughout the medieval period, taking into account the construction technology as well. It would benefit those people too who are involved in the conservation and preservation of monuments.

UNIT ONE

Architecture in Pre- Mughal India: Trabeate, Corbelled and Arcuate Techniques Building and Binding Material.

The understanding of this unit will include introduction of new style of architecture with the coming of the Turks and broadening of the areas of architecture. It will also focus on the introduction of binding material and techniques of construction including use of Hydrology and Rain water harvesting techniques.

UNIT TWO

Emergence and Evolution of Mughal Architecture

Development of Decorative Patterns and Designs under the Mughals

This unit will explain the change in the architectural style with the coming of Mughals. This change would also explain usage of space, hydrology, acoustics and air dynamics inbuilt in the architecture

UNIT THREE

Regional Architectural Styles: Vijaynagar, Jaunpur, Rajputana, Gujarat and Deccan

Third Unit will focus on different regional styles and influence of external factors on their architecture

Evaluation: Students will be evaluated on each of the three units through a written test (20 marks), seminar paper (20 marks) and a term paper (20 marks) as is the practice for all four

credit lecture courses. Of these three, the best two will be considered for the tabulation of the final grade. There will be an end-semester examination (60 marks) which will test the student on all four units.

GENERAL READING LIST

- A. Fuhrer, *The Sharqi Architecture of Jaunpur*, Delhi, 1994.
A.J.Qaisar, *Building Construction in Mughal India*, Delhi, 1989
Bianca Maria Alfieri, *Islamic Architecture of the Indian Subcontinent*, London, 2000
Catherine B. Asher, *Architecture of Mughal India*, Cambridge, 1992.
Ebba Koch, *Mughal Architecture*, Delhi, 2013.
G. Michell, *Islamic Heritage of the Deccan*, Bombay, 1986.
H. Cousens, *The Architectural Antiquities of Western India*, London, 1926.
M. Fasih ud-Din, *The Sharqi Monuments of Jaunpur*, Allahabad, 1922.
Percy Brown, *Indian Architecture*, Delhi, 2005.
R. Nath, *History of Sultanate Architecture*, Delhi, 1978.
R. Nath, *History of Mughal Architecture*, Delhi, 2004.
Subhash Parihar, *Some Aspects of Indo-Islamic Architecture*, Delhi, 1999.
Syed Ali Nadeem Rezavi, *Fatehpur Sikri Revisited*, New Delhi, 2013

**Department of History
School of Social Sciences
University of Hyderabad**

**Course No. HS 591 M.A. 4th Semester
Course Title: THE WORLD OF THE INDIAN OCEAN
LT.P-1-0-0 Credits 4**

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. Evaluate the importance of India in the Indian Ocean world from historical time until 1800.
(**Analyse and understand**).
2. Demonstrate how history can be studied from outside the terra-centric frames. (**apply**)
3. Grasp specific maritime tropes and apply them to understand an alternative history. (**Understand and apply**)
4. Comprehend the roles of coastal polities and littoral societies in shaping India's history. (**understand**)
5. Assess how climate and physical conditions have shaped Indian Ocean history. (**Analyze and understand**)
6. Develop the skill of critical thinking, which will enable the students to pursue their interests in strategic affairs and maritime policy. The critical mind developed in this course can create career opportunities for those who wish to join think tanks. (**apply and create**)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2	1	1	1	1	1	1	1

CLO2	2	2	2	2				1	1	1	
CLO3	2	2	2	2			1	1	1	1	1
CLO4	2	2	2	2				1	1	1	1
CLO5	2	2	2	2				1	1	1	1
CLO6	1	2	2	2	2	1	1	2	3	2	1

Course Description:

This course familiarises students with India's maritime history. While maps and atlases show the centrality of India in the Indian Ocean world, India's history is usually studied from within terra-centric frames. This continental perspective is now challenged by what historians call a 'pull toward the coast' that became visible from the late ancient period. The course will introduce students to the importance of India in the Indian Ocean world in historical time until 1800 and help students assess the impact of trade flows, the relative weights of economic and cultural evolution and the roles of coastal polities and communities in India's history.

Modules:

This course is organised around specific themes and sub-themes to enable an easy understanding of India's history in the Indian Ocean. These are elaborated on in the three units below.

Unit 1:

Unit 1 consists of three themes. It looks at the importance of maritime history. It explains how oceans and seas have been perceived and studied by scholars, and it illustrates how a study of the Indian Ocean differs from approaches adopted toward other oceanic spaces.

Second, evaluating the differential weight of continental versus maritime influences in the writing of India's history, it introduces to students the importance of a maritime optic. Third, by suggesting specific maritime tropes through which such an alternative history can be discerned and understood, it familiarises students with themes in maritime history.

Unit 2:

Unit 2 introduces the Indian Ocean world and its multiple sectors. It interrogates the physical, environmental, cultural and networked limits of the Indian Ocean. It explains how climate and physical conditions have shaped Indian Ocean history and conditioned material culture, economic systems and political philosophy, and how humans have interacted with natural hazards in history.

Unit 3:

The last unit will survey Indian Ocean history from the early historical period up until 1800. It will emphasise influences from Europe, West Asia and China and show these regions have interacted with India's maritime world.

Assessment:

Since this is an optional course, I expect class sizes to be small. Evaluation will be based on

1) presentations, 2) critical evaluation of selected readings and 3) a term paper. There will be a written examination for the finals.

Reading list:

1) Edward A. Alpers, 2013. *The Indian Ocean in World History*, New Oxford World History Series, OUP New York. ISBN 978-0-19-533787-7.

2) Marc Jason Gilbert, 2017. *South Asia in World History*, New Oxford World History Series, OUP New York. ISBN: 9780195176537.

3) Michael N. Pearson, 2005. *The world of the Indian Ocean 1500-1800: Studies in Economic, Social and Cultural History*, Burlington: Ashgate. ISBN 978-0-86078-962-8.

4) Michael N. Pearson, 2003. *The Indian Ocean*, London/NY: Routledge, Series Seas in History, ISBN 0-415-21489-0.

5) K N Chaudhuri, 1985. *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, Cambridge University Press, ISBN 978-0521285421.

Department of History
School of Social Sciences
University of Hyderabad

Course No. HS 594 **M.A. IV Semester**
Course Title: Women's History in India from 18th century to 20th century
LT.P-1-0-0 **Credits 4**

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Discuss the historical making of modern woman in India, as different from her position in the pre-modern times.

CLO-2: Interpret how the experience of patriarchy and the colonialism moulded *our* modernity and nationalist imagination of an empowered woman.

CLO-3: Examine how modernity created spaces for women's mobility and empowerment, as much as engendering them in novel ways.

CLO-4: Contrast the changes brought by post-coloniality and globalisation into the conditions of women.

CLO-5: Demonstrate their historical training/knowledge in the interdisciplinary domains of knowledge to unravel everyday forms of gendering and patriarchy.

CLO-6: Use the new digital media and other ICT tools in order to enhance learning and research capabilities in the area of women's history.

CLO-7: Write a term paper by broadly following the protocols of research writing like citing, referencing and summarizing.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	3	2	2	2	1	3	1	1	2
CLO2	3	3	3	2	2	2	1	3	1	1	2
CLO3	3	2	3	1	3	2	1	3	1		1
CLO4	3	3	3	2	2	1	3	3			2
CLO5	2	2	3	3	2	2		3			2
CLO6	2	2	2	3	1	2		3			2
CLO7	3	3	3	3	3	2	2	3			

Course Content: women in colonial India, Public and private spaces, education for women, emergence of women's organizations, freedom struggle and partition. post Independence India. Women's movement, Globalization and women.

Unit 1:

1. What is Women's History? The need for women's history and its reconstruction.
2. Creation of Patriarchy- A Historical Background. And debates.
3. Gender in Pre-Colonial India
4. 18th cen and Eurasian women
5. Reforms in the 19th century.
6. Education and Women.
7. Emergence of Women's Organizations- The Women's Indian Association (WAI), National Council of women in India (NCWI) and All India Women's Conference (AIWC)
8. Movement for Women's rights.

Required readings:

Allender, Tim;2008,Educational Futures: Creating a Female Education Space in Colonial India, 1854-1934, *Seminar paper presented to the 17th Biennial Conference of the Asian Studies Association of Australia in Melbourne 1-3 July 2008.*

Allender, Tim; 2006, Instructing the Women: Changing State Agendas in Colonial India, 1854-1924 ,*seminar paper presented to the 16th Biennial Conference of the Asian Studies Association of Australia in Wollongong 26 June- 29 June 2006.*

Burton, Antoinette, 1966, Contesting the Zenana: The Mission to make " Lady Doctors for India" 1874-1885, *Journal of British Studies*, 35 (July 1996), The North American Conference on British Studies.

Chakravarti, Uma and Kumkum Roy, 1988, In Search of Our Past: A Review of the Limitations and Possibilities of the Historiography of Women in Early India: *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS2-WS10

Chakravarti, Uma. "Whatever Happened to the Vedic Dasi? Orientalism, Nationalism and Script for the Past." *In Recasting women: Essays in Colonial History*, New Delhi, Kali for Women.

Chawla Singh, Maina, 2006, Gender, Thrift and Indigenous Adaptations: money and missionary medicine in colonial India, *Women's History Review*, Vol. 15, No. 5, November, pp. 701-717, Routledge.

Hancock, Mary, 2001, Home Science and the Nationalization of Domesticity in Colonial India, *Modern Asian Studies* 35, 4, pp. 871-903. Cambridge University Press Printed in the United Kingdom

Minault, Gail. 1998, "Schools for Wives." In *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*. New York, NY: Oxford University Press, pp. 215-266

Moles, David, 2000, *Mothers, Memsahib's, Goddesses and Whores: debates over women's education in late nineteenth-century India*, *Course Essay, Gender and Colonialism, Lincoln College*, 24 February.

Pande Rekha, 2010, *Divine Sounds from the Heart, Singing unfettered in their own voices, Women Bhaktas from 12th to 17th centuries*, Newcastle upon Tyne, Cambridge Scholars Publishing, U.K.

Tharu, Susie and K. Lalita, 1991, *Women writing in India*, Vol. 11, New Delhi, Oxford University Press.

Unit II

9. Widows. The issue of Sati and debates about Sati.
10. Devadasis, the anti nauch movement and the self respect movement.
11. Women's Journals.
12. Gandhi, Nehru, Ambedkar on women
13. Women in the Nationalist Movement.
14. Gender and Violence during partition.

Required readings:

Butalia, Urvashi, 1995, "Muslims and Hindus, Men and Women: Communal Stereotypes and the Partition of India." In *Women and the Hindu Right*. Edited by Tanika Sarkar and Urvashi Butalia. New Delhi, India: Kali for Women., pp. 58-81.

Chatterjee, Partha, 1989, Colonialism, Nationalism and Colonized women: The contest in India, *American Ethnologist*, Vol. 16, No. 4 pp. 622-633.

Chatterjee, Partha. "The Nationalist Resolution of the Women's Question." In *Recasting women: Essays in Colonial History*, New Delhi, Kali for Women., pp. 233-53.

Forbes, Geraldine, 1998, *Women in modern India*, U.K. Cambridge University Press.

Hills, Carol and Silverman, Daniel C, 1993, Nationalism and Feminism in Late Colonial India: The Rani of Jhansi Regiment, 1943-1945, *Modern Asian Studies*, Vol. 27, No. 4 (Oct.,), Cambridge University Press.

Jeevanandam S. and Pande, Rekha, ,2017, Devdasis in South India – a Journey from sacred to profane spaces, New Delhi, Kalpaz Publications , Gyan Books.

Joshi, Rama and Liddle, Joanna, 1986, *Daughters of Independence- Gender, Caste and Class in India*,New Delhi,Kali for Women,

Kaur, Manmohan, 1985, *Women in India's freedom struggle*,New Delhi,Sterling Publications, New Delhi.

Kishwar, Madhu, 1985, "Women and Gandhi." *Economic and Political Weekly* 5 and 12 (October 1985): 1691-1702 and 1753-1758.

Krishna murthy, J. (ed), 1989, Women in Colonial India: Essays on survival, work and the State, New Delhi, Oxford University Press.

Kunal M. Parker; 1998, 'A Corporation of Superior Prostitutes' Anglo-Indian Legal Conceptions of Temple Dancing Girls, 1800-1914, *Modern Asian Studies*, Vol. 32, No. 3 (Jul., Cambridge University Press.

Liddle, Joana&Rai Shrin, 1998, Feminism, Imperialism and Orientalism: the challenge of the 'Indian woman',*Women's History Review*, Vol. 7, No. 4.

Mani, Lata. 1989, "Contentious Traditions: The Debate on Sati in Colonial India."*Recasting women: Essays in Colonial History*,New Delhi ,Kali for Women, pp. 88-126.

Minault, Gail. 1998, "Schools for Wives." In *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*. New York, NY: Oxford University Press, pp. 215-266.

Menon, Ritu&BashinKamla, 1993, Recovery, Rupture, Resistance: Indian State and Abduction of Women during Partition, *Economic and Political Weekly*, Vol. 28, No. 17 (Apr. 24).

Pande, Rekha, 2006, Devdasis, in J.S. Grewal (ed), Religious Movements and Institutions in Medieval India, Vol. VII, Part, 2. in D.P. Chattopadhyay (general editor), *History of Science, Philosophy and Culture in Indian Civilization*,Oxford University Press, New Delhi, pp.493-504.

Pande, Rekha, 2004, *At the service of the Lord- Temple girls in Medieval Deccan(11th to 17th centuries)*, in *Deccan Studies*,Vol.II, No.2, July-December-pp.25-43.

Pande, Rekha (with K. C. Bindu and ViqarAtiya) 2007, “ Remade womanhoods, Refashioned Modernities: The construction of Good woman hood in Annisa an Early

20th Century Women's Magazine in Urdu, in *New Readings in the Literature of British India- C.1780-1947*, ed, Shafquat Towheed, Ibedem- Verlag, Stuttgart, Germany, pp.147-172.

Sangari, Kumkum and Vaid Sudesh, 1989, *Recasting women: Essays in Colonial History*, New Delhi, Kali for Women.

Sharma, Radha Krishna, 1981, *Nationalism, social reform and Indian women*, New Delhi, Janaki Prakashan.

Shinde, Tarabai. 2000, *A Comparison Between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India*. OUP India; New Ed edition

Sarkar, Tanika. 1993, "Rhetoric Against the Age of Consent. 1869-1878, *Economic and Political Weekly*, September 4.

Sharma, Karuna; 2006, *The Social World of Prostitutes and Devadasis: A Study of the Social Structure and Its Politics in Early Modern India*, presented at the 3rd Global Conference- Sex and Sexuality: Exploring Critical Issues, Krakow, Poland,

Unit III

15. Women's History in Contemporary India
16. Women and social movements in post independent India- The Anti Arrack, Chipko Movement and Movement against violence.
17. Globalization History and South Asia
18. Women, Globalisation and Information technology
19. Women, Globalisation, and issues of Trafficking.
20. Women, Globalisation, Organised and Unorganised sectors

Required readings:

Dorothy Stein , 1988, *Burning Widows, Burning Brides: The Perils of Daughterhood in India Pacific Affairs*, Vol. 61, No. 3 (Autumn, 1988), pp. 465-485 Published by: Pacific Affairs, University of British Columbia Stable.

Leonard, Karen;, 1976, *Women and Social Change in Modern India*, *Feminist Studies*, Vol. 3, No ¾, Spring-Summer.

Pande, Rekha, 2001, *The Social costs of Globalization : Restructuring Developing World Economies*, *Journal of Asian Women's Studies*, Vol. 10, December, Kitakyushu Forum, Japan. pp.1-14.

Pande, Rekha, 2002, *The public face of a private domestic violence*, *International Feminist Journal of Politics*, Rutledge, U.K. Vol. 4, No. 3, pp.342-367.

Pande Rekha, 2005, *Solidarity, Patriarchy and empowerment- Women's struggle against arrack in India*, in Luciana Ricciutelli, Angela Miles, Margaret M.Mcfadden(ed) *Feminist Politics, Activism and Vision,- Local and Global Challenges*, ed. Zed Publications, New York,pp.212-226.

Pande, Rekha, 2007," Local and Global Encounters-Gender, poverty and Globalization in India", *Journal of Society for International Development*, Volume, 50, No. 2, Palgrave Macmillan Ltd., Houndmills, Basingstoke, Hampshire, England, pp. 134-140.

Pande, Rekha, 2008, " Shaping of Muslim women's education- Issues and agendas: A historical survey" in A.V. Yadappanavar and Gyanmudra (eds), *Gender issues in Education*,Hyderabad. National Institute of Rural development, pp. 223-239.

Pande, Rekha, 2009, "Feminism and the Women's Movement in India- a historical perspective", *Journal of Women's Studies*,Vol. 1, No. 1, Bangalore,pp.22- 39.

Pande, Rekha , 2014, Human Security, Globalization, and Trafficking of Women and Children" in South Asia", in,*Globalization, Development and Security in Asia*, (ed) Zhquin Zhu, Foreign Policy and Security in an Asian Century: Threats, strategies and Policy choices, Vol 1, (ed), Benny The Cheng Guan, World Scientific.Hackensack, N.J. U.S.A. Pp.277-296.

Pande, Rekha, 2015, "Feminism and Women's movement in India: Historical Context", Pande, Rekha (ed), 2015,Gender Lens: Women's issues and Perspectives,New Delhi, RawatPublication.pp. 3-18.

Pande, Rekha, 2015, Globalizing India: The sunshine Sector and its shadows- The Call Centre Industry: A case Study, in *Empowering women in Developing Countries ICT Application and Benefits* ,FinaryaLegoh , Suman Kapur (eds), Centre for Science and Technology of the Non Aligned and other developing countries .New Delhi, (NAM S and T Centre) and Daya Publishing House, pp. 241-260.

Patel, Ila, 1998, The Contemporary Women's Movement and Women's Education in India, *International Review of Education* , Vol. 44, No. 2/3, Social Movements and Education , Published by: Springer , pp. 155-175

Srinivas , M. N. 1977, The Changing Position of Indian Women, *Man*, New Series, Vol. 12, No. 2 Published by: Royal Anthropological Institute of Great Britain and Ireland. pp. 221-238

Sen Samita, 2000, Towards a Feminist Politics? The Indian Women's Movement in historical Perspective, *Policy research report on gender and development*,Working Paper

Series No.9 April 2000 The World Bank Development Research Group/ Poverty Reduction and Economic Management Network

Tharakan M, Sophie M. and Tharakan, Michael, 1975, Status of Women in India: A Historical Perspective, *Social Scientist*, Vol. 4, No. 4/5, *Special Number on Women* (Nov. - Dec.

Evaluation Procedure: There will be three units of evaluation, each of these carrying a maximum of 20 marks and the best two of the three evaluations will be taken into consideration i.e. Maximum of 40 marks for internal evaluation. The end semester evaluation will carry a maximum of 60 marks.

1. The internal evaluation could comprise of any of the following modes of assessment, (informed to the students in advance, at the beginning of the course), such as, Tests.
2. Term papers
3. Seminars
4. Project Reports
5. Book reviews
6. Debates and Discussions.

**Department of History
School of Social Sciences
University of Hyderabad**

Course No. HS 596

M.A. IV Semester

Course Title: Health and Medicine in Modern India

LT.P-1-0-0

Credits 4

Course Learning Outcomes:

After completing this course, students will be able to:

1. Describe key themes in the history of medicine and public health
2. Develop skills in analysing the secondary literature.
3. Identify a range of technique on writings on the history of medicine.
4. Summarize arguments debates about how colonialism fashioned a new medical discourse.
5. Analyse the impact of western medicine in India.
6. Write a term paper broadly following protocols of research writing like citing, reference and summarising.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	3	3	2	1	-	1	1	2	-	2
CLO2	3	2	3	3	2	1	1	1	1	-	2
CLO3	3	2	2	2	2	1	1	1	2	-	1
CLO4	3	2	2	2	2	1	1	1	2	-	2
CLO5	3	2	2	2	1	1	2	1	1	-	2
CLO6	3	2	2	2	2	1	2	1	2	-	2

Objective of the Course:

The course introduces the major debates in the medical history particularly relationship between colonialism and medicine in modern India. Medicine have ability to demarcate power that can define the social and political relations. Western medicine in India through the various public health and sanitary policies of the colonial state interfered in the everyday affairs of people. These policies were also rooted their claims as legitimate and rational advanced modern medical

science into India. This course also critically examines how medicine and its practitioners have produced and adapted different spaces and facilitated the circulation and validation of particular forms of medical knowledge and therapeutic practice. Therefore, spaces such as the clinic, the hospital, sanatorium and the asylum have been central to operating the medical practice in colonial India. At the same time, the course will reflect on the one hand, the changing basis of other 'local' traditions like Ayurveda, Yunani and Siddha medical theory and practice and their complex interactions with Indian systems of knowledge and the contradictions and tensions between colonialize and colonized with the strong social implications.

Content:

Module-1: Introduction to the field of medical History; Colonial medicine and its role in colonial India:

- Marks, Shula. What is Colonial about Colonial Medicine? and what has happened to imperialism and health? *Social History of Medicine*, Vol. 10, No. 2 1997, pp.205-219.
- Frantz Fanon, "Medicine and Colonialism," in *A Dying Colonialism*, trans. by Haakon Chevalier (New York: Grove, 1965), 121-45.
- David Arnold, 'Medical Priorities and Practice in Nineteenth-Century British India', *South Asia Research*, 5 (1985), 167-83
- Bala, Poonam. *Imperialism and Medicine in Bengal: A Socio-Historical Perspective*, Sage, New Delhi, 1991.
- James A. Paul. Medicine and Imperialism, in John Ehrenreich (ed.), *The Cultural Crisis of Modern Medicine*, Monthly Review Press, New York, 1978, pp.271-286.
- Anil Kumar, *Medicine and the Raj: British Medical Policy 1835-1911* (New Delhi, 1998).
- _____, *Public Health in British India: Anglo-Indian Preventive Medicine 1859-1914* (Cambridge, 1994)
- Cook, Harold J. *Matters of Exchange: Commerce, Medicine and Science in the Dutch Golden Age*. Yale University Press, 2007.
- Arnold, David, The rise of western medicine in India, *The Lancet*, Vol 348, October 19, 1996.
- Radhika Ramasubban, 'Imperial Health in British India, 1857-1900', in R. MacLeod and M. Lewis (eds.), *Disease, Medicine, and Empire: Perspectives on Western India and the Experience of European Expansion* (London, 1988), 38-60.
- Mark Harrison, 'Towards a Sanitary Utopia? Professional Visions and Public Health in India, 1880-1914', *South Asia Research*, 10 (1990), 19-41.
- Arnold, David (ed.) *Imperial Medicine and Indigenous Societies*, Manchester University Press, Manchester, 1988.

Module-II: Medical practices, Policies and medical confinement:

Spread of epidemics and other diseases –plague, smallpox, cholera, malaria, venereal diseases, leprosy, fevers etc. Role of missionaries, Medical theories' and– race, class/ caste and gender

Public Health and sanitary policies and Acts; vaccination policy; quarantine; spaces of healing, leprosy and lunatic asylums & lock hospitals, women's health- gender, and the body, conception and birth control.

- Arnold, David(ed.) *Imperial Medicine and Indigenous Societies*, Manchester University Press, Manchester, 1988.
- David Arnold, 'Medical Priorities and Practice in Nineteenth-Century British India', *South Asia Research*, 5 (1985), 167-83
- ——. *Colonizing Body: State Medicine and Epidemic Disease in Nineteenth Century India*, University of California Press, Berkeley, 1993.
- Sanchari Dutta, 'Plague, Quarantine and Empire: British-Indian Sanitary Strategies in Central Asia, 1897-1907', in Pati and Harrison (eds.), *The Social History of Health and Medicine in Colonial India* (London, 2009), pp. 93-112.
- Jane Buckingham, *Leprosy in Colonial South India: Medicine and Confinement*, Basingstoke: Palgrave, 2002.
- Muneesh, Lal. The Politics of Gender and Medicine in Colonial India: the counters of Duffrine's Fund, *Bulletin of the History of Medicine*, Vol. 68, 1994, pp.29-36.
- Ballhatchet, Kenneth. *Race, Sex and Class under the Raj, Imperial Attitudes and Policies and their Critics, 1793-1905*, Weidenfeld and Nicolson, London, 1980.
- Contraception, Colonialism and Commerce: Birth Control in South India, 1920-1940 (Aldershot: Ashgate, 2008).
- Reproductive Health in India: History, Politics, Controversies, Editor (Delhi: Orient Longman, 2006).
- Sujata Mukherjee, *Gender, Medicine and Society in Colonial India: Women's Health Care in Nineteenth and Early Twentieth Century Bengal*, 2017, Oxford University Press, New Delhi

Module-III: Contradictions and and complex interactions

Indigenous resistance- Pluralism - Unani and Ayurvedic medical systems, and other medical systems- the Adivasi.

- Pannikar, K.N. Indigenous Medicine and Cultural Hegemony: A Study of the Revitalization Movement in Kerala, *Studies in History*, Vol.8, No.2, 1992, pp. 283-308.
- Kumar, Deepak. Unequal Contenders, Uneven Ground: Medical Encounters in British India, 1820-1920, in A. Cunningham and A. Birdie, (ed.,) *Western Medicine as Contested Knowledge*, Manchester University Press, Manchester, 1997, pp.172-211.
- Guy Attewell, *Refiguring Unani Tibb: Plural Healing in Late Colonial India*, New Delhi: Orient Longman, 2007.
- P.B. Mukharji, *Nationalizing the Body: The Medical Market, Print and Daktari Medicine*, London: Anthem 2009.

Additional Reading List:

- Arnold, David(ed.) *Imperial Medicine and Indigenous Societies*, Manchester University Press, Manchester, 1988.
- David Arnold, 'Medical Priorities and Practice in Nineteenth-Century British India', *South Asia Research*, 5 (1985), 167-83

- ———. *The New Cambridge History of India. Science, Technology, and Medicine in Colonial India*, Cambridge University Press, Cambridge, 1999.
- David Arnol, 'Cholera and Colonialism in British India', *Past and Present*, 113 (1986), 118-51.
- ———, 'The Indian Ocean as a Disease Zone, 1500-1950', *South Asia: Journal of South Asian Studies*, 14 (1991), 1-22.
- Mridula Ramanna, 'Indian Attitudes towards Western Medicine: Bombay, A Case Study', *Indian Historical Review (IHR)*, Vol. XXVII, No.1, January 200, pp.44-55.
- Muneesh, Lal. The Politics of Gender and Medicine in Colonial India: the counters of Duffrine's Fund, *Bulletin of the History of Medicine*, Vol. 68, 1994, pp.29-36.
- Marks, Shula. What is Colonial about Colonial Medicine? and What has Happened to Imperialism and Health? *Social History of Medicine*, Vol. 10, No. 21997, pp.205-219.
- Kumar, Deepak. Unequal Contenders, Uneven Ground: Medical Encounters in British India, 1820-1920, in A. Cunningham and A. Birdie, (ed.), *Western Medicine as Contested Knowledge*, Manchester University Press, Manchester, 1997, pp.172-211.
- Klein, Ira. Death in India, 1871-1921, *Journal of Asian Studies*, Vol.XXXII, No.4, 1973, pp.639-59.
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- MacLeod, Roy. and Lewis, Milton. (eds.), *Disease, Medicine and Empire: Perspectives on Western Medicine and the Experience of European Expansion*, London, Routledge, 1988.
- Biswamoy Pati and Mark Harrison (eds.), *Health, Medicine and Empire: Perspectives on Colonial India* (Hyderabad, 2001).
- Biswamoy Pati and Mark Harrison (eds.), *The Social History of Health and Medicine in Colonial India* (London, 200
- Biswamoy Pati. *Situating Social History: Orissa 1800-1997*, Orient Longman, Hyderabad, 2001.
- Foucault, Michael, *The Birth of the Clinic: An Archaeology of Medical Perception*, Tavisock, London, 1973.
- Alan Bewell, *Romanticism and Colonial Disease* (Baltimore, 1999), 'Ch.7: Cholera, Sanitation and Colonial Representations of India,' pp. 242-276
- Niels Brimnes, 'Variolation, Vaccination and Popular Resistance in Early Colonial South India,' *Medical History* 48 (2004), 199-228.
- Pratik Chakrabarti, "'Neither of meat nor drink, but what the Doctor alloweth': Medicine amidst War and Commerce in Eighteenth-Century Madras', *Bulletin of the History of Medicine*, 80 (2006), 1-38
- Mark Harrison, 'Towards a Sanitary Utopia? Professional Visions and Public Health in India, 1880-1914', *South Asia Research*, 10 (1990),19-41
- ———, *Climates and Constitutions: Health, Race, Environment and British Imperialism in India, 1600-1850* (Oxford, 1999)
- J.C. Hume, 'Colonialism and Sanitary Medicine: The Development of Preventive Health Policy in the Punjab, 1860-1900', *Modern Asian Studies*, 20 (1986), 703-24.
- Anil Kumar, *Medicine and the Raj: British Medical Policy 1835-1911* (New Delhi, 1998)
- Radhika Ramasubban, 'Imperial Health in British India, 1857-1900', in R. MacLeod and M. Lewis (eds.), *Disease, Medicine, and Empire: Perspectives on Western India and the Experience of European Expansion* (London, 1988), 38-60.
- Kumar, Deepak, *Developing a History of Science and Technology in South Asia*, EPW, Vol. 38, Issue No. 23, 07 Jun, 2003

- Adams, Annmarie. *Medicine by Design: The Architect and the Modern Hospital, 1893-1943*. Minneapolis: University of Minnesota Press, 2008, Chapter 1, “1893”, 1-32.
- Gesler, Wilbert M. 1992. “Therapeutic Landscapes: Medical Issues in Light of the New Cultural Geography.” *Social Science & Medicine* 34, no. 7:735–746.
- Frantz Fanon, “Medicine and Colonialism,” in *A Dying Colonialism*, trans. by Haakon Chevalier (New York: Grove, 1965), 121-45.

Assessments:

Internal Evaluation: 40 marks

Mid-term test-20 Marks.

Book / Article Review/ Term Paper – 20 Marks.

End Semester Examination: 60% (descriptive questions)

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 597

MA IV Semester

Course: Contestation, Resistance and Insurgency in Colonial India

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. Distinguish colonial and postcolonial construction of adivasi social and politics and how such constructions constitute power relations. **(Understand)**
2. Demonstrate expansion of colonial state power in the hills and forest areas of India through revenue, forest and social policies, and how this project badly effected the adivasis.**(Apply)**.
3. Analyse the emergence of adivasi consciousness from within, not from outside, and demonstrate the role of adivasi intellectual history in providing agency for the new consciousness, which is often treated as folklore, rumour and irrational. **(Analyse)**
4. Distinguish the difference between adivasi modernity and colonial modernity and the tension between the two, and analyse what was colonial modernity to adivasis. **(Understand and analyse)**
5. Demonstrate the notion of autonomy was central in adivasi political and cultural movements, not really poverty and development issues. **(Apply)**
6. Demonstrates contestation, resistance and insurgency not only as political, but also as agent of change, and use political movements as social transformer not as anti-establishment. **(Apply)**
7. Construct a term paper by broadly following the protocols of research writing like citing, referencing and summarizing. **(Create)**

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2		1	2			2	2
CLO2	2	2	2	2		1	2			2	2
CLO3	2	2	2	2			1			2	2
CLO4	1	2	2	2			1			2	2
CLO5	2	2	2	2			1			2	2
CLO6	2	2	2	2			1			2	2
CLO7	1	1	1	1	3	3	2	3	2	2	2

Course description:

Under the colonial rule a range of forest dwellers who survived largely practising hunting and gathering or Slash-and-burn agriculture till recent times were came to be imagined as a singular and distinct social group, and they are called as tribe or Adivasi. The advent of the British rule in

India opened forest and hill areas substantially by force and agreement with Adivasi chiefs. In general, Adivasis – whether living in the plains or in the forests – suffered increasing marginalisation throughout India under colonial rule. However, the expansion of British rule into forests and hills witnessed contestation, resistance and insurgency. These may be sporadic revolts, raids, dacoity, rebellions, resistances and cultural assertions grounded in Adivasi autonomy; land and forest question and cultural assertion. Colonial administration documented and opened a discourse on these insurgencies with an aim to criminalise adivasi politics. The same has been reproduced in postcolonial literature.

Modules:

- I. History of Adivasi communities and their social-cultural and economic systems; Construction of their social in colonial and postcolonial historiography
- II. History of colonial forest policies; administrative and juridical interventions; Adivasi's perception of colonial state, interventions in their life-world, both from the state and private agencies/groups
- III. History of Adivasi contestation, resistance and insurgency; Historiographical and methodological issues of Adivasi political movements.

Assessment:

Out of a total of 100, 60 marks are earmarked for the end-of-the semester examination. 40 marks are earmarked for three internal assessments. In all three internal assessments will be conducted and the marks of the best two will be considered. These assessments can be in the form of classroom tests, term papers and/or Seminars. Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course.

Compulsory Readings:

- Arnold David 'Rebellious Hillmen: the Gudum-Rampa Risings 1839-1894', in Ranajit, Guha (ed), *Subaltern Studies I. Writings on South Asian History and Society*, Delhi: Oxford University Press, 1982, pp. 88-142.
- Atluri Murali, 'Alluri Sitarama Raju and the Manyam Rebellion of 1922-24' *Social Scientist*, Vol. 12, No. 4, April, 1984, pp. 3-33.
- Bates Crispin, 'Human Sacrifice in Colonial Central India: Myth, Agency and Representation' in Crispin Bates ed., *Beyond Representation: Colonial and Postcolonial Construction of Indian Identity*, New Delhi: Oxford University Press, 2006, pp. 19-54.
- Bhukya Bhangya, 'The Mapping of Adivasi Social: Colonial Anthropology and Adivasis', in *Economic and Political Weekly*, vol. XLIII, NO. 39, September 27, 2008, pp.103-109.
- 'The Subordination of the Sovereigns: Colonialism and its Gond Rajas 1853 -1948' *Modern Asian Studies*, Vol. 47.1, January 2013, pp 288-317.

-----‘Delinquent Subjects’: Dacoity and the Creation of a Surveillance Society in Hyderabad State’, in *Indian Economic and Social History Review*, XLIV, no.2, April-June 2007, pp.179-212.

D. N. Dhanagare , ‘Subaltern Consciousness and Populism: Two Approaches in the study of Social Movement in India’ *Social Scientist*, Vol. 16: 11, November 1988, pp. 18-35.

Guha Ranajit, ‘Introduction’ in *Elementary Aspects of peasant Insurgency in Colonial India*, Delhi: OUP, 1983, pp. 1-17.

Guha Ramachandra, Forestry and Social Protest in British Kumaun, c. 1893-1921’, Ranajit Guha, ed., *Subaltern Studies IV. Writings on South Asian History and Society*, New Delhi: Oxford University Press, 1985, pp. 54-101

Hardiman David, ‘Origins and Transformations of the Devi, in Ranajit Guha ed. *A Subaltern Studies Reader 1986-1995*, New Delhi: OUP, 1997, pp. 140-178.

Kela Shashank, ‘The Alirajpur Rebellion’, in *A Rogue and Peasant Slave. Adivasi Resistance*, New Delhi: Navayana, 2012, pp.197-225

Prasad Archana, ‘Unravelling the Forms of Adivasi Organisation and Resistance in Colonial India’ in Biswamoy Pati, ed., *Adivasis in Colonial India. Survival, Resistance and Negotiation*, Delhi: Orient BlackSwan, 2011, pp. 216-36

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Skaria Ajay, ‘Shades of Wildness Tribe, Caste, and Gender in Western India’, *The Journal of Asian Studies*, Vol. 56, No. 3, Aug., 1997, pp. 726-745.

Shah Alpa, ‘Religion and the secular left: subaltern studies, Birsa Munda and Maoists’. <http://aotecpress.com/author/alpa-shah/>

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Arnold, David, ‘Dacoity and Rural Crime in Madras, 1860-1940’, *The Journal of Peasant Studies*, vol. 6:2, January, 1979, 140-167.

----- Gramsci and peasant subalternity in India’ *Journal of Peasant Studies*, Vol. 11: 4, 1984, pp. 155-77.

Bates Crispin and Alpa Shah, ed., *Savage Attack. Tribal Insurgency in India*, New Delhi: Social Science Press, 2014.

Bhukya Bhangya, *The Roots of the Periphery. A History of the Gonds of Deccan India*, New Delhi: Oxford University Press, 2017.

-----*Subjugated Nomads: The Lambadas Under the Rule of Nizams*. New Delhi: Orient BlackSwan, 2010.

----- ‘Enclosing Land, Enclosing Adivasis: Colonial Agriculture and Adivasis in Central India, 1853-1948’ *Indian Historical Review*, Vol. 40.1, June, 2013.

----‘Unmasking Nationalist and Marxist Constructions of Adivasi Uprising: An Exercise in Historical Reassembling’, *Journal of Tribal Intellectual Collective India*, vol. 2:6, February, 2015, pp. 61-73. <http://www.daltrijournals.org/jtici/V2I3No6.php>

- Bhattacharya, Neeladri 'Pastoralists in a Colonial World' in David Arnold and Ramachandra Guha (eds.), *Nature, Culture, Imperialism. Essays on the Environmental History of South Asia*, Delhi: Oxford University Press, 1995, pp. 49-85.
- Chaube S.K, *Hill Politics in Northeast India*, Hyderabad: Orient Longman, 1973.
- Das Gupta Sanjukta, *Adivasis and the Raj. Socio-economic transition of the Hos, 1820-1932* New Delhi: Orient Blackswan, 2012.
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- Furer-Haimendorf Ch. V., *Tribes of India. The struggle for survival*, New Delhi: Oxford University Press, 1989.
- Gramsci, Antonio, *Selections from the Prison Notebooks*, trans. and ed. Quintin Hoare and Geoffrey Nowell Smith, London: Lawrence and Wishart, 1991.
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- 'On Some Aspects of the Historiography of Colonial India', in Guha Ranajit (ed.), *Subaltern Studies I. Writings on South Asian History and Society*, New Delhi: Oxford University Press, 1994, pp. 1-8.
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- Prathama Banerjee, 'Writing the Adivasi: Some historiographical notes', *The Indian Economic and Social History Review*, 53: 1, 2016, pp. 131-153.
- Radhakrishna Meena, *Dishonoured by History; Criminal Tribes and British Colonial Policy*, Hyderabad: Oriental Longman, 2001.
- Skaria, Ajay, *Hybrid Histories. Forests, Frontiers and Wildness in Western India*, New Delhi: Oxford University Press, 1999.
- Singh K. Suresh, *Tribal Movements in India*, Vol. I & II, New Delhi: Manohar Publication, 1982.
- *Birsa Munda and His Movement 1874-1901: A Study of a Millenarian Movement in Chotanagpur*, Calcutta: Oxford university Press, 1983.

Srivastava A.R.N., *Tribal Freedom Fighters of India*, New Delhi: Publications Division, Government of India, 1986.

Scott James C., *Weapons of the Weak. Everyday Forms of peasant Resistance*, Delhi: Oxford University Press, 1990.

Sajal Nag, *Beleaguered Nation: The making and unmaking of the Assamese Nationality*, New Delhi: Manohar, 2017.

Sajal Nag, *Contesting Marginality: Ethnicity, Insurgency and Subnationalism in North-East India*, New Delhi: Manohar, 2002.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 598

MA IV Semester

Course: Nature, Colonialism and Environment in Modern India (1800-1947)

L.T.P. 1-0-0

Credits: 4

Learning outcomes:

After the completion of the course, students will be able to:

10. Give examples on environmental history of India and the history of human-animal relations. **(understand)**
11. Develop abilities to think carefully, and assess and evaluate the subject of a given topic. **(apply, analyse, evaluate)**
12. Analyse scholarly articles and books related to major debates of each lecture theme, and develop their individual point of view. **(analyse)**
13. Apply and evaluate their thinking in theoretical and methodological understanding of the state versus environment, colonialism and its forms of oppression, Indian resistance movements in the sphere of environmental and wildlife history, understanding the difference between ecological discourses, conservation histories, and tribal histories of environment, and animal bio-diversity spheres. **(understand, apply, analyse, evaluate)**
14. Apply their readings to seminars, tutorials, tests and term papers and able to gather and synthesize information from a wide variety of sources, think critically and present their ideas in a lucid written format. **(analyse, create)**
15. Organize their schedules and work independently. **(apply, create)**

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	2	2	2	2	3	2	2	2		3
CLO2	2	2	2				2		2		
CLO3	2	2	1	3	1	2		2			2
CLO4						2	3	2	2	1	3
CLO5	2	3	2	1	2			2			2
CLO6					3	2	2	3	3	1	2

Course outline:

Unit I – State, society and environment in ancient India

First module offers an introductory summary of what is the discipline of environmental history? Methodological and historical approaches to understanding environment history across global history spectrum; History of environment in ancient India; The institution of kingship and the institution of war elephants in early India (1st millennium BCE); The forest and field in ancient India; The Buddhist Jataka stories, Indian environment and animal studies; Tribes and forest inhabitants in ancient India.

Unit II – Ecological spheres and predatory sovereignty in medieval India

Second module will examine the silent frontier of South Asia in relation to mapping out cultural geographies of India and the emergence of new kingdoms and empires in the second millennium CE in the Indian subcontinent. Animal histories and environmental geographies are crucial part of the state making process in medieval India too. Finally, the second unit uncovers a brief history of Mughal hunting mores in relation to theory of predation and predatory sovereignty.

Unit III – Environmental history of modern India

Third module will examine the history of British forest policies; how those policies evolved a discourse of exclusion of traditional rights of indigenous communities, and the history of contestation between the local communities and the colonial state in the 19th and 20th centuries in India. The module also would discuss how far the commercialization of forest resources unsettled the life-world of indigenous communities (Adivasi as well as rural peasant communities) and dramatically altered their traditional modes of living will. Some case studies will be discussed around each issue. The module also covers the contemporary historiography on colonial forest policies, peasant and tribal struggles and the colonial state response to those indigenous communities' contestations on traditional rights, customs and access to commons. How some of these struggles turned into nationalist resistance movements will be of importance. The history of hunting mores in colonial India, Indian princes and shikar – contestation between the British colonizers and Indian princes in the realm of environmental history will be discussed. The indigenous systems of knowledge on Indian ecology and wildlife, agrarian and tribal histories of environment will also be elucidated. Cotton imperialism and ethics of nature in colonial environmental history will be debated at length and breadth.

Evaluation methods:

1. Three internal assessments will be conducted, each for 20 marks. Best of the two are taken for final evaluation, which constitutes total 40 marks.
2. The internal evaluation would comprise of any of the following modes for assessment: (informed to the students in advance, at the beginning of the course), such as, Tests, Term papers, Seminars, Project Reports, Book reviews, and Discussions.

3. The end semester exam is for 60 marks for the duration of 3 hours. Three essay type answers are expected to be written, out of six questions, which would test a student's critical thinking skills, analytical ability, knowledge of the subject, and an ability to synthesize overall information within a stipulated time period.

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Barton, Gregory. "Empire Forestry and the Origins of Environmentalism." *Journal of Historical Geography* 27, no. 4 (2001): 529 – 552.

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Gadgil, Madhav and Ramachandra Guha, eds. *This Fissured Land: An Ecological History of India*. New Delhi: Oxford University Press, 1992.

Gommans, Jos. The Eurasian frontier after the first millennium AD: reflections along the fringe of time and space, *The Medieval History Journal* 1, no.1 (1998): 125-145.

Gommans, Jos. "The Silent Frontier of South Asia, c. 1100-1800 AD." *Journal of World History* 9, no. 1 (1998): 1-25.

Grove, Richard H. "Conserving Eden: The (European) East India Companies and their Environmental Policies on St. Helena, Mauritius and in Western India, 1660-1854." *Comparative Studies in Society and History* 35 (1993): 318-351.

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Thapar, Romila. *Sakuntala: Texts, Readings, Histories*. New York: Columbia University Press, 2011.

Trautmann, Thomas R. *Elephants and Kings: An Environmental History*. Chicago: University of Chicago Press, 2015.

Weil, Benjamin. "Conservation, Exploitation, and Cultural Change in the Indian Forest Service, 1875-1927." *Environmental History* 11 (2006): 319-343.

IMA Syllabus

Department of History

School of Social Sciences

University of Hyderabad

Course no. HS 101

IMA I Semester

Course: Study of History I

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

- 1 Estimate the multiple meanings of historical truth and contested nature of history, and identify the relation between history and society (**understand**).
2. Demonstrate historical concepts such as facts, causation, generalization, individual in history and the question of objectivity and subjectivity in history to understand various dimensions of human past. (**apply**)
3. Understand theory, explanation, verification, the making of historical evidence, the role of narrative and challenges and recent trends in history. (**understand**)
4. Illustrate evolution of historical writing from the early historical period to present times and identify the various trajectories in historiography particularly in modern times. (**Analyze and understand**)
5. Analyze various debates on world history in general and Indian history in particular and question the validation in historical writing. (**analyze**)
6. Demonstrate data collections skill, history writing methodological practices and tools and develop history writing craft using interdisciplinary approaches with a strong sense of research ethics (**apply and create**)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2			1			1	1
CLO2	2	2	2	2		1	1	1	1	1	1
CLO3	2	2	2	2		1	1	1		1	1
CLO4	2	2	2	2		1	1	1	1	1	1
CLO5	2	2	2	2			1			1	1
CLO6	2	2	2	2			1	1		1	1

Course Description

This course is about the methodology of history writing. It teaches what are the raw materials of history writing and how history is written with the help of evidences. It also discusses the role of historian in the writing of history and what are the limitations on the part of the historian and how does the historian write history within those limitations.

Modules:

I. What is History? Nature, Scope and Purpose of History.

II. Facts in History. History and Historian. Causation in History.

III. Acts and Events in History. Bias and Objectivity in History. History and Ancillary Sciences
Forms of Historiography. .

Assessment:

The assessment would be on the basis of three midterms and one End semester exam. The three. Midterm assessments can be in the form of classroom tests, term papers and/or Seminars. End semester would be in the form of an exam and would consist of 60 marks. Midterms would be of 20 marks each and best two midterms would be considered for assessment. Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course.

Reading list

Bloch, Marc. *The Historian's Craft*, New York, 1953.

Braudel, Fernand. *On History*, Chicago, 1980.

Burke, Peter. *New Perspectives on Historical Writing*, Cambridge, 2001.

Bhupendra Yadav, *Framing History. Context and Perspectives*, New Delhi, 2012.

Carr, E.H. *What is History?* With New Introduction by Richard J. Evans.

Hampshire, 2002.

Collingwood, R.G. *The Idea of History*, Reprint Madras, 1985.

Certeau de, Michel. *The Writing of History*, New York: Colombia University Press, reprint, 1992

Elton, G.R. *The Practice of History*, London, 1967. 2nd ed. 2002.

Toynbee, A.J. *A Study of History*. 2 Volumes, New York: 1965.

Webster, John C.B. *An Introduction to History*, 2nd ed., Delhi: 1981.

Webster, John C.B. *Studying History*, Delhi: 1997.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 301 IMA III Semester
Course: Approaches to World History

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completing this course, students will be able to:

7. Summarize debates about world history writing.
8. Understand the historical processes of the world and interactions of different geographical spaces and peoples of different societies.
9. Analyse key historical events in the world history.
10. Examine the impact of cross cultural trade in the world.
11. Write a term paper broadly following protocols of research writing like citing, reference and summarising.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 2	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	3	2	2	1	-	1	1	2	-	2
CLO2	3	2	2	3	2	1	1	1	1	-	2
CLO3	3	2	2	2	2	1	1	1	2	-	1
CLO4	3	2	2	2	2	1	1	1	2	-	2
CLO5	3	2	2	2	1	1	2	1	1	-	2
CLO6	3	2	2	2	2	1	2	1	2	-	2

Course Objective:

This course introduces the large-scale historical processes of the world and interactions between peoples of different societies in trans regional or national, continental, hemispheric, and global scales. It focuses a wide spatial lens, through which the entire world taken as unit of analysis. It questions history writing that encapsulated within national frames and challenges the hegemony of conventional world history in narrow temporal framework that examines the developments around the world in a single decade or even a single year.

Moule-1: Zones of Interaction/Contact– geographical spaces in which people, ideas and materials have moved and encountered one another. These spaces include oceans, deserts, highland regions and borderlands.

Module-II: Exchanges-Cross-cultural trade and movement of things/Goods.

Module-III: Mobility/Movements –biological diffusions, the movement of people, plants, and diseases.

Readings:

Will include the following, or selections from, the following among others:

- Balalachandran, G., Claiming histories beyond nations: Situating global history, *The Indian Economic & Social History Review*, 2012, vol. 49, issue 2, 247-272.
- Bentley, H. Jerry & Sanjay Subrahmanyam, *The construction of a global world, 1400–1800 CE*, CUP, 2015.
- Braudel, Fernand, *The Perspective of the World, V.3 of Civilization and Capitalism 15th–18th Centuries*, California Press 1992.
- Chaudhuri, K.N., *Asia Before Europe: Economy and Civilisation of the Indian Ocean from the Rise of Islam to AD 1750*, CUP, 1990.
- Christian, David, *World History in Context*, *Journal of World History*, Vol. 14, No. 4 (Dec., 2003), pp. 437-458.
- Christopher Schmidt-Nowara (2002): Big questions and answers: Three histories of slavery, the slave trade and the Atlantic world, *Social History*, 27:2, 210-217.
- Janel Abu-Lughod, *Before European Hegemony: The World System AD 1250-1350*, N.Y., OUP, 1989,
- Frank, A.G. *Reorient: Global Economy in the Asian Age*, California Press and Sage/Vistaar, 1998,
- Frank, A.G. and Barry Gills eds. *The World System: Five Hundred Years or Five Thousand?* London and N.Y., Routledge, 1993,
- Wallerstein, Immanuel, *The Modern World System*, 3 vols (1974-89), New York, Academic Press.
- Lucassen, Leo, *Migration and World History: Reaching a New Frontier*, *IRSH* 52, 2007, pp. 89–96.
- Nunn, Nathan and Nancy Qian, *The Columbian Exchange: A History of Disease, Food, and Ideas* *The Journal of Economic Perspectives*, Vol. 24, No. 2 (Spring 2010), pp. 163-188.

Assessments:

Internal Evaluation: 40 marks

Mid-term test-20 Marks.

Book or Article Review/ Term Paper and Presentation – 20 Marks.

End Semester Examination: 60% (descriptive questions)

Department of History

School of Social Sciences

University of Hyderabad

Course no. HS 352 IMA VI Semester
Course: Contemporary India: 1947 to 1990

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completing this course, students will be able to:

12. Describe key themes in the contemporary history of India(**Understand**)
13. Examine the important social, and political developments of India after Independence (**Analyze**).
14. Analyse the Challenges to Indian Democracy (**Analyze**).
15. Assess the Economic Development of India after Independence to till 1990s (**Evaluate**).
16. Explain the new social movements-Anti-caste, Feminist and Environmental movements (Understand)
17. Write a term paper broadly following protocols of research writing like citing, reference and summarising (**Create**).

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	3	3	2	1	-	1	1	2	-	2
CLO2	3	2	3	3	2	1	1	1	1	-	2
CLO3	3	2	2	2	2	1	1	1	2	-	1
CLO4	3	2	2	2	2	1	1	1	2	-	2
CLO5	3	2	2	2	1	1	2	1	1	-	2
CLO6	3	2	2	2	2	1	2	1	2	-	2

Objective of the Course:

This course examines the important political, social and economic developments of India during the last sixty years by employing both historical and interdisciplinary perspectives. It will address the phenomenon of increasing democratic participation in the Indian political society and its contradiction with a state policy that has tended to favor the political elites. It will seek to spell out both the achievements and the shortcomings of independent India and assess their relative significance from an objective historical vantage point, so far as it is possible.

Course Outline:

- Colonial Rule and Linkages with Contemporary India
- Challenges to Indian Democracy-Communalism, regionalism
- Role of Regional Elites in the Political Society
- Mixed Economy and the Role of State in Economic Development
- Impact of Economic Liberalization Policies and Uneven Sectoral Growth, New capitalist class
- New Social Movements-Anti-caste, Feminist and Environmental movements

Unit-1:Introduction to Contemporary Indian History

Readings

- Ramachandra Guha, "Prologue: Unnatural Nation."
- Ramachandra Guha, The Challenge of Contemporary History, *Economic and Political Weekly*, Vol. 43, No. 26/27 (Jun. 28 - Jul. 11, 2008), pp. 192-200

Unit-2: India on the Eve of Independence: Idea of India,colonial and nationalist legacies, partition.

Readings

- Ramachandra Guha, Chapters 1 and 2
- Bipin Chandra, India since Independence, Chapter -2 and 3
- Movie-GaramHawa (Hindi) 1974
- Screening BBC Documentary on Partition

Unit-3: Indian Republic and Constitution

- Ramachandra Guha, India after Gandhi, Chapter-6
- Bipin Chandra- India since Independence, Chapter -4
- Arvind Elangovan, Making of the Indian Constitution: A Case for a Non-nationalist Approach (article)

Unit-3: New Nation: Desires and Discontents

Indian Political Structure, National Integration and Princely states

Issue of language and formation of Linguistic states

Readings

- Ramachandra Guha, Chapters - 3, 4, & 5.
- Bipin Chandra- India since Independence, Chpater-7 &8
- Paul Brass, Routledge Handbook of South Asian Politics

Unit-4: Ruling the Republic-Nehru Era

- Ramachandra Guha, Chapters-7-13.
- *Screening of* a documentary "Dynasty: The Nehru-Gandhi Story"
<https://www.youtube.com/watch?v=tshyh8DnJzI&t=3503s>
- John Harris in Routledge Handbook of South Asian Politics by Paul Brass Chapter-4,
- Sunil Khilani's Idea of India- chapter on Democracy

Unit-5 INDIA AFTER NEHRU: POPULISM AND ITS DANGERS

Readings

- Ramachandra Guha, Chapters 18-20.

Unit-6: Economy: planned economy debates, green revolution, liberalization and Globalisation

Readings:

- Bipin Chandra-India After Gandhi, Chapter -25,26,27&39.
- Benjamin Zachariah, Developing India: An Intellectual and Social History C.1930-50, OUP, New Delhi, 2005, Chapter-4-5.
- Rothermund, Dietmar. An economic history of India, chapter-10,11 10.
- Sugata Bose and Ayesha Jalal, Modern South Asia: History, Culture Political Economy, OUP, Delhi, 2004 Lloyd and Susanne Hober Rudolph, In Pursuit of Lakshmi: The Political Economy of the Indian State, Chicago University Press, Chicago, 1987.
- Francine R. Frankel, India's Political Economy 1947-2004: The Gradual Revolution, New Delhi, 2005.

Unit-6: Critical Themes -Class, Caste question and Gender inequalities, Ecology and environmentalism, Popular Culture

Readings

- Age of Inequality, P.Sainath in India Another Millennium?, (Ed.) RomilaThapar, Penguin Books, 2000, pp.152-168.
- Annihilation of Caste by B.R. Ambedkar
- Amartya Sen, "Class in India." Argumentative Indian (Penguin, 2005), pp 204-209
- Urvashi Butalia, "Women's Movement in India: Action and Reflection."
- Ecological Conflicts and the Environmental Movement in India by MadhavGadgil and Ramachandra Guha
- Perry Anderson, The Indian Ideology, Three Essays Press, 2012
- RamchandraGuha, India after Gandhi, Chapter-30

Assessments:

Internal Evaluation: 40 marks

Mid-term test-20 Marks.

Book / Article Review/ Term Paper – 20 Marks.

End Semester Examination: 60% (descriptive questions)

* Note: Individual teachers may recommend, in addition, supplementary and other readings for the course.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 251 IMA II Semester
Course: Introduction to History and Society in India-II

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

- 1 Estimate the nature of medieval Indian history, and identify the relation between history and society (**understand**).
2. Demonstrate historical concepts such as Iqta, Urban Revolution, Mansabdari, Jagirdari, Zamindari, Dadni System, Jajmani System etc. to understand various dimensions of human past. (**apply**)
3. Understand theory, explanation, verification, the making of medieval India, the role of narrative and challenges and recent trends in medieval Indian history. (**understand**)
4. Illustrate making of society and its relationship with the evolution of culture and its different forms. Relationship between past and present and bearing of medieval on the present. (**Analyse and understand**)
5. Analyse various debates on disintegration of Mughal empire in general and Indian history in particular and question the method of history writing done over a period of time. (**analyse**)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 2	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2		-	1	1	1	1	1
CLO2	3	2	2	3		1	1	1	1	1	1
CLO3	2	2	2	2		1	1	1	1	-	1
CLO4	2	2	2	2			1	1	1	-	1
CLO5	2	2	2	2		1		1	1	-	1
CLO6	3	2	2	2		1		1	1	-	1

Course Description

This is a survey course intended to familiarize students with the medieval period of Indian History. The course covers the period between 11th Century to 18th century of Indian History. It gives the students an understanding of Polity and the building of empires in this period. It also looks into social formation and making of cultures in the period. It explains the methods of production and the status of producers and their role and position in the society.

Unit1

Establishment of Delhi Sultanate, Alauddin Khilji's Reforms, Muhammad bin Tughlaq's Schemes, Firuz Shah Tughlaq's measures, System of Administration

Unit 2

Coming of Mughals- Mughal State- Mansabdari, Jagirdari, Zamindari, Land Revenue Administration. Regional Empires- Malik Ambar's Revenue Administration
Mughal Administration.

Unit 3

Medieval Indian Economy- System of Production a) Agricultural b) Non Agricultural Banking System, Process of Urbanization.

Unit 4

Social Structure, Art & Architecture, Sufi & Bhakti Movement

Assessment:

The assessment would be on the basis of three midterms and one End semester exam. The three. Midterm assessments can be in the form of classroom tests, term papers and/or Seminars. End semester would be in the form of an exam and would consist of 60 marks. Midterms would be of 20 marks each and best two midterms would be considered for assessment. Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course.

Suggested Readings

1. Satish Chandra, *Medieval India*, Part 1 & 2, Delhi, 2004.
2. Mohammad Habib & K A Nizami, *Comprehensive History of India* vol. v, Delhi, 1970.
3. Sunil Kumar, *The Emergence of the Delhi Sultanate*, Delhi, 2007.
4. J F Richards, *The New Cambridge History of India: The Mughal Empire*, Cambridge, 1996.
5. Audre Trushke, *Aurangzeb: The Man and the Myth*, Delhi, 2017.
6. Irfan Habib, *The Agrarian System of Mughal India*, Delhi, 1999.
7. Tapan Raychaudhari & Irfan Habib (ed), *The Cambridge Economic History of India*, vol.1, Delhi, 1982.

8. S Nurul Hasan, *Religion, State and Society in Medieval India*, Delhi, 2008.
9. K M Ashraf, *Life and conditions of People of Hindustan*, Delhi, 1970.
10. S A A Rizvi, *A History of Sufism in India*, vol.1, Delhi, 1997.
11. S A A Rizvi, *The Wonder that was India*, vol.2, Delhi, 1987.
12. Percy Brown, *Indian Architecture*, Bombay, 1981.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 301

MA V Semester

Course: Introduction to History and Society in India-III

L.T.P. 1-0-0

Credits: 4

After the completion of the course, the students will be able to:

16. Understand colonial and modern history of India since the East India Company period to until 1947. **(Understand)**
17. Able to develop abilities to think critically, and assess and evaluate the subject of a given topic. **(apply, analyse)**
18. Analyse and utilise scholarly articles and books related to major debates of each lecture theme, and develop their understanding and individual point of view. **(analyse)**
19. Acquaint themselves with understanding certain new themes related to colonial modern Indian history, but will know how to write a book review. **(understand, apply, create)**
20. Follow history referencing style, knowledge between primary sources and secondary sources, understanding different historiographical positions, and conducting research and writing about a historical topic. Able to gather and synthesize information from a wide variety of sources, think critically and present their ideas in a lucid written format. **(apply, analyse, create)**
21. Students will be able to organize their schedule, and work independently. **(apply)**

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	2	2	2	2	3	2	2	2		2
CLO2	2	2	3				2		2		
CLO3	2	2	3	3	1	2		2			2
CLO4						2			2	1	2
CLO5	2	2	2	2	2			2	2	2	2
CLO6						2	1	2	2	1	2

Course outline:

Unit I – 18th Century India and the East India Company Period

First module offers an introductory outline of what is debated on 18th Century India – was it a dark period or a period of transition towards modernity (i.e., change and continuity thesis) as argued by different schools of historical thought? The economic, maritime and mercantilist phase of the East India Company in colonial India will be discussed. The unit covers themes like how did the East India Company (EIC) rise to commercial and political prominence? What is private trade and Company trade during the early phase of colonialism? What is the history of port cities in the age of colonialism and maritime & trade expansion, for example, the emergence of Madras, Bombay and Calcutta as port cities during the 17th and 18th Centuries? Understanding the historical and ideological trajectory of British rule in India: Is it based on an “official ideology” or “local realities”? The current debates in the historiography, with the case studies of Cornwallis’ Permanent Settlement and Thomas Munro’s Ryotwari system will be explained.

Unit II – History of Socio-Cultural Reform movements in Colonial India, introduction of book reviews, the history of Thuggee, the Kanpur Massacres in the Indian Revolt of 1857

Second module will introduce the debates on Sati in colonial India based on Anand Yang’s and Lata Mani’s writings regarding the contentious religious and cultural practices in 18th and early 19th century India, and how the British colonizers took advantage of these towards consolidating their rule. “Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870” - A review of Christopher Bayly’s book will be told to the students regarding how to write a book review, but also understand history beneath this process. Likewise, David Hardiman’s book “Histories for the Subordinated” will be introduced to the IMAs to understand an alternative reading of history, moving beyond the mainstream genre. “The Deconstructed Strangers: A Reassessment of Thuggee” will be analyzed to understand colonial policing and ideological construction of the Raj on Indian law and order problems. The Kanpur Massacres in India in the Revolt of 1857 will be debated and discussed.

The history of social, religious and cultural reform movements in nineteenth century India will be taught. The life, intellectual and social contributions of Raja Rammohun Roy, Iswarchandra Vidyasagar, and Brahmo Samaj in colonial Bengal will be analyzed. Kandukuri Viresalingam and the socio-cultural reform in colonial Andhra, a transformative movement among the Hindu untouchables - Nadars and Christianity in colonial southern India, the life and social reform under the leadership of Mahatma Jyotirao Phule and Savitribai Phule in Maharashtra, Theosophical society in southern India, Swami Dayanand’s Arya Samaj in north-western India will be illuminated.

Unit III – Maharaja Ranjitsinhji’s Politics of Race and Gender, Economic Consequences of British Colonialism, Colonial Architecture, Education and the

Spatial Dimension of Play in Modern India (1860-1910), Indian National Movement (1885-1947).

Third unit will introduce a new theme of the history of Maharaja Ranjitsinhji's politics of race and gender in understanding princely politics of India in relation to British Raj. The history of education/debates during the East India Company period in India (1780-1850), the cult of athleticism, masculinity and education in the Victorian Public Schools in Britain, colonial architecture, education and the spatial dimension of play in modern India (1860-1910). The economic critique of British colonialism and the drain theory of Dadabhai Naoroji. The formation of early Indian intellectuals, the foundation of Indian National Congress, the moderate, extremist, and swadeshi boycott movements. The Gandhian phase of Indian national movement, Jallianwala Bagh of 1919, the Champaran Satyagraha of 1917, the Non-Cooperation and Khilafat movements of the 1920s, the Civil Disobedience Movement of 1930, Quit-India movement of 1942 and Cripps India mission. Other tribal, rural, and regional struggles against the British colonial rule during early 20th Century.

Evaluation methods:

4. Three internal assessments will be conducted, each for 20 marks. Best of the two are taken for final evaluation, which constitutes total 40 marks.
5. The internal evaluation would comprise of any of the following modes for assessment: (informed to the students in advance, at the beginning of the course), such as, Tests, Term papers, Seminars, Project Reports, Book reviews, and Discussions.
6. The end semester exam is for 60 marks for the duration of 3 hours. Three essay type answers are expected to be written, out of six questions, which would test a student's critical thinking skills, analytical ability, knowledge of the subject, and an ability to synthesize overall information within a stipulated time period.

Learning outcomes:

Bibliography

Argov, Daniel. *Moderates and Extremist in the Indian Nationalist Movement 1883-1920*. Bombay: Asia Publishing House, 1967.

Bandyopadhyay, Sekhar. *From Plassey to Partition: A History of Modern India*. Hyderabad: Orient Longman, 2004.

Bayly, Christopher. *Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870*. Cambridge, CUP, 1996.

Chandra, Bipan. *History of Modern India*. Hyderabad: Orient BlackSwan, 2009.

Chandra, Bipan, *India's Struggle for Independence*. Delhi: Penguin, 1989.

Desai, A.R. *Social Background of Indian Nationalism*. Bombay: Popular Prakashan, reprint 2010.

Dutt, Romesh. *The Economic History of India under British Rule*. Great Britain: Kegan Paul, Trench, Trubner, 1902.

Elam, Daniel, J. "Commonplace Anti-Colonialism: Bhagat Singh's Jail, Notebook and the Politics of Reading," *Journal of South Asian Studies*, DOI: 10.1080/00856401.2016.1193796

English, Barbara. "Debate: the Kanpur massacres in India in the revolt of 1857." *Past & Present* 142, no.1 (1994): 169-178.

Erikson, Emily. *Between Monopoly and Free Trade: The English East India Company, 1600-1757*. Princeton: Princeton University Press, 2014.

Gupta, P. C. *Nana Sahib and the Rising at Cavmpore*. Oxford: Oxford University Press, 1963.

Hardiman, David. *Histories for the Subordinated*. London; New York: Seagull Books, 2007.

Jones, Kenneth W. *Arya Dharm: Hindu Consciousness in 19th Century Punjab*. Berkeley: University of California Press, 1976.

Jones, Kenneth W. *The New Cambridge History of India 3-1: Socio-Religious Reform Movements in British India*. Cambridge: CUP, 1989, reprint 2006.

Mandala, Vijaya Ramadas. "Colonialism, Education, and the Spatial Dimension of Play – the Creation of Middle Class Space at Schools and Colleges in Modern India (1790–1910)." *The Historian* 80, no.1 (2018): 34-85, DOI: 10.1111/hisn.12753

Mani, Lata. "Contentious Traditions: The Debate on Sati in Colonial India." *Cultural Critique* 7, The Nature and Context of Minority Discourse II (Autumn, 1987): 119-156.

Mukherjee, Rudrangshu. "'Satan Let Loose upon Earth': The Kanpur Massacres in India in the Revolt of 1857." *Past & Present* 128 (August, 1990): 92-116.

Panikkar, K.N. "Culture and Consciousness in Modern India: A Historical Perspective." *Social Scientist* 18, no. 4 (April, 1990): 3-32

Ray, Rajat Kanta. *Entrepreneurship and Industry in India, 1800-1947*. Delhi: Oxford University Press, 1992.

Roy, Tirthankar. "Trading Firms in Colonial India." *Business History Review* 88 (Spring 2014): 9-42.

Sarkar, Sumit, *Modern India*. Delhi: Macmillan, 1989.

Sajid, Nida. *Myth, Language, Empire: The East India Company and the Construction of British India, 1757-1857* (2011). Electronic Thesis and Dissertation Repository 153.
<https://ir.lib.uwo.ca/etd/153>

Sen, Satadru. "Chameleon Games: Ranjitsinhji's Politics of Race and Gender." *Journal of Colonialism and Colonial History* 2, no. 3 (2001): 1-42. doi:10.1353/cch.2001.0049.

Stokes, E.T. "Bureaucracy and Ideology: Britain and India in the Nineteenth Century." *Transactions of the Royal Historical Society* 30 (1980): 131-156.

Tripathi, Amales and Amitava Tripathi. *Indian National Congress and the Struggle for Freedom: 1885-1947*. New Delhi: OUP, 2014.

Tripathi, Amales. *The Extremist Challenge*. Calcutta: Orient Longman, 1967.

Viswanathan, Gauri. *Masks of Conquest*. Columbia: Columbia University Press, 2015.

Wagner, Kim A. "The Deconstructed Stranglers: A Reassessment of Thuggee." *Modern Asian Studies* 38 (October 2004): 931-963.

Yang, Anand A. "Whose Sati?: Widow Burning in Early 19th Century India." *Journal of Women's History* 1, no. 2 (Fall 1989): 8-33.

School of Social Sciences
University of Hyderabad

Course no. HS 201 **IMA IV Semester**
Course: Introduction to History and Society in India - 1

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to: The students will be able to

1. Demonstrate a coherent and systematic understanding of various issues related to ancient India. (Remembering and understanding)
2. Have an overview of how historians employ the different methods of analyzing the different facets of Ancient India based on types of sources like literature, epigraphy and archaeology. (Applying)
3. Communicate the major elements of the ancient Indian civilization and their views and ideas with clarity of thought, lucidity of expression and logical rigour. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from ancient India as found in the secondary readings. (Apply Analyse, and Evaluate)
5. Familiarize oneself with examples of how historians analyze problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the development of economy and society in ancient India. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of ancient India based on secondary works and understand how each of them respond to questions in ancient India. (Creating)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

[illegible]

Course Objective:

This introductory course on Indian History and Society essentially aims at grounding the students in the beginnings of Indian civilization. The maturing of pre and proto historic cultures into the Indus Valley civilization spanning the entire South Asia, followed by the vedic culture will be introduced to the students. The study of Mauryan period helps the student to understand the first all India Empire and the Gupta age shows the high water mark of Indian civilization.

Course Outline:

- Pre and Proto Historic Cultures of India
- Indus Valley Civilization
- Vedic and Later Vedic Society
- Mauryan Period
- Society and Culture During the Post-Mauryan Period
- Gupta Age
- Rise of Regional Kingdoms

Selected Readings*:

- A.L. Basham : *The wonder that was India*, New Delhi 1996.
- R.C. Majumdar Ancient India, New Delhi, 1977.
- Romila Thapar : *A History of India Vol1*, Delhi, 1966.
- D.D. Kosambi: *Introduction to Indian History*, Bombay, 1966.
- Upinder Singh : *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*, New Delhi, 2008.
- K.A Nilakanta Sastri : *A history of South India from prehistoric times to the fall of Vijayanagar*, Madras, 1958.

* Note: Individual teachers may recommend, in addition, supplementary and other readings for the course.

Department of History

School of Social Sciences
University of Hyderabad

Course no. HS 351 IMA V Semester
Course: Religion and Society in the Medieval World

L.T.P. 1-0-0

Credits: 4

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. Demonstrate a coherent and systematic understanding of various religious traditions in the medieval world. (Remembering and understanding)
2. Employ the different methods of analyzing the schools and forms of religious expression in the world . (Applying)
3. Communicate the views and ideas of the religious traditions with clarity of thought, lucidity of expression and logical rigour. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from major and minor religions. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the spread of religions in medieval world and the conflicts that arose. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of feudalism and the definitive ideas of the links between society and religion in the medieval world. (Creating)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	2	1	1	1	1	2		1	2	-	2
CLO2	2	2	1	1	2	1	1	1	1	-	2
CLO3	2	2	2	2	2	1	1	1	2	-	1
CLO4	2	2	2	2	2	1	1	1	2	-	2
CLO5	2	2	2	2	1	1	2	1	1	-	2
CLO6	2	2	2	2	2	1	2	1	2	-	2

Course Objective:

This course seeks to familiarize students with the broad developments in religion and the socio-economic process during the medieval period in different parts of the World. Concentrating primarily on Europe and East Asia, the course would begin by defining the term 'medieval'. From here it would proceed to give an overview of feudalism in different societies and the emergence of diverse religious traditions. The themes given below for discussion are as follows:

Course Outline:

- Feudalism and Christianity in Medieval Europe
- Islam and State formation
- Medieval Asia
- (a) India (b) China (c) Persia (d) Japan

Selected Readings*:

- Hitti, P.K. – *History of Arabs*, London, 1970.
- Hourani, Albert, *A History of the Arab Peoples*, London 2012.
- Rosenwein, Barbara, *A short History of the Middle Ages*, Toronto, 2018.
- Richard Bonney, *The European Dynastic States, 1494-1660*, London, 1991.
- Euan Cameron, *The European Reformation*, London, 2012.
- John Bossy, *Christianity in the West, 1400-1700*, London, 1985.
- Peter Burke, *Popular Culture in Early Modern Europe*, Surrey, 1988.
- Lopez, Robert, *The Commercial Revolution of the Middle Ages, 950-1350*, Cambridge , 1976.
- Braudel, Fernand, *The wheels of Commerce*, Los Angeles, 1985.
- L Butler, *emperor and Aristocracy in Japan, 1467-1680: Resilience and Renewal*, New York, 2002
- Adshead, SAM, *China in World History*, Canterbury, 2000.
- Bonavia, David, *The Chinese*, London, 1982
- *The Cambridge History of China: Alien Regimes and Border States, 710-1368*, Cambridge, 1994.
- *The Cambridge History of Iran*, Cambridge, 1968.
- *The Cambridge History of China: The Ming Dynasty, 1368-1644*, Cambridge, 1994.
- Lapidus, Ira, *A History of Islamic Societies*, Berkeley, 1988
- K. Asakawa, *Land and Society in Medieval Japan*, Tokyo, 1965

* Note: Individual teachers may recommend, in addition, supplementary and other readings for the course.

Foundation Course:

Department of History

School of Social Sciences

University of Hyderabad

Course no. FN 127

MA I Semester

Course: The Making of the World: A Survey of Three Civilizations

L.T.P. 1-0-0

Credits: 3

Course Learning Outcomes:

After completion of this course, the students will be able to: The students will be able to

1. Demonstrate a coherent and systematic understanding of various civilizations in the ancient world. (Remembering and understanding)
2. Employ the different methods of analyzing the different civilizations. (Applying)
3. Communicate the major elements of the ancient civilizations and their views and ideas with clarity of thought, lucidity of expression and logical rigour. (Applying)
4. Demonstrate critical and reflective thinking, by contextualizing the examples from ancient civilizations. (Apply Analyse, and Evaluate)
5. Analyse problems, approach them from diverse points of view, offer multiple solutions and assess proposed solutions regarding the spread of civilizations. (Analyse, Evaluate and Create)
6. They would be able to display independent thinking, adopt positions of their own regarding the current issues in the history of civilizations and create ideas that respond to issues of civilizations. (Creating)

Mapping of Program Learning Outcomes (PLOs)

With Course Learning Outcomes (CLO's)

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Course description: This is a survey course aimed at students who have had some knowledge of history at the secondary school level.

As the title suggests the emphasis is on three civilizations and is divided into three units beginning with a description of the meanings of civilization and focusing on the three main civilizations: Mesopotamia, Egypt and Indus Valley civilizations.

Beginning with a geographical introduction and origins, the course will cover the main achievements in society, religion, economy and art of the three civilizations and explain the decline.

At the end of the course the students will be able to understand the rise of civilizations, beginnings of agriculture and the rise of cities and the beginnings of writing and religion evolution of kingship and social and economic patterns and finally understand how these civilizations declined.

Unit I: Mesopotamia

The meaning of civilization and origins of Human civilization

The Fertile Crescent – Cradle of civilizations

Geographical setting of Mesopotamia

People settle down and start farming- the origins of agriculture

Firsts- First cities, First Empires of the World 7 First writing system-

Sumerian priest-kings and Ziggurats

City gods-religions-

Achievements – Hammurabi's Code-Epic of Gilgamesh & the Hanging gardens of Babylon

Mesopotamian inventions Wheel, Plough & Sailboat

Rise of new powers and the end of Mesopotamian civilization

Unit II: Egypt

Geography- Egypt the Gift of the Nile

How Egypt began -The rise of Egypt-Annual flooding and agriculture

Age of Kings Early monarchy- King Narmer and the unification of Egypt-The secret of 3000 years of continuity

Classical Age- Belief in afterlife and religion -Mummies and the Age of the Pyramids

Writing and art - hieroglyphs and papyrus, wall paintings, the sphinx and other statues

Architecture- The great Pyramid of Giza- the lighthouse of Alexandria, temple of Karnak, etc.

Everyday life in Egyptian society- Pharaohs, merchants, peasants, scribes and slaves

Science and technology in ancient Egypt

Foreign invasions and the collapse of Egypt

Unit III: Indus Valley civilization

The discovery of the Indus Valley civilization

Early Indus The rise and the extent of the Indus civilization

Town planning – the greatest achievement of the Indus

Beads, Seals and the undeciphered Indus script

Drainage, houses, granaries and citadels

Religion in the Indus

Trade, networks and commodities

Famous Indus sites, Mohenjodaro, Harappa, Kalibangan, Lothal

Decline of Indus Valley civilization- multiple causes

Books

Allen, J. Michael, Robert E. Lerner, Philip Lee Ralph, and Standish Meacham, World Civilizations (W. W. Norton, Incorporated, 1997)

Habib, Irfan, The Indus Civilization (Tulika Books, 2015)

Ikram, Salima, Ancient Egypt: An Introduction (Cambridge University Press, 2009)

McLaughlin, John L., The Ancient Near East (Abingdon Press, 2012)

Prentice Hall History of Our World: The Early Ages. Teacher's Edition (Pearson Prentice Hall, 2008)

Ratnagar, Shereen, Understanding Harappa: Civilization in the Greater Indus Valley (Tulika, 2001)

Sharma, Sehdev, and Damanjit Kaur Pahuja, Five Great Civilizations of Ancient World (Educreation Publishing, 2017)

Snell, Daniel C., Ancient Near East: The Basics (Routledge, 2013)

Thapar, Romila, The Penguin History of Early India: From the Origins to AD 1300 (Penguin UK, 2015)