SCHEME AND SYLLABUS

FOR THE DEGREE
OF
MASTER OF ARTS
IN HISTORY

DEPARTMENT OF HISTORY

JECRC UNIVERSITY JAIPUR
[2013-2015]
# MA (HISTORY) COURSE OUTLINE

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Semester-I

Paper-I

H11009 HISTORY AND HISTORICAL METHODS {6 0 0 6}

Course Description:

This course will introduce students to the various methodological approaches to history. This includes modules on various historiographical trends, theories and concerns related to the practice of history. Other themes that will be covered in the course shall include notions of history in different cultures, history and other social sciences, facts and interpretation, causation in history, determinism in history, truth in history, evidence, theories, and notion of progress, history and historiography. While discussing these topics in class concrete historical examples from different societies and cultures will be provided.

Course Objectives:

The students will be able to

- Understand the craft involved in practicing history
- Develop perspectives in history
- Identify the subjective and objective basis of historical writings
- Understand the methodological premises of historiography
- Differentiate the theoretical basis of set of arguments
- Apply one particular approach to the study of society

Units:

I. Definition of History: Notions of history in different cultures
II. Theories and Methods: Positivism, Empiricism, Marxism, Annales School, Feminism, Postmodernism
III. History and other Social Sciences: History and Sociology, History and Archaeology, History and Anthropology, History and Political Science, History and Economics
IV. Facts and Interpretation: Difference between facts about the past and historical facts, what is a historical fact? Facts and historians, can facts speak for themselves?
V. Causation in History: Human actions are cause bound, historical events and causes, role of accident in history, accident and causes in historical events
VI. Historical Determinism: investigating historical events, determinism and future
VII. Generalization in History: why generalization is necessary in history? What does generalization entail in historical investigation? Generalization and learning lessons from history
VIII. History as Progress: Has history progressed? Difference between historical progress and evolution, progress as political ideology, meaning of progress for different sections of society
IX. Historian and the Computer: Quantitative history and computers, coming to terms with mass of historical information, towards ‘total’ history

X. History in the Digital Age

Readings:


**Paper-II**

**H11010**  **ANCIENT CIVILIZATIONS**  **{5 0 0 5}**

**Course Description:**

In this course we will be studying the major civilizations of the ancient world. It will terminate with the decline of Roman Empire. As a preface to the study of civilizations we will study Paleolithic, Mesolithic and Neolithic cultures of the ancient world with corresponding geological time scale, patterns of climate and geography. The ‘urban revolution’ characterized by the emergence of first cities in the Tigris-Euphrates, Indus, Nile and Huang He river valleys will each be studied and compared. The Minoan and Mycenaean cultures represent the spread of Bronze Age civilizations. The course shall also deal with the evolution of classical world in the Mediterranean region. We will study Classical Age in Greece, Hellenistic Period and Macedonian Empire. The course shall deal with the rise of Rome from monarchy to republic and from republic to empire. The structural features of Roman Empire shall be discussed and the reasons for the decline will be studied.

**Course Objectives:**

The students shall be able to
- Understand the evolution of human societies in prehistoric times
- Develop critical understanding of urbanization and its consequences
- Differentiate the features of various civilizations of the ancient world
- Identify the distinguishing features of ancient civilizations
Units:

I. Evolution of Mankind-Paleolithic Age: lower, middle and upper Paleolithic Age, distribution of sites, geological conditions, subsistence pattern, tools, beliefs and social organization. Mesolithic Age: Climatic changes and the shift in hunting practices, changes in tool manufacture, subsistence pattern and social organization.

II. From Food Gatherer to Food Producer-Neolithic Age: Pre-Pottery Neolithic and Pottery Neolithic, Natufian cultures, Neolithic sites in Levant, Halafian culture, Mehrgarh in South Asia, economic set up, social organization, tools, domestication of animals, burial practices and belief systems.

III. Tracing Urban Revolution in Mesopotamia: Ubaid Phase, Uruk Phase, Jamdet Nasr Phase, Dynastic Periods.

IV. Ancient Egypt: Badarian, Amratian and Gerzean Cultures; Naqada Culture and Dynastic Periods.

V. Indus Valley Civilization: Geographical distribution of sites, town planning, agriculture and trade, social organization, writing, political set up and the theories on decline of the civilization.

VI. The Spread of Bronze Age: Minoan civilization in Crete. Mycenaean civilization and the transition to the early Iron Age in Greece.

VII. Ancient Greece from Dark Age to the Classical Age: Emergence of polis, warring city-states in classical Greece, Sparta and Athens. Rise of Macedonia, Macedonian Empire under Alexander the Great.

VIII. Hellenistic Phase: Characteristic features of Hellenism, cities and rural world, art, culture and language.

IX. Slave Mode of Production: Emergence of Slavery in ancient Greece, organization of production, nature of classical urbanism, population and forms of slavery.

X. Rise of Rome: Rome under monarchy, from monarchy to Republic, nature of Roman Republic, Shift to Principate under Augustus. Third Century Crisis and the emergence of Dominate.

XI. Decline of Roman Empire: Structural weaknesses of Roman Empire, Slave Revolts, Germanic Invasions.

Readings:

Paper-III

H11011  MEDIEVAL CIVILIZATIONS  {5005}

Course Description:

This course will introduce students to the civilizations of the medieval world ranging from
European Christendom to the emergence, spread and development of Islam and Islamic polities.
It will focus on transition from slave mode of production of the classical world to the feudal
mode of production that characterize the medieval economy of Europe, the nature and meanings
of feudalism, political legitimacy, the role of religion and religious conflicts, empires in Asia,
town life and the contradictions of the medieval economy.

Course Objectives:

The students shall be able to
- Analyze the causes for the decline of Roman Empire
- Develop comparative understanding of political structures
- Delineate the features of medieval European economy
- Examine the features of medieval empires in Asia
- Understand the rise and growth of Islam

Units:

I. Rome: Third Century Crisis and Beyond
II. Germanic tribes, migrations and the emergence of new agrarian relations
III. Passages from Late Antiquity to Feudalism
IV. Decline of trade and town life and ruralization of European economy
V. The coming of Islam
VI. Muhammad and Charlemagne
VII. Spread of Islamic Polities, Islamic Culture
VIII. Islam, Science and Technology
IX. Rise of Ottoman Empire
X. Empires in Asia: Genghis Khan and the Mongol Empire
XI. Delhi Sultanates
XII. The Great Mughals in India

Readings:


### Paper-IV

**H11012  RISE OF MODERN WORLD AND THE ECONOMIC DIVERGENCE (5 0 0 5)**

#### Course Description:

This course will focus on the theme of global economic divergence which led to the making of the 19th and 20th century world. By mid-19th century Europe became the center of world economy with rapidly spreading industrial revolution and international trade whereas many Asian countries were subjected to the political rule of the European powers and lagged economically behind Europe. What made Europe to be the center of production and international trade during the mid-19th century? The ‘economic divergence’ that led to the modern world will be central theme to be investigated in the course. The aim of the course is to introduce the students the historical rootedness of the contemporary globalized world. The course surveys the major patterns and events of human activity from a global perspective within a chronological framework, while familiarizing students with interactions, parallelisms, and incongruities in the historical and cultural patterns of diverse societies and civilizations. The course aims to develop an understanding of modes and patterns of historical change, and provides a perspective on the complex ways in which the legacy of the past shapes our present.

#### Course Objectives:

The students will be able to
- Understand the causes for the economic divergence and the making of modern world
- Compare the economies of Asia and Europe
- Identify the reasons for the economic divergence of Britain

#### Units:

I. What is Global history?
II. Geographical expansion of the world through voyages and discoveries, Slave trade and gold rush, Black Death.
III. Renaissance and Reformation in Europe
IV. Printing Press as an agent of change
V. Mercantilism, Transition from Feudalism to Capitalism.
VI. The Scientific Revolution – Copernicus, Tycho Brahe, Johannes Kepler, Galileo, Newton.
VII. Global Economic History and the Great Economic Divergence
VIII. Europe and Asia Before Divergence: 1600-1800
IX. European Divergence: British Example
X. Implications of European Divergence
XI. Asian Economy after Divergence: Indian Example
XII. Europe and Indian Economy Today
XIII. Economic Divergence and longue duree
XIV. Europe in Decline and the Rise of Asia?

Readings:

Semester-II

Paper-I

H12009 EARLY INDIA: FROM ORIGINS TO 500 CE {6 0 0 6}

Course Description:

This course will focus on early history of India till 500 AD. We will survey the evolution of Stone Age cultures in the subcontinent and study the Bronze Age Civilization of Indus. An overview of early Indian social formations beginning with the early Iron Age cultures culminating in the emergence of Mauryan Empire in the gangetic valley will be provided. The course will terminate with the decline of the Guptas which marks a shift in the social formations of early India.

Course Objectives:

The students shall be able to

- Contextualize historically the development of early Indian society
- Understand the social formations in Early India
- Recognize the sources for the study of early Indian history

Units:

I. Stone Age Cultures in India: Paleolithic, Mesolithic and Neolithic cultures, distribution of sites and settlements, subsistence pattern, social organization and tool types.
II. Indus Valley Civilization: Geographical distribution of sites, town planning, agriculture and trade, social organization, writing, political set up and the theories on decline of the civilization.
III. Early Iron Age cultures: Black and Red Ware (BRW), Painted Grey Ware (PGW) cultures, Vedic life, social organization and religious life
IV. Urbanization in the Gangetic Valley: Transformation of territories into kingdoms, Northern Black Polished Ware (NBPW) culture, agrarian order, trade, social organization, rise of \textit{sramanic} religions, social base of Buddhism and Jainism.
V. Competing States to Empire: Magadha from city-state to empire, Mauryas, political outline, sphere of influence, nature of administration, internal and foreign trade, agrarian base, social organization and decline.
VI. South India: Early Iron Age cultures, Chera, Chola and Pandyas, Sangam literature, social formation, nature of polity, socio-economic organization, nature of trade and urbanization.
VII. From Mauryan Empire to Secondary State Formations: Satavahanas and Kalinga, nature of secondary state formations, agrarian base, social organization, trade and religious life.
VIII. Indo-Greeks, Shakas, Parthians, Kushanas and Kshatrapas and the Rise of Mercantile Communities.
IX. Guptas: Political outline, nature of polity, administration, social organization, agriculture, trade, art and literature, golden age for whom? Transition to Early Medieval India.

Readings:


Paper-II

H12010 EARLY MEDIEVAL INDIA, 600-1200 CE (5 0 0 5)

Course Description:

This course will focus on ‘early medieval’ as a transition phase from ancient to medieval in Indian history. ‘Early Medieval’ is characterized by processes leading to the formation of regional and local states in different regions of the subcontinent. The emergence of regional kingdoms and the shaping of regional identities took place during this period. The conversion of tribes into castes, assimilation of local and regional cults into puranic ‘Hindusim’, lands grants to Brahmans and temple institutions took place in this period. We will study the meanings of ‘early medieval’ in the different regions of the subcontinent.

Course Objectives:
The students shall be able to

- Identify the reasons for ‘change’ in the post-Gupta period in Indian history
- Analyze historical writings on early medieval India
- Outline the historical features of regional kingdoms and regional identities
- Understand the regional sources for the study of early medieval India

Units:

I. Understanding ‘change’ in post-Gupta period - I: Decline of trade, rise of Indian feudalism, Kali age crisis, ruralization of economy, crisis of early Indian polity, land grants to Brahmans, Bhakti religion as feudal ideology.

II. Understanding ‘change’ in post-Gupta period - II: Expansion of agriculture, formation of regional kingdoms, emergence of regional languages and literatures, conversion of tribes into castes, assimilation of local and regional cults into brahmanic Puranic religion, continuity in trade and commerce.

III. The emergence of Regional polities: Pallavas, Chalukyas and Pandyas.

IV. The emergence of Regional literatures: devotional literature in Tamil of Saiva (Nayanmars) and Vaishnava (Alvars) saints.

V. The emergence of regional architecture: temple complexes in South India under Pallavas, Pandyas and Cholas.

VI. Consolidation of Brahmanism, response of Sramanic religions to Brahmanism, social stratification and Varna order.

VII. Regional polity into Empire: Cholas, political outline, agrarian base, trade, commerce and political conquest, art, architecture and literature and decline.

Readings:

Course Description:

This course will deal about the major changes that took place in Indian history following the establishment of Delhi Sultanates and Mughal political rule. Apart from providing a political outline of the period covered, the course will focus on the agrarian relations, trade and commerce, emergence of new ruling elites, nature of state, forms of legitimacy, religion, culture, art and architecture and technology. The debates among Indian historians on various issues from feudalism to the decline of Mughal state shall be discussed.

Course Objectives:

The students shall be able to

- Understand the features of medieval Indian state, society and culture
- Identify the sources for the study of medieval Indian history
- Appreciate the cultural interactions between Islam and Hinduism

Units:

I. North India and Central Asia from 10th to 12th centuries: Turkish advance towards India, Rajput Kingdoms, the Ghaznavids, Ghurids, Muhammad Ghuri and Mahmud Ghazni

II. Establishment of Delhi Sultanate rule: the Mamluk dynasty, the Khiljis, the Tughlaqs, the Sayyid and the Lodis.

III. Establishment of Mughal political rule: Babur, Humayun, Akbar, Jehangir, Shah Jahan, Aurangzeb and Bahadur Shal I.

IV. Medieval Indian State: Legitimacy, role of religion, ruling class, administration and justice

V. Medieval Indian Economy: Agriculture, trade and commerce, peasantry, land tenure systems and taxation.

VI. Medieval Indian religious systems: Islam, Sufism and Bhakti

VII. Decline of Mughal rule: Historiographical Debate

VIII. Vijayanagar Empire in South India

IX. European trading companies in India

Readings:


**Paper-IV**

**H12012**

**MODERN INDIA**

{5 0 0 5}

**Course Description:**

This course will focus on ‘modern Indian history’ that stretches from the British conquest of India to Indian independence. We will study the characterization of 18th century India by different schools of historians, the implications of the 18th century Dark Age theory to Indian history. The course will deal with colonialism, capitalism, imperialism and nationalism in the context of the period covered in the course. We will study the British revenue policies- origins and consequences; types of revenue/tenurial systems; three stages of colonialism; deindustrialization, commercialisation of agriculture and their impact in the rural economy; and the mode of production debate on India. We shall study the formation of all India community of English educated intellectuals and the educational policies of the British; 19th century socio-religious reform movements- an assessment; the ideas on caste and the growth of caste reform movements in India. The course will also deal with civil rebellions in the early 19th century and emergence of discontent and the Revolt of 1857 – various historiographical perspectives; emergence of Indian nationalism- origin and growth during the 19th Century; history of anti-colonial struggles – 1905-11, 1920-22, 1930-34, and 1942. History of peasant and tribal movements; formation of working class in India; the history of trade union movements, and the attitude of Indian National Congress towards these movements.

**Course Objectives:**

The students shall be able to
- Understand the different perspectives on Modern Indian History
- Identify the sources for the study of Modern Indian History
- Explain the different concepts like colonialism, imperialism, nationalism, patriotism and so on
- Delineate the features of British colonialism and Indian nationalism
- Appreciate the role played by different classes and groups against colonialism
Units:

I. 18th Century India- characterization, general features and in particular the historiographical implications of the notion of ‘dark age’, the implication of the characterisation of the 18th century on the origins of colonialism in India.

II. Brief introduction to ‘colonialism’, ‘capitalism’ and ‘imperialism’: definitions. British revenue policies- origins and consequences; types of revenue/tenurial systems; three stages of colonialism; deindustrialization, commercialisation of agriculture and their impact in the rural economy; and the mode of production debate on India.

III. Formation of all India community of English educated intellectuals and the educational policies of the British; 19th century socio- religious reform movements- an assessment; the ideas on caste and the growth of caste reform movements in India

IV. Civil rebellions in the early 19th century and the Revolt of 1857 – various historiographical perspectives;

V. Emergence of Indian nationalism- origin and growth during the 19th Century; history of anti-colonial struggles – 1905-11, 1920-22, 1930-34, and 1942.

VI. History of peasant and tribal movements; formation of working class in India; the history of trade union movements, and the attitude of Indian National Congress towards these movements.

Readings:

Course Description:

This course will focus on the traditions of text and historical consciousness in ancient India. Students will be introduced to the notions of history prevalent in ancient Indian society and the cultural meanings associated with it. Traditions like Itihasa-purana will be given emphasis in the course. What is to be remembered depended on the variety of factors including the political legitimacy. We will study Vedic-Puranic and Sastric texts and traditions in ancient India and how they reflect the anxiety of time, in particular to the sense of past and history. This can be compared to the epigraphical texts and the notions of time that emerge in them. The inscriptions are rooted in a mundane milieu where record keeping was considered necessary. Different eras were devised from which time was calculated and events were remembered. There were sramanic religions which also had consciousness of history different from the dominant ones. We will also be studying the notions of time and cultural and historical consciousness from ancient Tamil Sangam literature.

Course Objectives:

The students will be able to

- Identify the sources for the study of early India
- Understand the tradition of historical consciousness in early India
- Appreciate the contributions made by regional traditions like Tamil to Indian culture

Units:

I. Notions of Time in Ancient India: Vedic literature, Sangam poems of Love and War
II. Colonial constructions of ancient Indian past and the alleged ahistoricity of Indian culture
III. Ancient Indian notions of history: The expressions of historical consciousness in the Vedic texts –the social context of a lineage-based society–the genres – the gatha, narasamsi, akhyana and danastuti – concern with origins, genealogies and hero-lauds–their contexts and function–legitimation of power-sanctioning social positions.
IV. The itihasa-purana tradition–the epics–one age looking at its past–historicity or historical consciousness?–the continuity of the tradition from Vedic times– the suta-magadha tradition – the akhyanas and upakhyanas – their function – origins, genealogies and achievements of individuals –the Puranic vamsanucaritas – the crystallisation of the tradition – its features.
V. The Buddhist and Jain texts – the new socio-political milieu – changing
VI. The early medieval expressions – the changing socio-political context and its new demands – the prasastis – from Allahabad to the medieval prasastis – nature and function – the historical biographies – Harsacarita and other works – dynastic chronicle – Mushikavamsa and Rajatarangini – the expressions in regional languages – the Tamil ulas and paranis.

Readings:

2) Pargiter, F.E. The Puranic Accounts of the Dynasties of the Kali Age, Delhi, 1927.
3) Pathak, V.S., Ancient Historians of India, Delhi, 1966.
4) A.K. Warder, An Introduction to Indian Historiography, Popular Prakashan, 1973
6) Sankalia, H.D., Ramayana: Myth or Reality, People’s Publishing House, 1973
8) Smith, Morton, R. Dates, Dynasties in Earliest India, Delhi, 1973
10) Romila Thapar, Exile and the Kingdom, Bangalore, 1978.
11) Romila Thapar, Ancient Indian Social History: Some Interpretations, Delhi, 1975.
12) Romila Thapar, Time as a Metaphor in History, Oxford University Press, 1996.
14) Romila Thapar, Interpreting Early India, New Delhi, 1992.

Paper-II
H13010   TEXTS AND TRADITIONS OF HISTORICAL CONSCIOUSNESS   {6 0 0 6}
IN MEDIEVAL INDIA

Course Description:

This course will focus on the notions of historical consciousness in medieval India through studying traditions of history writing. The coming of Islam marks a departure in the notions of time in the early middle ages. A new sense of past and record keeping emerged and Arabs were the first to venture into scientific history writing. Chronicles and histories of dynasties were produced by the historians of the royal courts. The Indo-Persian tradition was rich in historical
consciousness and text production. However individual rulers at times were considered more important by the chroniclers than being faithful to tradition. This is true of Abul Fazl who traced Akbar to Adam than to the origins of Islam.

**Course Objectives:**

Students will be able to
- Understand the role of Islam in the emergence of new historical consciousness in medieval India
- Trace the dominant historiographical traditions of medieval India to Arab-Persian Histories
- Identify the innovations made by Abul Fazl in the historiographical tradition of medieval India
- Evaluate the role of Islam in medieval Indian thought

**Units:**

I. The Coming of Islam and the notions of time  
II. Arabs and History  
III. Sources of Medieval Indian historiography  
IV. Chronicles and Histories in the Royal court  
V. Autobiographies and histories  
VI. *Tarikh* and *Tabaqat*  
VII. Features of Medieval Historiography: The centrality of Islam  
VIII. Abul Fazl and Akbar  
IX. Social and Political Functions of Historical Writings  
X. Functions of Biography and Autobiography  
XI. The implications of history in the medieval Indian statecraft  
XII. History and the Legitimacy of Medieval Indian State  
XIII. Perspectives in the Medieval Indian Historiography  
XIV. Medieval Historiography and the Decline of Middle Ages

**Readings:**

Paper-III

H13011 ORIENTALIST CONSTRUCTIONS OF INDIA {6 0 0 6}

Course Description:

This course will deal with the European representations of India, in particular, the Orientalists who learned the languages of South Asia and translated them into European languages. European encounters with India go back to the early modern times when the missionaries, merchants and explorers exchanged the culture and goods with the subcontinent. However the relationships were not always equal and the political conquest of the European powers necessitated the learning of languages of India for the purposes of administration. We will study the formation of Asiatic Society of Bengal, the activities of the early Orientalists like William Jones, H.T. Colebrooke, H.H. Wilson, Charles Wilkins from Calcutta and Francis Whyte Ellis, A.D. Campbell and Robert Caldwell from Madras. The Orientalists learned the languages of India, translated the literary texts into European languages, produced grammars and dictionaries for the purposes of administration of the Company. We will study the representation of India in their writings and how certain stereotypes were built on the culture, religion, language and history of the subcontinent. Some of the characterizations of India by the Orientalists have come to stay in historical consciousness and history writing in modern India.

Course Objectives:

The students will be able to

- Identify the Orientalist scholars of the 18th and 19th centuries
- Understand the features of Orientalist scholarship on India
- Link the relationship between Orientalist scholarship and Colonialism

Units:

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

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

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

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


Readings:

Press.

**Paper-IV**

**H13012 TRENDS IN HISTORY WRITING IN MODERN INDIA {6 0 0 6}**

**Course Description:**

This course will focus on history writing in the modern period of Indian history. Themes that will be covered in the course will include historical consciousness and traditions in pre-colonial India, enlightenment and history writing in the west, Orientalism, Utilitarianism, Colonial Indology, Imperialist ideology in history writing, nationalism and nationalist school of history writing, Marxism, influence of Marxism in history writing, feminism, feminist histories, subaltern school, history writing after linguistic turn in social sciences and history writing in India today. It is necessary for students to understand the overview of various trends and methods in history writing in modern India.

**Course Objectives:**
The students will be able to
- Identify the ‘schools’ of history writing in Modern India
- Situate the ideological premises of each school of history writing in Modern India and their corresponding issues and concerns
- Delineate the common features of history writing cutting across schools of history writing in Modern India

Units:

I. Historical consciousness, traditions and modes of history writing in pre-colonial India
II. Enlightenment and the History writing in the West
III. British conquest of India and the emergence of new mode of history writing
IV. Orientalism
V. Utilitarianism
VI. Colonial Indology
VII. Imperialist ideology in history writing
VIII. The emergence of Indian nationalism and history writing
IX. Nationalist school
X. Marxism
XI. The influence of Marxism in history writing
XII. Cambridge School
XIII. Feminism and Feminist histories
XIV. The coming of ‘subaltern studies’
XV. History writing after linguistic turn in social sciences
XVI. History writing in India today: Issues and concerns

Readings:

11) Nizami, K.A. 1982. *On Historians and Historiography in Medieval India*. Delhi:
Semester-IV

Paper-I

H14009 LITERARY CULTURES IN SOUTH ASIAN HISTORY {5 0 0 5}

Course Description:

In recent years there is an emphasis to move away from the much vitiated field of studying literary histories to literary cultures in history. Pioneered by Sanskritist Sheldon Pollock at Columbia University, the literary cultures in history project has produced significant contributions to the understanding of not only literary productions but also several meanings associated with it in south Asian history and tradition. This course will introduce students to the study of literary cultures in South Asian history. We will study examples from different linguistic context and the meanings of literary production in the respective traditions.

Course Objectives:

The students will be able to
• Make a difference between literary history and literary cultures in history
• Identify the features of literary cultures in South Asian history
• Appreciate the regional literatures and their contribution to South Asian literary canon
• Explain the meanings of literature from the pan-Indian and regional context.

Units:

I. Literary History: Conventional ways of understanding the South Asian literary traditions
II. From Literary History to Literary Cultures in History
III. Literary Cultures in History Project
IV. Reading Literary Cultures in History – I: Sanskrit Literary Tradition
V. Reading Literary Cultures in History – II: Persian Literary Tradition
VI. Reading Literary Cultures in History – III: Hindi and Urdu
VII. Reading Literary Cultures in History – IV: Tamil and Kannada
VIII. Reading Literary Cultures in History – V: Pali
IX. Literary Cultures in History and World Literature

Readings:


Paper-II
H14010 PRINT AND THE TRANSFORMATION OF LANGUAGES {5 0 0 5} AND LITERATURES OF SOUTH ASIA

Course Description:

This course will deal with the changes that South Asian languages and literatures underwent with the coming of printing press. The course is not about the overview or the survey of the history of printing press in South Asia. It is about the way printed texts modified the languages and literatures of South Asia. We will take up case studies from localities and regions in south Asia and study the role played by printing press in transforming the histories of the respective localities and regions. The aim is not to underline the ‘agency’ of printing press or attributing any autonomic value to press but how other factors combine to create conditions for changes in languages and literatures. The role of press will be studied at the intersection of social change and colonial modernization.
Course Objectives:

The students will be able to
- Understand the role of print in the making and unmaking of modern Indian languages and literatures
- Provide an overview of print history in South Asia
- Identify the changes wrought by print cultures to the non-literary languages

Units:

I. Modes of Communication in Precolonial South Asia
II. Languages and Literatures in precolonial South Asia
III. The coming of Printing Press
IV. Production of Inter-lingual grammars and dictionaries
V. From Language as subject to language as object of study
VI. Early Printed Books in South Asia
VII. Print and the Publication of Sanskrit Literature
VIII. Print and the Publication of Classical Tamil Literature
IX. English education and Text Book Production
X. Missionary-Orientalists on South Asian Languages and Literatures
XI. Print and the social history of Languages and Literatures

Readings:

2) Stuart Blackburn, Print, Folklore, and Nationalism in Colonial South India. Permanent Black, New Delhi, 2003.

Paper-III
H14011
HISTORY AND FILM

{6 0 0 6}
Course Description:

This course will introduce students to the relationship between History and Film and the possibilities of understanding history through historical films and documentaries. What is the relationship between reproduction or imagination of historical events in mind and screen? Can the historical films and documentaries enhance our understanding of historical events and historical imagination? Students will be introduced to the select historical films and documentaries of historical events and asked to compare with the accounts of the historians. The select historical films and documentaries will be screened in the classroom followed by classroom discussion.

Course Objectives:

The student will be to
- Understand the relationship between text, screen and history
- Enhance his understanding of history through comparing historical writings and films
- Analyse the films and relate with historiography and history

Units:

I. Industrial Society: Charlie Chaplin’s *The Modern Times*
II. Economic Depression between two world wars: *The Bicycle Thief*
III. Holocaust and Memory: *Life is Beautiful, Schindler’s List, The Pianist*
IV. Nazism: *Triumph of the Will*
V. Russian Revolution: *Battleship Potemkin and Mother*
VI. Capitalism in History: *Capitalism: A Love Story*
VII. Understanding Gandhi: *Gandhi*
VIII. The Scientific Revolution: *The Ascent of Man*

Readings:

8) Primo Levi, *If This is a Man*, 1959.
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