

DEPARTMENT OF HISTORY
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

B.A. (RESEARCH)
UNDERGRADUATE SYLLABUS
2016

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DEPARTMENT OF HISTORY

BA Research in History

The BA Research in History provides students with an innovative intertwining of History and Archaeology as two disciplinary approaches to the past. We seek to impart rigorous training in the methods and theoretical approaches of these disciplines along with the development of the skills in research, critical analysis, and quantitative reasoning that are essential to the social sciences.

The degree programme is fully integrated into the culture of research and training available within Shiv Nadar University. Students at the University benefit from a choice-based credit system, requiring them to take a number of courses in disciplines other than their chosen major – these refer to the University Wide Elective (UWE) credits and selections from the Core Common Curriculum (CCC).

Shiv Nadar University guidelines require a student to complete 150 credit hours of coursework over a *minimum of 3 years* to graduate with a BA Research degree, of which at least 42 credits must be completed from the CCC and the UWE categories (with a minimum of 18 credits to be taken in each category). The Department of History sets a minimum requirement of 108 credits of course work for a Majors degree in the discipline.

Extra-Curricular Research Opportunities

Students enrolled for a BA Research degree in History benefit from the extra-curricular research and training opportunities available to all students at the university. Beyond the formal requirements of the classroom, students may opt for a supervised research project under the direction of a faculty advisor under the Opportunities for Undergraduate Research (OUR) scheme. Present and recently completed projects cover a wide range from the domestic architecture in medieval Delhi, to the recent food history of Bengal and eastern India.

The Department of History hosts a thriving academic seminar series and a research forum for early career researchers. We also periodically organize research workshops and research colloquia relating to faculty strengths in history and archaeology. Student participation in seminars and conferences, exhibitions and film screenings are strongly encouraged. The aim is to make the study of History and Archaeology more creative, real, and fun. The faculty plays an active role in assisting students with research internships and other research-related activities.

Learning Outcomes

A student who successfully completes this program will receive a broad, basic training in the disciplinary methods of History and Archaeology, and will be able to:

- ACQUIRE an understanding and analysis of sources that is foundational for history
- OBTAIN the skills to generate and analyze archaeological data
- UNDERSTAND processes of change over time and the complex linkages between the past and present
- ENGAGE with present concerns, whether in South Asia or across the globe, and understand them in proper time depth
- DISCUSS and COMMUNICATE their ideas cogently in both oral as well as written formats
- EXPRESS THEMSELVES with logic, clarity, and creativity
- DEPLOY their skills acquired in research, analysis and quantitative reasoning
- DESIGN AND UNDERTAKE RESEARCH PROJECTS involving the collection and analysis of historical materials, as well as materials in related fields in policy or the social sciences
- ENVISION inter-disciplinary enquiries across the social sciences
- PARTICIPATE AND ORGANIZE academic activities like seminars and conferences, and public outreach events like exhibitions and film screenings

SHSS-wide Courses (3 courses in Semesters 1 and 2)

In the first year of undergraduate training, History students will take 3 SHSS-wide courses that will add to their Majors credits. These are *Academic Writing*, *Logic and Scientific Reasoning* and an interdisciplinary seminar on *Modernity: A Critical Exploration* that is co-taught by SHSS faculty.

BA (Research) in History |
Coursework and Credits Overview

Courses	Credit Hours
Academic Writing (Compulsory) <i>A course for all students in the School of Humanities and Social Sciences</i>	4
Logic and Scientific Reasoning (Compulsory) <i>A course on quantitative methods specially designed for students in the School of Humanities and Social Sciences</i>	4
Understanding Modernity: A Critical Exploration (Compulsory) <i>A course taught by the SHSS faculty across the disciplines</i>	4
10 Core Courses in History <i>Core courses introduce students to the fields of History and Archaeology. These are broad survey courses, organised around a particular theme or subject area. Students can choose their courses from a wide range of departmental options</i>	40 (10 x 4 credit hours)
11 Departmental Electives <i>Courses selected from a wide range of course offerings covering diverse areas and sub-fields</i>	44 (11 x 4 credit hours)
<i>Students have to write an Undergraduate Dissertation in the last two semesters</i>	12 credit hours
24 Majors Courses + Undergraduate Dissertation	108 credit hours

Core Courses (10 courses in Semesters 1 - 4)

Core courses provide the critical foundations to the undergraduate programme in History Major at Shiv Nadar University. Core courses are taught through a combination of lectures and tutorials and introduce students to broader themes and subject areas and to the major disciplinary approaches in history and archaeology respectively. Core courses have no prerequisites and students opting for a major in history are required to take 10 core courses (40 credits) from our course catalogue. The department offers a wide selection of core course options and the course offerings will depend on faculty and student interest. Present options include *Early Historic South Asia*, *Visual Histories and Archaeological Practices*, and *Fasting and Feasting: Global Histories of Food*.

BA (Research) in History | Example of Semester-wise Schedule | 4-Years Pathway

Year	Monsoon Semester	Spring Semester
Year 1	<i>Academic Writing</i> (4 credits) <i>Logic and Scientific Reasoning</i> (4 credits) 2 Core Courses (8 credits) 2 CCC	<i>Understanding Modernity: A Critical Exploration</i> (4 credits) 2 Core Courses (8 credits) 1 UWE 2 CCC
Year 2	3 Core Courses (12 credits) 1 UWE 2 CCC	3 Core Courses (12 credits) 1 UWE 2 CCC
Year 3	4 Departmental Electives (16 credits) 1 UWE 2 CCC	4 Departmental Electives (16 credits) 1 UWE 2 CCC
Year 4	2 Departmental Electives (8 credits) 1 UWE Undergraduate dissertation (Part 1)	1 Departmental Elective (4 credits) Undergraduate dissertation (Part 2) (8 credits)
4 Years	24 Majors Courses	150 credits (108 Majors credits)

Departmental Electives (11 courses in Semesters 5 to 8)

Elective courses are specialized courses designed and taught by faculty. The class sizes for departmental electives are small, allowing the instructor to work closely with students to impart specialised subject training in either historical or archaeological methods, and may include the opportunity to work with primary materials.

The departmental offerings reflect the research expertise of the faculty and many of our courses embrace themes and methodological approaches that are on the cutting-edge of research today. Elective courses may require departmental prerequisites and students interested in taking an elective course option are advised to consult the course catalogue to ensure they satisfy the prerequisite requirements. A Majors student is required to take 11 elective courses (44 credits).

Undergraduate Dissertation (in Semesters 7 and 8)

Students have to write an Undergraduate Dissertation (of 12 credits), under a Faculty advisor. Students have to approach a member of the Department Faculty with a suggested topic. The student will refine the proposal with the help of the advisor and write a dissertation of about 8,000-10,000 words. Semesters 7 and 8 will be spent in continuation on the collection of data, analysis and writing of the dissertation. Students will make two presentations to their peers and Faculty of the Department at the initial and final stages of the work.

History Majors Course List

SHSS-wide courses

Academic Writing

Logic and Scientific Reasoning

Modernity: An Interdisciplinary Exploration

Departmental Core Courses

Does History Matter?

Early Historic South Asia

Ancient Indian Social History

Early Medieval South Asia

Introducing the 'Early Modern'

Establishment of British Power in South Asia

Social Change in South Asia

Contemporary India

*Fasting and Feasting: Global Histories of Food from
the earliest times to the present day*

Histories of the Art and Architecture of South Asia

Introduction to Archaeology

Bronze Age Civilizations

Archaeology of South Asia

Histories of Archaeology in South Asia

Field Methods in Archaeology

*Seeing the Past: Visual Histories and
Archaeological Practices*

Departmental Electives

Resources, Conflict and the State

Pastoral Nomads and the State

Histories of Writing

Orientalism, Culture and Imperialism

Crime and Punishment in the Modern World

*Diagnosing Difference: Imperial Histories of
Medicine in South Asia and Africa*

*Experts and Expertise: A Historical and
Anthropological perspective*

South Asia in Historiography

*The Opium Question: Writings on the Opium Wars
(1839-1860)*

Archaeology of Cities

Archaeology and Death

*Curating Cultures: Collections, Museums,
Practices*

*Temples, Tombs and Warriors: Comparative
Archaeology of India and China*

Undergraduate Minor in History

The Department of History offers an Undergraduate Minor in History to undergraduate students majoring in other disciplines at SNU, through a selection of courses offered by the Department as University-Wide Electives (UWEs) every semester. The Undergraduate Minor is intended for students who are keen on gaining a deeper methodological understanding of the discipline and in exploring its core issues, its thematic range, and analytical approaches.

Structure and Requirements

Students opting for a Minor in History must successfully complete a total of **6 courses** (or a total of **24 course credit hours**) from the two following groups:

I. Core Courses in History

(at least 3 Core courses. *Does History Matter?* is mandatory)

Does History Matter?

Bronze Age Civilizations

Early Historic South Asia

Archaeology of South Asia

Ancient Indian Social History

Early Medieval South Asia 300 – 1300

Introducing the 'Early Modern' 1300 – 1761 CE

Establishment of British Power in South Asia 1757 – 1857

Social Change in Colonial South Asia c. 1860 – 1940s

Contemporary India 1947 – 1991

Histories of the Art and Architecture of South Asia

State and Cult in Early Medieval South Asia

II. Departmental Electives

Resources, Conflict and the State

Pastoral Nomads and the State

Histories of Writing

Orientalism, Culture and Imperialism

Crime and Punishment in the Modern World

Diagnosing Difference: Imperial Histories of Medicine in South Asia and Africa

Experts and Expertise: A Historical and Anthropological Perspective

South Asia in Historiography

The Opium Question: Writings on the Opium Wars (1839-1860)

Students interested in opting for a Minor in the discipline must do so as early as possible, preferably by Semester 3 or 4, leaving adequate time for planning coursework and fulfilling course requirements.

Undergraduate Minor in Archaeology

The History Department offers a separate Minor programme in Archaeology. The purpose of this Minor is to enable students to interpret and use material evidence, to learn the field methods that are specific to archaeology, as well as appreciate how archaeological material, after it has been excavated or collected, is dealt with through analyses, curation, and display. Students will also be introduced to some of the theories that pertain to archaeology.

Through this programme, students will be able to take several courses in Archaeology and in turn, be able to pursue a more specialized graduate programme in Archaeology as well as Museum Studies.

The Minor will also be open to Major students of History. Students will have to complete **6 courses** and obtain **24 credits** in order to complete the Archaeology Minor, within a minimum period of three years. *Introduction to Archaeology* will be compulsory to obtain a Minor.

The following are the courses for the Minor in Archaeology:

I. Core Courses

Introduction to Archaeology (4 credits)

Bronze Age Civilizations (4 credits)

Early Historic South Asia (4 credits)

Archaeology of South Asia (4 credits)

Histories of Archaeology in South Asia (4 credits)

Field Methods in Archaeology (4 credits)

Histories of the Art and Architecture of South Asia (4 credits)

Seeing the Past: Visual Histories and Archaeological Practices (4 credits)

II. Elective Courses

Archaeology of Cities (4 credits)

Archaeology and Death (4 credits)

Temples, Tombs and Warriors: Comparative Archaeology of India and China (4 credits)

Curating Cultures: Collections, Museums, Practices (4 credits)

Course Descriptions

HIS 101/ARC 101 Introduction to Archaeology

H. Kadambi

Archaeology is a discipline that studies the material remnants of the past in order to understand how people lived their lives. In this course, we shall see what archaeologists do, how this discipline began and how it evolved over time. This course will give students an idea of the breadth of archaeology in terms of ideas, theories, technologies, and practices. The aim of this course is to show how past histories can be constructed from material evidence, that even without writing and documentation, we can uncover the past. At the end of the course, students should be able to understand how archaeological sites form, make the link between behaviour and material, as well as appreciate the significance of material culture in understanding many aspects of the human past. (3:1:0) Prerequisite: None; Class size: 20

HIS 102 Does History Matter? Research Methods in History

S. Roy Chaudhury

The course focuses upon the research methods of History and aims at developing an understanding of the discipline. It is designed for promoting analytical and critical skills, which History requires, and for illustrating the intellectual value of thinking through issues of historiography. Students shall be taught 'how to do history', and will be informed of the various ways in which they can critically approach the subject and its sources. They shall be trained to think historically through questions such as: How do we write histories? Do we need to regard the manner in which we relate to histories? What constitutes historical evidence? Can we map the changes in evidentiary domains over time? Why do we need to note the historical relationships between memory and production of historical knowledge? Additionally, students will be exposed to contemporary historical literature for gaining an understanding of the role of historical knowledge in shaping and changing the public domain. (3:1:0) Prerequisite: None; Class size: 30

HIS 103 Early Historic South Asia

M. Visvanathan

This course charts the slow transition, rise and spread of cities and states in early historic South Asia. Beginning from c.1500 BCE and extending into the early centuries CE, it shows how the development of urban civilization was marked by a host of interconnected factors: the rise of monarchies, the development of trading networks, the emergence of writing, and the spread of religious groups. By bringing together analyses of textual and archaeological data, it aims to shed light on this complex and dynamic period in the subcontinent's past. (3:1:0) Prerequisite: None; Class size: 20

HIS 104/ARC 104 Bronze Age Civilizations

J. Menon

What is the meaning of the Bronze Age? What role did the civilizations of Mesopotamia and Egypt play in enabling some of the most significant developments in human societies? This course begins with the discovery of these civilizations, plots their development over time, and discusses how they may be understood both through written as well as archaeological material. (3:1:0) Pre-requisites: None; Class size: 20

HIS 201/ARC 201 Archaeology of South Asia

J. Menon

The earliest occupations in the subcontinent, in the absence of writing, can only be reconstructed on the basis of material remains, which is the purview of archaeology. Yet, archaeology also helps us to understand later periods when there are written sources. This course, through a study of the material remains of the past, will take the student from roughly the 8th millennium BCE to the 16th century CE. This will enable us to understand not only the trajectories of states and empires, but also how the histories of ordinary people can be constructed through their everyday objects. (3:1:0) Pre-requisites: None; Class size: 20

HIS 202 Ancient Indian Social History

M. Visvanathan

The study of social history represents an exciting arena in understanding India's ancient past. This course seeks to introduce students to the field, focusing in particular on issues of gender, class and caste. In the place of glorified pictures of the ancient past, such studies allow us to glimpse an ancient world peopled by men, women and their concerns, mediated by ideologies and social groupings. Emphasis will also be placed on questions of methodology, showing how an integrated study of texts, inscriptions and material culture can help us understand the complexities and contradictions of ancient societies, removed from us in time. (3:1:0) Pre-requisite: None; Class size: 20

HIS 203 Early Medieval South Asia 300 CE to 1300 CE

H. Kadambi

The course explores the political, cultural and economic histories of South Asia for over a thousand years, after the Mauryan Empire. It begins with the emergence of new states and the rule of the Gupta kings, explores notions of Classical ages, and evaluates the transformations that fostered new agrarian 'systems', economies, and the numerous traditions of art, architecture and literary genres. It evaluates the periodisation of the 'Early Medieval', and follows the historical processes of consolidation and fragmentation from the 6th century. The increase in land grants, and changing patterns of ownership and tributes lead to changes in the structures of states, and inform of the

‘feudalism debate’. By the end of the first millennium CE, cultural connections with new areas outside the subcontinent, histories of the Arab presence in South Asia, and the rule of the Chola kings and early Sultans of Delhi, heralded different kinds of polities, newer forms of patronage and traditions of art and architecture, expanding trade transactions, and distinctive regional historiographies. (3:1:0) Pre-requisites: None; Class size: 20

HIS 204 Introducing the ‘Early Modern’: South Asia from 1300 to 1761 CE

S Guha, A. Dandekar

The historiography of the Early Modern allows us to see the heuristic value of adopting a trans-national perspective in our studies of regional histories. The term alludes to a new sense of the limits of the inhabited world, and relates to the histories of the period between 1450 CE and 1800 CE, when maritime explorations, mapping and reporting produced extensive knowledge about the global geography. We see the emergence of a truly global economy, in which long distance commerce connected expanding economies on all continents, developments of new technologies occasioned new organizational responses to their effects, population increased significantly, intensification of uses of land led to establishment of settler frontiers, and large and powerful states and dynamic imperial systems mobilized new resources. Through histories of the kingdoms of Vijayanagara, regional states in the Deccan and prominently the Mughal Empire, the course will examine the significant contributions of South Asia within the early modern world economies, and explore the implications of this model for the study of South Asia. It shall focus prominently upon cultural histories for emphasizing the connections between South Asia and the World. (3:1:0) Pre-requisites: None; Class size: 20

HIS 206 Establishment of British Power in South Asia 1757 – 1857

S. Roy Chaudhury

Students will be led to explore the journey of the EEIC from its first steps as an ascendant political power in the battle of Plassey, to its demise in 1857, and the formal incorporation of its territories within the expanse of British Empire. The course studies how the EEIC, a joint stock mercantile concern became invested in the spoils of political wars in India in the 18th century. We will explore the relation between EEIC’s expansion in political power and the emergence of a colonial order of governance. The course will highlight two aspects of ideological foundations of British struggle for supremacy—the rhetoric of law as a measure of civilization and supremacy; education as a means of spreading civilization and order. We explore the histories of insurgencies against British rule, the Revolt of 1857, and conclude with the formal incorporation of India within the British Empire. (3:1:0) Prerequisite: None; Class size: 30

HIS 207/ARCH 207 Seeing the Past: Visual Histories and Archaeological Practices

S. Guha

The archaeological scholarship builds upon transcriptions of vision. Practices of fieldwork are usually premised upon our abilities of seeing the field, and the understanding of a visual reality nurtures the premise of valid evidence and contributes towards the archaeological scholarship of material culture. Additionally archeology's visual histories inform us of various historiographical issues. This paper shall explore the related histories of photography and archaeology, and the uses of photography, draftsmanship and digital technologies in the creation and dissemination of archaeological knowledge. It shall create a regard for the politics and materiality of vision, the importance of engaging with photographs as objects, and for noting the ways in which non-present past and ideological notions are given tangible forms through the practices of field photography. (3:1:0) Pre-requisite: None; Class size: 20

HIS 208 Social Change in South Asia, c. 1860 to the 1940s

I. Mitra

The period since 1860 has been a time of deep-seated and persistent social change in South Asian society, as a result of the imposition of colonial rule. This course introduces students to the literature on modern South Asian history with an emphasis on the diversity of approaches that characterize the historiography of the region, from political history to subaltern studies and studies of culture and economic development. Topics will include, the idea of the Indian nation; peasant protests, famine and poverty; life in urban cities; changes in the lives of women; science, medicine and technology; the construction of crime and social deviance. (3:1:0) Pre-requisite: None; Class size: 20

HIS 209 Contemporary India 1947 to 1991

A. Dandekar

This course looks at the major developments in contemporary India in terms of new forces and issues that are unleashed as a logical corollary of India gaining independence. It will thus examine in the historical context the major developments that have shaped the Indian sub-continent post the independence, namely the framing of the constitution, the major strands of political and economic processes that have shaped the contexts, the events in 1962 (China), the 'green revolution', 1975 (emergency) and the decade of 80s that terminated in the momentous year of 1991 where a new set of forces strove to shape the contours of the subcontinent. The course will be discussion oriented with audio visual material as an aid along with specific readings. (3:1:0) Pre-requisite: None; Class size: 20

HIS 210/ ARC 210 Histories of Archaeology in South Asia

S. Guha

An understanding of the histories of archaeological scholarship and practices is crucial for developing the skills of historical methodology and archaeological knowledge. The histories provide critical insights into the many traditions of historiography, and demonstrate the reasons for nurturing a trans-regional and trans-national perspective while writing regional histories. Through histories of antiquarian scholarship and archaeological fieldwork, this paper shall map the many ways in which we can historicize the early archaeological scholarship of India. It shall explore the manner in which the British developed and used archaeology in India, and the disciplinary developments that followed in the early decades of Indian independence. The lecture topics shall create a sense of the unequal encounters of the politics of imperialism, relationships between power and knowledge, uses and abuses of histories of origins, and creations of heritage and legacies. The course shall thereby also attend to issues of ethics. (3:1:0) Pre-requisite: None; Class size: 20

HIS 211 Fasting and Feasting: Global Histories of Food from the earliest times to the present day

TBA

Are we what we eat? The act of eating was rooted in a finite moment; yet, food welds together time, linking the visceral processes of the body to all else in life, and the present to traditions, memory and the past. This course surveys the history of food in its wide-ranging environmental, economic, cultural and global contexts through an examination of the core themes of the *production*, *circulation* and *consumption* of food across time. Topics include: the domestication of plants and animals; the medieval spice trade; the Columbian exchange and entry of New World foods on Old World diets; slavery and sugar plantations; the structure of meals and the cultivation of taste and manners; industrialization; famine and food riots; cookbooks, recipes and formation of resilient identities. (3:1:0) Pre-requisite: None; Class size: 20

HIS 212 State and Cult in Early Medieval South Asia

A. Dandekar

This course will look at the issues of early medieval state and the formation of cult against the geographical context of semi-arid belt of the Deccan, for the early medieval period. In particular this course will consider the history of the pastoralists and the cult of Vitthal at Pandarpur as an expression of a relationship between that forms the basis of an early medieval state. The class combines lectures with graded discussions. Students are expected to read assigned texts. (3:1:0) Prerequisite: None; Class size: 20

HIS 213/ARC 213 Field Methods in Archaeology
TBA

Archaeological field work is known to be intrusive. It makes it imperative that we keep this in mind while planning, designing, and executing projects, and publishing data that is generated through the practice of archaeology. This course is designed for students who want to pursue a career in archaeology, in other words, an initiation to field archaeology methods. The course is hands-on and has a strong practical component both within and outside the classroom in order to give students a basic understanding of how to generate and analyze archaeological data. (3:1:0) Pre-requisite: None; Class size: 20

HIS 215 Histories of the Art and Architecture of South Asia
Sudeshna Guha

The course shall help students to become familiar with the arts and monuments of South Asia in a historical context, and develop skills in recognizing and analyzing the various traditions. It will draw upon different artistic movements, from prehistory to the 18th century, and of the topics some examples are: the prehistoric rock art, 'Buddhist' and 'Jaina' art', dynastic and regional arts, Hindu temple, Islamic arts, Indo-Islamic architecture, and cities and urban architecture. The course will demonstrate the importance of the study of the visual arts for an understanding of South Asian history and archaeology, and will discuss both empirical and theoretical aspects of the traditions of forms and material styles. It shall provide information of the major trends in the histories of art of South Asia, and also draw attention to the different histories of perceptions of art through histories of encounters. Students will learn of the major monuments and art forms, and of major collections, methods of attribution and research approaches. (3:1:0) Pre-requisite: None; Class size: 20

HIS 301/ARC 301 Archaeology of Cities
J. Menon

This course focuses on understanding urbanism and urban settlements in the third millennium in Mesopotamia, Egypt and South Asia. The intention is to introduce the students to early urban developments and enable students to analyze urbanization, the physical and social forms of urban centres, as well as the functions of varying urban spaces. (3:1:0) Pre-requisites: None; Class size: 20

HIS 302/ARC 302 Archaeology and Death
TBA

Archaeological artefacts such as stone tools, ceramics, coins, metal implements, and ornaments like beads, are generally used to evaluate and understand the history of humans. These artefacts are especially important for the study of periods that lack concrete literary evidence. Intangible aspects such as spiritual beliefs and ceremonies, as

well as tangible but perishable objects, are lost in the passage of time but artefacts are more likely to survive the vicissitudes of time. Funereal remains in archaeology have often been used to understand some of these intangible aspects of the past behavior of human beings, as well as issues of health, disease, and caring. Recent emphasis on population movements through DNA studies will also form a part of the course. This course will explore the study of death in archaeology, whether through the burials of the Indus Valley, the 'megalithic' burials found in many parts of the world including India, the Egyptian tombs, or the early Christian catacombs. What do these funerary remains tell us and why is this useful for archaeological research? This course is aimed at students who are interested specifically in archaeology and its relationship with funerary remains from the past. (3:1:0) Pre-requisite: None; Class size: 20

HIS 303 Resources, Conflict and the State

A. Dandekar

This course will discuss the issues that are germane to conflict ridden situation in the central Indian tribal heartland. It will focus on the structural context of resource exploitation on one hand and the promises made in terms of constitutional governance and would in that light examine the rise of the insurgency movement in the central Indian tribal heartland. (3:1:0) Pre-requisite: HIS 208 or 209; Class size: 20

HIS 304 Pastoral Nomads and the State

A. Dandekar

What is pastoralism? What place has it in the context of historical developments in South Asia? What place does it occupy in the context of state formation processes? These questions will be intensively explored in this elective. It will enter into the definitional issues regarding nomadism, pastoral nomadism and pastoralism in an intensive manner. The elective will mainly focus on the Deccan Peninsula and examine the state formation processes from the perspective of the pastoral nomads and pastoralists. It will examine the location of sedentary agriculture systems and locate them in the overall agro-pastoral contexts. It will also examine the markers of pastoral systems in the Deccan. The elective would engage with a variety of sources that range from oral tradition to archaeology as it is obtained in the context of pastoralists in the Deccan. (3:1:0) Pre-requisite: HIS 208 or 209; Class size: 20

HIS 305/ARC 305 Curating Cultures: Collections, Museums, Practices

S. Guha

What functions do museums serve in the modern world? Why is it important to examine curatorial practices? How might one do archaeology, and anthropology, in and of museums? How do museums generate and consolidate theories of material culture and cultural differences? And, how have museums within the post-colonial worlds changed or responded to shifting political and economic movements, and

accommodated source communities. These are some of the questions, which the course shall address while exploring the histories of museums and their collections of antiquities within India. Through specific examples it shall also review the making of local and national collections, the distinctions between public museums and others, and inform of best practices: of collections management, conservation and curation. Devised as a practical and theoretical approach to museum studies, the course shall illustrate the importance of museums and their curation, and collections, within the archaeological scholarship. (3:1:0) Pre-requisites: None; Class size: 20

HIS 306 Histories of Writing

M. Visvanathan

To understand writing in history is also to understand that writing creates history. The permanence of writing is one of its central attributes ~ it enables the recording of texts in durable form and the recovery of information from an earlier time. In the divide between prehistory and history, writing remains the marker of difference. This course will introduce students to the history of writing, attempting a global and comparative perspective to understand questions such as the origins of scripts, the typology of writing systems, the shift from orality to literacy, and the contexts of communication in the pre-modern world. (3:1:0) Pre-requisites: None; Class size: 20

HIS 307 Orientalism, Culture and Imperialism

D. Kannan

Our seminar explores the cultural production, consumption and circulation of the western scholarship relating to the Orient that characterise European overseas expansion in the modern era. The course takes at its basis Edward Said's foundational text, *Orientalism: Western Perceptions of the Orient* (1978) and his seminal assertion that European political domination of the Orient and the knowledge relating to its land, peoples, and cultures were interdependent. The present seminar will examine various forms of knowledge production and their varied uses within the colonised world, stressing the core themes of the use of technology; the construction of imperial identities and their modes of representations; and, the appropriation of and resistance to these formulations. The topics covered include: anthropology, criminology and law; mapping, cartography and census enumeration; science and medicine; philology; museums displays and exhibitions; and nationalist discourse. The reading material relates to British imperial expansion in South Asia. Students are encouraged to read outside of the suggested texts, and if appropriate, place the discussion in a wider geo-political framework. (3:1:0) Pre-requisite: HIS 208; Class size: 20

HIS 308 Crime and Punishment in the Modern World

TBA

Violent crime evokes revulsion and interest; yet, how have the state and society attempted to address the problems of deviancy and social disorder? How might the

relationship between morality, public opinion and the state's monopoly over violence have changed over time? How do we account for the criminalization of some acts or life-styles and the decriminalization of others? This elective course introduces students to some of the key themes of the global histories of crime and punishment, from the spectacle of early modern punishments, to the rise of the industrial penitentiary and scientific criminology. Primary topics include the changing definitions of "deviancy" from the eighteenth century onwards; the birth of the industrial penitentiary and its world-wide export in the age of empire; architecture and spatial discipline; and of course, life inside of prisons. This is a seminar-style advanced elective option requiring weekly tutorials devoted to in-depth class discussions of primary and secondary materials. The course requires a departmental prerequisite and students are advised to ensure they fulfill entry requirements before opting for the class. (3:1:0) Pre-requisite: HIS 208; Class size: 20

HIS 310 Diagnosing Difference: Imperial Histories of Medicine in South Asia and Africa

S. Roy Chaudhury

Franz Fanon (1925-1961) was a psychiatrist who practiced in Algeria during the anti colonial war of resistance against France. His writings bear testimony to the deep psychological impact that colonialism had both on the colonized and the colonizer. In this course we will start with his essay titled "Medicine and Colonialism" in *Dying Colonialism* to focus on his treatment of the difference between the imperial metropolis and the colonial periphery, and their ramifications on the body and the psyche of the colonized. We shall study how historical literature on medicine has treated this difference. These texts will help us think how race, gender and class emerged as sites of articulating difference through the representation of imperial medical concerns in the African continent and South Asian subcontinent. The course will create an opportunity to reflect on the relationship between the history of medical knowledge formation and the constitution of imperial bodies in the late 18th and 19th centuries. (3:1:0) Pre-requisite: HIS 102/HIS 101; Class size: 20

HIS 311: South Asia in Historiography

S. Roy Chaudhury

This course will build on students' knowledge of the practice of history of South Asia by introducing the debates, methodologies and theoretical approaches they articulate in the form of historical concerns. Each week the course will focus on key works, and study how they speak to the wider historical and theoretical debates and approaches represented by the Annales School, Historical Sociology, Micro-history, The Cultural Turn, Gender history, Subaltern Studies, Post-Colonial Studies, the history of the Senses, and Oral history. (3:1:0) Pre-requisite: Any 200-level course in History or Archaeology; Class size: 20

HIS 312: Temples, Tombs and Warriors: Comparative Archaeology of India and China

H. Kadambi

This course will examine the archaeology and history of India and China in general, from the earliest inhabitations in the Lower Paleolithic to first millennium AD. We will address themes such as social inequality, urbanism, state formations, technological developments, political and social transformations, trade and major religious developments. We will chart major continuities, shifts and transformations in these two civilizations.

HIS 315: Experts and Expertise: A Historical and Anthropological perspective

S. Roy Chaudhury

We live today in a world where we are increasingly understanding ourselves through what we do. That is, by the kind of knowledge we produce and expertise we possess. Indeed, it would not be too much of a stretch to suggest that the most important question we ask today of people immediately after introducing ourselves is “what do you do?” While this question can be seen as an innocuous form of conversation making, it also is a form of self-identification and valuation through which we make sense of ourselves, others as well as the world around us.

This class attempts to unpack how the disciplines of History and Anthropology have studied who is an expert? What is expertise? What kinds of value/signification is placed on expertise and experts within larger questions of nationhood, economy, colonial and postcolonial statecraft?? We shall also look at what kinds of images of social reality do experts and expertise provide. And how does this, in turn, fashion /forge both expertise and expert communitarian formations. (3:1:0) Pre-requisite: Two courses in History/Sociology/English; Class size: 20

HIS 316: The Opium Question: Writings on the Opium Wars (1839-1860).

S. Roy Chaudhury

The first half of the semester will deal with what is known as the First Opium War (1839-42) and the second half will look at the Second Opium War (1856-60) and thereafter. The course will focus on the material connections that were forged around substances between British India, British Burma, and China in the writings of historians and social scientists. We will inquire as to how writers of the nineteenth century understood the role of narcotics and other substances in the expansion of empires. (3:1:0) Pre-requisite: One course in History/Sociology/English; Class size: 20

History Faculty and their areas of specialization

Ajay Dandekar, Professor, Ph.D. (Jawaharlal Nehru University)

Pastoral Nomadism; Tribes, Regions Governance, Central India; Agrarian Crisis; Denotified Tribes

Sudeshna Guha, Associate Professor, Ph.D. (Deccan College)

Histories of Archaeology; Historiography of Pre-Colonial India; Visual Anthropology; Museum Studies

Hemanth Kadambi, Assistant Professor, Ph.D. (University of Michigan)

Material Culture and Anthropology; Early Medieval South Asian Archaeology and History; Sacred landscapes

Divya Kannan, Assistant Professor, Ph.D (Jawaharlal Nehru University)

History of education; Christian Missions; Childhood studies; Global Histories of Empire, Gender studies; South Asian literary history

Jaya Menon, Professor, Ph.D. (Jawaharlal Nehru University)

Bronze Age; Ancient Technology; Social Archaeology

Iman Mitra, Assistant Professor, Ph.D. (Jadavpur University)

Colonial and postcolonial economic histories, Intellectual history, Migration, Urbanisation, Postcolonialism

Shrimoy Roy Chaudhury, Assistant Professor, Ph.D. (Syracuse University)

History of Medicine in British Empire; History of Medical Jurisprudence and Crime in South Asia; History of Life Insurance; Post-Colonial History of Health

Meera Visvanathan, Assistant Professor, Ph.D. (Jawaharlal Nehru University)

Epigraphy; Writing systems; Translation; Ancient Indian Social History