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BENGALURU
CITY UNIVERSITY

Office of the Registrar, Central College Campus, Dr. B.R. Ambedkar Veedhi, Bengaluru – 560 001.
PhNo.080-22131385, E-mail: registrar@bcu.ac.in

No.BCU/BoS/History-PG/346 /2024-25

Date:12.12.2024

NOTIFICATION

Sub: Revised Syllabus for I to IV Semester of History (PG) Course of Bengaluru City University-reg.

Ref: 1. Recommendations of the Board of Studies in the History (PG)
2. Approval of the Vice-Chancellor dated.12.12.2024

In pursuance to the recommendations of the BoS in History (PG) and the approval of the Vice-Chancellor cited at reference (1 & 2) above, the History I to IV Semesters Syllabus of Bengaluru City University effective from the academic year 2024-25, is hereby notified for information of the concerned.

The copy of the Syllabus is notified in the University Website: www.bcu.ac.in for information of the concerned.


REGISTRAR

To: The Registrar (Evaluation), Bengaluru City University, Bengaluru.

Copy to;

1. The Dean, Faculty of Commerce, BCU.
2. The Chairman & Members of BoS in History (PG), BCU.
3. The P.S. to Vice-Chancellor/Registrar/Registrar(Evaluation), BCU.
4. Office copy / Guard file / University Website: www.bcu.ac.in



BENGALURU CITY UNIVERSITY

REVISED SYLLABUS FOR M.A.

History

(I to IV Semester)

(CBCS Semester Scheme)

2024-25

Bengaluru City University

History MA Curriculum, 2024-25

PART I The structure of M.A. History courses

M.A. in History at the Bengaluru City University shall comprise of four semesters with a student taking five courses in each semester. BCU PG Regulations mandate that a student has to take 20 courses of 4 credits each in order to earn a Master's degree in History. Out of these 20 courses 17 courses shall be core papers studied within the department; one course shall be soft core; a minimum of 2 courses will have to be taken outside the department as per CBCS norms. These courses will be taken in the 2nd and 3rd semesters. Further Students who are differently abled can opt for research project offered in the syllabus in the 4th semester but the process will begin in the 3rd semester itself.

Since the number of teaching hours per course will be 90 hours (5 hours per week for 18 weeks) 1 hour will include discussion, seminar and tutorial sessions. Each course will have 5 modules, each of which could be taught for around 18 hours. Relevant readings and additional resources (such as maps, timelines, audio visual materials and primary source documents) shall be suggested for each module. Ideally a lesson plan should be created for each week/session and the same should be shared with the students.

Courses offered as part of the History Masters programme are divided into four streams:

- (a) Historical Methods and Historiography
- (b) Global Histories
- (c) Indian History
- (d) Regional History

Courses within these streams are designated as core and elective. While students are mandatorily required to take all the core courses, they may select electives based on what courses have been offered during each semester.

The method of assessment consists of 30% Internal Assessment and 70% End semester exam, as mandated by the BCU PG Regulations, 2018. A question paper pattern is provided for the End semester examination. For Internal Assessment, the following parameters are specifically framed for History programme, within the ambit of BCU PG Regulations.

With respect to the Internal Assignment, BCU PG Regulations shall be followed. A session tests for ten marks shall be conducted during the 12th week of the Semester. Seminar shall mean a presentation on a topic chosen by either the teacher or the students themselves and will include engagement with primary sources and scholarship. The other activity shall include a case study, assignment or field work, historical visits/heritage tour with the submission of a written report.

PART II Learning Objectives and Pedagogical Approach

The BCU History Master's Program will have the following four learning objectives:

1. To understand the nature of historical truth and learn how knowledge about the past is produced and revised.
2. To study the past of human societies and obtain empirical knowledge of world and Indian history, with a specific focus on Karnataka.
3. To understand the role history plays in the contemporary world and also in fashioning human futures.
4. To obtain a professional orientation and analytical grounding/aptitude, this will enable the graduate to work in a variety of professional contexts.

To achieve these learning objectives, we hope to offer courses which will not be limited to the study of text books but will compel students to obtain knowledge of primary sources and historical scholarship. We also intend to provide intensive training to students in academic writing and computing.

With respect to pedagogical approach to be adopted by teachers, the BOS makes the following recommendations.

1. Along with the course outlines and module descriptions, suggested readings should be provided for each course. These readings shall include both primary sources and scholarly works, apart from textbooks. All these are to be understood as "Select Readings" and the concerned teachers may provide relevant additional readings.
2. For each course, a combination of primary sources and scholarly works are to be used during teaching.
3. Each theme should be introduced through historiographical debates on that topic and students are to be familiarized with various positions taken by scholars. Readings shall be selected keeping such historiographical debates in mind.
4. University should invite a senior scholar as a resource person to spend a day (at least 4-5 lecture hours) per semester for each course. Students from affiliated colleges should also be invited on such occasions so that this fledgling program gets assistance from leading scholars in the field.

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PART III -**Course list**

Semester	Methodology	World History	Indian History	Regional History
I	C-1.1 Time Past & Historical Knowledge	C-1.2 Ancient World	C-1.3 Polity, Society & Economy in Ancient India SC-1.5 Art & Architecture of India –Creating Spaces and Making Images	C-1.4 South India
II	C-2.1 Historiography & Modes of History Writing	C-2.2 Towards a Modern World	C-2.3 Second Millennium OE-1 Cities in Indian History	C-2.4 Karnataka
III	C-3.1 India in Transition 17 th to 19 th Century	C-3.2 20 th Century	C-3.3 History from the Margins – Dalit, Women, Tribes and the Labourer OE-2 Indian Religion	C3.4 Bangalore
IV	C-4.1 History & Computing C-4.1(A) Research Project (for differently abled)	C-4.2 Forms of Colonialism from 16 th to 20 th Century	C-4.3 India: Struggle for Freedom and After C-4.4 Makers of Modern India	C-4.5 Themes in the History and Historiography of Karnataka

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Course Matrix

Semester I

- C-1.1 Time, Past and Historical Knowledge
- C-1.2 Ancient World
- C-1.3 Polity, Society and Economy in Ancient India
- C-1.4 South India
- SC-1.5 Art and Architecture in India - Creating Spaces and Making Images

Semester II

- C-2.1 Historiography and Modes of History Writing
- C-2.2 Towards a Modern World
- C-2.3 Second Millennium
- C-2.4 Karnataka
- OE-1 Cities in Indian History

Semester III

- C-3.1 India in Transition from 17th century to 19th century
- C-3.2 20th Century World
- C-3.3 History from the Margins- Dalit, Women, Tribes and the Labourer
- C-3.4 Bangalore
- OE-2 Indian Religions

Semester IV

- C-4.1 History and Computing
- C-4.1(A) Research Project (Only for differently abled students)
- C-4.2 Forms of Colonialism from 16th to 20th Century
- C-4.3 India: Struggle for Freedom and After
- C-4.4 Makers of Modern India
- C-4.5 Themes in the History and Historiography of Karnataka

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Bengaluru City University
Department of History
CBSC effective from 2024-2025

Paper Code	Paper Title	Teaching hours/week	Final Exam Marks	Internal Exam marks	Total marks	Credit Hours	Remarks
First Semester							
C-1.1	Time past & Historical Knowledge	5	70	30	100	4	Core
C-1.2	Ancient World	5	70	30	100	4	Core
C-1.3	Politics Society & Economy in Ancient India	5	70	30	100	4	Core
C-1.4	South India	5	70	30	100	4	Core
SC-1	Art and Architecture of India -Creating Spaces Making Images	5	70	30	100	4	Soft Core
	Total	25	350	150	500	20	
Second Semester							
C-2.1	Historiography & Modes of History Writing	5	70	30	100	4	Core
C-2.2	Towards a Modern World	5	70	30	100	4	Core
C-2.3	Second Millennium	5	70	30	100	4	Core
C-2.4	Karnataka	5	70	30	100	4	Core
OE-1	Cities in Indian History	5	70	30	100	4	Open Elective
	Total	25	350	150	500	20	
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Third Semester							
C-3.1	20th Century	5	70	30	100	4	Core
C-3.2	India in Transition 17th to 19th century	5	70	30	100	4	Core
C-3.3	History from the Margins: Women, Folk, Dalit, Tribal, & the Labourer	5	70	30	100	4	Core
C-3.4	Bangalore	5	70	30	100	4	Core
OE-2	Indian Religion	5	70	30	100	4	Open Elective
	Total	25	350	150	500	20	
Fourth semester							
C-4.1	History & Computing	5	70	30	100	4	Core
C4.1 (A)	Research Project	5	70	30	100	4	Core
C-4.2	Forms of Colonialism from 16th to 20th Century	5	70	30	100	4	Core
C-4.3	India's Struggle for Freedom & After	5	70	30	100	4	Core
C-4.4	Special Themes in Karnataka	5	70	30	100	4	Core
C-4.5	Makers of Modern India	5	70	30	100	4	Core
	Total	25	350	150	500	20	

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Annexures:

1. The Making of Social Science Curriculum at BCU:

BCU organized a series of workshops since the summer of 2017, bringing together social scientists and humanities scholars from leading Indian universities. The objective of these workshops was to formulate pedagogical strategies to be adopted at the university.

In a rapidly changing contemporary world, social sciences and humanities have faced unprecedented challenges about their knowledge claims, ideological as well as political bias and social usefulness. Not surprisingly then, the claims of universality made by social sciences have been rejected, as these disciplines are being criticized for their Euro-centric approach as well as practical irrelevance. Thus, we at BCU realized the pressing need to rethink not only the theoretical orientation of social sciences and humanities but also how to make them relevant in the Indian context. This necessitated addressing both theoretical issues as well as real world challenges of making social sciences relevant for the job market.

In order to address such challenges, BCU convened a series of meetings over a period of 18 months between January 2017 and June 2018 to lay down a roadmap for the Faculty of Arts at the University. These meetings brought together many eminent scholars from across the country. Among them were Ravi Srivastava (Economics, JNU), SatishDeshpande (Sociology, DU), Valerian Rodrigues (Political Science, JNU), N. Jayaram (Sociology, TISS & NLSUI), SundarSarukkai (Philosophy NIAS), RajendraChenni (English, Kuvempu University) and NatarajHuliyar (Comparative Literature and Kannada, Bangalore University). They discussed how best disciplines of social sciences and humanities could be taught in a state university, both in the Central College campus and in various affiliated colleges. The challenge of teaching and researching in Kannada as well as training students in academic English were also considered in these discussions. These experts also led a systematic effort to prepare curriculum for various disciplines in collaboration with senior scholars from various universities of Karnataka. One such consultation was organized for History in February 2018.

Such consultations compelled BCU to take the critique of dominant mode of doing Social Sciences seriously, and face the challenge of reordering them squarely. However, this is being done keeping in mind BCU's institutional as well as intellectual context and the diverse social background of potential students. Thus the curriculum as well as the Regulations for the postgraduate programmes has been framed so that they can be effectively implemented in both the University as well as affiliated colleges. Needs of students from different socio-economic, religious and linguistic backgrounds have been addressed? At the same time, BCU's advantageous institutional location in Bangalore has also been incorporated into the structure of the curriculum so that students could thrive intellectually and professionally. Thus BCU has sought to cater to the needs of students of diverse talents, aspirations and professional requirements in a constructive and professional manner.

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2.A Preamble for History Curriculum Making:

As you can make out from the above description, our approach to curriculum preparation was a mix of ambition and pragmatism. We weren't blind to the reality of the kind of students who will walk into the classroom at BCU nor did we ignore the fact that the same curriculum had to be taught in at least four other colleges within BCU's jurisdiction. The University library has good collection of history books recommended by the subject experts. A fair good collection of history books written in kannadalanguage are available for the students. The students can also access the digital resources and British Council e - resources from our University Library.

The basic question before us is what do we expect a graduate of our History MA program to have learnt?

In responding to this question and deciding on a benchmark for the curriculum, we worked through three fundamental fault lines, which are as follows. First, to what extent the curriculum of sister universities in Karnataka should be followed? We raised this question specifically because of how students might react if the courses are radically different. Second, should we try to cover UGC NET syllabus or UPSC/KPSC History syllabus maximally? The point here was whether we should create largely content based curriculum which will help students in these exams or should we adopt a different framework. A related final question was this: should we try to offer broad-based content oriented courses or should we create a curriculum which offers a mix of methodological courses and a cross section of thematic courses? JNU and Delhi University offer a radical version of the latter, in which (a) students specialize in ancient, medieval or modern histories and (b) courses are thematic (history of books or reading, for example) and focus on narrow band of time (50 years or less).

Here again we wanted to be pragmatic and arrive at a combination of all three approaches. We decided we wouldn't be radically different from our sister universities, especially in relation to assessment, and further that we would also try to prepare our students for UGC and other competitive examinations. However, despite these two commitments, we didn't want to limit ourselves to general, broadly content oriented courses. Therefore, the curriculum suggested below offers a mix of (a) methodological courses, (b) thematic global history courses; (c) Indian history courses (d) Regional History courses

The curriculum proposed doesn't aim to be comprehensive but it also wants to avoid being a superficial, textbook based curriculum. Our aim is to provide a solid grounding in methodological issues, training in reading scholarship and primary sources and insights into key moments of regional, national and world histories.

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3.Question Paper Pattern:

Time: 3 hours

Total marks: 70

Section A

Answer any four questions (4x5=20)

- 1
- 2
- 3
- 4
- 5
- 6

Section B

Answer any two questions (2X10=20)

- 1
- 2
- 3
- 4

Section C

Answer any two questions (2X15=30)

- 1
- 2
- 3
- 4

Internal Assessment Marks

Activity	Total Marks
Test	10 marks
Seminar	10 marks
Assignment	05 marks
Attendance	05 marks
Total	30 marks

5.Kannada Scholarly Resources*

While the paucity of scholarly materials in Kannada remains a critical concern, several excellent resources continue to be underutilized. Therefore, the Board of Studies strongly feels that scholarly works available in Kannada should be properly deployed in the classroom. In particular, the BOS recommends that the following works be used as much as possible.

1. Ali, Sheik. Karnataka Charitre Volumes 1-7. Hampi: Kannada University, 1997
2. Vijay, TambandaPoonacha. Kannada VishvavidyanilayaCharitreSamputa, Volumes 1-8. Hampi: Kannada University, 2010.
3. Chandrashekar, S. and B. SurendraRao. KarnatakadaSamajikamattuArthikaCharitreyaKelavuNelegalu, Volumes 1-12. Bangalore: KuvempuBhashaBharathi, 2016.

*These references will be augmented and we hope you will also contribute useful references.

PART-IV Syllabus

Semester -1

C-1.1 Time, Past and Historical Knowledge

The first course in Historical Methods stream systematically introduces students to basic concepts of History such as time, past, archives and sources; teaches how historical knowledge is produced and revised; and finally, examines what is necessary for the production of historical knowledge. The objective here is to make students familiar with different archives and sources which they would have to use for research; more importantly, this enables them to understand how historians collect and interpret evidence in order to construct historical narratives. In some ways, this is the most important foundational course for the entire program.

This course has the five following modules:

A. Time –explores different notions of time in two different ways. First we will consider how time is conceived in different discipline such as Physics, Geology, History and Philosophy. Second, we will study how time is perceived by different human cultures, specifically Indian conceptions of 'Kala'. This module provides an opportunity to narrate what has come to be known as 'Big History in contemporary history writing (for example, see David Christian and his Big History) 'project online which tries to locate human history in the context of the history of universe, from Big bang to the present.

B. Past- with this module, we specifically enter the domain of history and examine different notions of past. Specifically, the objective here is to explore the difference between past (which is infinite and encompasses everything) and a knowable past (which is finite, is predicated on human perception and the availability of credible sources.

C. Historical Knowledge- in this module, we examine how historical knowledge is produced about a knowable past.

D. Archives-introduces different kinds of archives and sources, upon which the production of the past depends. The objective here is to make students familiar with different archives and sources which they would have to use for research; more importantly, this enables them to understand how historians collect and interpret evidence in order to construct historical narratives.

E. Undertaking Research –describes the process of historical research. Students are encouraged to think about research questions, methodology, archives and sources, interpretive methods and writing process.

Readings:

1. Ali, Sheik. *History: Theory and Method*.
2. E.H Carr. *What is history?*
3. Bentley, Michael. *Companion to Historiography*. Routledge, 1997.
4. Berkhofer, Robert. *Fashioning History*. Palgrave Macmillan, 2008.
5. Collingwood, R.G. *The Idea of History*. 1946.
6. Gunn, Simon and Lucy Faire. *Research Methods for History*. 2012.

7. Sreedharan, E. A *Textbook of Historiography*.Orient Blackswan, 2004.
8. Jenkins, Keith. *Re-thinking History*.Routledge, 2004.
9. KapilaVatsyayan, *Concepts of Time: Ancient and Modern*, Sterling publishers pvt, ltd.
10. Munslow, Alun. *The New History*. Pearson Longman, 2003.
11. SailenGhosh, *Archives in India*.
12. SenGupth S. *Experiencing History through Archives*, MunshiramManoharlal Publication, 2004.
13. Thapar, Romila. *Time as a Metaphor of History*. 1996.
14. David, Christian.*Maps of Time-An Introduction to Big History*.University of California Press, California, 2004.
15. Singh Upinder. *A History of Ancient and Early Medieval India From the Stone Age to the 12th Century*.Pearson India Education Services Pvt.Ltd. Noida. 2016.
16. Hawkings , Stephen , *Brief History of Time*.
- 17.Shulman, Eric.,*A Briefer History of Time- From the Big Bang to the Big Mac.*, W.H.Freeman and Company., New York.,

ಕನ್ನಡ ಪುಸ್ತಕಗಳು

1. ವಿಜಯ ಪುಣಚ್ಚ, (ಸಂಪಾದಕರು), *ಚರಿತ್ರೆಯ ಬರವಣಿಗೆಯ ರಚನಾಕ್ರಮಗಳು*, ಸಂಪುಟ -1, ಹಂಪಿ ವಿಶ್ವವಿದ್ಯಾಲಯ ಪ್ರಸಾರಂಗ , ಹಂಪಿ.
2. ಹೆಚ್. ವಿ. ಶ್ರೀನಿವಾಸ ಮೂರ್ತಿ, *ಇತಿಹಾಸ ಸಂಶೋಧನಾ ಕಲೆ ಮತ್ತು ವಿಧಾನ*
3. ಬ.ರಾ.ಗೋಪಾಲ್ , *ಇತಿಹಾಸ ವಿಧಾನ ಮತ್ತು ಸಿದ್ಧಾಂತ*.

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C-1.2 Ancient World

This course shall introduce six important ancient civilizations: Mesopotamia, Indus, Egypt, China, Greece and Rome. The main objective of this course is to introduce to students how civilizations emerged in different parts of the world. This exercise is being undertaken comparatively so that similarities and divergences can be understood. Themes for discussion in each civilizational context include the beginnings, physical and ecological context, agricultural revolution, emergence of specialization and profession, state formation and urbanization, long distance trade, culture, writing and literature, religion and philosophy.

The threefold objective of this course is as follows: (a) to familiarize students on how these civilizations emerged in different parts of the world; (b) to introduce them to different kinds of sources - material culture, written sources and monumental architecture- and methods of interpretation; (c) to show how complex urban societies, with social hierarchy, political organization and literary traditions, arise in human history. This course has the following five modules, which focus on the six major ancient civilizations:

This course has the five following modules:

- A. Mesopotamia-** Till the fall of Babylonia 539 B.C.- physical setting and ecology, state, emergence of cities, professions and long distance trade, writing and religion.
- B. Indus** - Physical setting and ecology, cities and town planning, state, religion, professions and long distance trade, decline.
- C. Egypt-** Old, Middle and New Kingdoms - physical setting, ecology and agriculture, politics, architecture, religion, writing, science and technology, professions and long distance trade.
- D. Chinese** - (Yellow River valley and Yangtze River valley) Civilization up to Zhou dynasty - physical setting and ecology, politics and bureaucracy, religion and philosophy.
- E. Greece and Roman-**Physical setting and ecology, city states and empires, religion, literature and philosophy, decline.

Readings

- 1 Barker, Graeme and Candace Goucher. *The Cambridge World History Volume II A World with Agriculture*. Cambridge: CUP, 2015.
- 2 Cartledge, Paul. *Ancient Greece: A very short introduction*. Oxford: OUP, 2011
- 3 Cartledge, Paul. *Ancient Greece: A History in Eleven cities*. Oxford: OUP, 2009.

- 4 Chakrabarti, Dilip K., (1999) *India: An Archaeological History. Palaeolithic Beginnings to Early Historic Foundations*. Delhi: Oxford University Press
- 5 Charvat, Peter. *The Birth of the State: Ancient Egypt, Mesopotamia, India and China*
- 6 Habib, Irfan. *The Indus Civilization*. Tulika Books, 2002.
- 7 Kelly, Christopher. *Roman Empire: A Very Short Introduction*. OUP, 2006.
- 8 Kriwaczek, Paul. *Babylon: Mesopotamia and the Birth of Civilization*. St. Martin's Press, 2012.
- 9 Lahiri, Nayanjot. *Finding Forgotten Cities How the Indus Civilization was Discovered*. Delhi: Permanent Black, 2015.
- 10 Loewe, Michael and Edward L. Shaughnessy. *The Cambridge History of Ancient China: From the Origins of Civilization to 221 BC*.
- 11 Ratnagar, Shereen. *Understanding Harappa: Civilization in the greater Indus Valley*, Delhi: Tulika Books, 2002.
- 12 Shaw, Ian. *The Oxford History of Ancient Egypt*. Oxford: OUP, 2000.
- 13 Shaw, Ian. *Ancient Egypt: A very short introduction*. Oxford: OUP, 2004.
- 14 Tattersall, Ian. *The World from the Beginning to 4000 BCE*. Oxford: OUP, 2008.
- 15 Yoffee, Norman. *The Cambridge World History, Volume III Early Cities in Comparative Perspective*. Cambridge: CUP, 2015

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C-1.3 South India

This course introduces the broader geographical region of South India within which Karnataka and Kannada are located. The objective of this course is to explore the shared and connected histories among the linguistic and cultural traditions of South India till the 20th century. Thus the shared political, religious, archaeological

The first unit focus on State formation and politics of South Indian from the Ancient period to medieval. The second unit emphasizes on the study of emergence of new religious movements based on Bhakti and intellectual movements of south India. The third unit trace the ecology as mentioned in ancient text and how people interact with these and developed trade and urban centres. The economic aspect of Agriculture, growth of industries in relation to the development of east west maritime trade in Indian Ocean. The fourth unit traces the growth of languages and Linguistic identities and literary linkages among Kannada, Telugu, and Malayalam and Tamil speakers in particular are explored. The Fifth unit focus to study the Modern south India the colonial impact and social change.

This course has the five following modules:

- A. **State Formation and Politics:** BadamiChalukyas, Chola, Hoysala and Vijayanagara.
- B. **Bhakti and Intellectual traditions:** Alwar, NayanmarVachana ,Dasa; Advaita,Vishistadvaita, Dvaita,Tatvapada of South India; Folk traditions: Kannada Telugu and Tamil.
- C. **Ecology:** Expansion of agriculture, Craft production, Trade and Urbanization
- D. **Languages and Linguistic identities through history:** Tamil, Kannada, Telugu and Malayalam
- E. **Social Movements and Change:** Colonial and Modern South India.

Readings

- 1 Ali, B. Sheik. *History of the Western Gangas*. Mysore: University of Mysore, 1976.
- 2 Allen, Charles. *Coromandel: A Personal History of South India*. London: Little Brown, 2017.
- 3 Altkear, A. S., *TheRashtrakutas and their Times*. Poona: Oriental Book Agency, 1934.
- 4 Bhandarkar, R.G., *Early History of the Deccan*. Asian Educational Services, 1996.
Champakalakshmi, R., *Trade, Ideology and Urbanization: South India 300 B.C.- 1300 A.D.*
Delhi: OUP, 1996.
- 5 Chandrashekar, S. *Colonialism, conflict and nationalism: South India, 1857-1947*. New Delhi: Vishwa Publications, 1995.
- 6 Cox, Whitney. *Politics, Kingship and Poetry in Medieval South India*. Cambridge University Press, 2017.

- 7 Diwakar, R. R., (eds) *Karnataka Through the Ages*. Bangalore: Government of Mysore, 1968.
- 8 Gopal, B.R., *The Chalukyas of Kalyana and the Kalachuris*. Dharwad, Karnataka University Press, 1981.
- 9 Gurukkal, Rajan. *Social Formations of Early South India*. Delhi: OUP, 2010.
- 10 Karashima, Noboru. *Ancient to Medieval: South Indian Society in Transition*. Delhi: OUP, 2009.
- 11 Karashima, Noboru. *A Concise History of South India: Issues and Interpretations*. OUP, 2014.
- 12 Ramesh, K. V. *Chalukyas of Vatapi*. Delhi: Agam Kala Prakashan, 1984.
- 13 Shastri, K. A. Nilakantha. *History of South India*. Delhi: Oxford University Press, 1955.
- 14 Shulman, David. *Tamil A Biography*. Harvard: Harvard University Press, 2016
- 15 Shulman, David. *More than Real: A History of the Imagination in South India*. Harvard University Press, 2012.
- 16 Stein, Burton. *Peasant State and Society*. Delhi: OUP, 1983.
- 17 Veluthat, Kesavan. *The Early Medieval in South India*. New Delhi: OUP, 2009.
- 18 Veluthat, Kesavan. *Political Structure of Early Medieval South India*. 2nd Edition, Orient Blackswan, 2012.
- 19 Yazdani, G. *The early History of Deccan*. Oxford University Press, 1961.
- 20 Hardy Friedhelm, Viraha Bhakti, *The Early History of Krishna Devotion in South India*.

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C-1.4 Polity, Society and Economy in Ancient India

This course shall introduce the students to the process of state formation, social transformation, conceptions of sovereignty and ideas of governance; the making of states and empires between from Vedic times to 1000 AD; emergence of caste society, religion and; intensification of agriculture, craft production, new technologies and changes in material culture; It also reflects on the ideas of thinkers on Polity and Society.

Thus the course seeks to explore important social, political and economic developments of Ancient India. It is assumed that students are familiar with the outlines of general political, social and economic history and the course may begin with a brief revision of the same.

In the first unit, traces Historical writings. The second unit explores the process of state formation, which in Ancient India logically concludes with the Gupta Empire and explore conceptions of sovereignty and ideas of governance. The Third unit discusses various social complexities of ancient India. Fourth unit will highlight the Economy of ancient India. The fifth unit is dedicated to trace the formation and transformation of society and the emergence of new culture.

This course has the following five modules:

A: State and Empires – Mahajanapadas to Mauryas

B: State and Empires – Guptas to Chalukyas of Kalyana

C: Society - Varna-Jati; racial, ethnic and linguistic diversity; and social complexity

D: Economy - intensification of agriculture, craft production, new technologies and changes in material culture, maritime trade.

E: Culture – Sanskrit Cosmopolis and Vernacular cultures

Readings

1. Avari, Burjor. *India - The Ancient Past- A History of the Indian Subcontinent from 7000 BC to 1200 AD.*
2. A.S. Altekar- *State and Government in Ancient India.*
3. B.N. Puri- *History of Indian Administration, Vol. I and II.*
4. Jaiswal, Suvira. *Caste: Origin, Function and Dimensions of Change.* Delhi: Manohar, 2000.
5. K.P. Jayaswal- *Hindu polity.*
6. R.S. Sharma – *State and Economy in Ancient India.*
7. R.S. Sharma- *India's Ancient Past,* Oxford University press, 2005.
8. Singh, Upinder. *Rethinking Early Medieval India: A Reader.* Delhi: OUP, 2012.
9. Singh, Upinder. *A History of Ancient and Early Medieval India.* Delhi: Pearson Education India, 2009.
10. Thapar, Romila. *Ancient Indian Social History.* Orient Longman, 1978.
11. Thapar, Romila. *The Past before Us Historical Traditions of North India.* Harvard University Press, 2013.
12. A. L. Bhashyam, *The Wonder that was India,* Surjeet Publications

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1. ಅರ್. ಪಿ. ಮಜುಂದಾರ್ ಮತ್ತು ಇತರರು, ಭಾರತದ ಸಂಸ್ಕೃತಿ ಮತ್ತು ಇತಿಹಾಸ , ಭಾರತೀಯ ವಿದ್ಯಾಭವನ ಪ್ರಕಾಶನ, ಸಂಪುಟಗಳು 1-9
2. ನಾಗರಾಜ್, (ಮೂಲ ಲೇಖಕರು-ಜಯಸ್ವಲ್) ಹಿಂದೂ ಪೊಲಿಟಿ, ಭಾಷಾ ಭಾರತಿ ಪ್ರಕಟಣೆ
3. ಮೂಲ ಲೇಖಕರು ಎ.ಎಲ್ ಭಾಷ್ಯಂ, ಕನ್ನಡಕ್ಕೆಡಿ.ಆರ್. ಮಿರ್ಜೆ, ಪ್ರಾಚೀನ ಭಾರತವೆಂಬ ಅಧ್ಯತ, ಐ.ಬಿ.ಎಚ್ ಪ್ರಕಾಶನ.
4. ಆರ್.ಎಸ್ ಶರ್ಮ, ಪ್ರಾಚೀನ ಭಾರತ, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.

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SC-1.5. Art and Architecture in India - Creating Spaces and Making Images

This course traces historical trajectories of architectural and aesthetic traditions of India from ancient period to the present. This historical overview primarily focuses on monumental architecture through history and as a secondary element explores sculpture, painting and regional architecture.

Indian architecture is rooted in the history, culture and religion of India. Among several architectural styles and traditions the best known include the varieties of Hindu temple, Indo Islamic architecture especially the Mughal and AdilShahi paintings and further move on to colonial architecture. The south India architecture focuses on temples from Pallavas, Chalukyas, Chola and Hoysala architecture. Early India architecture was made of wood which was not sustainable due to rotting and instability in the structures perished over time. We begin from the earliest existing architecture which includes Hindu, Buddhist and Jain styles.

This course has the following modules:

- A. The Beginnings:** Buddhist Art - Stupas, Chaityas and Viharas; Buddhist Sculpture - Sanchi Stupa and Ajanta Caves as main examples
- B. Temples and Temple Sculpture:** Mahabalipuram, Badami, Aihole, Ellora, Tanjavur, Belur, Vijayanagara as major sites.
- C. Mosques, Mausoleums, Forts and Palaces:** Delhi (Humayun's Tomb, Red Fort) Agra (Taj Mahal and Red Fort), Bijapur as major examples
- D. Images and Painting:** Chola Bronzes, Mughal Painting
- E. Colonial Architecture:** Colonial Cities (Calcutta and Delhi), Indo-Saracenic Architecture (Mysore as the major example)

Readings:

- 1 Asher, Catherine. *The New Cambridge History of India 1:4 Architecture of Mughal India*. Cambridge: Cambridge University Press, 1999.
- 2 Bhardwaj, Vinayak and Krupali Krusche. *Rediscovering the Hindu Temple The Sacred Architecture and Urbanism of India. New Caste Upon Tyne*: Cambridge Scholars, 2012.
- 3 Burton-Page, John. *Indian Islamic Architecture: Forms and Typologies, Sites and Monuments*. Leiden: Brill, 2008.
- 4 Dehejia, Vidya. *Indian Art*. London: Phaidon Press, 1997.
- 5 Lahiri, Nayanjot. *Marshaling the Past. Delhi*: Orient Blackswan, 2012.
- 6 Michell, George. *The New Cambridge History of India: Architecture and art of Southern India Vijayanagara and the successor states*. Cambridge: Cambridge University Press, 2008
- 7 Michell, George and Mark Zebrowski. *The New Cambridge History of India: Architecture and Art of the Deccan Sultanates*. Cambridge: Cambridge University Press, 1999.
- 8 Mitter, Partha. *Indian Art*, Oxford: OUP, 2001.
- 9 Neave, Dorinda, Lara Blanchard and Marika Sardar. *Asian Art*. Boston: Pearson, 2014. (SEE PART 1)
- 10 Rowland, Benjamin. *The Art and Architecture of India*. Penguin, 1954.
- 11 S Settar, *Temples of Hoysalas*
- 12 Brown, Percy, *Indian Architecture (Buddhist and Hindu)*
- 13 Brown, Percy, *Indian Architecture (Islamic Period)*

14. Richard H Davis *The Sensuous and the Sacred: Chola Bronzes from South India*

Metropolitan Museum has some very useful short essays on its website. Students will find these as very useful introductions to the themes being discussed in the class.

Essays on South Asian Art

South Asian Art and Culture

https://www.metmuseum.org/toah/hd/sasa/hd_sasa.htm

Introduction to Prehistoric Art, 20,000-8000

https://www.metmuseum.org/toah/hd/preh/hd_preh.htm

Mauryan Empire (ca. 323-185 B.C.)

https://www.metmuseum.org/toah/hd/maur/hd_maur.htm

Recognising the Gods

https://www.metmuseum.org/toah/hd/gods/hd_gods.htm

Buddhism and Buddhist Art

https://www.metmuseum.org/toah/hd/budd/hd_budd.htm

GANDHARA

https://www.metmuseum.org/toah/hd/gand/hd_gand.htm

Cosmic Buddhas in the Himalayas

https://www.metmuseum.org/toah/hd/cbud/hd_cbud.htm

Hinduism and Hindu Art

https://www.metmuseum.org/toah/hd/hind/hd_hind.htm

Jain Manuscript Painting

https://www.metmuseum.org/toah/hd/decc/hd_decc.htm

Jain Sculpture

https://www.metmuseum.org/toah/hd/jais/hd_jais.htm

Islamic Art of the Deccan

https://www.metmuseum.org/toah/hd/decc/hd_decc.htm

The Art of the Mughals before 1600

https://www.metmuseum.org/toah/hd/mugh/hd_mugh.htm

The Art of the Mughals after 1600

https://www.metmuseum.org/toah/hd/mugh_2/hd_mugh_2.htm

Modern Art in India

https://www.metmuseum.org/toah/hd/mind/hd_mind.htm

Early Modernists and Indian Traditions

https://www.metmuseum.org/toah/hd/emit/hd_emit.htm

Company Paintings in Nineteenth Century India

https://www.metmuseum.org/toah/hd/cpin/hd_cpin.htm

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SEMESTER II

Note on the curriculum for II Semester

As was the case in the first semester, the courses in the 2nd semester are also thematically oriented. Consequently, historical developments from different historical periods are placed together under the rubric of one course so that similar developments can be studied comparatively. For instance, in the course on "Cities in Indian History" our objective would be to study different process of urbanisation from the beginning of history to the present. Such an approach would help us to understand different causative factors for urbanisation in different eras. In order to achieve such objectivity, we have chosen to study only important representative cities from different eras. Such an approach has adopted for all courses. In other words, we have identified important themes related to the subject of the course, which constitute the topic of each module. Within each module, we have provided details of important historical figures or events or phenomenon which needs to be highlighted.

Hence it becomes incumbent upon teachers to provide a narrative about the broader historical thematic of the course. In order to clarify the outlines of such a narrative, we have provided a detailed course outline, the objective of which is to offer such an explanatory framework. Additionally, the detailed reading lists provide Kannada and English references for all the five courses.

Semester II

- C-2.1 Historiography and Modes of History Writing
- C-2.2 Towards a Modern World
- C-2.3 Second Millennium
- C-2.4 Karnataka
- OE-1 Cities in Indian History

C-2.1 Historiography and Modes of History Writing

The primary objective of this course is to introduce to our students different modes of history writing; develop in them the competency to recognise different historiographical schools; and make them familiar with major historiographical debates, both in the global and Indian contexts. It builds on the course "Time Past and Historical Knowledge" which is the first course in the Methodology sequence and is taught in the first semester. By studying historiography students are introduced to different conceptions of history and history writing modes, from the Greek onwards until the present.

As is widely known, human cultures have always been interested in conducting inquiries into their origins and further into their location within the cosmos. This interest has resulted in the production of numerous accounts of the past. In this course, we will specifically study historical understanding and historical accounts, by which we mean accounts of the past which are produced on the basis of historical evidence and sources. Thus the myth and

legends aren't part of the curriculum. While history is primarily a modern academic discipline and much of the historical scholarship has been produced during modern times, historical writing can also be traced back to ancient and medieval periods. Hence in the first theme of this course, i.e., pre modern approaches to historical thinking and writing, we will study such ancient and medieval thinkers. We will begin with the Greeks specifically Herodotus and Thucydides. Other pre modern traditions to be taken up for considerations include Romans, Christians and Arabs. Representative historians who need to be analysed are listed below in the module description.

The second theme focuses on the emergence of historicism in the modern context. Here we will specifically address three different phenomena: first notions such as history and scientific history as conceived by thinkers such as Vico, Comte and Ranke; second, Philosophy of history as it emerged in the works of G W F Hegel; and finally, important narrative of history produced by historians such as Edward Gibbon. Thus we intend to introduce to the students conceptions of history as well as some of the important themes in 19th Century historical scholarship.

The third theme of this course focuses on how important historiographical traditions emerged in the 20th Century, as history became an academic discipline and professional scholars began producing historical scholarship. Here we will specifically consider Marxist (early Marxist histories, British Marxism and History from Below) and Annales (Marc Bloch and Braudel) Schools as well as New Historicism and the Cultural Turn in History.

Finally, we shift our attention towards Indian historiography in the final two modules of this paper. We will begin with the Orientalist and Colonial projects of producing historical scholarship on India's past. Then we will study nationalist responses to colonial historiography and the writing. Important historians, whose works need to be discussed at some length, have been identified below. Finally, we will consider how historical scholarship is being produced on marginal groups such as untouchables, tribal, women and backward communities. Here attention is being paid to those social experiences and historical archives (such as oral literature and folk narratives) which hadn't been analysed in historical scholarship until now.

This course has the five following modules:

A. **Pre-modern approaches** –Introduces the historiographical traditions of Greek, Romans, Christians and Arabs. The following historians will be introduced to the students:

From the Greeks-Herodotus and Thucydides; from the Romans-Livy, Tacitus; from the Christians-St Augustine; from the Arabs-Ibn Khaldoun and from India- Kalhana.

B. **Historicism**- Explores the new notions of history introduced since the era of renaissance and enlightenment and introduce the ideas of thinkers such as Vico, Hegel, August Comte and Ranke as well as exemplary practitioners such as Gibbon.

C. **20th Century Schools of Historiography** specifically Marxist, Annales, Structuralist, Post Structuralist, Marxist history section will include reflections on classical Marxist

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frameworks, British Marxists and history from Below, Annales section will include reflection on March Bloch and Braudel.

D. Indian Historiography- Colonial, Nationalist, Marxist, Cambridge, James Mill and Vincent Smith; Jadunath Sarkar and R.C Majumdar; Chris Byle; D D Kosambi and Romila Thapar;

E. Subaltern and other Historians - Ranajit Guha and Shahid Amin; with the intention of familiarizing students with approaches to writing literary, Feminist, oral and local, Marginalised and Tribal historians special reference to Dr Ambedkar.

Readings

- 1 Ali, Sheik, *History: Theory and Method*.
- 2 Bentley, Micheal, *Companion to Historiography*, Routledge, 1997(chapter 1,2,3,23,26,35,36,38,39)
- 3 Bhattacharya, Sabyasachi, *Approaches to History: Essays in Indian Historiography*, Primus Books 2013
- 4 Jenkins, Keith, *Re-thinking History*, Routledge,2004
- 5 Khurana ,K L *Concepts and Methods of Historiography*, Lakshmi Narain Agarwal Educational Publishers,2017
- 6 Lal, Vinay, *The History of History: Politics and Scholarship in Modern India*. Oxford University Press 2005
- 7 Munslow, Alun, *The New History*. Pearson Longman 2003.
- 8 Sreedharan E, *A Text Book of Historiography*, Orient Blackswan 2004
- 9 Upadyaya , Shashi Bhusan, *Historiography in the Modern World*. OUP 2016
- 10 Guha, Ranajit et al. (ed) *Subaltern Studies Series* Vol's 1-11.
- 11 Speeches and writings of Dr. Abedkar.

Kannada Readings:

- 1 Ashwathnarayana , *Itihasa Lekhana Parampare*, Hampi ; Kannada University 2006
- 2 Gopal ,B R *Itihasa Shastra Mattu Siddhanta* Mysore University 1998
- 3 Mallikarjuna, Meti, *Sabaltern Adhyayanagalu*, Kannada Sahitya Akademi 2017
- 4 Vasu, M V *Maukhika Charitre*, Bangalore, Ankita Prakashana, 2001
- 5 Venkataratnam, AV and Padma MV *Itihasa Rachane*
- 6 Vijay, Tambanda Poonacha (eds) *Kannada Vishvavi dyanilaya Charitre Samputa*, Hampi; Kannada University 2010 Vol 1
- 7 Vijay, Tambanda Poonacha *Vargadinada Samskritiyedage; Subaltern Adhyayana Marxist Mattu Marxistetara Vimarshhegalu*, Kannada University, Hampi
- 8 Vijay, Tambanda Poonacha *Charitre Baravanige Kramagalu Mathu Samshodhana Vidhaana*, Historiography and Historical Method (vol-1) Kannada University, Hampi.
- 9 Dr. S Chandrashekar, *Sahuthya mathu Charithre*.

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C-2.2 Towards a Modern World

This course examines the transition to modernity, with a focus on Europe and its impact on the world at large. Our goal is to explore the political, intellectual, and technological developments that have transformed the world. We will investigate significant events from the early modern to modern periods, covering the 16th to the 19th centuries, to gain a deeper understanding of modernity both conceptually and historically.

The transition to the modern era can be understood through four major developments. The first of these is the rise of European empires from the early modern period onward. Thus, the course begins and concludes with an exploration of how Europe established its political and economic dominance over the rest of the world.

This course begins with the arrival of Europeans (Spanish, Portuguese, English, and French) in the Americas, where they established colonial empires between 1500 and 1750. During the same period, Europeans arrived in Asia as traders and established trading outposts, including warehouses and factories, in many coastal locations in South and Southeast Asia.

The second development highlighted in this course is the new intellectual culture that arose in the 14th century. It began with Renaissance (1400-1600CE) and was followed by Enlightenment (1600-1800 CE). The study of these movements aims at giving insight into the modern western philosophy, major events, prominent thinkers, ideas and their significance which then led to ideas of democracy and republican form of government.

The third theme of this course addresses the making of democratic nations. Although the French Revolution is often studied to explore the new political ideas that emerged in the modern West, this course focuses on the case of American democracy. Here, we examine America's anti-colonial struggle and the development of democratic institutions from the 1770s until the end of the Civil War in 1865. Our objective is to understand how liberal democracy emerged in America in the late 18th and 19th centuries. It is noteworthy that democratic participation was initially limited to white property-owning men and gradually expanded to include all men by 1865. Women were granted the right to vote only in the 20th century.

The fourth theme of this course shifts our focus to the economy, specifically the Industrial Revolution and the new Science and technologies and methods of production it introduced. We aim to understand the role played by fossil fuel-based technologies and new ways of organizing production in the rise of capitalism. In this way, we seek to comprehend the emergence of capitalism and the modern economy, which was rooted in an industrial production system.

This course has the five following modules:

- A. **Colonialism and Imperialism-** Coming of Europeans to America and Asia. This module would explore the beginnings of colonial-imperial projects.

- B. **Renaissance and Enlightenment** - New intellectual developments in Europe, Emergence of Modern Science and Philosophy leading to questioning the authority of religion.
- C. **Industrial Revolution and Technology** - New technologies and modes of manufacturing which emerge in the 18th and 19th centuries, beginning with Britain and then in mainland Europe, including France and Germany.
- D. **American Democracy** - The emergence of a liberal democracy in America. Themes to discuss include America's anti-colonial struggle and the establishment of American democracy from its inception to the Civil War.
- E. **19th century Imperialism** - Imperialism in Europe and the expansion of European Colonial Empires in Asia. Themes to discuss include establishment of British and French Colonies in Asia and Africa.

Readings

World history:

- 1 John E. Wills. *The World from 1450 to 1700*, OUP, 2009.
- 2 Kohn, Margaret and Kavita, Reddy. "Colonialism" Entry in the Stanford Encyclopaedia of Philosophy. <http://plato.stanford.edu/entries/colonialism>

Science and Religion Renaissance and Enlightenment:

- 1 Bristow, William. "Enlightenment" entry in Stanford Encyclopaedia of Philosophy.
- 2 <https://plato.stanford.edu/entries/enlightenment/>
- 3 Brotton, Jerry. *The Renaissance A Very Short Introduction*, OUP, 2006.
- 4 Dixon, Thomas. *Science and Religion: A Very Short Introduction*. OUP 2008.
- 5 Principe, Lawrence M *The Scientific Revolution A Very Short Introduction*, OUP, 2011.
- 6 Robertson, John, *The Enlightenment: A Very Short Introduction*, OUP. 2015.

Capitalism and Technology:

- 1 Fulcher, James. *Capitalism: A Very Short Introduction*, OUP. 2004.
- 2 Stearns, Peter. *The Industrial Revolution in World History*, Westview Press, 2013.

American History:

- 1 Eric Foner. *Give me Liberty An American History*, Third Edition W. W. Norton, 2011.
- 2 Wilentz, Sean, *The Rise of American Democracy Jefferson to Lincoln*, Norton 2006.

Kannada Reading

- 1 Vijay, Tambanda Poonacha.- Kannada *Vishva vidyanilaya Caritre Samputa*,. *Volumes 1-8*. Hampi, Kannada University, 2010. (Volume 4,5 7 and 8 are relevant for this paper)

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C-2.3 Second Millennium

This course seeks to address important developments of the second millennium AD covering the history of South Asia from the 10th to the 18th Century. The objective here isn't to be comprehensive but to highlight some of the most important developments of this period. Here we seek to trace the emergence of region and regional cultures (or vernacular cultures) across south Asia; the spread of Islamic polities and modes of governance; expansion of agriculture and craft production as well as the integration of India into global economy in the early modern period; and finally, the rise of popular Hinduism, centred around Bhakti and Indian Islam, specifically, Sufi traditions.

Emergence of Indian Bhasas (or regional languages) is perhaps one of the most important developments of Second Millennium AD. Although many of these languages such as Tamil and Kannada were in existence for over a millennium, regional polities and cultures emerged towards the end of the first millennium AD. So we begin this course with a study of how Bhasa (or regional languages) cultures became broadly prevalent in this period. Note that such languages and linguistic cultures have become the basis for state in independent India. So in the first module a broad narrative about the emergence of various languages across south Asia and resultant regional culture is to be attempted. Given out location in South India and the fact that a course on south India has already been studied in Semester 1, the specific focus of this module could be on South India.

In the second and Third modules we study how Delhi Sultanate and Mughal Empire, late, 12th century to till the 18th century. In addition to political development and administrative innovations, we shall consider the movement of people (soldiers, invaders, architects, masons, Sufi saints, poets and ideas between Central Asia, Arabia, Turkey, Persia, Afghanistan and India.

In the fourth module, we shall study economic developments of the second Millennium AD. In this regard, expansion of agriculture, manufacturing of goods and long distance trade and urbanisation are of particular interest. Note that by the early modern period (15th -16th century) India is integrated with the global economy and trading networks. Not surprisingly, in this period India is one of the richest regions in the world. In the Fifth module attention to religions and culture, specifically to the emergence of Bhakti based popular Hinduism and spread of Islam across India, specifically, that of Sufi traditions.

This course has the five following modules:

- A. **Vernacular Millennium** -With a special focus on South India-emergence of Bhashas(Indian Regional languages) and regional cultures.
- B. **Delhi Sultanate** -Politics and administration of slave Dynasty, Khaljis, Tughlaqs , Syeds and Lodis.
- C. **Mughal Empire**- Politics and administration- Babur , Humayun, Sher Shah, Akbar, Jahangir, Shah Jahan and Aurangzeb; Decline of the Mughals.

D. **Expansion of Economy**-agriculture, trade, manufacturing and urbanisation- this module introduces developments in economy during the late medieval and early modern period, which results in India emerging as one of the wealthiest regions in the world.

E. **Religion and Culture**- Emergence of Bhakti based popular Hinduism and the spread of Islam across India; special attention is to be paid to Sufi traditions.

Readings

- 1 Alam, Muzaffar, *The language of Political Islam in India*. University of Chicago Press, 2007
- 2 Alam, Muzaffar and Sanjay Subramanyan, *The Mughal State*
- 3 Asher, Catherine and Cynthia Talbot *India Before Europe* CUP 2006
- 4 Champakalakshmi, R *Trade, Ideology and Urbanisation; South India BC 300 to AD 1300*, OUP, 1999
- 5 Chandra, Satish, *History of Medieval India*, Orient Blackswan 2007
- 6 Gommans, Jos J.L and Drik HA Kolff, *Warfare and Weaponry in South Asia 1000-1800* OUP 2001
- 7 Guha Sumit, *Environment and Ethnicity in India 1200-1991*. Cambridge 1999
- 8 Jackson, Peter, *The Delhi Sultanate: A Political and Military History*, Cambridge University Press 1999.
- 9 Kumar Sumil, *The Emergence of the Delhi Sultanate*, Permanent Black 2010.
- 10 Ludden, David, *The New Cambridge History of India IV -4 An Agrarian History of South Asia*, Cambridge CUP 1999.
- 11 Munshi , K L (chief editor) *History and culture of Indian People* ,Bharatiya Vidya Bhavan, Mumbai
- 12 Rayachoudri, Tapan and Dharma Kumar, *The Cambridge History of India*, Cambridge. CUP 1993.

Kannada Readings

- 1 Hampa, Nagarajaiah, *Dravida Bhasha Vignana* , Harshavardhana Prakashana, Bangalore 1966
- 2 Munshi ,KM (chief editor) *Bharatiya Itihasa mattu Samskriti*(kannada translation) Edited by A.V Narasimamurthy) Published by Bharatiya Vidya Bhavan, Bangalore 2014
- 3 Vijay, Tambanda Poonacha, *Kannada Vishvavidyalayanilaya caritre Sampata Volumes 1-8*, Hampi, Kannada University 2010
- 4 Vijay, Tambanda Poonacha, *Vargadinda Samskritiyedage: subaltem Adhyayana Marxist Mattu Marxistetara Vimaarshegalu*, kannada University Hampi.
- 5 Vijay, Tambanda Poonacha, *Charitre Baravanige Kramagalu mathu Samshodhana Vidhaana, Historiography and Historical methods(Vol-1)*, Kannada University, Hampi.

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C-2.4 Karnataka

This course introduces the unique historical trajectories of the people of Karnataka. We shall explore those themes which are most significant from perspective of present day Karnataka- notions of subjectivity (or identity) that people of Karnataka developed historically; traditions of diversity pluralism; production of culture, literature and ideas in multiple realms such as the court as well as literary, folk and religious fields: the idea of Karnataka and the political struggle for unification; the making of modern Karnataka and its major socio-political concerns.

The goal of this Course is to study the entire history of Karnataka. On the contrary our objective is to understand Karnataka's uniqueness and cultural specificities; further, we want to explain how this uniqueness was produced historically. In the previous semester, we had studied the distinctiveness of South India in Indian history. In this course, we seek to situate Karnataka within the context of South India.

Keeping that in mind, we have identified the following major historical development as the central themes of this course. Firstly, we will begin with a study of Kannada language in all its dimensions - its inceptions, development of script and references to Kannada identity in inscriptions and texts such as Kavirajamarga. Here the objective is to understand how Kannada language and a regional culture centred on Kannada emerge historically in the first millennium A.D.

Secondly, we seek to understand the major political developments of Karnataka by studying state formation. Our strategy will be to study four major political formations Badami, Chalukyas, Hoysalas, Vijayanagara, and Mysore spanning a period of 1500 years. Note that we aren't studying dynasties or administration here rather, the focus of this module will be exclusively on state formation.

Thirdly, we will study the major religious and intellectual traditions of Karnataka. As is widely known, all the major religious traditions of India are found in Karnataka, which has contributed immensely to their development. Similarly, thinkers from Karnataka have produced important ideas. Since it is not possible to study all the religious traditions and major texts, we have identified important representative traditions and texts below.

Fourthly, we will consider the impact of colonialism on Karnataka, primarily its fragmentation. We will also study the development of Nationalism and the concomitant Unification movement as well as the historical processes which led to the unification of Kannada speaking areas into one state in independent India.

Finally, the contemporary history of Karnataka will be discussed. Here the objective is to understand the socio-political concerns of modern Karnataka, such as providing primacy to Kannada in education and administration; modernizing the state by developing industries and agriculture; development of north Karnataka; anti caste movements and offering reservations

to Backward Castes; land reforms; and finally, decentralization of power. In this manner, we will understand how change has been brought about in modern Karnataka.

This course has the five following modules

- A. **Language and Literature** - Subjectivity in the Kannada cultural zone
- B. **State Formation and Politics** – Chalukyas of Badami, Hoysala and Vijayanagara and Mysore
- C. **Religious and intellectual traditions-** Buddhist, Jains, Shaivas/ virashaivas/Lingayat-Vachana movement, Vaishnavas/Dasa movement, Islam/Sufis, Tatvapada, Folk Heroes of Karnataka(Manteswamy, Madeshwara, Kumara Rama)
- D. **Colonialism-** Impact of Colonialism and vivisection of Karnataka; Freedom Struggle Nationalism and Unification Movement, including the role played by literature and writers; Unification and the renaming of the state as Karnataka.
- E. **The Making of Modern Karnataka-** with a special focus on its major socio-political concerns - primacy to Kannada in administration and education, development of industry and agriculture, decentralization of power and land reforms; anti caste protest and reservation for backward castes.

Readings

- 1 Basavaraja K.R., *History and Culture of Karnataka*.
- 2 Chandrashekar S, *Colonialism, Conflict and Nationalism South India: 1857-1947*.
- 3 Diwakar, R.R., *Karnataka through the Ages*.
- 4 Kamat, Suryanath. *'A Concise History of Karnataka*. Archana Prakashana. 1980.
- 5 Karashima, Noboru. *A Concise History of South India: New Issues and Interpretations*. OUP, 2014
- 6 Kunbur, Ravi et al (ed) *Development in Karnataka: Challenges of Governance, Equity and Empowerment*.
- 7 Nagaraj, DR.. "Critical Tensions in the History of Kannada Literary Culture" in Sheldon Pollock (eds) *Literary Cultures in History: Reconstructions from South Asia*. Berkeley: University of California, 2003.
- 8 Planning Commission of India. *Karnataka Development Report*. Delhi: Academic Foundation, 2007.
- 9 Subrahmanyam, Sanjay., 2004. *The Political Economy of Commerce: Southern India. 1500-1650*. Cambridge University Press. Cambridge.
- 10 Devadevan.V.Manu., *The Early Medieval Origins of India*., Cambridge University Press., Cambridge., 2019.

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Kannada Readings:

- 1 Ali, Sheik. *Karnataka Charitre Volumes 1-7*. Hampi: Kannada University, 1997
- 2 Vijay, Tambanda Poonacha. *Kannada Vishvavidyanilaya Caritre Samputa, Volumes 1-8*. Hampi: Kannada University, 2010.
- 3 Boralingaiah, Hi.Chi. (eds) *Kanataka Janapada Kalegala Kosha*. Hampi: Kannada University, 1996.
- 4 Chandrashekar, S, and B. Surendra Rao. *Karnatakada Samajika martu Arthika Caritreya Kelavu Nelegalu, Volumes 1-12*. Bangalore: Kuvempu Bhasha Bharathi, 2016.
- 5 Chandrashekar, S. *Ekikarana Ondu Kathana*. Bangalore: Kannada Pustaka Pradhikara, 2006. • Chandrashekar, S. *Adhunika Karnatakada Andolanagalu*. Tipaturu: Namma Prakashana, 2004.
- 6 Janapada Vishvakosha. Hampi: Kannada University,
- 7 Sampathgiri Rao. S. *Karnataka Parampare (2 Volumes)*, Govt. of Karnataka 1967
- 8 Ramachandrappa, Baraguru et al (ed) *Karnataka Sangathi*, Kannada Abhivruddhi Pradhikara, 2002.
- 9 Settar, S. *Halegannada: Bhashe, Bhasha Vikasa, Bhasha Bandhavya*, Abhinava Prakashana, 2013.
- 10 Sundara, A. *Vishaya Vishvakosha. Ithihasa Mattu Puratatva*. Mysore: Mysore University.

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OE-1 Cities in Indian History

This course deals with urbanization in India and the nature of Indian cities from the ancient period to the present. The context for this course is quite clear. We are living in an era of rapid urbanization and therefore it is essential to understand the process of urbanization historically. In other words, the following questions assume great relevance. What factors have led to urbanization in India's past? Which locations have been chosen to build cities? What has been the relationship of Indian cities with their hinterland and larger environment? What kinds of built spaces do we see in Indian cities? What are the strategies developed by Indian builders to deal with the Indian climate?

We will begin by discussing how cities emerged historically and study theories of urbanization. This will not only enable us to understand the historical conditions necessary for cities to emerge but also provide insights into the differences between ancient, medieval, and modern cities. Since the focus of this course is on Cities in Indian history, our goal is to study Indian cities over the last 4300 years. We have identified representative cities from different eras so that we get a sense of the different forms of urbanism visible in India's past.

In addition to the histories of specific cities in ancient, medieval, colonial, and modern India, this course intends to focus on broader processes that lead to urbanization. This will help us to understand the broader political, economic, and religious contexts within which cities develop. Thus, we will study factors such as the expansion of agriculture, long-distance trade, the emergence of new technologies and craft production, building of temples, mosques, and mausoleums. It is also recommended that while studying specific cities, representations of those cities in literature and cinema be highlighted and brought to the attention of students. This will help students to understand how urban life is captured and narrated in art, literature, and cinema. For each module, specific cities have been identified. Apart from broader trends of urbanization relevant to each era, the histories of these cities shall be discussed. The fifth module focuses specifically on the cities of Karnataka, from medieval to contemporary eras, covering different periods and forms of urbanization in Karnataka.

This course has the five following modules:

- A. **Emergence of cities in History** and theories of urbanization
- B. **Ancient Cities** - Indus Cities, Pataliputra, Varanasi and Kanchipuram
- C. **Medieval Cities** - Delhi, Agra, Fatehpur Sikri, and Surat
- D. **Colonial and Modern Cities** - Bombay, Madras, Calcutta, New Delhi, and Chandigarh
- E. **Cities of Karnataka** - Kalyana, Vijayanagara, Bijapur, Bengaluru, and Mysore

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Readings

- 1 **Banga, Indu.** *The City in Indian History: Urban Demography, Society and Politics*, Manohar Publications, 2005.
- 2 **Blake, Stephen.** Shahajahanabad. *The Sovereign City in Mughal India. 1639-1739.*
- 3 **Champakalaskhmi, R.** *Trade, Ideology, and Urbanization: South India BC 300 to AD 1300.* OUP, 1999.
- 4 **Hasan, Fazlul.** *Bangalore Through the Centuries.* Bangalore.
- 5 **Heitzman, James.** *The City in South Asia.* Routledge, 2008.
- 6 **Lees, Andrew.** *The City in World History.* OUP, 2015.
- 7 **Lefebvre, Henri.** *Writings on Cities.* 1995.
- 8 **Mumford, Lewis.** *The City in History.* Harcourt, 1961.
- 9 **Nair, Janaki.** *The Promise of the Metropolis: Bangalore in the 20th Century.* OUP, 2007.
- 10 **Ramachandran, R.** *Urbanization and Urban Systems in India.* OUP, 1997.
- 11 **Shaw, Annapurna.** *Indian Cities: Oxford India Short Introductions.* OUP, 2012.
- 12 **Shivaramakrishnan, K.C.,** Amitabh Kundu and B.N. Singh. *Handbook of Urbanization in India.* OUP, 2007.
- 13 **Smith, Monica L.** "The Archaeology of South Asian Cities." *Journal of Archaeological Research* 14:97-142.
- 14 **Spear, Percival.** *Delhi Omnibus.* Delhi: OUP, 2002.
- 15 (Includes Perival Spear's Delhi: A Historical Sketch and Twilight of the Mughals;
- 16 **Robert Frykenberg** *Delhi Through the Ages. Selected Essays in Urban History, Culture and Society;*
- 17 **Narayani Gupta,** *Delhi Through the Ages: Selected Essays in Urban History*
- 18 **Wolpert, Stanley.** *Encyclopedia of India.* Thomson Gale, 2006.
- 19 (Entries on Mojenjodaro, Harappa, Bangalore, Chandigarh, Calcutta, Mysore, New Delhi, Patna, Madras, Varanasi, Bombay, Agra)
- 20 Yashaswini Sharma, *Bangalore the Early History*, Partridge Publication 2016

Kannada Sources:

- 1 Kamath, Suryanath and M.H. Krishnayya. *Bengaluru Darshana.* Bangalore: UdayabhanuKalasangha.
- 2 Sundara Rao, B. N. *Bengalurina Ithihasa.* Bangalore: Vasantha Granthamala. Rangaswami (eds) Mysuru Darshana. Mysore: KSOU, 2011.
- 3 Aruni S.K *Yalahanka naada Prabhugala Vastushilpa mattu Shilpakale* , Prasaraanga, Bangalore University 2007

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Semester III

Note:

1. Both IIIrd and IVth Semesters will have five courses each. IIIrd Semester Offerings will include an Open Elective. In the IIIrd Semester, History students too will take one open elective in other departments.
2. In the IVth semester, differently abled students can opt to do a research project. However, the process for undertaking the research project begins in the IIIrd Semester itself, as made clear in the PG Regulations.
3. Each course will consist of 4 hours of lecture and 1 hour of discussion, seminar and tutorial sessions. Thus, the total teaching hours for each course will be between 90 (18x5) hours per semester.

- C-3.1 India in Transition from 17th century to 19th century
- C-3.2 20th Century World
- C-3.3 History from the Margins- Women, Dalit, Tribal and the Labourer
- C-3.4 Bangalore
- OE-2 Indian Religions

C-3.1. India in transition from 17th to 19th Century

This course traces India's transition into the modern era. Modernity came to India through British Colonialism and its institutions. Therefore, this course focuses on how colonial modernity entered and impacted India; it will also look at Indian responses to this phenomenon.

In order to explore these themes, we will study the following: political developments of the early modern period such as the arrival of European traders in India; decline of Indian polities, including the Mughals, Marathas and the rulers of Bengal, Mysore, Hyderabad and Awadh; and the subsequent emergence of British colonial power in India. Additionally, we will consider the remaking of Indian economy, emergence of a modern (colonial) state, establishment of institutions such as colleges and universities and the introduction of modern technologies. Thus, this course charts the course of Indian history through a critical phase in which India became a colony of the British and simultaneously had to engage with modernity. The significance of this period is that it largely influenced the world in which we live today. The first module focuses on the advent of Europeans trading companies to India, establishment of trade colonies, trade activities and its influence. The second module includes the Indian states and political alliances with the British. The third module will discuss the establishment of British imperialism and its impact on society and economy. The fourth module will focus on Indian resistance to British, the Sepoy Mutiny, causes, course and its consequences; first war of independence. The fifth module traces the responses of Indian toward British Rule, establishment of major organizations which paved the way to national movement and factors promoting the rise of nationalism in India.

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This course has the five following modules:

A. European traders in India – Portuguese, Dutch, English and the French East India Companies; Establishment of settlements, warehouses and factories; Growing influence of European traders.

B. Indian politics in the 18th Century – Mughals, Marathas, Mysore, Hyderabad, Bengal and Awadh.

C. Establishment of British Colonialism in India – East India Company's governance from 1757 to 1857; modern state and the new practices of governance such as census; Education, establishment of schools/Colleges/Universities and Oriental scholarship; Colonialism and the remaking of Indian economy – decline of Indian manufacturing and the introduction of the Capitalist, factory system; new communications and transportation systems such as Telegraphs, Railways and motor vehicles.

D. Indian resistance to the British- Colonial Power culminating in the Sepoy Mutiny.

E. Indian Nationalism – Indian responses to British Colonialism, establishment of new Institutions.

Readings

1. Alavi, Seema, ed. *The Eighteenth Century in India*. New Delhi: Oxford University Press, 2007.
2. Alavi, Seema. *The Sepoys and the Company: Tradition and Transition in Northern India, 1770– 1830*. New Delhi: Oxford University Press, 1998.
3. Arnold, David. *Science, Technology and Medicine in Modern India*. (Cambridge, 2008)
4. Bandyopadhyay, Sekhar. *From Plassey to Partition and After: A History of Modern India*. Delhi: Orient Blackswan, 2014.
5. Bayly, Christopher. *Indian Society and the Making of the British Empire* (Cambridge, 1988)
6. Bayly, Susan. *Caste, Society and Politics from the Eighteenth Century to the Modern Age*. (Cambridge, 1999)
7. Bose, Sugata. *Peasant Labour and Colonial Capital Rural Bengal since 1770*. (Cambridge, 1993)
8. Bose, Sugata and Ayesha Jalal. *Modern South Asia: History, Culture, Political Economy*. Abingdon (Oxon) and New York: Routledge, 2017.
9. Forbes, Geraldine. *Women in Modern India*. Cambridge, 1996.
10. Gordon, Stewart. *The Marathas*. Cambridge, 1993.
11. Habib, Irfan. *Indian Economy Under Early British Rule 1757-1857: A People's History of India 25*. Delhi: Tulika, 2013.
12. Jones, Kenneth. *Socio-religious reform Movements in British India*. Cambridge, 1990.
13. Marshall, P.J. *Bengal: The British Bridgehead*. Cambridge, 1988.
14. Marshall, Peter J., ed. *The Eighteenth Century in Indian History: Evolution or Revolution?* New Delhi: Oxford University Press, 2005.
15. Metcalf, Thomas. *Ideologies of the Raj*. Cambridge, 1995.

16. Parthasarathi, Prasannan. *The Transition to a Colonial Economy: Weavers, Merchants and Kings in South India, 1720-1800*. Cambridge: Cambridge University Press, 2001.
17. Prakash, Om. *European Commercial Enterprise in Pre-colonial India*. Cambridge, 1998.
18. Ramusack, Barbara N. *Indian Princes and their States*. Cambridge, 2003.
19. Roy, Tirthankar. *An Economic History of Early Modern India*. London and New York: Routledge, 2013.
20. Roy, Tirthankar. *The East India Company: The World's Most Powerful Corporation*. Gurgaon: Portfolio/Penguin, 2016.
21. Stein, Burton, ed. *The Making of Agrarian Policy in British India, 1770-1900*. Delhi: Oxford University Press, 1992.
22. Stern, Phillip. *The Company-State: Corporate Sovereignty and the Early Modern Foundations of the British Empire in India*. New York: Oxford University Press, 2011.
23. Stokes, Eric. *The English Utilitarians in India*.
24. Tomlinson, B.R. *Economy of Modern India from 1860 to 21st Century*. 2nd ed. (Cambridge, 2013)
25. Brittlebank Kate *Tipu Sultan's Search For Legitimacy: Islam and Kingship in a Hindu Domain*, Oxford University Press., New Delhi., 1997.
26. Subrahmanyam, Sanjay., *Penumbra Visions.*, Oxford University Press., New Delhi.

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C-3.2 20th Century World

This course continues our exploration of global histories and connects to our earlier studies of ancient civilizations as well as our transition into a modern world. Here our goal is to understand the present - day world in which we live and we do that by examining how it came to be. This objective is achieved by considering thematically some of the most important political, cultural, economic and cultural changes in our world.

The five modules listed below highlight the important themes which will be explored in this course. The first module discusses two defining events of the 20th Century, the two World Wars as well as the institutions they engendered, namely the League of Nations and the United Nations.

In the second module, we will seek to understand forms of authoritarianism and extremism which were the causes for the outbreak of the World Wars. In this context, Nazism, Fascism and religious fundamentalism will be studied to understand how authoritarian and extremist regimes emerge in the 20th century world and how that has led to violent conflicts.

In the third module our study of political developments is the decolonization of Asian and African countries, which is perhaps the most important development of the second half of the 20th Century along with the Cold War.

The fourth modules explore the changes in economy and culture. 20th century saw the spread of modern mass manufacturing, large scale industrial production as well as modern means of transportation and communication. Carbon energy-based industrialization ensured the spread of industrial economy to all corners of the globe and this is now popularly called as the Second Industrial Revolution.

The fourth module we will look into the new technologies that created the modern entertainment industry, specifically the cinema, television, radio, Internet, music and the book industries. So, the last two modules shall examine the changes in technology and economy as well as new entertainment industries which were made possible by new technologies.

This course has the five following modules:

- A. **War and Peace-** (the two World Wars, Cold War, League of Nations and the UN)
- B. **Forms of Authoritarianism-** Extremism and Conflict – Fascists (Italy), Racist (Nazis in Germany and Whites in South Africa), religious fundamentalism
- C. **Decolonization** of Asia and Africa
- D. **Technology and economic development** - (spread of mass manufacturing and factory production, urbanization and social change also to be highlighted) popularly known as Second Industrial Revolution
- E. **20th Century Cultures** – Books, Music, Cinema and Digital cultures.

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Readings

1. Allen-Robertson, James. *Digital Culture Industry: A History of Digital Distribution*. Palgrave, 2013.
2. Armstrong, Karen. *The Battle for God: A History of Fundamentalism*. Ballantine Books, 2001.
3. Brown, Judith M. (eds) *Oxford History of the British Empire Volume 4 Twentieth Century*. OUP, 1999.
4. Cook, Chris and John Stevenson. *The Routledge Companion to World History Since 1919*.
5. Davies, Peter and Derek Lynch. *Routledge Companion to Fascism and Far Right*. Routledge, 2002.
6. Guynn, William. *The Routledge Companion to Film History*. Routledge, 2011.
7. Miller, Vincent. *Understanding Digital Culture*. Sage, 2011.
8. Smil, Vaclav. *Creating the Twentieth Century: Technical Innovations of 1867–1914 and Their Lasting Impact*.
9. Smil, Vaclav. *Energy and Civilization – A History*. The MIT Press, 2018.

Kannada Readings:

1. Vijay Poonacha, Tambanda,(ed) *Kannada VishvavidyanilayaCharitreSamputa*, Volumes 1-8.

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C-3.3 History from the Margins- Dalit, Women Tribal and the Labourer

History has often been written primarily as a narrative of the dominant. Available historical records and sources too document activities and success stories of the dominant. Not surprisingly then Historical narratives have been mostly accounts of those who have left their mark on their times. In recent decades, there have been attempts to reconstruct histories of ordinary people, specifically those who have been marginalized. This course seeks to understand how past looks if we consider the lives, worldviews and activities of the marginalized communities.

In order to achieve that goal, we have chosen five themes as the subject matter for the five modules. In the first module, we shall examine the historical and social roots of marginalized communities in India and we turn our attention towards untouchability and explore how new histories of untouchable experience have been written. Here histories of untouchability, specifically of Dr.Ambedkar and Dalit histories may be studied.

In second module we will look into women who were consigned to a marginal position in patriarchal society. While there have seen women achievers, we want to understand the location of women and the possibilities they had at their disposal historically specifically women from Dalit and tribes and other marginal communities.

In the third module we focus on the tribal experience is to be explored and their protest against oppression. Specifically this module will focus on social communities which have been characterized as tribal and forest dwellers.

In the fourth module will draw our attention to the history of labourers, many of whom migrate long distances. We want to ask what a history of labour is and how to write such a history? In the fifth module we look into the affirmative action undertaken by the state and its policies to bridge inequalities in Society.

This course has the five following modules:

- A. **Marginalized communities-** Indian society; Dalits
- B. **Women in colonial and Postcolonial India-** Women among Dalit's, Tribes and other marginalized communities; Question of Patriarchy.
- C. **Tribal communities** - Protest movements.
- D. **Labourer** – History of work and workers, technology, movement of labourers
- E. **Reservation policy** – It's impact, critical review.

Readings

Women:

1. Forbes, Geraldine, *Women in Modern India*. Cambridge: Cambridge University Press, 1996.
2. 2. Kumar, Radha, *The History of Doing: An Illustrated Account of Movements for Women's*
3. *Rights and Feminism in India 1800-1990* (Delhi, 1993)
4. Rao, Anupama (ed.), *Gender and Caste* (Kali for Women, Delhi, 2003)
5. Sangari, Kumkum and Sudesh Vaid (eds), *Recasting Women: Essays in Colonial History* (Kali for Women, Delhi, 1989)
6. Sarkar, Tanika & Urvashi Butalia (eds), *Women and the Hindu Right: A Collection of Essays*

(Kali for Women, Delhi, 1995)

7. Sarkar, Tanika, *Hindu Wife Hindu Nation* (Permanent Black, Delhi, 2001)
8. Sarkar, Sumit, and Tanika Sarkar, eds. *Women and Social Reform in India, Vols I & II*. Delhi: Permanent Black, 2007.

Dalit:

1. Bandyopadhyay, Sekhar. *Caste, Politics and the Raj: Bengal 1872-1937*, Calcutta: K.P. Bagchi, 1990.
2. Dube, Ishita-Banerjee (ed.), *Caste in History*, Delhi: Oxford University Press, 2008.
3. Omvedt, Gail. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage Publications, 1994.
4. Nagaraj, D.R., *The Flaming Feet and Other Essays The Dalit Movement in India* Permanent Black, 2010
5. Rodrigues, Valerian. *Essential writings of B.R. Ambedkar*. (OUP, 2004)
6. V. Geetha and S. V. Rajadurai, *Towards a Non-Brahmin Millennium: From IyothetheThass to Periyar, Samya*, Calcutta, 2008.
7. Robb, Peter, ed. *Dalit movements and the meanings of labour in India*. New Delhi: Oxford University Press, 1993.
8. Raj, Mulk, *The untouchable*
9. Ambedkar, *Who are the Shudras?*
10. Parasharasan, Aloka *History of Margins*, Publishers OEP, New Delhi.

Tribal:

1. Guha, Ramachandra. *Savaging the Civilized Verrier Elwin, His Tribals and India*. Penguin, 2016.
2. Radhakrishna, Meena. *First Citizens: Studies on Adivasis, Tribals and Indigenous Peoples in India*. OUP, 2016.
3. Skaria, Ajay. *Hybrid Histories: Forests, Frontiers and Wildness in Western India*. New York: Oxford, 1999.
4. Sundar, Nandini. *The Scheduled Tribes and Their India: Politics, Identities, Policies and Work*. OUP, 2016.

Labour:

1. Breman, Jan. *Footloose Labour*, Cambridge 1997.
2. Breman, Jan. *Peasants, Paupers and Migrants*, OUP, 1985.
3. Chakrabarthy, Dipesh. *Rethinking Working Class History*, Princeton, 2002.
- Chandavarkar, Raj. *Origins of Industrial Capitalism*, Cambridge, 1994.
4. Joshi, Chitra. *Lost Worlds: Forgotten Histories of Indian Labour*, Anthem 2005.

Reservation

1. Bijay Chandra mahapathra, Sudansu Ranjana mahapathra, *Reservation policy in India*, Research India, New delhi.
2. Meera Chouhan, *Effects of reservation policy in India*,
3. Bleack Bee, *Reservation policy in India- History , implimentation, case study and controversies*.
4. Anupam Yadav ,*Histotrical development of Reservation policy in India*

Kannada Readings:

1. Meti, Mallikarjuna. *Sabaltern Adhyayanagalu*. Kannada Sahithya Akademi, 2017.

C- 3.4. Bangalore

BCU is a purely urban university and has as its territorial jurisdiction over parts of the city of Bangalore. Therefore, as part of our regional history course stream, it is imperative for us to explore the historical development of Bangalore city. Therefore, this course focuses on the founding of the city as well as its evolution during pre-colonial, colonial and post-colonial eras. In each of these eras, we intend to explore five inter-related topics: patterns of land use, architecture and Bangalore's changing ecology; city as the site of social diversity; city as a centre of political power and administration; Bangalore's economy; Its culture, including cuisine, music and dance. Thus, Bangalore's ecology and architecture, society, economy, polity and culture are closely studied in this course.

Moreover, Bangalore's rich history as well as its global reputation today mandate that the program use the city as a historical site and a classroom. Therefore, it is suggested that classes are held outside the classroom, through walking tours of neighborhoods and historically significant areas. Further, it is suggested that experts in art and architecture, ecology, music and dance be invited to give special lectures on Bangalore's unique features. Finally, it is suggested that students be encouraged to do digital projects on Bangalore as part of their course work. These projects can also be carried forward and converted into research projects which are undertaken in the 4th Semester.

This course has the five following modules:

- A. **Historical Background**- Pre Historic culture; History from founding to the colonial era- patterns of land use and changing ecology.
- B. **Bangalore and Culture**- Art and architecture - Cultural transitions in Bangalore – cuisine- Music and Dance.
- C. **Bangalore** - Independence and New Social Movements
- D. **Bangalore and New Economy** –Industrialization- Urbanization and IT-BT hub.
- E. **Bangalore and its Future** -Challenges of Bangalore – The Future of Bangalore as the Global city.

Readings

1. Banga, Indu. *The City in Indian History: Urban Demography, Society and Politics*. Manohar Publications, 2005.
2. Carvalho, Stanley. *Past and Curious. Forty Tales of Good Old Bangalore*. ATC, 2016.
3. De, Aditi. *Multiple Cities: Writings on Bangalore*. Penguin, 2008.
4. Fernandes, Paul and Chicku Jayadeva. *Bangalore Swinging in the Seventies*, Simova Education and Research, 2014.
5. George, T.J.S. *Askew: A Short Biography of Bangalore*. Aleph, 2016.
6. Hasan, Fazlul. *Bangalore Through the Centuries*. Bangalore.
7. Heitzman, James. *The City in South Asia*. Routledge, 2008.
8. Jayapal, Maya. *Bangalore: Roots and Beyond*. Niyogi Books, 2014.

9. Kumar, Moloy et al. *Start up City: Ten Tales of Exceptional Entrepreneurship from Bangalore*. Collins, 2014.
10. Lees, Andrew. *The City in World History*. OUP, 2015.
11. Mathur, Anuradha and Dilip Da Cunha. *Deccan Traverses*. Rupa, 2006.
12. Nagendra, Harini. *Nature in the City: Bengaluru in the Past, Present and Future*. OUP, 2016.
13. Nair, Janaki. *The Promise of the Metropolis: Bangalore in the 20th Century*. OUP, 2007.
14. Pani, Narendar. *Bengaluru, Bangalore, Bengaluru: Imaginations and Their Times*. Sage India, 2010.
15. Ramachandran, R. *Urbanization and Urban Systems in India*. OUP, 1997.
16. Sharma, Yashasvini. *Bangalore: The Early City AD 1537-1799*. Partridge India, 2016.
17. Shivaramkrishnan, K.C., Amitabh Kundu and B.N. Singh. *Handbook of Urbanization in India*. OUP, 2007.
18. Andrew C. Willford- *The Future of Bangalore's Cosmopolitan Pasts- Civility and Difference in a global city*, University of Hawai'i Press, 2018.
19. Shoba Narayan- *Namma Bangalore- the soul of a Metropolis*. 2023.
20. Malini Goyal Prashanth Prakash- *Unboxing Bengaluru- the City of New Beginning*, Vintage Books, 2023.
21. Dibakar Purkastha- *Bangalore Once upon A time*, Ukiyoto Publishing, 2024.
22. Annaswamy, T.V. *Bengaluru to Bangalore- Urban History of Bangalore from the Pre-Historic period to the End of 18th Century*. Vengadam Publications, Bangalore. 2003.

Kannada Sources:

1. Aruni, S.K. *Bengaluru Parampare- Itihasa Samshodhaneya Hosa Notagalu*. Itihasa Darpana Prakasana, Bangalore. 2019.
2. Kamath, Suryanath and M.H. Krishnayya. *Bengaluru Darshana*. Bangalore: Udayabhanu Kalasangha.
3. Sundara Rao, B. N. *Bengalurina Ithihasa*. Bangalore: Vasantha Granthamala.

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OE-2 Indian Religions

India has been home to all the major world religions. It gave birth to major religions of India (Hinduism, Buddhism and Jainism, Sikhism) and embraced two other world religions - Islam as well as Christianity. This course seeks to explore comparatively the historical experience of these complex religions in India. In this course, we will attempt to understand the development of Indian religious ideas, institutions and practices. Thus, the student will appreciate how religious thought and practice developed in the past 3,600 years.

Themes included in this comparative historical analysis include (a) the evolution and spread of these religions; (b) conception of divinity (c) their core values, institutions and religious practices; (d) religious reforms undertaken historically, with a specific focus on religious reform and secularism in modern India. Such an inquiry will allow the student to learn how Indians have thought about some of the basic questions of human existence and the answers provided in their scriptures and religious practices. Study material used in this class should include religious scriptures, philosophical texts, Bhakti and Sufi poetry, audio and video recordings of rituals and other religious observations.

This course has the five following modules:

- A. **Classical Hinduism** – Vedas, Upanishads, Mahabharata, Ramayana and the Bhagavadgita, Puranas, Bhakti traditions, Temple Worship, Popular Hinduism
- B. **Buddhism, Jainism and Sikhism** – founders, teachings, expansion and decline. Neo Buddhism in modern period
- C. **Islam and Christianity** – arrival and expansion of Islam and Christianity, Sufism, Islam and Christianity in modern India
- D. **Key concepts of Indian religions** – Dharma, Bhakti, Moksha, Samsara,
- E. **Religions in Modern India** – Colonial critique of Indian Religions, Modern Indian Religious Reformers and Reform Movements (Brahmasamaj, Arya Samaj), Secularism in India

Readings

1. Clothey, Fred. *Religion in India: A Historical Introduction* (Routledge, 2007)
2. Eck, Diana. *Darshan: Seeing the Divine image in India* (Columbia University Press 1998)
3. Gupta, Bina. *An Introduction to Indian Philosophy Perspectives on Reality, Knowledge and Freedom* (Routledge, 2012)
4. Heehs, Peter eds *Indian Religions: The Spiritual traditions of South Asia*
5. Lopez, Donald. *Buddhism in Practice*. Princeton: PUP, 1995.
6. Lopez, Donald. *Religions of India in Practice*. Princeton: PUP, 1995.
7. Metcalf, Barbara D (eds) *Islam in South Asia in Practice* (Princeton: Princeton University Press, 2009)
8. Miller, Barbara Stoler. *Bhagavadgita* (New York: Bantam Books, 1986)
9. Mittal, Sushil. *The Hindu World*. Routledge, 2007.

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10.Mittal, Sushil. *Religions of India An Introduction*. Routledge, 2017. 11.Narayan, R. K. The Indian Epics Retold. *The Ramayana, the Mahabharatha, Gods, Demons and others* (Delhi: Penguin Books, 1995)

13.Smith, Houston. *The World's Religions: Our great wisdom traditions* (Harper Collins Publishers)

Kannada Readings:

1.Vijay Poonacha, Tambanda(ed). *Kannada Vishvavidyanilaya Charitre Samputa*, Volumes 1-8.

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Semester IV

- C-4.1 History and Computing
- C-4.1(A) Research Project (Only for differently abled students)
- C-4.2 Forms of Colonialism from 16th to 20th Century
- C-4.3 India: Struggle for Freedom and After
- C-4.4 Makers of Modern India
- C-4.5 Themes in the History and Historiography of Karnataka

C-4.1. History and Computing

History, like many other disciplines, is radically transformed in the Digital Age. Historical knowledge is no longer produced through printed books alone. Digital medium has enabled historical scholarship to incorporate images (including moving images) and sounds thus creating multi-media texts. These changes have impacted the nature of history writing itself. Further, technology has also changed the way history can be taught inside the classroom and also how it is transmitted through popular social media applications.

In this context, this course responds to the following question: what does it mean to study history and produce historical scholarship in the Age of Computing? It does so by exploring history, historical scholarship and history teaching in the digital age. Towards this purpose, we examine the following questions and themes: digitization of historical archives and creation of digital archives (of scholarship and also of sources); research and writing of history in the digital age; digital tools for research in history and for teaching as well as transmission of history; and finally, new professional opportunities for historians in the digital age.

It is recommended that this course be offered be as a series of monthly workshops (for a total of six days and 48 hours) at the Central College campus and students from different postgraduate centers be invited to attend the same. We propose three separate workshops: an initial workshop for three days, when basics are introduced; a second workshop of two days when digital project training is offered to students; and a final workshop when students will present their digital history projects. These projects could be short videos, image-video-audio archives with historical commentary, photo essays, digital archives of historical documents and oral histories, among other possibilities. These three workshops will be supplemented by lab sessions and onsite project work, which will be organized at the respective centers. Faculty members in charge of this course will also participate in the workshops at Central College.

Further it is recommended that the project work in this course be organized in conjunction with Bangalore City course. This will enable the students to do digital history projects on Bangalore and the same can be hosted in the University website.

It is suggested that assessment for this course be done through projects and practical exams instead of a writing based final exam.

This course has the five following modules:

- A. **Introduction to Computing with a specific focus on history** - Basics of computing (including introduction to computers, tablets and telephones, Operating Systems and applications),
- B. **Digital archives for research and teaching**- collection, preservation and presentation of digital sources; copyright related issues; best practices for digitizing, adding metadata, tagging; web tools.
- C. **History writing in the Digital Age** - incorporating audio and visual files; writing in the digital medium.
- D. **Computing applications and digital tools for Historians**- (to make maps, timelines/chronologies, digital archives, short videos and for podcasting)
- E. **Professional Opportunities for Historians.**

Web Resources:

<https://rrchnm.org/>

<https://rrchnm.org/category/project/content/teaching-resources/#projects>

<https://www.historians.org/teaching-and-learning/digital-history-resources/resources-for-getting-started-in-digital-history>

<https://teachinghistory.org/>

Readings

1. Cohen, Dan and Roy Rosenzweig, *Doing Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. University of Pennsylvania, 2005.
<http://chnm.gmu.edu/digitalhistory/introduction/> and [Exploring the History Web, http://chnm.gmu.edu/digitalhistory/exploring/](http://chnm.gmu.edu/digitalhistory/exploring/)
2. Robertson, Stephen, "The Differences between Digital History and Digital Humanities," in *Debates in the Digital Humanities 2016*, <http://dhdebates.gc.cuny.edu/debates/text/76>.
3. Weller, Toni. "History in the Digital Age." In *History in the Digital Age*. Routledge, 2012.
4. Blevin, Cameron. "Digital History's Perpetual Future Tense." In *Debates in the Digital Humanities 2016*, <http://dhdebates.gc.cuny.edu/debates/text/77>.
5. Serrell, Beverly. "Behind It All: The Big Idea." In *Exhibit Labels: An Interpretive Approach*. 2015, <https://getit.library.nyu.edu/go/9430224>.
6. Leon, Sharon. "21st Century Public History, Part II: Digital Public History and Traditional Narrative Exhibits," <http://www.6floors.org/bracket/2010/04/23/21st-century-public-historypart-ii/>
7. Leon, Sharon. "21st Century Public History, Part III: Digital Public History and Knowledge Creation," <http://www.6floors.org/bracket/2010/05/13/21st-century-public-history-part-iii/>
8. Gold, et al., *Debates in the Digital Humanities* (2012)
9. Kee, *PastPlay: Teaching and Learning History with Technology* (2014)

Writing History in the Digital Age, eds. Jack Dougherty and Kristen Nawrotzki. A born-digital, open-review volume about writing and teaching digital history.

<https://writinghistory.trincoll.edu/>

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10. Mills Kelly, Teaching History in the Digital Age
<https://www.press.umich.edu/3526836/>

11. Dan Cohen and Roy Rosenzweig, Digital History: A Guide to Gathering, Preserving and Presenting the Past on the Web
<http://chnm.gmu.edu/digitalhistory/authors.php>

12. Shawn Graham, Ian Milligan & Scott Weingarten, The Historian's Microscope: Big Digital History. A book-to-book also available through Imperial College Press that outlines several digital history techniques.
<http://www.themacroscopic.org/>

C-4.1(A) Research Project (Only for differently abled students)

BCU PG Regulations define the parameters of the Research Project. Although this course is offered in the 3rd semester, students opting to do a research project need to register in the 3rd semester itself and decide on a topic. Deadlines for this process as well as the components of a research project are provided in the PG Regulations.

C-4.2 Forms of Colonialism from 16th to 20th Century

Colonialism is one of the main processes which produced the modern world. From the 16th Century, Europeans began traveling to different parts of the world. The objective their travels were to find a sea route to China, India and South East Asia, which may taken together be called as the old world. In this Course, Europeans also discovered the Americas in the late 15th century and Australia in the 18th century. Taken together, these may be called the new world.

Decades after their discovery, Americas were colonized by the Spanish and the Portuguese; in the 16th Century, the British and the French also began building colonies in the Americas. Simultaneously, all these western European empires established trading relationships with China, India and South East Asia. While this trade proved to be profitable to the Europeans, they didn't possess colonies in the East. It was only the 18th century as decolonization began in the Americas that Europeans began aggressively colonizing Asian nations. Africa came to be colonized in the late 19th and 20th centuries.

Together, these processes of colonization influenced the world in innumerable ways. This course seeks to study comparatively colonialism across the world and also consider the nature of decolonization. Such a comparative study will help us to understand the nature of European Colonial and Imperial projects, the difference between Spanish, Portuguese, British and the French colonialism, Similarly, we will also understand how these colonies overcame European colonialism and achieved freedom. It is significant that different regions witnessed decolonization in different periods and for different reasons.

Finally, this course will also explore Postcolonial theories. The objective here is to familiarize the students with a body of thinking which has become very influential in social

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sciences and humanities over the last four decades. It is suggested that major Postcolonial discourses be briefly taught to the students.

This course has the five following modules:

- A. **Colonialism comparatively** a comparative study of the forms of colonialism.
- B. **Portuguese and Spanish** in the Americas and Asia
- C. **British Colonies**-America, Australia, Asia and Africa
- D. **French, Dutch and other Europeans** (Germans, Belgians and Italians) -Asia, Americas, Africa
- E. **Decolonization** - Americas, Asia and Africa- Post colonialism

Readings

1. Ashcraft, Bill et al Postcolonial Studies Reader. Taylor and Francis, 2005.
2. Ashcraft, Bill et al Postcolonial Studies: The Key Concepts. Routledge, 2013.
3. Gandhi. Leela, 1988. Postcolonial Theory: A Critical Introduction, New York: Columbia University Press.
4. Guha, Ranajit and Spivak, Gayatri, 1988. Selected Subaltern Studies, New York and Oxford: Oxford University Press.
5. Kohn, Margaret and Kavita Reddy. "Colonialism" Entry in the Stanford Encyclopedia of Philosophy. <https://plato.stanford.edu/entries/colonialism/>
6. Mehta, Uday. 1999. Liberalism and Empire: A Study in Nineteenth-Century British Liberal Thought, Chicago: University of Chicago Press.
7. Said, Orientalism. Orientalism. New York: Vintage, 1979.
8. Wills, John E. The World From 1450 to 1700. OUP, 2009.
9. Young, Robert. Postcolonialism: an Historical Introduction. Oxford, 2001.
10. Young, Robert. Postcolonialism. A Very Short Introduction. Oxford, 2003.

Kannada Readings:

1. Vijay, Tambanda Poonacha. Kannada Vishva vidyanilaya Charitre Sampata, Volumes 1-8. Hampi: Kannada University, 2010

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C-4.3 India: Struggle for Freedom and After

This course seeks to explain the making of contemporary India. It continues our exploration of Indian history and focuses on the 20th century developments. In the third semester, we had studied India's transition to modern era through Colonialism and the preliminary Indian nationalist responses. In the present course, we begin with the maturing of Indian nationalism and the emergence of a mature anti-colonial struggle.

We will begin with the early 20th century Indian nationalism, beginning with the emergence of Indian National Congress as a powerful anti-colonial force. Specifically we will study the developments after Gandhi's return to India in 1915 and the major events of anti-colonial struggle up to India's independence. Simultaneously, we will consider the development of India's Constitution. If the Constitution itself was written between 1947 and 1949, we will see its origins in the various reform measures undertaken by the British from the early 20th century until the 1935 Government of India Act. Here our objective is to consider the making of the Constitution and how it provided the foundation for the emergence of Indian democracy.

Moving forward, we will consider the political challenges to the idea of India that emerge from the 1940s. This process begins with the Partition of India into two nation states, India and Pakistan and then reaches its logical conclusion with the further breaking up of Pakistan into Pakistan and Bangladesh in 1971. Further, we will consider other separatist movements faced by India, specifically in Punjab, Northeast and Kashmir.

Finally, we still consider the two main eras of political and economic history of India. In the first part, we will study India from Nehru to Rajiv Gandhi. This period from the 1950s to 1980s saw the maturing of Indian democracy, which faced the challenge of Emergency and also successfully brought a variety of social groups into the mainstream of Indian politics; consolidation of its national economy under a public sector led industrialization and agriculture which relied on large irrigation projects as well as Green revolution; witnessed armed conflicts with China and Pakistan; and finally, tried to follow a non-aligned foreign policy.

Finally, we will consider how India has changed since the economic liberalization of 1991 and environmental movements .

This course has the five following modules:

- A. **Anti-colonial struggle and Indian Nationalism** -The Age of Gandhi.
- B. **The Making of the Indian Constitution**- Indian Democracy
- C. **Partition**- Bangladesh and Separatist Movements
- D. **Nehruvian Era and After** -From Nehru to Rajiv Gandhi
- E. **Liberalization and the New India** - Globalization and Economic Liberalization; Environmental movements

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Readings

1. Austin, Granville. The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press, repr. 2015.
2. Bandyopadhyay, Sekhar (ed). National Movement in India: A Reader. New Delhi: Oxford University Press, 2009.
3. Bhargava, Rajeev, ed. ;EPolitics and Ethics of the Indian Constitution. New Delhi: Oxford University press, 2008.
4. Bose, Sugata and Ayesha Jalal. Modern South Asia: History, Culture, Political Economy. Abingdon (Oxon) and New York: Routledge, 2017.
5. Brass, Paul R. Politics of India since Independence. (Cambridge, 1994)
6. Butalia, Urvashi. The Other Side Of Silence: Voices From the Partition Of India. Penguin: Random House India, repr. 2015. 10.
7. Chandra, Bipin. India's Struggle for Freedom.
8. Guha, Ramachandra. India After Gandhi. Picador, 2007.
9. Sarkar, Sumit. Modern India.
10. Ravinder Kumar, Social History of Modern India.
11. Chaudhary, Latika et. al., eds. A New Economic History of Colonial India. London and New York: Routledge, 2016
12. Kapila, Shruti, ed. An Intellectual History for India. Delhi: Cambridge University Press,
13. Metcalf, Barbara. Islamic Revival in British India: Deoband, 1860-1900. New York: Oxford University Press, repr. 2004.
14. Nag, Sajal. et al eds. Making of the Union: Merger of Princely States and Excluded Areas with India. New Delhi: Akansha, 2007.
15. Naregal, Veena. Language Politics, Elites and the Public Sphere: Western India Under Colonialism. New Delhi: Permanent Black, 2001.
16. Pandey, Gyanendra. The Construction of Communalism in Colonial North India. New Delhi: Oxford University press, 1992.
17. Pandian, M.S.S. Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present. New Delhi: Permanent Black, 2007.
18. Zamindar, Vazira Yacoob-Ali, The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories. New York: Columbia University Press, 2007.
19. Agarwal B *Gender and Green Governance: The Political Economy of Women's Presence within and Beyond communities Forestry OUP 2010*
20. Agarwal B (2000) *Conceptualizing Environmental collective action. Why gender matters? Cambridge Journal of Economics 24 (3) 283-310*
21. Baviskar, A In the belly of the river: Tribal conflicts over Development in the Narmada Valley
22. Guha, Ramachandra, Environmentalism A Global History, Penguin random house India, ND,
23. Reports - Meda Patkar, Sundarlal bahu guna, Gadgil report, Kasthuri rangan report.

introduction

C-4.4 Makers of Modern India

In the 18th Century, India suffered a jolt because of Colonialism. Since India was occupied by the British East India Company and consequently became a British colony, it had to regain its political independence. Colonialism also brought modern civilization and modernity to India. This meant India had to respond to modern critiques of its society and religions, which were characterized as backward, superstitious and divided. This loss of political independence as well as powerful criticisms of Indian society meant that India had to re-imagine and recreate itself.

Prominent Indian political and religious leaders as well as intellectuals faced this challenge in remarkable ways. Many of these towering figures received western education but they also engaged with Indian traditions. Their goal was to recover what is valuable in Indian traditions and blend that with the best that the modern world offered. These reformers and visionaries offered new visions of Indian nationalism; debated what kind of democracy India should have; discussed strategies to modernize Indian economy; suggested reforms that Indian society and religions should undertake, while also creating utopian communities like Brahma Samaj and Arya Samaj; provided new spiritual and ethical visions for India.

In this course, we will seek to study important makers of modern India, whose ideas, actions and imaginations created the modern India. Our approach will be biographical as we undertake the study of individual figures. In addition to outlines of their lives, we will consider their ideas and activities as well as the institutions they created. The following prominent themes will be considered in the case of each maker of modern India wherever they are relevant: critique of colonialism; idea of India; critique of Indian society and religions as well as reforms suggested; conceptions of freedom, equality and democracy; modernizing Indian economy; reforming Indian education. These broad themes will also be opportunities to raise specific issues such as Sati, caste and untouchability, religious differences and conflicts. The following Indian leaders and thinkers will be studied in this course:

- A. **Socio –religious** -Raja Rammohan Roy, Ramakrishna Paramahansa, Swami Vivekananda, Syed Ahmad Khan, Tarabai Shinde, Dayananda Saraswathi, Keshab Chandra Sen, Arubindo Ghosh,
- B. **Struggle for Freedom** - Balagangadhara Tilâk, Gopalakrishna Gokhale, Rabindra Nath Tagore, M.K. Gandhi, Jawaharlal Nehru,
- C. **RSS**-Vinayaka Damodar Savarkar, M.S. Golwalkar,
- D. **Social Justice**- Jotirao Phule, Periyar, E. V. Ramaswami, Dr. B. R. Ambedkar.
- E. **Total revolution** -Jayaprakash Narayan, Rammanohar Lohia,

Readings

1. Guha, Ramachandra. Makers of Modern India. Viking, 2010.
2. Habib, Irfan. Indian Nationalism: Essential Readings. Aleph, 2017.
3. Kapila, Shruti, ed. An Intellectual History for India. Delhi: Cambridge University Press, 2010.
4. Sen, Amiya P. Social and Religious Reform: The Hindus of British India. OUP, 2005.

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C-4.5 Themes in the History and Historiography of Karnataka

This course is proposed as a reading intensive, discussion oriented course which will introduce students to the Historiography of Karnataka. It builds on the larger discussions on philosophy of history and historiography which have taken place in prior courses such as Time, Past and Historical Knowledge, Historiography and Readings in Indian Historiography. The rationale for this course is quite simple: majority of BCU (and indeed, of other Karnataka universities) MA history students will undertake research on Karnataka. In light of that, it is imperative to train them in themes taken up by historians of Karnataka, their major works and finally, schools of historiography.

This course has the five following modules:

- A. **Colonial Historians** -Mark Wilks, J. F. Fleet, B.L. Rice.
- B. **Archaeology and Prehistory and Epigraphy and Numismatics** - A. Sundara, Ravi Kori Shettar, George Michel and John Fritz, Kathleen Morrison- G. S. Ghai, A.V. Narasimhamurthy.
- C. **Political history and State formation**- C Havadana Rao, James Manor, Bartain Stain, Shiek Ali.
- D. **Socio- Religious History and Kannada literature** - B.A. Salatore, K. Ishwaran, Richard Eaton, -AluruVenkatarao, S. Settar, M. Chidanandamurthy, D.R. Nagaraj-Rahmat Tarikere.
- E. **Economy, Nationalism and Urbanisation** – Kuppuswamy, Suryanat Kamat and S. Chandrashekar and Janaki Nair.

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