

HISTORY HANDBOOK GUIDELINES FOR STUDENTS



ashoka
UNIVERSITY

DEPARTMENT OF HISTORY
ASHOKA UNIVERSITY

The Department of History

The History Major at Ashoka University seeks both to equip students with the historian's toolbox and trains them on how to use it. A historian combines the skills of a detective, a scavenger, a judge and a ventriloquist. S/he is an artist and a skilled craftsperson who spins and weaves narratives of the past. Historical creativity lies in gathering, wrestling with, and connecting the traces of the past to construct a rich tapestry of human lives, emotions, and ideas. These traces come in various garbs – gravestones, burial sites, forgotten cities, mud pots, musical notes, folklores, war songs, memoirs, archival records, speeches, letters, newspapers, cartoons, cave art, paintings, architecture, clothes, food, cinema, advertisements – all and any remnant of human existence.

A historian's ability to make effective use of these materials requires inculcation of two core ideas: empathy and imagination. Empathy fuels and glues our connection with other humans. It helps us recognize others' perceptions, feelings and ways of being. Empathy is a vital tool of a historian because it obligates a historian to question and challenge a single conception of the world in order to access other worlds and other lives. Thus the spirit of questioning and the consciousness of one's own frames of reference is the starting point of historical inquiry. The second feature of imagination is the creative faculty which enables us to form images and feelings that ordinary senses cannot perceive. It is a critical instrument for a historian who studies worlds that are removed both in time and space from his or her own. Conjuring up those historical worlds requires a leap of imagination, a willing suspension of disbelief and a readiness to encounter the unknown.

HISTORY MAJOR, MINOR, & CONCENTRATION

The Department of History requires students to take a total of 12 courses in three years in order to receive the bachelor's degree, according to UGC guidelines. However, the course should be considered as a four year programme, including the 'Advanced Major', which brings the total courses to 16 in four years.

Elective courses in the Department of History seek to stir, whet, and capture a student's historical imagination through a conceptual, historiographical and methodological study of different historical themes and subjects.

The History Undergraduate Research Thesis/Project is a thesis or other project based on original research it is optional for third year students (majors or minors), but if it is to be opted, it should be opted in the Monsoon semester of the 3rd year. It gives students an opportunity to put into practice their understanding of the discipline of history by undertaking independent inquiry on their chosen historical theme.

History Curriculum

History Core Courses:

A. GATEWAY COURSES:

- HIS-1001 European History from Renaissance to Revolution (Spring)
- HIS-2001 History of India I: From Prehistoric Beginnings to the Mauryan Empire (Spring)
- HIS-2002 History of India II: From the Mauryan Empire to c. 1000 CE (Monsoon)
- HIS-2003 History of India III: From c. 1000 CE to 1764 CE (Spring)
- HIS-2004 History of India IV: From 1764 CE to 1967 CE (Spring)

B. READING COURSES

- HIS-3001 Reading History (Spring)
- HIS-3002 Reading Archaeology (Monsoon)

C. RESEARCH COURSES

- HIS-4981/4982 UG Research Thesis/Project (optional, 3rd year)
- HIS-4983 - History Capstone Thesis (compulsory for History Advanced Major, 4th year)

History Major Requirements

A Major is the field of a student's primary academic focus in course of their undergraduate degree. For a Major in History, students must take a total of **12** courses in History. History majors must take **all 5** gateway courses (HIS 1001, HIS 2001, HIS 2002, HIS 2003, and HIS 2004). These five gateway courses give students a solid foundation in the history of the general patterns and processes of Indian and modern Western history within a global comparative framework. These courses provide students with chronological anchors for more advanced thematic courses.

Along with the gateways, **2** reading courses, (HIS-3001 & HIS-3002) equip students with the basic apparatus of the historical craft. Reading History introduces students to different theories that have influenced historical imagination, the various schools of thought and modes of writing history such as positivism, Marxism, annals, structuralism, post-structuralism, postmodernism and postcolonialism. Reading Archaeology introduces students to the methods and theories of archaeology globally, and engages students with the history of archaeological thought.

The collection of the 12 courses for a student Majoring in History comprises:

(i) 5 Gateway Courses:

- HIS-1001 European History from Renaissance to Revolution
- HIS-2001 History of India I: From Prehistoric Beginnings to the Mauryan Empire
- HIS-2002 History of India II: From the Mauryan Empire to 1000 CE
- HIS-2003 History of India III: From 1000 CE to 1764 CE
- HIS-2004 History of India IV: From 1764 CE to 1967 CE

(ii) 2 Reading Courses:

- HIS-3001 Reading History
- HIS-3002 Reading Archaeology

In addition to this, there are **5** additional courses to be done to complete the tally of **12** courses. The distribution of these **5** courses follows two trajectories, depending on the batch.

For UG batches that joined Ashoka till 2018:

(iii) 5 additional History courses:

- This may be any combination of History Electives, Independent Study Modules (ISM), CTS, and/or UG Research Thesis/Project.

For UG batches joining Ashoka in 2019 onward:

(iii) 5 additional History courses:

- **2** History Electives offered by the Department of History
- **3** additional History courses, which may be any combination of History Electives, cross-listed electives from other departments, Independent Study Modules (ISM), CTS, and/or UG Research Thesis/Project.

Note:

- No more than 1 CTS can count towards a Major in History.

Ideally, all the 7 compulsory History courses should be finished by the time a History Major student finishes their 4th semester at Ashoka. The Department of History **strongly recommends** the following sequence for these 7 compulsory History courses:

Semester	Recommended Sequence for Taking the 7 Compulsory History Course(s)		
1	None		
2	HIS-1001 European History	HIS-2001 History of India I	--
3	HIS-2002 History of India II	HIS-3002 Reading Archaeology	--
4	HIS-2003 History of India III	HIS-2004 History of India IV	HIS-3001 Reading History
5	None		
6	None		

History Major students are strongly advised to keep this recommended sequence of the 7 compulsory courses in mind while planning their courses.

History Minor Requirements

A Minor is a secondary area of study that a student can choose to focus in course of their undergraduate degree. Students Minor in History must take 6 total courses in History. These are:

- (i) **any 2** of the five Gateway Courses (HIS 1001, HIS 2001, HIS 2002, HIS 2003, and HIS 2004)
- (ii) **any 1** of the two Reading Courses (HIS 3001, HIS 3002)
- (iii) **3 additional History courses**, which may be any combination of Gateway Courses, Electives, Independent Study Modules (ISM), CTS, and/or the UG Research Thesis/Project.

Note: No more than one CTS can count towards a Minor in History.

History Concentration Requirements

A Concentration is a field of a student's secondary academic interest aside from their Major (and Minor) in course of their undergraduation. For a Concentration in History, students must take **4** total courses in History. These are:

- **HIS 3001.** Reading History
- **3 additional History courses**, which may be any combination of Gateway Courses, Electives, Independent Study Modules (ISM), CTS, and/or the UG Research Thesis/Project.

Note: No more than one CTS can count towards a Concentration in History.

INTERDISCIPLINARY MAJOR REQUIREMENTS

History & International Relations

For the History & International Relations (IR) interdisciplinary major, **16 courses** are required, including **10 courses in History** and **6 courses in IR**.

Note: No more than 1 CTS course may count as an elective.

These 16 courses should include the following:

- **5** History Gateway Courses
 - HIS 1001 European History from Renaissance to Revolution
 - HIS 2001 History of India I
 - HIS 2002 History of India II
 - HIS 2003 History of India III
 - HIS 2004 History of India IV
- **1** History Reading Course
 - HIS 3001 Reading History
- **1** Introduction to International Relations Course
 - Introduction to International Relations
- **5** International Relations Electives

- In addition to this, there are **4** additional History courses to be done to complete the tally of **10** History courses. The distribution of these **4** courses follows two trajectories, depending on the batch.

For UG batches that joined Ashoka till 2018:

(iii) **4** additional History courses:

- This may be any combination of History Electives, Independent Study Modules (ISM), CTS, and/or UG Research Thesis/Project.

For UG batches joining Ashoka in 2019 onward:

(iii) **4** additional History courses:

- **2** History Electives offered by the Department of History
- **2** additional History courses, which may be any combination of History Electives, cross-listed electives from other departments, Independent Study Modules (ISM), CTS, and/or UG Research Thesis/Project.

Note: No more than 1 CTS can count towards a History elective.

The Department of History strongly recommends the following sequence for taking the 6 compulsory History courses:

<i>Semester</i>	<i>Recommended Sequence for Taking the 7 Compulsory History Course(s)</i>		
1	None		
2	HIS-1001 European History	HIS-2001 History of India I	--
3	HIS-2002 History of India II	--	--
4	HIS-2003 History of India III	HIS-2004 History of India IV	HIS-3001 Reading History
5	None		
6	None		

History & Economics Interdisciplinary Major

For the History and Economics Interdisciplinary major **17 courses** are required, including **8** each from History and Economics and **1** last from either.

Note: For History, no more than 1 CTS may count as an elective.

The 16 courses include the following:

- **7** Economics required courses
 - Maths for Economics
 - Intermediate Microeconomics
 - Intermediate Macroeconomics
 - Statistics for Economics
 - Econometrics
 - Game Theory
 - Development Economics
- **1** Economics elective course
- **5** History Gateway Courses
 - HIS 1001 European History from Renaissance to Revolution
 - HIS 2001 History of India I
 - HIS 2002 History of India II
 - HIS 2003 History of India III
 - HIS 2004 History of India IV
- **1** History Reading Course
 - HIS 3001 Reading History
- **2** additional History courses in History, which may be any combination of Electives, Independent Study Modules (ISM), CTS, and/or the UG Research Thesis/Project.

Note: No more than 1 CTS can count as a History Elective.

The Department of History strongly recommends the following sequence for taking the 6 compulsory History courses:

<i>Semester</i>	<i>Compulsory History Course(s) to be taken</i>		
1	None		
2	HIS-1001 European History	HIS-2001 History of India I	--
3	HIS-2002 History of India II	--	--
4	HIS-2003 History of India III	HIS-2004 History of India IV	HIS-3002 Reading History
5	None		
6	None		

The 4th Year - Ashoka Scholars Programme (ASP)

At Ashoka University, students can opt for the Ashoka Scholars' Programme (ASP), which comprises a fourth year after the completion of graduation at the end of the third year. For the History Department, this comprises the History Advanced Major programme. This extra year is aimed at equipping our students towards research in the discipline through immersive research-oriented coursework and academic writing.

History Advanced Major Requirements

The History Advanced Major comprises a minimum of 16 credits. Students can choose to opt for this in their 4th year (Ashoka Scholar's Programme or ASP). Once they do, they will be required to take three additional courses in History at the advanced level. The first two among these courses are exclusive to the rigorous research-oriented training that the History Advanced Major programme comprises:

i. HIS-4001 & HIS-4002. Sources and Histories I & II (4 credits):

This course is intended to impart first-hand research training to 4th-year History students. This course is co-taught by the entire departmental faculty. It will comprise 6 classes, where students will collectively read, discuss, and analyse primary source material along with a faculty member. Every class will be held once in two weeks. The faculty member will circulate the source(s) for her class beforehand, with a brief note and a few leading questions. Students should read the sources before the class, bring their notes to the class for a discussion led by the faculty member, and then submit their reflections in writing before the next class. Students will get an opportunity to study a diverse array of sources drawn from various periods of South Asian history.

Note: This course has a total of 4 credits, but is offered in two parts over two semesters. Sources and Histories I (with 2 credits) is offered in the Monsoon Semester and Sources and Histories II (with 2 credits) is offered in the Spring Semester. History Advanced Major students must take **both** parts of this course in order to complete a total of 4 credits.

ii. HIS-4983. History Capstone Thesis (8 credits):

Students pursuing History Advanced Major are required to do a Capstone Thesis/Project. In contrast to the UG Research Thesis, which is done over one semester only, the Capstone thesis is a year-long research venture. It comprises 8 credits. The greater time and credit is meant to offer students an advanced intellectual exercise and an opportunity to work extensively with primary sources under the close guidance of a faculty member.

The Capstone Thesis/Project can be done even without a Major or Advanced Major in History.

iii. Any one History Elective/ISM (4 credits) at the 300/400 level

All fourth-year students - whether pursuing a History Advanced Major or not - are assigned a faculty mentor, who watches over the intellectual development of the student throughout the year.

History-IR Advanced Major Requirements

During the fourth year at Ashoka, students who opt for the History-IR Advanced Major are required to take three additional courses in History and IR at the advanced level. These are:

i. Sources and Histories (4 credits)

ii. History or IR Capstone Thesis (8 credits)

iii. Any IR Elective/ISM (4 credits) at the 300/400 level

In addition to these courses, ASP students can also opt for the Teaching Practicum.

Teaching Practicum for ASP students (2 credits)

The Teaching Practicum introduces ASP students to the world of pedagogy. The Teaching Practicum Assistant (TPA) participates in the lesson planning process, ideally meeting the faculty member to discuss class preparation at least once per week. The TPA is expected to (re)read the assigned readings, and may be given additional readings by the faculty in preparation for class discussions. The TPA is responsible for assisting the faculty with setting up the classroom and holding office hours outside of the class meetings (2 hrs per week) to meet with the students to continue the discussion, help them with paper topics and writing, and other course-related questions.

TPA's will *not* be responsible for grading or evaluating other students' work, except occasionally may be involved in the grading process with the faculty in order to learn how grading is done. The Teaching Practicum is considered as an apprenticeship, in which the faculty member is responsible to mentor, teach, and train the TPA in pedagogical methods. TPA's will also be required to attend pedagogy workshops during the Orientation week. The TPA may be assigned readings over and above the syllabus readings for the rest of the course. The workload should not exceed 3 hrs outside of class time per week.

Every Teaching Practicum carries 2 credits. ASP students who wish to register for a Teaching Practicum will need to apply to the ASP Coordinator of the Department of History in July for the Monsoon Semester and in December for the Spring Semester.

PAST & PRESENT COURSE OFFERINGS

These course listings and descriptions are for reference only. The Department of History may not repeat all of these courses, or may not repeat them every year. Whether and when a course is likely to be repeated is noted, however this is not a guarantee that a course will be offered as stated. The only courses that will be offered regularly are the seven listed above as History Core Courses. However, the course descriptions of the History Core Courses may change, according to the different faculty teaching them. All courses are 4 credits unless otherwise specified.

Critical Thinking Seminars (CTS)

CT-111 | ***History, Novel and Cinema***

Aparna Vaidik

(Spring 2016; Monsoon 2017; cross-listed as 200-Level History Elective in Spring 2018)

History, Historical Fiction and Historical Cinema are imaginative dialogues with the past. Each creates, retrieves and invents the past – a past that serendipitously seeps into the present. This course explores the intersections, dissimilarities and shared aspects of these different narrative genres that seek to convey the past for the present. The course material is woven around the conceptual and methodological issues that historians encounter while crafting their narratives – time, spatial imagination, memory and narrative distance; and the choices that a historian makes while mapping forgotten pasts, using personal testimonies as historical evidence, unearthing historical silences and taking ethical positions while writing histories of violence. Course material is divided into two parts. Part I consists of a piece of historical writing, a novel and a movie on each theme. We will read works of history alongside novelists such as Gabriel Garcia Marquez, Gillian Flynn, Edward Jones, Mahasweta Devi, Rigoberta Menchu and watch *Inception*, *Rashomon*, *Hiroshima: My Love*, *Gangs of New York*, *The Reader* and *Motorcycle Diaries*. Part II consists of analysis of different kinds of sources – oral, visual, institutional records and material objects that historians use to construct the past.

CT-112 | ***Environmental History***

Mahesh Rangarajan

(Spring 2016, Spring 2017)

The course opens up themes in India's rich ecological pasts. Animal-human relations and water conflicts, ethics and science, landscapes and their multiple meanings come together in a first look as we ask why we stand today vis a vis the human environment. The course ranges from Early to contemporary India and is designed to encourage a historical view while drawing in students of different disciplines. Forest rights and endangered species, state making and the

forest, environmental movements and contested ideas of natural beauty are among the themes taken up.

CT-125 | ***War in History***

Pratyay Nath

(Spring 2017)

This Critical Thinking Seminar provides a historical perspective on the world of war. The course is divided into three parts. The first part is a historical survey. It traces the evolution of warfare in different parts of the world since the prehistoric times till recent decades. The second part takes the investigation away from combat and military technology. In this part, we delve into the world of military organisation and explore the role of military labour, war-animals, and military logistics. The third part of the course leads us towards the interfaces between war, culture, and society. Here, we unravel the role of gender in warfare, the politics of representation of military conflict as well as issues like military ethics, war propaganda, anti-war protest, war memory, and war trauma.

CT-128 | ***History, Memory, Memorialization***

Nayanjot Lahiri

(previously titled 'History and Memory across Asia'; cross-listed as 200-level History Elective in Spring 2017, Spring 2018)

The course aims to analyze the many meanings that make history, memory and memorialization intelligible. What is history? How does memory work? Is memorialization selective or inclusive? These are some of the questions that will be examined through an exploration of iconic persona and phenomena. On the one hand, three famous personalities will be explored – Alexander the Great, Emperor Ashoka and Mahatma Gandhi – in order to understand the elements that form the title of this course. On the other hand, the phenomena of war will be examined ranging from Massada in the Middle East to the American-Vietnam War in Southeast Asia in order to explore the contested terrain of history and memory. Apart from reading the works of historians, the course will involve analysing excerpts from literature and films.

CT-203 | ***Historical Thinking***

Aparna Vaidik

(Monsoon 2015)

This course introduces the students to the art and science of historical thinking. What does it mean to think and write like a historian? Historical thinking is a training in questioning what we know, challenging the world as it is presented to us and mastering the skill of drawing out connections between disparate events in the human past. The fact that History is an

evidence-based field of knowledge distinguishes a historian from creative writers and philosophers. That is, it forces us to ask how do we know what we know; compels us to explain the connection between evidence and conclusion; and to differentiate between an assertion and an argument. In this course the students have an opportunity to conceptualize their own 'historical-inquiry project' where they will be choosing and refining a topic of personal and historical significance, digging deeply and critically into that topic, connecting their findings with broader themes, all the way to creatively sharing their conclusions in a public forum. The format of the course will be a series of conceptual lectures interspersed with lab work and discussion.

CT 212 | ***Critical Concepts in Islam***

Muhammad Ali Khan

(Monsoon 2016; Monsoon 2017)

This course will offer students the chance to tackle individual concepts within Islam and then go into an in-depth analysis of their origins, changes in meaning and their relevance to the everyday lives of Muslims by using a *longue durée* approach. Furthermore, there will be a constant effort to underscore how these issues remain deeply relevant today and thereby introduce students to current debates as well.

CT-215 | ***A History of the Future: Tocqueville's Democracy in America***

Simon Green

(Monsoon 2016)

With the passing of the Communist era, it is becoming ever clearer that Tocqueville's *Democracy in America*, rather than Marx's *Capital*, represents the truly prophetic work of nineteenth-century political sociology. This course invites students to consider why Tocqueville chose the United States, not Europe, as his model for the future, how he was able to predict developments in the advanced societies so accurately and the degree to which his insights remain applicable to the wider world today. (Visiting faculty; not repeated).

CT 218 | ***Animal Histories***

Mahesh Rangarajan

(Cross-listed with Environmental Studies in Monsoon 2016; Monsoon 2017; cross-listed with Environmental Studies and History in Monsoon 2018)

It is impossible to disentangle the way we look at animals from how we look at people. Mainly but not wholly focused on the modern world, the paper examines the way animal-human relations have changed over time. The paper ranges over hunting and museums, animal science and empire, nation making and nature protection, gender and nature. The ethical and political issue of how we define animals is critical to how we define the human condition in our times.

CTS-223 | ***The Disputed Meanings of Human***

Gwen Kelly

(Monsoon 2017; will not be offered again)

Through this course we trace the intellectual history of anthropology, archaeology and history, from Ancient Greece, and Rome, the Medieval Islamic world, through the European Enlightenment, Colonialism, and through the decolonization movements of the 20th century. We will consider the ways in which these disciplines are and have been intertwined, even at points indistinguishable from each other, and how they ultimately developed their distinctive disciplinary identities. We will build an understanding of what it has meant, and what it means now, to think critically through these disciplines, and about the distinctive genres of writing and argumentation that each one has developed. We will work to develop skills of writing and thinking through a study of the history of writing and thinking through these disciplines.

CT-143 | ***Thinking through Buddhism***

Sanjukta Datta

(Cross-listed as 300-Level History Elective in Spring 2018)

Buddhism, the fourth largest religion in the world today, had its origin essentially as a renunciatory tradition with a strong message of non-violence in the mid Gangetic plains of north India in the 6th-5th century BCE. This Critical Thinking Seminar engages with important features of Buddhism's remarkable transformations in different parts of Asia across time. Some of the themes which will be explored include memorialization of the Buddha in literature, visual and plastic arts, the perception of the doctrine by distinct social categories at specific points across time and space, the enduring legacy of nineteenth century Western academic understanding of ancient Buddhism, and the diverse manifestations of Buddhism in the modern world, which include the rather surprising involvement of Buddhist monks in political violence.

Gateway Courses

HIS-101 | ***European History from Renaissance to Revolution***

Rudrangshu Mukherjee

(Spring, annually)

This is the first of the compulsory courses that is offered to students wanting to major in History. It introduces students to some of the major themes of modern themes of European history and to its historiography. Students will be expected to do a fair amount of reading of some complex texts and will be assessed on the basis of two essays.

HIS-201 | ***Ancient India***

Nayanjot Lahiri

(Monsoon annually; was Kelly HIS 201 in Monsoon 2015; till the academic year 2017-2018)

This course aims to provide students with a sense of space, time and culture in ancient India. It looks at the prehistoric hunter-gatherers, the advent of food producing societies, the cultures of interconnected differences (from the Harappan Civilization and its neighbours to the historical world of cities and states), and the landscapes of empire till the end of the Gupta dynasty. Society and religion, art and architecture (and forms of patronage), women and their reintegration into the study of the ancient past, and the environment as a variable form part of the course so as to provide a rounded and balanced perspective of early India.

HIS-202 | ***Medieval India***

Pratyay Nath

(Monsoon annually; was Mukherjee HIS 202 in Monsoon 2015; till the academic year 2017-2018)

Between the demise of the Gupta Empire in the sixth century CE and the rise of British colonial power in the eighteenth, South Asia underwent momentous transformations. The alignments of merchant networks, the workings of princely power, the forms of popular devotion, the techniques of military engagement, the relationships between environment and societies, the workings of social hierarchies, the modes of cultural expression, the realm of technologies, and the geography of the world of knowledge – everything went through profound and multiple shifts. Contrary to the familiar association of the idea of the ‘medieval’ with isolation and decline, the rich history of South Asia during this long period was deeply shaped by its ceaseless and virile interactions with West, Central, and Southeast Asia as well as China, East Africa, and Western Europe. The present course unravels this complex history in its global context through the categories of politics, warfare, economy, society, culture, and religion.

HIS-203 | ***Modern India***

Mahesh Rangarajan/ Rudrangshu Mukherjee

(Spring annually; was HIS-201 Spring 2016; till the academic year 2017-2018)

This course seeks to discuss some of the broad features of early British rule from the conquest of Bengal to the revolt of 1857. This will form the first part of the course. The post 1857 developments will be taught by Professor Mahesh Rangarajan. The second section of the Modern India course will take the story forward from the onset of Crown rule in 1858 to the early phase of the Indian Union till the early 1960s. The consolidation of imperial rule and the revolts against it each had long term consequences for ruler and ruled alike in a myriad ways, in socio-political, economic and cultural as much as strategic terms. Interweaving different strands of life and attention to regional dimensions can help illumine in many ways the India of today. Themes include the rise of new business groups, contested identities, the disparities between and across states and the challenges of crafting democracy in a climate of Cold War.

HIS-216 | **History of India I: From Prehistoric Beginnings to the Mauryan Empire**

Nayanjot Lahiri

(Spring annually, academic year 2018-2019 onward)

This course aims to provide students with a sense of space, time and culture in ancient India. It looks at prehistoric hunter-gatherers, the advent of food producing societies, the cultures of interconnected differences (from the Harappan Civilization and its neighbours to the historical world of cities and states), and the landscape of empire. It will look at society and religion, art and architecture (and forms of patronage), women and their reintegration into the study of the early past, and the environment as a variable form part of the course so as to provide a rounded and nuanced perspective of ancient India.

Compulsory readings:

- i. Upinder Singh, *A History of Ancient and Medieval India*, New Delhi: Pearson Education, 2008.
- ii. Dilip K. Chakrabarti, *India - An Archaeological History*, New Delhi: Oxford University Press, 2009 (second edition).

HIS-217 | **History of India II: From the Mauryan Empire to c. 1000 CE**

Upinder Singh

(Monsoon annually, academic year 2018-2019 onward)

This course offers an overview of the history of the subcontinent from c. 200 BCE to 1000 CE, divided it into three phases: c. 200 BCE-300 CE, 300-600 CE and 600-1000 CE. Continuities and changes in political, social and economic structures and processes will be highlighted by focusing on issues such as class, caste, gender, agrarian relations, urban life and trade. Apart from Hinduism, Buddhism, Jainism and Islam, the themes in religious history will include the age-old popular worship of snakes and *yakshas* and the pervasive influence of *bhakti* and *tantra* across religious boundaries. The emergence of regional configurations in politics, literary expression, and art and architecture in the early medieval period will be discussed. The course will also look at the many ways in which India was connected with other parts of the world across these centuries.

Compulsory readings:

- i. Upinder Singh, *A History of Ancient and Medieval India*, New Delhi: Pearson Education, 2008.
- ii. Aloka Parasher-Sen (ed.). *Subordinate and Marginal Groups in Early India*, New Delhi: Oxford University Press, 2004.

HIS-218 | **History of India III: From c. 1000 CE to 1764 CE**

Pratyay Nath

(Spring annually, academic year 2018-2019 onward)

This course unravels the rich history of South Asia in the first eight centuries of the second millennium CE. It begins in the eleventh century, when the first Ghaznavid armies reached North India and Chola naval armies ravaged Sri Lanka and Southeast Asia. It unravels the rise and fall of states and empires, including those of the Cholas, the Ghurids, the Mughals, the Marathas, the Vijayanagar monarchs, and the numerous sultanates. It closely studies the shifts and continuities in the domains of social relations, religious beliefs, and creative tendencies. It also explores the dynamics of the agricultural economy, manufacture and production, as well as overland and overseas trade. The course ends with the demise of Mughal power, which paved the way for the rise of smaller regional polities as well as the East India Company.

Compulsory readings:

- i. Catherine B Asher and Cynthia Talbot, *India before Europe*, Cambridge and New York: Cambridge University Press, 2006.
- ii. Annemarie Schimmel, *The Empire of the Great Mughals: History, Art and Culture*, London: Reaktion Books, 2004.

HIS-219 | ***History of India IV: From 1764 CE to 1967 CE***

Rudrangshu Mukherjee and Mahesh Rangarajan

(Spring annually, academic year 2018-2019 onward)

This course seeks to discuss some of the broad features of Indian history between the mid-eighteenth and the mid-twentieth centuries. The first part, taught by Rudrangshu Mukherjee, will study the early British rule from the conquest of Bengal to the revolt of 1857. The post-1857 developments will be taught by Mahesh Rangarajan. This second section will take the story forward from the onset of Crown rule in 1858 to the early phase of the Indian Union till 1967. The consolidation of imperial rule and the revolts against it each had long term consequences for the ruler and ruled alike in a myriad ways, in socio-political, economic, and cultural as much as strategic terms. Interweaving different strands of life and attention to regional dimensions can help illuminate in many ways the India of today. Themes include the rise of new business groups, contested identities, the disparities between and across states and the challenges of crafting democracy in a climate of Cold War.

Compulsory readings:

- i. Lakshmi Subramanian, *History of India, 1707-1857*, New Delhi: Orient Blackswan, 2010.
- ii. Ishita Banerjee-Dube, *A History of Modern India*, Delhi: Cambridge University Press, 2015.

Reading Courses

HIS-301 | *Reading History*

Nayanjot Lahiri/ Rudrangshu Mukherjee

(Spring 2017)

This course seeks to impart a sense of the building blocks of the discipline of history, and of the various ways in which these have been perceived and used. What ideas of the past can be seen from antiquity till the present? How have the concerns of history changed? What constitute the facts of history and how are these ascertained? What constitute the protocols of historical discourse? These are questions that will be examined with reference to the works of various historians within and outside academia.

Aparna Vaidik

(Spring 2016, Spring 2018, offered every Spring)

This is a course in Philosophy of History – the philosophical bases for historical study, and Historiography – a review of the development of historical knowledge and the historical profession. It examines the different ways in which different schools of history have made sense of their discipline and of human past from eighteenth century to the present. The course begins with examining the Whig and the Positivist school of historical writing and traces the history of history-writing to the Marxist, Annales, New Historicist, Structuralists, post-structuralists, down to Narrativists, Subaltern Studies, Postcolonial and Postmodern writings. This course aims to familiarize the students with the essentials of the discipline of history.

HIS-302 | *Reading Archaeology*

Gwen Kelly

(Spring 2016, Spring 2017; will not be offered again)

Archaeology as a discipline is comprised of three things: data, the methods of obtaining that data, and theoretical frameworks and paradigms in which to interpret and understand the data, in order to create narratives of the past. In this course we will first explore the fundamental sources of data, along with the methods used to obtain and analyze the data. Using this basic understanding of the field, we will delve into multiple case studies including Ancient Egypt, the colonial Caribbean, South India, and others, in order to examine and critique the multiple theoretical frames that have been and can be used to interpret the past through archaeology.

Sanjukta Datta

(Spring 2018, Monsoon 2018, offered every Monsoon)

This course, which is concerned with the study of the material remains of the past, is divided into three sections. The first investigates the methods employed by archaeologists to obtain data and analyze the available data to reconstruct the human past. The second traces the history of the discipline, taking into account the use of archaeological theory. The third concludes with a review of archaeology in practice using three case studies: first, the discovery of the ancient Roman town of Pompeii, second, the monastic experience of nuns in medieval England, and third, the development of Anglo-American culture in North America from the seventeenth century onwards. References from Indian archaeology will be discussed in the first two sections of the course.

200 Level Electives

These Electives are designed for second year students to give them a comparative/multiple and/or chronological perspective on a particular theme. The aim is to expand the students' analytical reading and writing skills. There are no prerequisites for these courses.

HIS-211 | *French Revolution (1789-1799): Ten Years that Changed the World*

Laurence Gautier

(Cross-listed with Political Science as POL 210 in Summer 2017)

Few events have had as powerful an impact as the French Revolution. More than two hundred years after it 'ended', the 'Great Revolution' continues to stir passions and controversies. While the revolutionaries' mantra 'Liberty, Equality and Fraternity' still captures the imagination of many, others see in Terror and the guillotine symbols of revolutionary fanaticism. Even among historians, the Revolution remains a hotly debated issue. Was it a 'bourgeois revolution', which marked the emergence of capitalism? Was it a liberal revolution which sunk into anarchy? or did it contain, from its very beginning, the seeds of totalitarianism? To what extent did its 'universal' principles include slaves, women or 'internal others'? This course will explore the many fascinating aspects of this 'torrent' of events, from the proclamation of universal human rights to the suppression of absolute monarchy, from the abolition of slavery to the Declaration of the rights of women. It will highlight the global resonance of this revolution, which, in many ways, shaped the world we still live in.

HIS-204 | *Gender, War, History*

Pratyay Nath

(cross-listed with Political Science and Sociology in Summer 2018)

At first sight, war may appear to be an exclusively masculine domain. But how far is such an impression historically correct? How have women contributed to war-making and anti-war activism over human history? Why has war traditionally acted as a site for states and societies to

define gender roles? Why do armies rape? What kind of space do armies give to carnal desire and to various forms of sexualities? These are some of the questions this course addresses. We explore six broad themes in six weeks. We begin by unraveling the role women played in warfare in ancient and medieval times. In the next week, we continue to study the role of women in war-making through the early modern and modern era, right up to the twentieth century. In the third and fourth weeks, we discover how various societies use war to define specific gender roles for men and women respectively. After this, we will learn about women's role in anti-war activism and the value of women's war-memoirs. In the final week, we will explore issues of desire, love, and sexuality in the context of warring armies. By the end of the six weeks, the course will have imparted a sound understanding of the inter-relationship among warfare, gender, and human history.

300 Level Electives

These Electives are ideally meant for second and third year students. The course requirements, quantity and complexity of readings is higher than 200-level courses. Unless specified, there are no prerequisites for these electives.

HIS-301 | *Revolt of 1857*

Rudrangshu Mukherjee

(Monsoon 2016)

In this course students will deal with the events, the sources, the historiography and the events of the uprising.

HIS-302 | *World Hegemon: Britain in Comparative Perspective, c. 1832-1914*

Simon Green

(Monsoon 2016, will not be offered again)

Victorian Britain was the world's greatest power since Roman times. Its population quadrupled. It became, and long remained, the leading industrial power. It dominated international trade. It acquired an empire covering one-quarter of the world's surface. This course explains how that happened and what its consequences were, both for Britain and the rest of the world, down to the outbreak of the first World War.

HIS-303 | *Politics and Society in India, 1937-77*

Mahesh Rangarajan

(Cross-listed with Political Science as POL 304-01 in Monsoon 2016)

The era of Congress dominance, from the victory in most provinces in the 1937 provincial elections to its first defeat in a general election in 1977. The course spans an era through freedom, Partition and constitution making to the emergence of the parliamentary system and the early years of independent India. Socio-political and economic changes in India are viewed in relation to the changing role of the republic in Asia and the world.

HIS 304 | ***Indigenous Histories***

Gwen Kelly

(Cross-listed with Sociology/ Anthropology as SOA 303-01 in Monsoon 2016; will not be offered again)

This course is focused on ‘indigenous peoples’ — known in India as ‘tribals’ — communities who are often thought of as outside mainstream society, isolated, ‘backward’, and perhaps anachronistic remnants of ages past. Recent interdisciplinary work in History and Anthropology has focused on understanding the specific histories of indigenous and ‘tribal’ communities, to break out of the timeless mold, and understand how and why they have existed alongside states and empires, and continue to co-exist within and alongside nation-states. In order to do this, we explore a variety of case studies in indigenous histories from all over the world including South Asia, North America, Hawaii, Africa and Australia.

HIS 306 | ***Introduction to Mughal History***

Pratyay Nath

(formerly titled ‘Unpacking the Mughal World’; Spring 2017)

Mughal emperors believed that they are the divinely-mandated rulers of the entire universe. This reflected in their imperial titles like *Jahangir* (Conqueror of the World), *Shah Jahan* (King of the World), and *Alamgir* (Conqueror of the Universe). However, how much power did they actually wield? How did they use paintings and built spaces to articulate their changing visions of power? What role did war, diplomacy, ideology, and religion play in imperial expansion? Did the ghost of their Central Asian past haunt the empire in South Asia? How did the empire legitimise its rule, discipline its elite, and create its fabled riches? What kind of ideals of masculinity animated Mughal courtly etiquette and how much agency did Mughal women have? How did various South Asian communities perceive and respond to Mughal imperial expansion? What role did Mughal patronage play in the development of various South Asian languages? Why did such a huge and prosperous empire come crashing down in the eighteenth century? By way of engaging with these questions, the present course introduces students to the history of the Mughal Empire.

HIS 307 | ***Artefacts and Texts: Understanding the Relationship of History and Archaeology***

Nayanjot Lahiri

(Spring 2017, cancelled)

This course will look at the possibilities and challenges involved in the dialogue between material culture and writing in reconstructing the pasts of various societies, from the ancient to the modern. In which ways are artefacts and texts different, yet similar? How does this impact the relationship between history and archaeology? How have places mentioned in Classical texts been identified on the ground? Can the study of religions like Buddhism and Islam, which are grounded in textual traditions, be enriched through the archaeology of their practices? The case studies will look at these themes and at a few others that concern Roman Pompeii, the early modern movements of people, and modern war remembrance.

HIS 308 | ***History of South India, from Ancient to Early Modern***

Gwen Kelly

(Spring 2017; will not be offered again)

Southern India from the Ancient period to the Early Modern has its own unique cultures, languages, texts, and history, distinct but not disconnected, from North India. While most courses in Indian history focus primarily on the North, this course will instead explore the distinct cultural and historical traditions, and the distinct sources of South Indian history, including literary and oral traditions of Tamil, Telugu, Kannada and Malayalam, from the Ancient and Medieval periods, and continue through the period of the early colonial encounters with the Portuguese, Dutch, French, and Danes. (A-year, repeatable)

HIS 311 | ***Age of Empires: A Global History of Early Modern Imperialism***

Pratyay Nath

(Monsoon 2017)

Early modern empires were indeed strange milieux. In West Asia, the Muslim Ottoman Sultans went about calling themselves the new Caesars of Rome after conquering Constantinople. The Qing emperors of China converted their routine official tours across their realms into spectacular theatrical performances, memorialised in intriguing verses and paintings. The Mughal *padshahs* decided to boost their imperial ego by standing on globes and sitting on hour-glasses in their own portraits. In Iran, Shah Ismail Safavi, a Sufi *sheikh*, founded an imperial dynasty and oversaw his soldiers practice ritual cannibalism against his adversaries as an act of loyalty. European sovereigns who upheld the liberal and humanist ideals of the Renaissance, Baroque, and Enlightenment at home had little qualms engaging in rampant slavery, genocide, and war in their overseas acquisitions. Meanwhile, the world around these empires was changing very fast, thanks to the dissemination of new technologies, the exploration of seas and lands, the emergence of the first truly global commercial networks, the advent of the Little Ice Age, the exchange of flora and fauna between the Old and New Worlds, massive population dislocations, and the spread of millennial ideas about the imminent end of the world and the impending arrival of the *mahdi*. The present course studies this fascinating global history of early modern empires (c.1500–c.1800) using diverse categories like mobility,

gender, slavery, environment, warfare, cartography, gift-giving, textual regimes, visual cultures, frontiers, ideology, and space.

HIS 312 | ***History of Political Thought: Karl Marx***

Rudrangshu Mukherjee

(Cross-listed with *Political Science* in Monsoon 2017 and Monsoon 2018)

This course seeks to introduce students to the political ideas of Karl Marx through his texts ranging from his early writings to his last letter to Vera Zasulich on Russia. It will look at Marx's method as well as the conclusions he arrived at and then occasionally revised. This will be a reading intensive course.

HIS 313 | ***Love and Laughter in Antiquity***

Nayanjot Lahiri

(Monsoon 2017)

What made the Romans laugh? Did the ancient Chinese enjoy being single? How did love and sexuality negotiate caste and class in India? How are ancient jokes different from modern ones? This course explores such issues in order to understand how we might write a history of love and laughter, including how the meanings attached to them changed over time.

HIS 314 | ***Kipling's India: Colonialism and Culture***

Aparna Vaidik

(Monsoon 2017)

Rudyard Kipling (1865-1936), the English author was born in Bombay and is best known for his works *The Jungle Book* and *Kim*. Distinguished by their literary brilliance, Kipling's works were unequivocally a metaphor for the age he lived in. This course will use Kipling as a doorway to enter the social and cultural world of nineteenth and twentieth century British India. It will explore the different ways in which the colonizer and the colonized engaged with the 'Other' and, in doing so, reconstituted each other. This cultural dialogue was evident, as the students will discover, in the way colonialism sought to colonize the mind, body, history, culture, geography and the aesthetic sensibilities of the people of Empire, and also the way it reconfigured the British sense of nationhood. The course will examine these themes in depth to bring to fore the 'experience' of the Raj – what it meant to be a colonizer and to be colonized.

The course will begin with theoretical readings on history of colonialism and culture. The weekly readings will be organized thematically around various different cultural themes – time, space, education, childhood, food, clothing, sports, masculinity, scientific knowledge and religious traditions. The students will also be introduced to different kinds of primary sources – photographs, paintings, cartoons, coins, speeches, sound recordings, and cinema.

Note: This is *not* a 'literature' course that undertakes literary criticism of Kipling's works. It is a course on history of colonial culture. However, students should come prepared to read intensively.

HIS-316 | ***Twentieth-Century Wars and the Politics of Representation***

Pratyay Nath

(Spring 2018, cross-listed with Political Science, Sociology, and English)

Throughout the twentieth century, increasingly sophisticated technologies of war and organized violence brought death, devastation and ruin to millions of humans and animals across the globe. Interestingly, this period also saw the emergence of the most vivid and creative depictions of these wars in diverse cultural artifacts. How did the depiction of gender roles in posters differ between the two world wars? How have graphic novelists chosen to represent the Israel-Palestine conflict and the Balkan wars? Why have some of the most violent wars inspired the funniest television programmes? How have Korean poets negotiated an almost constant state of war and the tragedy of a divided nation? This course unravels the politics of representing war through hands-on study of posters, caricatures, movies, graphic novels, music, television, literature, museums and memoirs.

HIS-318 | ***Tarzan and Mowgli: A History of Colonial Culture***

Aparna Vaidik

(Monsoon 2018)

Tarzan of the Apes (1912), embodies the popular twentieth-century imagination of Africa as a land of primeval forests, abode of apes and pygmies shooting poison-tipped arrows under the benign protection of a white man. The jungle of Africa as imagined by Edgar Rice Burroughs, the creator of Tarzan (who incidentally never set foot in Africa), was influenced among other things by Rudyard Kipling's *Jungle Book* and the man-cub Mowgli's capers (1894). Translated into several languages, these allegorical tales of British empire in Africa and India filtered into popular consciousness through comics and cinematic reproductions. Tarzan's and Mowgli's adventures became the most enduring globally-circulating images of interaction between white men with the non-white world. These stories open a door into the cultural world of colonial India, Africa and Britain. Through them the course explores the different ways in which the colonizer and the colonized engaged with the 'Other' and, in doing so, reconstituted each other. This cultural dialogue was evident, as the students will discover, in the way colonialism sought to colonize the mind, body, history, culture, geography and the aesthetic sensibilities of the people of Empire, and also in the way it reconfigured the British sense of nationhood. The course will examine these themes in depth to bring to fore the 'experience' of the Raj – what it meant to be a colonizer and to be colonized.

Note: Students who have done 'Kipling's India' cannot take this course.

HIS-319 | ***War in the Early Modern World***

Pratyay Nath

(Monsoon 2018)

The increasing use of firearms transformed European warfare in the late-15th and early-16th centuries. As Spanish and French siege artillery demolished Moorish and Italian fortifications respectively, architects and engineers all over Europe scrambled to come up with novel designs for fortresses that would neutralised the threat posed by artillery-fire. On the field, massed formations of handgun-bearing infantry challenged the supremacy of the medieval mounted knights. Meanwhile, in West Asia, the Ottomans organised their own corps of enslaved musketeers called janissaries. Along with advanced artillery, these janissaries enabled the Ottomans to destroy the Mamluk sultanate of Egypt and to conquer their way into Eastern and Central Europe by bringing their troops and ships up the Danube River. In the Far East, the Chinese, Koreans, and Japanese vied for regional supremacy. In the 1590s, they engaged in what has been called the 'first great East Asian war' in the Korean peninsula. In West Africa, Iran, and South Asia, military processes were more complicated, but eventually led to the rise of strong states and stable empires. Finally, military might helped Western European powers achieve important victories and conduct large-scale genocides in their new conquests in both the Old and New Worlds. The sea became increasingly politicised and militarised across the globe. During this entire period, huge changes also swept the fields of military logistics. Empires found increasingly sophisticated political ideologies to legitimise their military violence. Increasing military expenditure gave rise to fiscal-military states equipped to meet the new demands of escalating global violence. The present course unravels this global military history of the early modern times using a comparative analytical approach.

HIS-320 | ***Historicizing Ancient Indian Texts***

Upinder Singh

(Monsoon 2018)

What do Rigvedic hymns reveal about the world of the Indo-Aryans? How can we understand the contradictions and silences of the *Manusmriti*? What do Tamil poems of love and war reveal about early historic South India? Did Kautilya's state exist only in his imagination? Why were animal stories chosen to teach crafty cunning as well as pious morality? Can the *Mahabharata* and *Ramayana* be considered as history and why did they become so popular in India and Southeast Asia? This course will answer such questions by introducing students to the exciting variety, richness and complexities of ancient Indian texts, by focusing on a few important texts and explaining how they can be read not only as windows into the past but also as important parts of the past, with an impact that in some cases extends into our own time.

HIS-321 | ***World Religions: Texts and Contexts***

Sanjukta Datta

(Monsoon 2018)

Religion has been an integral component of human societies across time and space but the study of religion as an academic discipline is a relatively recent phenomenon. This course provides an overview of the key historical developments in some of the major religions of the world such as Hinduism, Buddhism, Christianity, and Islam, and the ways they have come to

be studied by scholars of history and archaeology. In this journey, we will encounter foundational texts, the cult of relics, expanding pilgrimage networks, resplendent art and architecture, and competitive claims over religious sites. One of the highlights of the course will be the understanding of religion's protean character that adapts itself to specific historical circumstances, at times resulting in significant divergences between precept and practice.

Independent Studies Module (ISM)

In consultation with a member of the History faculty, a student may design an independent studies module, on a topic of their choosing. A faculty member must agree to supervise the module, and determine the modes of evaluation. Faculty and student together will determine an appropriate reading list and schedule of weekly meetings to discuss the readings. This option may not be available every semester, depending on the availability of faculty. The group code for all History ISMs is HIS-399.

(May be opted at any time).

HIS-399-1 | *War and Empire in Early Modern Europe, 1477-1714*

Pratyay Nath

(Monsoon 2016)

The purpose of this reading course is to examine the social, economic, political, and cultural factors that influenced state actors during the early modern period in Western and Central Europe. The course explores the inter-relationships between royal powers and the authority of religious institutions. We will study Great Power Politics and the dynamics that went behind maintaining the balance of power in Europe. Some of these include royal marriages, personal unions, vassalages, and feudal control structures. We will also examine the maintenance of political stability within the realms through religious, royal, and other social institutions. The course will also explore imperial territorial expansion in and outside Europe. Apart from analyzing existing rivalries and overlapping claims on the continent, we will also examine warfare and territorial expansion in the New World. Colonization and the resulting increase in trade for European colonial powers will be studied too.

HIS-399-3 | *History and Post-Colonial Theory*

Aparna Vaidik

(Spring 2018)

HIS-399-6 | *War and Empire in Central Asia, 1000-1800*

Pratyay Nath

(Monsoon 2017)

Throughout history, Central Asian nomadic warriors have been feared by sedentary states as the most brutal and invincible conquerors. In the fifth century CE, Attila led the Huns to ravage all of Europe and hasten the downfall of the Western Roman Empire. Around the turn of the

first millennium CE, Turkish dynasties like the Ghaznavids and the Saljuqs took it upon themselves to carry forward the mantle of territorial conquests under the banner of Islam. In the thirteenth century, the Mongols under Chinghiz Khan and his descendants ruled one of the largest empires the world has ever seen, embracing all of Central Asia, China, Iran, and West Asia. In the early modern times, Central Asian (post-) nomadic warrior groups – the Ottomans, the Mughals, the Uzbeks, and the Manchus – founded some of the richest and strongest empires of the world. The cultural impact of these nomadic conquests can be gauged by the fact that the Turkish term *ordo*, meaning the mobile military camp of nomadic warriors, gave birth to the pejorative word *horde* in Western Europe as well as the name of a major South Asian language - Urdu. The present course unravels this rich history of war and conquest in and around Central Asia since the Turkish moment at the beginning of the second millennium CE till the eve of the imperialist race among Russia, Britain, and China to conquer Central Asia in the nineteenth century.

HIS-399-7 | ***Space and Cartography in the Early Modern World***

Pratyay Nath

(Spring 2018)

Early modernity (c. 1500-c. 1800) ushered in an era when human societies started thinking of the space around them in significantly different ways as compared to earlier times. Western Europe underwent a whole cartographic revolution. Here, the geographical explorations of people like Christopher Columbus, Vasco da Gama, and Ferdinand Magellan triggered a complete transformation in the way people made maps and conceptualised the layout of the world. Cartographers like Gerardus Mercator and Abraham Ortelius created the first modern atlases and devised ways of projecting a newly-discovered round global space onto two-dimensional images. Maps also increasingly emerged as vehicles for the expression of imperial power across the world. The Ottoman, Muscovite, and Manchu emperors commissioned elaborate cartographic ventures to map the territories that they ruled as well as that they aspired to rule. Mughal emperors appropriated European maps and globes in their allegory paintings to bolster their claims to world domination. In Japan, a whole economy of various kinds of maps emerged around this time to cater to political, economic, cultural, and religious interests. Adopting a global comparative approach, the present ISM unravels this fascinating history of the production, circulation, and consumption of these newer ways of making maps and thinking about space.

HIS-399-8 | ***Reading the Bhagavad Gita***

Rudrangshu Mukherjee

(Spring 2018)

HIS-399-9 | ***War, State, and Society in Early Modern Europe***

Pratyay Nath

(Summer 2018)

The present course is an intensive exploration of the realm of war in early modern Europe. We begin by charting the changes that engulfed various modes of European warfare – battles, sieges, and naval engagements – owing to the introduction and proliferation of different types

of gunpowder weaponry. Next, the course will unravel the various facets of the Military Revolution Debate by engaging with the work of the historians who have made significant contributions to the field. Following this, we will study the nature of changes in military logistics that transpired to support the waging of war using new technologies and strategies. We will then investigate how the new methods of warfare contributed to the emergence of nation-states in different parts of Europe. Next, the course will map the changing dynamics of military culture and the relationship between war and the larger society. Finally, we will understand the military relationship of European powers with some of their imperial neighbours. We close by investigating the role of military factors in the West's eventual conquest and colonisation of the Rest. Through this intense engagement with older classics as well as state of the art literature on the subject over six weeks, the course will provide a sound understanding of the history of early modern Europe through the lens of war.

400 Level Electives

These are the most advanced electives designed for third and fourth year students. The course requirements, quantity and complexity of readings is high in these upper-level courses. Ideally students should have completed (or be concurrently enrolled in) either or both of the Reading Courses (HIS 301/302), before taking a course at the 400 level. These courses are for third and fourth year students.

HIS-401 | *Undergraduate Research Thesis*

The Undergraduate Research Thesis is an original work of writing and research. Students conduct their own original historical research using a variety of historical sources, in order to write a thesis on a focused and specific historical topic. The topic and plan of research and writing must be made with mutual agreement between student and supervising faculty, and approved by the UG Research Coordinator. Registration is only by consent of the faculty (and students must have the UG Research Thesis/Project form signed by both the coordinator and the potential supervisor).

History majors and minors may opt for the 3rd year UG thesis/project. It is not compulsory, but if it is opted for, it should be done in the Monsoon semester of the 3rd year. This course functions as an independent study module, and is a full four-credit course. It provides students an opportunity to put into practice their understanding of the discipline of history by undertaking independent inquiry on their chosen historical theme.

Students should begin to consult faculty members during the 2nd semester of the 2nd year to discuss potential research topics and find the best fit for a faculty to supervise their research thesis/project. On questions of procedure and policy the students should consult the UG Research Coordinator. Before course registration students must have the UG Research Thesis/Project Form filled and signed by themselves, the supervising faculty, and the UG Research Coordinator.

The UG Research thesis/project will be evaluated and graded by a committee comprised of the supervising faculty plus one additional faculty member.

Students *must* print out the form on the last page of this handbook, and fill up both copies. Both copies must be signed by the student, the supervisor, and the UG Research Coordinator. The Coordinator will retain one copy, and the other copy will go to the Office of Academic Affairs, to enable the student to enroll in the course for the Monsoon semester.

HIS-401-1 Rudrangshu Mukherjee	HIS-401-5 Mahesh Rangarajan
HIS-401-2 Aparna Vaidik	HIS-401-6 Pratyay Nath
HIS-401-4 Nayanjot Lahiri	HIS-401-7 Upinder Singh

For further queries regarding the Undergraduate Research Thesis, students are advised to write to the UG Research Coordinator Prof. Nayanjot Lahiri (nayanjot.lahiri@ashoka.edu.in)

HIS-402 | ***Undergraduate Research Project***

For the Undergraduate Research Project, students devise a research based project that can have a variety of different outputs, besides a traditional thesis. These can include, but are not limited to: creative and artistic projects, documentary films, museum exhibits, web-based projects, or hands-on experience in historical or archaeological research. Both the topic and the kind of output must be decided and agreed upon in advance between the student, the UG Research Coordinator, and the faculty who will supervise the project (and students must have the UG Research Thesis/Project form signed by both the coordinator and the potential supervisor).

HIS-402-1 Rudrangshu Mukherjee	HIS-402-5 Mahesh Rangarajan
HIS-402-2 Aparna Vaidik	HIS-402-6 Pratyay Nath
HIS-402-4 Nayanjot Lahiri	HIS-402-7 Upinder Singh

For further queries regarding the Undergraduate Research Project, students are advised to write to the UG Research Coordinator Prof. Nayanjot Lahiri (nayanjot.lahiri@ashoka.edu.in)

HIS-403 | ***State, Society and Ecology in South Asia, 1800-2000***

Mahesh Rangarajan

The course links together different facets of state building socio-cultural and economic transformation and ecological change over a two century period. It will contrast and compare different regions in the early and later period of colonial rule and the early phase of independence. While examining the implications of the shifts under Company and then Crown rule, it also seeks to place South Asia in the wider context of the Asian mainland and the Indian Ocean. Technical and even more so legal changes had major implications for the way land and water, forests and animals, transport routes and seas were controlled and used, conserved or abused.

More often than not, what was at stake were not only competing claims on resources but differing ideas of what nature did or did not mean for different actors. Of special interest is the 20th century when there were intense debates on the future course of development and the

actual trajectories after the mid twentieth century. There is a rich vein of fresh work on the politics of nature not only in India, but Nepal, Burma and Sri Lanka. The city, as much as the country, forest, coast, and river, is an arena of contest and remaking.

South Asia is not only home to over a billion and half people, but also more than one in ten mammals and over 30,000 flowering plants. The region's recent emergence as a hub of economic growth has environmental implications both within and without the sub-continent. How far present day changes are an unmaking of the ecological fabric or its re-naturing is an ever present question.

HIS-404 | *A Royal Performance: Kingship and Political Culture in South Asia, 1000-1700*

Pratyay Nath

(cross-listed with Political Science in Spring 2018)

How has the icon and legend of Prithviraj Chauhan shaped Rajput political imagination over the centuries? How did Islamic political theorists justify the peaceful co-existence of Muslim sultanates with vast numbers of non-Muslims in South Asia? Why did the kings of Vijayanagar call themselves 'sultans' and wear Arabic robes and Turkish hats? How did the Mughal emperors claim the status of world conquerors and Islamic saints at the same time? Why did the Turkish invaders of the 12th century build improvised mosques using remnants of the same temples they had just demolished? These are some of the questions that the present course grapples with. It unravels how, throughout the medieval and early modern times, kings and emperors of South Asia vied constantly with each other for greatness and fame. In the process, they turned their courts into spectacular public sites for imagining, appropriating, articulating, and contesting various meanings and ideals of kingship and sovereignty. This course uncovers this rich history through the most recent publications of the field. It also offers students a first-hand experience of working with primary historical documents and texts produced by these royal courts as well as those who visited and observed them.

HIS-405 | *Gandhi and the Practice of Non-Violence in India*

Rudrangshu Mukherjee

(Cross-listed with Political Science in Monsoon 2017)

This course invites students to study Gandhi's ideas of nonviolence and how he used these ideas for mass mobilization. It also looks at the reception and the implication of these ideas. The aim is to trace the process of interaction between ideas and their translation into action. (B-year, repeatable).

HIS-406 | *Battles over Nature: Towards a Global History of the Environment*

Mahesh Rangarajan

(Cross-listed with Environmental Studies in Monsoon 2017)

A global environmental history poses a challenge even at a conceptual level alone in terms of where and how to draw the line around what to study. The paper focuses on state making, science and the interactions that shaped and were in turn affected by the natural world. Its main focus is on the age of European empire but it draws on the US, and on African and Asian histories of nature and peoples. The attempt will be to pick and unpack key themes that relate nature to history and the pursuit of power to ecological outcomes and processes. (B-year, repeatable).

HIS-411 | ***Sources and Histories***

Co-taught by the entire History faculty

This course is intended to impart first-hand research training to 4th-year History students. This course is co-taught by the entire departmental faculty. It will comprise of one class every week, where students will collectively read, discuss, and analyse primary source material along with a faculty member. Every faculty member will take turn to will circulate the source(s) for her class beforehand, with a brief note and a few leading questions. Students should read the sources before the class, bring their notes to the class for a discussion led by the faculty member, and then submit their reflections in writing before the next class. Students will get an opportunity to study a diverse array of sources drawn from various periods of South Asian history. By the end of the course, the students will have gained a substantial introduction to historical research.

Note: This course is exclusively for History and History-IR Advanced Major students.

HIS-440 | ***Teaching Practicum***

2 credits

The Teaching Practicum Assistant (TPA) will participate in the lesson planning process, ideally meeting the faculty member to discuss class preparation at least once per week. Students will be expected to (re)read the assigned readings, and may be given additional readings by the faculty in preparation for class discussions. The TPA will be responsible to assist the faculty with setting up the classroom, and will hold office hours outside of the class meetings (2 hrs per week) to meet with the students to continue the discussion, help them with paper topics and writing, and other course-related questions.

TPA's will *not* be responsible for grading or evaluating other students' work, except occasionally may be involved in the grading process with the faculty in order to learn how grading is done. The Teaching Practicum is considered as an apprenticeship, in which the faculty member is responsible to mentor, teach, and train the TPA in pedagogical methods. TPA's will also be required to attend pedagogy workshops during the Orientation week.

Students who register for the Teaching Practicum will register for 2 credits. The TPA may be assigned readings over and above the syllabus readings for the rest of the course. The workload should not exceed 3 hrs outside of class time per week. If the student feels they are

being asked to do more work than these guidelines lay out, they should first speak to the faculty member, and if that is unsuccessful, speak to the Head of the Department.

Here are the courses that hosted TPA-s:

Monsoon 2018:

- HIS-318/SOA/POL. Tarzan and Mowgli: A History of Colonial Culture (Aparna Vaidik)
- HIS-319/POL-320. War in the Early Modern World (Pratyay Nath)
- HIS-302. Reading Archaeology (Sanjukta Datta)

Monsoon 2017:

- CTS. Animal Histories (Mahesh Rangarajan)
- CTS. History, Novel, Cinema (Aparna Vaidik)
- CTS. Intellectual History of Anthropology, Archaeology & History (Gwen Kelly)
- HIS-202. Medieval India (Pratyay Nath)

To apply, students should send an email to the Head of the Department, expressing their interest in the Teaching Practicum, including the course(s) they are interested in working on, providing a ranked order of their preference amongst these courses (if any). Along with the courses mentioned, students should list if they would be opting for the 2-credit or 4-credit option for each of the possible courses they are interested in. Students should also include the list of History courses they have taken, and in what semester, and with which faculty they were taken. The History faculty will then discuss the applications, deciding who to accept, and if accepted, to which course the students should be assigned. Only one student will be accepted per section of a course.

HIS-440-1 Rudrangshu Mukherjee
HIS-440-2 Aparna Vaidik
HIS-440-4 Nayanjot Lahiri
HIS-440-8 Sanjukta Datta

HIS-440-5 Mahesh Rangarajan
HIS-440-6 Pratyay Nath
HIS-440-7 Upinder Singh

HIS 450 | ***Research Practicum***

2 credits

Students are given the opportunity gain research experience and participate in faculty research projects. Offered based on faculty interest/need.

HIS 450-01 | ***Research Practicum: GIS and Colonial Landscapes of the Nilgiris***

Gwen Kelly

(2 credits | Monsoon 2017; will not be offered again)

In this course students will work on developing a GIS database for the Nilgiri Hills, of Tamil Nadu, using British historical maps of the 19th century. This will include some training in the GIS software, and the necessary background on GIS, and will primarily consist of hands-on

experience working on developing the database. The Research Practicum will be open to 3rd and 4th year History Majors and Minors, preferably those who have taken the Reading Archaeology course.

HIS 490 | **History Capstone Thesis**

Required for the Advanced Major in History

(Monsoon semester, annually)

The 4th year Capstone is an original work of writing and research. Students conduct their own original historical research using a variety of historical sources, in order to write a thesis on a focused and specific historical topic. The topic and plan of research and writing must be made with mutual agreement between student and supervising faculty, and approved by the Capstone/Research Coordinator. Registration is only by consent of the faculty (and students must have the Capstone/UG Research form signed by both the coordinator and the potential supervisor).

This course functions like an independent study module, and is a full eight-credit course. It provides students an opportunity to put into practice their understanding of the discipline of history by undertaking independent inquiry on their chosen historical theme.

Students should begin to consult faculty members during the 2nd semester of the 3rd year to discuss potential research topics and find the best fit for a faculty to supervise their Capstone. On questions of procedure and policy the students should consult the Capstone/Research Coordinator. Before course registration students must have the Capstone/Research Form filled and signed by themselves, the supervising faculty, and the Capstone/Research Coordinator.

The Capstone thesis will be evaluated and graded by a committee comprised of the supervising faculty plus one additional faculty member.

Students *must* print out the form on the last page of this handbook, and fill up both copies. Both copies must be signed by the student, the supervisor, and the Capstone/Research Coordinator. The Coordinator will retain one copy, and the other copy will go to the Office of Academic Affairs, to enable the student to enroll in the course for the *Monsoon semester*.

HIS-490-1 Rudrangshu Mukherjee

HIS-490-2 Aparna Vaidik

HIS-490-4 Nayanjot Lahiri

HIS-490-5 Mahesh Rangarajan

HIS-490-6 Pratyay Nath

HIS-490-7 Upinder Singh

For further queries regarding the History Capstone Thesis, students are advised to write to the UG Research Coordinator Prof. Nayanjot Lahiri (nayanjot.lahiri@ashoka.edu.in).

COURSES CROSS-LISTED FROM OTHER DEPARTMENTS

HIS -210 | ***South Asian Security and Diplomatic History***

Rudra Chaudhuri

(Monsoon 2016; IR course cross-listed with History)

Course Description: Unavailable

HIS-207/IR-207 | ***Diplomacy and Statecraft in South Asia***

Rudra Chaudhuri

(Spring 2018; IR course cross-listed with History)

This course examines the history and practice of diplomacy and statecraft in and across South Asia. It is intended to provide students with both conceptual and historical frames of analysis, allowing them to develop an informed understanding of the regional and international politics of South Asian (including Afghanistan) states. The course will introduce students to primary archival sources with the view to analyse and re-visit the stated and largely accepted diplomatic and international histories of India, Pakistan, and Afghanistan. It also situates other states in in the subcontinent within larger thematic arguments around civil-military relations, intelligence, maritime security and the 'Commons'. Further, whilst Dr. Rudra Chaudhuri leads the course, it will also introduce students to practitioners (such as journalists, former Foreign Service Officers and intelligence chiefs) for a well-versed understanding of how policy works in practice. Other parts of the course will be taught using eclectic pedagogic methods – through workshops, and with the help of audio (podcasts) and visual (movies and documentaries) aids.

HIS 305/IR-201-01 | ***International History of the Twentieth Century***

Srinath Raghavan

(Monsoon 2016; IR course cross-listed with History)

This course will chart and analyse the transformation of the international and global politics over the long twentieth century. It will focus on events and processes from the late nineteenth century to the present, covering the two world wars and the cold war, the fall and rise of global capitalism, revolutions and decolonization, international institutions and economic development, ideologies and religion, new discourses of neoliberalism and human rights.

HIS-317/POL-216 | ***History of Revolutions***

Muhammad Ali Khan

(Spring 2018; Political Science course cross-listed with History)

Students will be introduced to the concept of revolution as a political idea. The course will seek to unpack the political thought and historical context of revolutions as well as outline their

origins, developments and outcomes. This will help in answering key questions about this often used but widely misunderstood word. Starting with the American Revolution we will discuss the French, Russian, Chinese and Iranian revolutions through a reading of some primary texts of the works of major figures. In addition to this background reading will also be given in order to set out the context.

HIS-410/VA-202 | ***Understanding Art***

Janice Erica Pariat

(Spring 2018, Monsoon 2018; Visual Arts course cross-listed with History)

This course explores the definitions of art developed by societies from the ancient Greeks to our globalised world. ‘What is art?’ is the question posed as we consider objects and activities in settings both remote in time and place and present around us. It attempts to build a critical language for classifying and evaluating a broad range of visual forms of expression. The disciplines of aesthetics, hermeneutics, iconography and iconology are explored in order to find an approach that works across the cultures East and West. The course looks into connoisseurship, taste and the role of the institutions of the art world.

HIS-407/VA-306 | ***Histories of South Asian Art: From the Earliest Times to the Present***

Sraman Mukherjee

(Spring 2018; Visual Arts course cross-listed with History)

What is Art and who is it meant for? What is specifically South Asian about South Asian Art? What does it mean to think of South Asia and Art as analytical categories? Did South Asian Art always exist? Or were historical processes involved in the making of the field? What are the objects of South Asian Art? Where do we locate the “genesis” of art in South Asia? Did art forms in South Asia emerge in a zone of cultural and social isolation? Or can we trace trajectories of trans-regional contacts, encounters, and exchanges as central to the shaping of the field of South Asian Art? What is space of tradition and innovation in the visual arts of South Asia? Did arts of South Asia “influence” artistic practices in other 2 regions? How did artists at different points in history think about the region we identify as South Asia? Seeking to address some of these questions, this course examines aspects of the visual arts of South Asia from its earliest traces in cave paintings and stone implements to sculpture, painting, illustrated manuscripts, calligraphy, and architecture. The course follows a chronological scale, from pre-history to c. 1950. The vast geographical as well as the temporal span of the field will restrict the course from delivering an encyclopaedic survey. Instead it will prioritize intensive analysis of selected themes. Rather than placing the teleology of South Asian “art” solely in the context of changing dynastic histories, the course takes up specific themes in art across a range of objects, artefacts, archaeological sites, built spaces, religious and political symbols, and institutions of art pedagogy and exhibitions. In the process we address the questions of image, icon, and representations of body, landscape, portraiture in the context of social and ideological changes, aesthetic turns, shifting patrons and markets, and introduction of new material media. The course will probe both ‘South Asia’ and ‘South Asian Art’ as stable (art) historical categories and

map the new methodologies and vocabularies employed by art historians. Class lectures and discussions will be supplemented by visits to museum and art gallery which will enable us to study the original works of art and explore the visual dynamics of organization of exhibition spaces. There are two museum/ gallery visits planned for the entire course – one to the National Museum and another to the National Gallery of Modern Art.

HIS-322 | *Introduction to Western Political Thought*

Pratap Bhanu Mehta & Sandipto Dasgupta

(Monsoon 2018; Political Science course cross-listed with History)

This course is a collective inquiry into the ideas that have helped shape our political world. We will explore a series of texts from antiquity to the contemporary period concerned with the political, ethical, and social dimensions of human existence. We will cover Plato, Aristotle, Hobbes, Rousseau, Adam Smith, Kant, Mill, Marx, Nietzsche and Freud, amongst other thinkers.

Note: This course will be offered in two parts. The first part will be offered in Monsoon. It will discuss the period from classical antiquity to the eighteenth century. The second part will be offered in Spring. It will deal with the nineteenth and twentieth centuries. Both the parts will be cross-listed with History. Students could choose to take either or both of the courses. Taking either of the parts without taking the other is not a problem.

HIS-323 | *Empire, Nation, and Art: Histories from the Visual Image*

Sraman Mukherjee

(Monsoon 2018; Visual Arts course cross-listed with History)

How would histories look from the perspective of visual images? Do visual images help us to uncover alternate histories of that remain otherwise untraceable in textual sources and archives? What are the potentials of visual images in domain of historical research? What are the boundaries between images and texts, art and “non-art”? How far are the distinctions between the textual and the visual tenable in the field of historical studies? How are our ways of seeing shaped by social conditioning and cultural norms? Seeking to address these questions this course looks at the global social formations from the fifteenth century of Common Era to our present times through the prism of visual images. We specifically focus on the centrality of visual archives in exploring histories of European colonialism under Spanish, Portuguese, Dutch, French, and British empires. The course will address a range of colonial formations and diverse articulations of nationalist thought and consciousness in different parts of the world through different visual forms across a range of media, sites, and objects. Beginning from academic realism and naturalist paintings and drawings of unknown landscapes and oceans, paintings of birds and beasts, of unknown humans and exotic objects, mediums and technologies of visual (re)productions like lithographs, oleographs, chromolithographs, aquatints, photographs and the moving image, to sites of visual simulations like world exhibitions, cabinet de curiosities, metropolitan, colonial, and postcolonial public museums, art galleries, institutes of pedagogical training in visual arts, crafts and design, the course argues that global histories of colonialism, nationalism, and decolonization are partially histories of encounters, violent conflicts, tortuous negotiations, and often uneasy accommodations played out at the register of the visual image. The course urges us to rethink

that notions of metropolis and colony, empire and nation, centre and periphery, colonizer and colonized, alien and indigenous, as they are configured and reconfigured in the archives of the visual image, are historically relative, fluid categories, having only situational relevance. Moving away from a purely Euro-centric discussion of the beginnings of Art and Art History, this course moves towards a Global Art History.

CAPSTONE & UG RESEARCH THESIS/PROJECT FORM

Form Must Be Filled And Submitted Before Course Registration in Monsoon Semester

Student Name: _____

UG Research Thesis UG Research Project 4th Year Capstone (✓ one)

Title: _____

Supervising Faculty Name: _____

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Research Coordinator Signature: _____ Date: _____

CAPSTONE & UG RESEARCH THESIS/PROJECT FORM

Form Must Be Filled And Submitted Before Course Registration in Spring Semester

Student Name: _____

UG Research Thesis UG Research Project 4th Year Capstone (✓ one)

Title: _____

Supervising Faculty Name: _____

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Research Coordinator Signature: _____ Date: _____

PhD Programme in History

The Department of History at Ashoka University has launched its PhD Programme in 2018. The department has strengths in the history of modern India with special emphasis on histories of political violence, spatial histories, environmental histories, and Indian Ocean studies; Mughal history and military histories; and histories of ancient India, Indian archaeology, and heritage studies.

Fees

- Tuition fee: Rs. 12,500 per semester.
- Dissertation assessment fee: Rs. 15,000 for the first time, and Rs. 5,000 the second/third time.
- The quantum of fees paid by PhD students will be reviewed from time to time.

Teaching Assistantships

A PhD student with an MPhil. may be appointed TA for up to 4 years, whereas a student with an MA may be appointed TA for up to 5 years.

- All PhD students who have been awarded TA-ship established by Ashoka University or those receiving scholarship from UGC or “partner” organizations are expected to work for 8 hours/week assisting with teaching courses. Assistance in teaching will include (among others) grading assignments of all sort and maintenance of student information on the LMS. TAs will be assigned to courses (or duties) by the Head of the Department.

Appointment as TA

- Decision concerning award of TA-ship to newly admitted PhD students will be taken at the time of admissions.
- Continuation of TA-ship to existing students will be taken by the Department, and will be based on:
 1. A review of progress towards completion of PhD program, including performance in course-work and
 2. An assessment of performance as a TA.
- The decision concerning continuation of TA-ship to existing PhD students will be taken before end-June, end-December.

Stipend

- The monthly stipend paid to all PhD students selected as TAs funded by Ashoka University will be Rs. 35,000 per month. In due course of time, the university will review this and find ways to pay a higher stipend to PhD students who have successfully completed the required course-work and have defended their “Research Plan”.
- A contingency grant of Rs. 20,000 per annum will be made available to each TA, but starting with the semester following the student’s “admission to candidacy”.
- The monthly stipend and annual contingency grant given to PhD students who receive a scholarship from UGC or a partner organization will be decided based on terms covering the scholarship itself.
- The quantum of stipend paid to TAs will be reviewed periodically.
- In addition, the department has some funds to facilitate mobility of its PhD students for participating in conferences and for conducting fieldwork for research. These funds will be disbursed on the case-to-case basis for individual applications (submitted to the Head of the Department).

Housing

- On-campus housing will be provided to TAs funded by Ashoka University only if it is available. In case on-campus housing is not available, a sum of Rs. 7,000 rent allowance will be paid towards off-campus housing every month.
- On-campus housing will be provided to TAs receiving scholarship from UGC or a partner organization only if it is available. In case on-campus housing is not available, rent allowance will be paid as per the terms covering the scholarship itself.
- The quantum of rent allowance paid to TAs will be reviewed periodically.

First Year

Coursework

In the first year, students will focus on coursework. This will be designed keeping in view their level of training and expertise. For those students who have completed M.Phil degrees, the course work will largely be designed around language training, and acquiring skills relating to handling sources and/or archaeological field work, depending upon the nature of research that she/he is planning to pursue. For students who are coming into the Ph.D. program straight after their Masters degrees, there will be an emphasis on creating a strong foundation in historiography, primary sources, and in a relevant language. This will be done through a year-long sequence of courses carefully designed to facilitate their research interests and enhance their research skills.

Monsoon Semester

Reading Sources (Independent Study Module)
Language Training
Reading Archaeology

Spring Semester

Reading Sources (Independent Study Module)
Language Training
Reading History

In order to meet the requirements for the PhD, students must maintain a minimum grade of B or 3.0/4.0 in these courses.

Appointment of Faculty Supervisor(s)

At the very outset of the PhD coursework of every student, a Faculty Supervisor (and, when necessary, a Co-Supervisor) will be appointed by the faculty members in a Departmental meeting while taking into account

- (a) match between supervisor's (and co-supervisor's) specialization and area of proposed research,
- (b) student preference(s), and
- (c) number of students being supervised by individual faculty members.

Second Year

Coursework

In the second year, students will develop their research interests and continue with improving on language skills. In order to meet the requirements for the PhD, students must maintain a minimum grade of B or 3.0/4.0 in these courses.

Students already holding an MPhil degree prior to admission at Ashoka University may apply to have some of the elective course requirements waived, and move directly to submitting a research plan.

Research Plan

In their third semester, students must submit a research plan in the form of a statement of their proposed research topic, including a description of methods, data and sources. In addition, they should submit a short piece of written work relevant to the thesis of at least 5,000 words.

Students will then be called upon to orally defend their research plan before a Student Research Committee, specifically constituted for each PhD student. The Student Research Committee,

chaired by the student's supervisor, will be appointed by the Head of the Department before the student plans to defend his/her research plan. It will include as members: (a) co-supervisor, if any, and (b) two faculty members who specialize in a related area, one of whom is from a different department or outside Ashoka University.

Formal Admission to PhD Candidate Status

Students may apply to be formally admitted to PhD candidate status once they have completed their coursework requirements and successfully defended a research plan. Students holding a MA degree must complete this application within two years of being admitted to the PhD programme. Students holding an MPhil degree must complete this process within 1.5 years of being admitted to the PhD programme. The students who fail to meet these timelines will be reviewed by the Department to determine their continued eligibility in the programme.

Third Year and Beyond

Seminar Requirement

Each student who has been admitted to PhD candidate status must present their work in an Ashoka University seminar, beginning in the Spring semester of their third year. The reason for this requirement is that students can get feedback on their work from faculty members and their peers; additionally, they can develop and improve their presentation skills. Presentations at an internal PhD-level seminar qualify towards this requirement. Students may also present their work in seminars outside Ashoka University, with the approval of their Faculty supervisor(s).

Research Committee Review

Students who have been admitted to PhD candidate status must meet with their Student Research Committee to review their progress twice a year in May and December.

Dissertation Defence

Once admitted to candidacy, the student will write up his/her research in the form of a draft PhD dissertation. Students will be required to subject the draft dissertation to a check for plagiarism using standard software.

Students will submit the dissertation to her/his SRC for its internal assessment. With the approval of the SRC, the dissertation will be submitted to at least two external examiners and to the Faculty supervisor(s) for their formal assessment and recommendation.

Each external examiner, supervisor and co-supervisor will independently recommend one of:

1. “the dissertation is accepted without any revision”,
2. “the dissertation is accepted subject to suggested changes/clarifications being incorporated in the dissertation and presented at time of the *viva voce* examination”,
3. “the dissertation is revised and submitted for re-examination”, or
4. “the dissertation is rejected outright”.

Once each external examiner and Faculty supervisor recommends either 1) or 2), the SRC will formally conduct a *viva voce* examination in the presence of at least one, but preferably both, external examiners. The examination will be open to all faculty members and students from Ashoka University.

After the *viva voce*, a copy of the dissertation will be deposited with Ashoka University Library.

Timelines

Students must submit their final dissertation within six years of the date of admission to the PhD Programme. Based on need or justification, an extension of up to 1 year may be recommended by the Student Research Committee, and granted by Dean (Graduate Programs).

- HIS-306. Introduction to Mughal History

Mughal emperors believed that they are the divinely-mandated rulers of the entire universe. This reflected in their imperial titles like Jahangir (Conqueror of the World), Shah Jahan (King of the World), and Alamgir (Conqueror of the Universe). However, how much power did they actually wield? How did they use paintings and built spaces to articulate their changing visions of power? What role did war, diplomacy, ideology, and religion play in imperial expansion? Did the ghost of their Central Asian past haunt the empire in South Asia? How did the empire legitimise its rule, discipline its elite, and create its fabled riches? What kind of ideals of masculinity animated Mughal courtly etiquette and how much agency did Mughal women have? How did various South Asian communities perceive and respond to Mughal imperial expansion? What role did Mughal patronage play in the development of various South Asian languages? Why did such a huge and prosperous empire come crashing down in the eighteenth century? By way of engaging with these questions, the present course introduces students to the history of the Mughal Empire.

- War in the Early Modern World

The increasing use of firearms transformed European warfare in the late-15th and early-16th centuries. As Spanish and French siege artillery demolished Moorish and Italian fortifications respectively, architects and engineers all over Europe scrambled to come up with novel designs for fortresses that would neutralised the threat posed by artillery-fire. On the field, massed formations of handgun-bearing infantry challenged the supremacy of the medieval mounted knights. Meanwhile, in West Asia, the Ottomans organised their own corps of enslaved musketeers called janissaries. Along with advanced artillery, these janissaries enabled the Ottomans to destroy the Mamluk sultanate of Egypt and to conquer their way into Eastern and Central Europe by bringing their troops and ships up the Danube River. In the Far East, the Chinese, Koreans, and Japanese vied for regional supremacy. In the 1590s, they engaged in what has been called the ‘first great East Asian war’ in the Korean peninsula. In West Africa, Iran, and South Asia, military processes were more complicated, but eventually led to the rise of strong states and stables empires. Finally, military might helped Western European powers achieve important victories and conduct large-scale genocides in their new conquests in both the Old and New Worlds. The sea became increasingly politicised and militarised across the globe. During this entire period, huge changes also swept the fields of military logistics. Empires found increasingly sophisticated political ideologies to legitimise their military violence. Increasing military expenditure gave rise to fiscal-military states equipped to meet the new demands of escalating global violence. The present course unravels this global military history of the early modern times using a comparative analytical approach.

- HIS-404 | A Royal Performance: Kingship and Political Culture in South Asia, 1000-1700

How has the icon and legend of Prithviraj Chauhan shaped Rajput political imagination over the centuries? How did Islamic political theorists justify the peaceful co-existence of Muslim sultanates with vast numbers of non-Muslims in South Asia? Why did the kings of Vijayanagar call themselves ‘sultans’ and wear Arabic robes and Turkish hats? How did the Mughal emperors claim the status of world conquerors and Islamic saints at the same time? Why did the Turkish invaders of the 12th century build improvised mosques using remnants of the same temples they had just demolished? These are some of the questions that the present course grapples with. It unravels how, throughout the medieval and early modern times, kings and emperors of South Asia vied constantly with each other for greatness and fame. In the process, they turned their courts into spectacular public sites for imagining, appropriating, articulating, and contesting various meanings and ideals of kingship and sovereignty. This course uncovers this rich history through the most recent publications of the field. It also offers students a first-hand experience of working with primary historical documents and texts produced by these royal courts as well as those who visited and observed them.

- History of India III (From c. 1000 - 1764)

This course unravels the rich history of South Asia in the first eight centuries of the second millennium CE. It begins in the eleventh century, when the first Ghaznavid armies reached

North India and Chola naval armies ravaged Sri Lanka and Southeast Asia. It unravels the rise and fall of states and empires, including those of the Cholas, the Ghurids, the Mughals, the Marathas, the Vijayanagar monarchs, and the numerous sultanates. It closely studies the shifts and continuities in the domains of social relations, religious beliefs, and creative tendencies. It also explores the dynamics of the agricultural economy, manufacture and production, as well as overland and overseas trade. The course ends with the demise of Mughal power, which paved the way for the rise of smaller regional polities as well as the East India Company.