

NOTIFICATION

Sub: Syllabus for M.A History II Semester Course of
Bangalore Central University(BCU)

- Ref: 1. University Notification No: BCU/SYN/BOS/PG History/
2018-19 dated 18.09.2018.
2. The recommendations of the Board of Studies in History (PG)
at its meeting held on 01.02.2019.
3. Approval of the Vice-Chancellor dated 20.02.2019.

In pursuance to the recommendations of the Board of Studies in History (PG) and approval of the Vice-Chancellor under Section 15(5) of the KSU Act, 2000, the M.A History II Semester Course Syllabus for Bengaluru Central University is hereby notified for implementation from the academic year 2018-19.

REGISTRAR

To,

1. The Co-ordinator, PG Department of Studies in History(PG), BCU.
2. The Principals of the concerned Colleges having History PG Course, affiliated to BCU.
3. The PS to Vice-Chancellor / Registrar / Registrar (Evaluation), BCU.
4. Office copy / Guard file.



Bengaluru Central University
History MA Curriculum, 2018-19
Semester- II

Suggested Semester wise Distribution of Courses

Semester	Methodology	World History	Indian History	Regional History
Semester 1	1. Time, Past and Historical Knowledge (C)	1. Ancient World (C)	1. Politics, Society and Economy in Ancient India (C) 2. Art and Architecture of India - Creating Spaces and Making Images (E)	1. South India (C)
Semester 2	2. Historiography & Modes of History Writing (Core)	2. Towards a Modern World (Core)	3. Second Millennium (Core) 4. Cities in Indian History (Open Elective)	2. Karnataka (Core)
Semester 3	3. History and Computing (C)	3. 20th Century (C)	5. British Empire in India (C) 6. History and Literary Imagination	3. Bangalore (C)

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Semester	Methodology	World History	Indian History	Regional History
Semester 4	4. The Practice of History (E) 5. Project	4. Revolutions and Revolutionary Ideas (E) or 5. History of Capitalism (E) or 6. British Colonial Empire from 16th to the 20th century (E)	6. 20th Century India (E) 7. Religious Imagination (E) 8. Environmental History of India (E) 9. History from the Margins - Women, Folk and the Outsider (E) 10. History from the Margins - Dalit, Tribal and the Labourer 11. Technology, Commerce and Trade (E)	

* Kindly peruse the note below before reading the course outlines.

Note on the Curriculum for 2nd Semester

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

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

1. Historiography and Modes of History Writing (Core) :

The primary objective of this course is to introduce to our students different modes of history writing; develop in them the competency to recognize different historiographical schools;

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and make them familiar with major historiographical debates, both in the global and Indian contexts. It builds on the course 'Time, Past and Historical Knowledge,' which is the first course in the Methodology sequence and is taught in the first semester. By studying historiography, students are introduced to different conceptions of history and history writing modes, from the Greeks onwards until the present.

As is widely known, human cultures have always been interested in conducting inquiries into their origins, and further, into their location within the cosmos. This interest has resulted in the production of numerous accounts of the past. In this course, we will specifically study historical understanding and historical accounts, by which we mean accounts of the past which are produced on the basis of historical evidence and sources. Thus myths and legends aren't part of the curriculum. While history is primarily a modern academic discipline and much of the historical scholarship has been produced during modern times, historical writing can also be traced back to ancient and medieval periods. Hence in the first theme of this course, i.e., pre-modern approaches to historical thinking and writing, we will study such ancient and medieval thinkers. We will begin with the Greeks, specifically Herodotus and Thucydides. Other pre-modern traditions to be taken up for consideration include Romans, Christians and Arabs. Representative historians who need to be analyzed are listed below in the module description.

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

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

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

This course has *five* modules:

- a. **Pre-modern approaches** - introduces the historiographical traditions of Greeks, Romans, Christians and Arabs. The following historians will be introduced to the students: from Greeks, Herodotus and Thucydides; from Romans, Livy, Tacitus from Christians, St. Augustine; from Arabs, Ibn Khaldoun, from India Kalhana.
- b. **Historicism** - explores the new notions of history introduced since the era of Renaissance and Enlightenment and introduces the ideas of thinkers such as Vico, Hegel, August Comte and Ranke as well as exemplary practitioners such as Gibbon.
- c. **20th century schools of historiography**, specifically Marxist, Annales, Structuralist and Poststructuralist. Marxist history section will include reflections on classical Marxist

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

d. Indian Historiography - Colonial, Nationalist, Marxist, Cambridge, Subaltern and other schools. Historians to be discussed include James Mill and Vincent Smith; Jadunath Sarkar and R.C. Majumdar; D.D. Kosambi and Romila Thapar; Chris Bayly; Ranajit Guha and Shahid Amin; History from the Margins, with the intention of familiarizing students with approaches to writing Literary, Feminist, Oral and Local, Dalit and Tribal histories. Two specific historians to be discussed here are Dr. Ambedkar and S Settar.

English Readings:

- Ali, Sheik. *History: Theory and Method*.
- Bentley, Michael. *Companion to Historiography*. Routledge, 1997.
- (See chapters 1, 2, 3, 23, 26, 35, 36, 38, 39)
- Bhattacharya, Sabyasachi. *Approaches to History: Essays in Indian Historiography*. Primus Books, 2013.
- Jenkins, Keith. *Re-thinking History*. Routledge, 2004.
- Khurana, K.L. *Concepts and Methods of Historiography*. Lakshmi Narain Agarwal Educational Publishers, 2017.
- Lal, Vinay. *The History of History: Politics and Scholarship in Modern India*. Oxford University Press, 2005.
- Munslow, Alun. *The New History*. Pearson Longman, 2003.
- Sreedharan, E. *A Textbook of Historiography*. Orient Blackswan, 2004.
(See Chapters)
- Upadaya, Shashi Bhushan. *Historiography in the Modern World*. OUP, 2016.
- Guha, Ranajit, et al. [Ed] *Subaltern Studies series Vols. 1-11*.

Kannada Readings:

- Ashwathanarayana. *Ithihasa Lekhana Parampare*. Hampi: Kannada University, 2006.
- Gopal, B.R. *Ithihasa Shastra Mattu Siddhanta*. Mysore University, 1998
- Mallikarjun, Meti. *Sabaltern Adhyayanagal*. Kannada Sahithya Akademi. 2017.
- Vasu, M.V. *Maukhika Charitre*. Bangalore: Ankita Prakashana, 2001.
- Venkataratnam, A.V. and Padma M.V., *Ithihasa Rachane*.
- Vijay, Tambanda Poonacha. (eds) *Kannada Vishvavidyanilaya Caritre Samputa*. Hampi: Kannada University, 2010. Vol. 1.
- Vijay, Tambanda Poonacha. *Vargadinda Samskritiyedage: Subaltern Adhyayana Marxist Mattu Marxistetara Vimarshagal*. Kannada University, Hampi.
- Vijay, Tambanda Poonacha *Charitre Baravanige Kramagal Mathu Samshodhana Vidhaana Historiography and Historical Method (vol-1)*, Kannada University, Hampi.

2. Towards a Modern World (Core)

This course focuses on the transition to modernity, specifically in Europe, and more generally, across the globe. Here our intention is to study those political, intellectual and technological developments which transformed the world. Towards that end, we shall focus on some of the most crucial developments in the early modern and modern period (from the 16th to the 19th century) in order to understand modernity both conceptually and historically.

The transition to modern era occurred through four important developments. The first of these developments has to do with the emergence of European empires from the early modern period onwards. Therefore, the first and the last modules of this course focus on how Europe came to establish political and economic dominance over the rest of the world. In 1451, after the fall of Constantinople and the emergence of Ottoman Empire in Turkey, Europeans began to search for a sea route to reach Asia. This quest led to the discovery of the Americas in 1492 by Columbus; in a parallel development, Vasco Da Gama arrived in the west coast of India in 1498. So this course, begins with the advent of Europeans (Spanish, Portuguese, English and the French) in the Americas where they established colonial empires between 1500 and 1750. During the same period, Europeans came to Asia as traders and established trading outposts in the form of warehouses as well as factories in many coastal locations in South and South East Asia.

We return to the establishment of colonial empires in Asia in the last module of this course. We will specifically consider how the British, French and the Dutch expanded their trading outposts into polities and empires in the 18th and 19th centuries. It is noteworthy that around the same time decolonization of the Americas began in the 1770s and completed by the 1820s. However, it needs to be noted that European influence had become the dominant transformatory force in Asia and Americas.

A second development that this course throws light on is the new intellectual culture which developed in early modern Europe. Popularly characterized as Renaissance and Enlightenment, this new intellectual culture offered a critique of religion; provided a new understanding of the cosmos and our position within that cosmos, thus giving birth to modern science; questioned monarchy by advocating values such as equality and liberty, which then led to ideas of democracy and Republican form of government.

The making of democratic nations is the third theme of this course. While French Revolution is often studied to discuss new political ideals which emerged in the modern West, this course considers the case of American democracy. Here we shall study America's anti-colonial struggle and then the making of democratic institutions from 1770s till the end of the Civil War in 1865. Our objective is to consider how liberal democracy emerged in America in the late 18th and 19th centuries. Note that democratic participation was limited to white property owning men initially and gradually expanded to involve all men by 1865. Women were allowed the right to vote only in the 20th century.

The fourth theme of this course turns our attention towards the economy. Here we study Industrial Revolution and specifically focus on the new technologies and methods of production. Thus we seek to understand the role played by new fossil fuel based technologies as well as new modes of organizing production and raising capitalism. In this manner, we intend to understand the emergence of Capitalism and modern economy, which was based on industrial production system.

This course has the following *five* modules:

- a. **Colonialism and Imperialism - expansion of European political dominance in the new and old worlds. This module would explore the beginnings of colonial-imperial projects and the presence of Europeans as empire builders in the Americas and as traders in Asia.**
- b. **Renaissance and Enlightenment - new intellectual developments in Europe; Emergence of Modern Science and Philosophy as well as critiques of Religion, specifically of Christianity.**
- c. **Industrial Revolution and Technology - new technologies and modes of manufacturing which emerge in the 18th and 19th centuries, beginning with Britain and then in mainland Europe, including France and Germany.**

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- d. American Democracy - emergence of a liberal democracy in America. Themes to discuss include America's anti-colonial struggle and establishment of American democracy from its inception to Civil War.
- e. 19th century Imperialism - Imperialism in Europe and the expansion of European Colonial Empires in Asia. Themes to discuss include British and French Colonialism in South Asia, South East Asia, East Asia and Africa.

English Readings:

World History:

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

Science and Religion, Renaissance and Enlightenment:

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

Capitalism and Technology:

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

American History

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

Kannada Readings:

- Vijay, Tambanda Poonacha. *Kannada Vishvavidyanilaya Caritre Samputa, Volumes 1-8*. Hampi: Kannada University, 2010. [Vols 4, 5 7 and 8 are relevant for this paper].

3. Karnataka (Core):

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

The goal of this course is not to study the entire history of Karnataka. On the contrary, our objective is to understand Karnataka's uniqueness and cultural specificities; further, we want to explain how this uniqueness was produced historically. In the previous semester, we had studied the distinctiveness of South India in Indian history. In this course, we seek to situate Karnataka within the context of South India.

Keeping that in mind, we have identified the following major historical development as the central themes of this course. Firstly, we will begin with a study of Kannada language in all its dimensions - its inception, development of the script and references to Kannada identity in

inscriptions and texts such as Kavirajamarga. Here the objective is to understand how Kannada language and a regional culture centred around Kannada emerges historically in the first millennium A.D.

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

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

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

Finally, the contemporary history of Karnataka will be discussed. Here the objective is to understand the socio-political concerns of modern Karnataka, such as providing primacy to Kannada in education and administration; modernizing the state by developing industries and agriculture; development of north Karnataka; anticaste movements and offering reservations to Backward Castes; land reforms; and finally, decentralization of power. In this manner, we will understand how change has been brought about in modern Karnataka.

This course has the following *five* modules:

- a. Language, Literature and Subjectivity in the Kannada cultural zone
- b. State formation - Badami Chalukyas, Hoysalas, Vijayanagara and Mysore
- c. Religious and Intellectual traditions - Buddhists, Jains, Shaivas/Virashaiva/Lingayat: Vachanas, Vaishnavas/Dasa, Islam/Sufis, Tatvapada, Folk-heroes of Karnataka (Manteswamy/Madeshvara/Kumara Rama)
- d. Colonialism: impact of Colonialism and vivisection of Karnataka; Freedom Struggle Nationalism and Unification Movement, including the role played by literature and writers; Unification and the renaming of the state as Karnataka.
- e. The Making of Modern Karnataka, with a special focus on its major socio-political concerns - primacy to Kannada in administration and education, development of industry and agriculture, decentralization of power and land reforms; anticaste protest and reservation for backward castes.

English Readings:

- Basavaraja, K.R., *History and Culture of Karnataka*.
- Chandrashekar, S. *Colonialism, Conflict and Nationalism South India: 1857-1947*.
- Diwakar, R.R., *Karnataka Through the Ages*.
- Kamat, Suryanath. *A Concise History of Karnataka*. Archana Prakashana, 1980.
- Karashima, Noboru. *A Concise History of South India: Issues and Interpretations*. OUP, 2014.
- (See Chapters 4, 5, 6 and 7)
- Kunbur, Ravi et al (ed) *Development in Karnataka: Challenges of Governance, Equity and Empowerment*.

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- Nagaraj, D.R., "Critical Tensions in the History of Kannada Literary Culture" in Sheldon Pollock (eds) *Literary Cultures in History: Reconstructions from South Asia*. Berkeley: University of California, 2003.
- Planning Commission of India. *Karnataka Development Report*. Delhi: Academic Foundation, 2007.

Kannada Readings:

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

4. Second Millennium (Core)

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

Emergence of Indian Bhashas (or regional languages) is perhaps one of the most important developments of the Second Millennium A.D. Although many of these languages such as Tamil and Kannada were in existence for over a millennium, regional polities and cultures emerged towards the end of the First Millennium A.D. So we begin this course with a study of how Bhasha (or regional language) cultures became broadly prevalent in this period. Note that such languages and linguistic cultures have become the basis for states in independent India. So in the first module, a broad narrative about the emergence of various languages across South Asia and resultant regional culture is to be attempted. Given our location in South India and the fact that a course on South India has already been studied in Semester 1, the specific focus of this module could be on South India. Afterwards we turn our attention to politics and study how Delhi Sultanate as well as Mughal Empire became most prominent political forces of India. Thus in the second and the third modules, we seek to understand politics and administration under Delhi Sultanate and Mughal Empire, from

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late 12th century till the 18th century. In addition to political developments and administrative innovations, we shall consider the movement of people (soldiers, invaders, architects, masons, Sufi saints, poets) and ideas between Central Asia, Arabia, Turkey, Persia, Afghanistan and India.

In the fourth module, we shall study economic developments of the Second Millennium A.D. In this regard, expansion of agriculture, manufacturing of goods and long distance trade and urbanization are of particular interest. Note that by the early modern period (15th-16th Centuries) India is integrated with the global economy and trading networks. Not surprisingly, in this period India is one of the richest regions in the world.

Finally, we turn our attention to religion and culture, specifically to the emergence of Bhakti based popular Hinduism and spread of Islam across India, specifically, that of Sufi tradition.

This course has the following *five* modules:

- a. Vernacular Millennium with a specific focus on South India - emergence of Bhashas (Indian regional languages) and regional cultures.
- b. Delhi Sultanate - politics and administration of Slave dynasty, Khaljis, Tughlaqs, Syeds and Lodis.
- c. Mughal Empire - politics and administration - Babur, Humayun, Sher Shah, Akbar, Jahangir, Shah Jahan and Aurangzeb; decline of the Mughals.
- d. Expansion of agriculture, trade, manufacturing and urbanization - this module introduces developments in economy during the late medieval and early modern period, which result in India emerging as one of the wealthiest regions in the world.
- e. Religion and Culture - Emergence of Bhakti based popular Hinduism and the spread of Islam across India; special attention is to be paid to Sufi tradition.

English Readings:

- Alam, Muzaffar. *The Language of Political Islam in India*. University of Chicago Press, 2007.
- Alam, Muzaffar and Sanjay Subrahmanyam. *The Mughal State*
- Asher, Catherine and Cynthia Talbot. *India Before Europe*. CUP, 2006.
- Champakalaskhmi, R. *Trade, Ideology and Urbanization: South India BC 300 to AD 1300*. OUP, 1999.
- Chandra, Satish. *History of Medieval India*. Orient Blackswan. 2007.
- Gommans, Jos J.L. and Dirk H.A. Kolff. *Warfare and Weaponry in South Asia 1000-1800*. OUP, 2001.
- Guha, Sumit. *Environment and Ethnicity in India 1200-1991*. Cambridge, 1999.
- Jackson, Peter. *The Delhi Sultanate: A Political and Military History*. Cambridge University Press, 1999.
- Kumar, Sunil. *The Emergence of the Delhi Sultanate*. Permanent Black, 2010.
- Ludden, David. *The New Cambridge History of India IV - 4 An Agrarian History of South Asia*. Cambridge: CUP, 1999.
- (See chapters 1, 2 and 3)
- Munshi, K.L. (Chief Editor). *History and Culture of Indian People* [Relevant Volumes], [Published by Bharatiya Vidya Bhavan, Mumbai]
- Raychaudhuri, Tapan and Dharma Kumar. *The Cambridge Economic History of India*. CUP, 1981.
- Richards, John F. *The Mughal Empire*. *New Cambridge History of India 1.5* Cambridge: CUP, 1993.

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Kannada Readings:

- Hampa, Nagarajaiah. *Dravida Bhasha Vignana* [Harvardhana Prakashana, Bangalore, 1966]
- Munshi, K.M. (Chief Ed.) *Bharatiya Itihasa mattu Samskriti*. (Kannada Translation Edited by A.V. Narasimhamurthy) [Published by Bharatiya Vidya Bhavan, Bangalore, 2014]. Relevant volumes.
- Vijay, Tambanda Poonacha. *Kannada Vishvavidyanilaya Charitre Samputa, Volumes 1-8*. Hampi: Kannada University, 2010.
- Vijay, Tambanda Poonacha. *Vargadinda Samskritiyedage: Subaltem Adhyayana Marxist Mattu Marxistetara Vimarshhegalu*. Kannada University, Hampi.
- Vijay, Tambanda Poonacha. *Charitre Baravanige Kramagalu Mathu Samshodhana Vidhaana Historiography and Historical Method (vol-1)*, Kannada University, Hampi.

5. Cities in Indian History (Open Elective)

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

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

In addition to histories of specific cities in ancient, medieval, colonial and modern India, this course intends to focus on broader processes which lead to urbanization. This will help us to understand the broader political, economic and religious contexts within which cities develop. Thus we will study factors such as expansion of agriculture, long distance trade, emergence of new technologies and craft production, building of temples, mosques and mausoleums. It is also recommended that while studying specific cities, representations of those cities in literature and cinema be highlighted and brought to the attention of students. This will help students to understand how urban life is captured and narrated in art, literature and cinema.

For each module, specific cities have been identified. Apart from broader trends of urbanization relevant for each era, histories of these cities shall be discussed. The fifth module focuses specifically on the cities of Karnataka, from medieval to contemporary eras, covering different periods and forms of urbanization in Karnataka.

This course has the following *five* modules:

- a. Emergence of cities in History and theories of urbanization
- b. Ancient Cities - Indus Cities, Pataliputra, Varanasi and Kanchipuram
- c. Medieval Cities - Delhi, Agra, Fatehpur Sikri and Surat
- d. Colonial and Modern Cities - Bombay, Madras, Calcutta, New Delhi and Chandigarh
- e. Cities of Karnataka - Kalyana, Vijayanagara, Bijapur, Bengaluru and Mysore

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English Readings:

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

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