

(Abstract)

Master of Arts in History (M. A. History) Programme in the Department of History, Mangattuparamba Campus - Revised Scheme and Syllabus (I st Semester only) - Approved-Implemented w.e.f. 2023 admission--Orders issued

ACADEMIC C SECTION

ACAD C/ACAD C1/1103/2024

Dated: 09.02.2024

- Read:-1. U. O. No. ACAD C/ACAD C3/22373/2019 dtd.12.09.2023
2. Circular No. dated ACAD C/ACAD C3/22373/2019 dated 12/09/2023
3. Email dated 16.01.2024 from the Head, Department of History, Mangattuparamba Campus.
4. Minutes of the meeting of the Department Council held on 15.01.2024
5. Orders of Vice Chancellor in file of even No dated 23.01.2024
6. U O No. ACAD C/ACAD C1/1103/2024 dated 29.01.2024
7. Email dated 07.02.2024 from the Head, Department of History, Mangattuparamba Campus.
8. Orders of Vice Chancellor in file of even No. dated 8-2-2024

ORDER

1. The revised Regulations for Post Graduate Programmes under Choice Based Credit and Semester System in the University Teaching Departments/Schools were implemented w.e.f. 2023 admissions vide paper read(1) above.
2. As per paper read (2) above, Heads of all Teaching Departments were requested to submit the revised Syllabus in accordance with the approved Regulations along with a copy of the Department Council Minutes
3. As per paper read (3) above, the Head, Department of History, Mangattuparamba Campus submitted the Scheme & Syllabus (Ist Semester only) of Master of Arts in History (M. A. History) Programme to be implemented in the University Teaching Department w. e. f. 2023 admissions.
4. Department Council vide the paper read (4) above approved the aforementioned Scheme & Syllabus (Ist semester only) of M. A. History Programme to be implemented in the Dept. of History of the University w. e. f. 2023 admission.
5. Considering the matter, the Vice Chancellor has nominated an expert committee (paper read 5) comprising Prof. Bindu B, Dean, Faculty of Social Science, Prof. Sivadasan P, Dept of History, University of Calicut and Dr. Malavika Binny, Head, Dept of History (Convener) to evaluate the scheme & syllabus of M.A. History Programme.
6. Accordingly, the committee convened an online meeting and reviewed the syllabus of M.A History programme and put forth some suggestions. The Head, Dept. of History submitted the Scheme and Syllabus(Ist semester only) of M A History Programme, after incorporating these suggestions for approval w.e.f. 2023 admission. (Paper read 7)
7. The Vice Chancellor after considering the matter in detail, and in exercising the powers of the Academic Council conferred under section 11(1), Chapter III of Kannur University Act 1996, approved the **Scheme & Syllabus (I semester only) of M. A. History Programme and accorded sanction to implement the same in the Department of History, Mangattuparamba Campus of the University w.e.f. 2023 admissions, subject to report to the Academic Council.**
8. The Scheme & Syllabus(I st semester only) of M. A. History Programme, under Choice Based Credit Semester System implemented in the Department of History, Mangattuparamba Campus w. e. f. 2023 admission, is appended and uploaded in the University web

site.(www.kannuruniversity.ac.in)

9.Orders are issued accordingly.

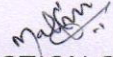
Sd/-

Narayanadas K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

To: 1. The Head, Department of History , Mangattuparamba Campus.
2. Convenor, Curriculum Committee.

Copy To: 1. The Examination branch (through PA to CE)
2. PS to VC/ PA to PVC/PA to R
3. DR/AR1/AR II (Acad), EXCI, EP IV
4. Web Manager (for uploading in the website)
5. Computer Programmer
6.SF/DF/FC

Forwarded / By Order


SECTION OFFICER





KANNUR UNIVERSITY
DEPARTMENT OF HISTORY



Master of Arts in History (M. A. History)
Choice Based Credit Semester System (CBCSS)

Revised Syllabus

(Effective from Academic Year 2023-24)

I.Department Profile

The Department of History was established in 2007, as Department of History & Heritage Studies. The Department had its initial focus on Heritage Studies, for which courses like Cultural Heritage of Kerala, Art and Architecture, History of Science and Technology, Museology and Archaeology were included. In 2018, when the Department was re-designated as Department of History, the programme structure was reorganized on par with that of other universities inside and outside Kerala.

The Department has been organizing several academic programmes since its beginning which included, among others, two sessions of the Indian History Congress organized in 2008 and 2019.

I. Introduction to CBCSS (Choice Based Credit Semester System)

The CBCSS provides an opportunity for students to choose courses from a prescribed list. The courses are evaluated according to the grading system, which is considered to be better than the conventional marks-based system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables students to move across institutions of higher learning. Uniformity in the evaluation system also enables the potential employers in assessing the performance of the candidates.

(i) Programme Structure

The programme will include Discipline Specific Core courses (DSC), Discipline Specific Elective courses (DSE), Interdisciplinary Electives courses (IDC), Multidisciplinary Elective courses (MDC), Ability Enhancement courses (AEC), Skill, Enhancement courses (SEC) and Value Added courses (VAC). The Discipline specific courses (DSC and DSE) offered by a department will be taken by the students of the respective departments. Other courses offered by a department can be taken by students of any department.

(ii) **Core Course** refers to a course that a student admitted to a particular programme must successfully complete for receiving the degree and which cannot be substituted by any other course.

(iii) **Elective Course** means an optional course to be selected by a student out of such courses offered in the same Department or other departments. Elective courses may include Discipline Specific Electives (DSE), Interdisciplinary Elective (IDC), Multidisciplinary Elective (MDC) and MOOC courses.

(iv) **Ability Enhancement Courses (AEC):** Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). AEC are the courses based upon the content that leads to Knowledge enhancement. SEC are value-based and/or skill-based and are aimed at

providing hands-on-training, competencies, skills, etc.

(v) **Credit:** Academic credit is defined both in terms of student efforts and teacher's efforts. A course which includes one hour of lecture or tutorial or minimum 2 hours of practical work/field work per week is given one credit hour.

(vi) **SGPA** refers to Semester Grade Point Average calculated for individual semester.

(vii) **CGPA** refers to Cumulative Grade Point Average calculated for all courses completed by clubbing together SGPA of four semesters.

Programme Objectives (PSOs)

The programme aims to: -

1. Develop an understanding of the basic ideas and concepts in History and build up an ability to assess the relationship/difference between events and processes, history and theory, and ideology and perspective.
2. Enable students to use primary and secondary sources as well as qualitative and quantitative data in historical research/analysis.
3. Familiarize students with the questions of chronology, periodization and processes in history.

Programme Outcomes (PCOs)

The programme aims to achieve the following learning outcomes: -

1. Study the key concepts in history through extensive reading and coursework activities.
2. Understand and evaluate historical ideas, arguments, and perspectives.
3. Learn the theories and methods current in historical research to undertake projects and to publish the results through papers/books.

Program Specific Attributes

- a. **Disciplinary Knowledge:** Develop comprehensive knowledge and understanding in the subject – such as an understanding of material culture in different ecological and chronological spaces and major perspectives and debates in history – and learn the techniques and skills to apply knowledge, especially to carry out quantitative and qualitative research.
- b. **Communication Skills:** Develop communication skills through arguments, analysis, seminar/project presentations, and by interacting with society through co-curricular activities, and learn to convey ideas and information effectively in collaborative manner to achieve common goals.
- c. **Critical Thinking:** Acquire capacity for critical thinking by evaluating scholarly arguments and debates which help to develop fresh insight into the subject.
- d. **Problem Solving:** Develop practical skills in problem solving and apply critical and creative thinking to perceive innovative responses.
- e. **Analytical Reasoning:** Develop ability for analytical reasoning in the subject and learn the importance of objectivity and subjectivity in historical analysis.
- f. **Research-related skills:** Develop the skill to prepare a research proposal and the ability to execute research projects.
- g. **Self and Time Management:** Acquire the ability to work independently, choose research area/specialization and complete research within a time-frame.
- h. **Team Work:** Develop and achieve group goals and evaluate one's own strengths and weaknesses as a leader or team member.
- i. **Scientific Reasoning:** Attain capacity to explore into the discipline with a scientific attitude and settle problems and debates.
- j. **Digital Literacy:** Attain ability to use digital technology to search for high-quality information and to engage with latest streams of information technology.

- k. Multi-Culture Competence:** Develop understanding of, and admiration for, multi-cultural values and knowledge of cultures across the world.
- l. Moral and Ethical Value:** Ability to follow moral and ethical values in all walks of life.
- m. Leadership Readiness:** Develop leadership qualities in select areas, careers and in their community.
- n. Life-long Learning:** Develop ability to identify and to address the needs of a changing world and to maintain competency in respective areas.
- o. Global Competency:** Develop the capacity to grow as a global citizen whose personal values and practices are consistent with their roles as responsible members of society.

Teaching /Learning Process

The teaching/learning process is designed to attain the specified programme /course/module outcome for which various methods are followed such as classroom instruction through lecture as well as audio/video/ppt presentation, assignment preparation/seminar presentation, continuous evaluation through class/unit tests and semester-end examinations, library/archival reference, project/dissertation work and fieldwork/study tour. All these are devised to invest among students' basic knowledge/skill to undertake research confidently or pursue suitable job opportunities.

II. M.A History – Programme Details

M.A History is a two-year programme divided into four semesters. A student is required to complete **82 credits** for the completion of the programme and award of the degree. During the fourth semester there shall be a project/dissertation and a comprehensive viva voce.

Semester Scheme

1. First Year
(Semesters 1&2)
2. Second Year
(Semesters 3&4)

Course Credit Scheme:

Sl. No	Semester	Total Credits
1	I Semester	16
2	II Semester	20
3	III Semester	20
4	IV Semester	26
Total		82

LIST OF CORE COURSES

Sl. No	Course Code	Course Title	Instructional Hours/Sem	Credits
1	MAHIS01DSC01	Ancient Civilizations and Societies	60	4
2	MAHIS01DSC02	Select Problems in Ancient Indian History	60	4
3	MAHIS01DSC03	Pre-Colonial Kerala: Problems and Perspectives	60	4
4	MAHIS02DSC04	Aspects of the Medieval World	60	4
5	MAHIS02DSC05	Problems and Debates in Medieval Indian History	60	4
6	MAHIS03DSC06	Themes in Modern Kerala History	60	4
7	MAHIS03DSC07	Colonialism and Nationalism in Modern India	60	4
8	MAHIS03DSC08	Economic History of Modern India: From the Eighteenth Century to 1964	60	4
9	MAHIS04DSC09	Theory and Method in History	60	4
10	MAHIS04DSC10	Historiography	60	4

LIST OF ELECTIVE COURSES

Sl. No	Course Code	Course Title	Instructional Hours/Sem	Credits
1	MAHIS01DSE01	Archaeology: Theory and Practice	60	4
2	MAHIS01DSE02	Science and technology in Precolonial India	60	4
3	MAHIS01DSE03	Gender 101: Basic Theories	60	4
4	MAHIS02DSE04	History of Medieval Kerala	60	
5	MAHIS02DSE05	Museum Studies	60	4
6	MAHIS02DSE06	Environmental History of India	60	4
7	MAHIS03DSE07	Modern World: Select Themes	60	4
8	MAHIS03DSE08	Economic and Social History of Ancient India	60	4
9	MAHIS03DSE09	Literature and History	60	4
10	MAHIS04DSE10	Archival Studies	60	4
11	MAHIS04DSE11	Science and Technology in Modern India	60	4
12	MAHIS04DSE12	Cultural Heritage of Kerala	60	4
13	MAHIS04 DSE13	Art and Architecture in Pre-Modern India	60	4
14	MAHIS04DSE14	Local History: Theory & Practice	60	4

LIST OF INTER-DISCIPLINARY COURSES (offered by the Dept. of History)

Sl. No.	COURSE CODE	COURSE TITLE	Hours	Credits
1	MAHIS02IDC01	HISTORY OF PRINT MEDIA IN INDIA	30	2
2	MAHIS02IDC02	INTRODUCTION TO DALIT STUDIES	30	2
3	MAHIS02IDC03	ENTANGLED HISTORIES	30	2
			30	2

SKILL ENHANCEMENT COURSES

1	MAHIS02SEC01	INTRODUCTION TO ARCHIVAL STUDIES	60	4
2	MAHIS02SEC02	ETHNOLOGY: BASICS	60	4
3	MAHIS02SEC03	ART AND HISTORY	60	4

VALUE ADDED COURSES

1	MAHIS02VAC01	CONSTITUTIONAL VALUES AND FUNDAMENTAL RIGHTS	60	2
2	MAHIS02VAC02	ETHICS AND INDIAN EPICS	60	2
3	MAHIS02VAC03	KERALA RENAISSANCE AND ITS CULTURAL VALUES	60	2

MULTI-DISCIPLINARY COURSES

1	MAHIS03MDC01	INTRODUCTION TO ENVIRONMENTAL HISTORY	60	4
2	MAHIS03MDC02	INTRODUCTION TO GENDER HISTORY	60	4
3	MAHIS03MDC03	ART AND ARCHITECTURE IN INDIA	60	4

4	MAHIS03MDC04	CINEMA AND HISTORY	60	4
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I. Programme Structure

SEMESTER – I

Sl.No.	Course Code	Topic	Contact hours/week			MARKS			CREDITS
			L	T	P	ESE	CE	TOTAL	

CORE COURSES

1	MAHIS01DSC01	ANCIENT CIVILISATIONS AND SOCIETIES	4	1	-	60	40	100	4
2	MAHIS01DSC02	SELECT PROBLEMS IN ANCIENT INDIAN HISTORY	4	1	-	60	40	100	4
3	MAHIS01DSC03	PRE-COLONIAL KERALA: PROBLEMS AND PERSPECTIVES	4	1	-	60	40	100	4

ELECTIVE COURSES

4	MAHIS01DSE01	ARCHAEOLOGY: THEORY AND PRACTICE	1X4	1	-	60	40	100	4
5	MAHIS01DSE02	SCIENCE AND TECHNOLOGY IN PRECOLONIAL INDIA		1	-	60	40	100	4
6	MAHIS01DSE03	GENDER 101: BASIC THEORIES		1	-	60	40	100	4

SEMESTER -II

Sl.No.	Course Code	Topic	Contact hours/week			MARKS			CREDITS
			L	T	P	ESE	CE	TOTAL	

CORE COURSES

7	MAHIS02DSC04	ASPECTS OF THE MEDIEVAL WORLD	4	1	-	60	40	100	4
8	MAHIS02DSC05	PROBLEMS AND DEBATES IN MEDIEVAL INDIAN HISTORY	4	1	-	60	40	100	4

ELECTIVE COURSES

9	MAHIS02DSE04	HISTORY OF MEDIEVAL KERALA	2X4	1	-	60	40	100	4
10	MAHIS02DSE05	MUSEUM STUDIES		1	-	60	40	100	4
11	MAHIS02DSE06	ENVIRONMENTAL HISTORY OF INDIA		1	-	60	40	100	4

INTER-DISCIPLINARY COURSES

(offered to other departments)

12	MAHIS02IDC01	HISTORY OF PRINT MEDIA IN INDIA	-	-	-	60	40	100	2
13	MAHIS02IDC02	INTRODUCTION TO DALIT STUDIES	-	-	-	60	40	100	2
14	MAHIS02IDC03	ENTANGLED HISTORIES	-	-	-	60	40	100	2
15	(To be obtained from other departments)	(To be obtained from other departments)	2	-	-	60	40	100	2

SKILL ENHANCEMENT COURSES

(offered to other departments)

16	MAHIS02SEC01	INTRODUCTION TO ARCHIVAL STUDIES	-	-	-	60	40	100	2
17	MAHIS02SEC02	ETHNOLOGY: BASICS	-	-	-	60	40	100	2
18	MAHIS02SEC03	ART AND HISTORY	-	-	-	60	40	100	2
19	(To be obtained from other departments)	(To be obtained from other departments)	2	-	-	60	40	100	2

VALUE ADDED COURSES

(offered to other departments)

20	MAHIS02VAC01	CONSTITUTIONAL VALUES AND FUNDAMENTAL RIGHTS	-	-	-	60	40	100	2
21	MAHIS02VAC02	ETHICS AND INDIAN EPICS	-	-	-	60	40	100	2

22	MAHIS02VAC03	KERALA RENAISSANCE AND ITS CULTURAL VALUES	-	-	-	60	40	100	2
23	(To be obtained from other departments)	(To be obtained from other departments)	2	-	-	60	40	100	2

SEMESTER -III

CORE COURSES

24	MAHIS03DSC06	THEMES IN MODERN KERALA HISTORY	4	1	-	60	40	100	4
25	MAHIS03DSC07	COLONIALISM AND NATIONALISM IN MODERN INDIA	4	1	-	60	40	100	4
26	MAHIS03DSC08	ECONOMIC HISTORY OF MODERN INDIA: FROM THE EIGHTEENTH CENTURY TO 1964	4	1	-	60	40	100	4

ELECTIVE COURSES

27	MAHIS03DSE07	MODERN WORLD: SELECT THEMES	1X4	1	-	60	40	100	4
28	MAHIS03DSE08	ECONOMIC AND SOCIAL HISTORY OF ANCIENT INDIA		1	-	60	40	100	4

29	MAHIS03DSE09	LITERATURE AND HISTORY	1	-	60	40	100	4
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MULTI-DISCIPLINARY COURSES

(offered to other departments)

30	MAHIS03MDC01	INTRODUCTION TO ENVIRONMENTAL HISTORY	-	-	-	60	40	100	4
31	MAHIS03MDC02	INTRODUCTION TO GENDER HISTORY	-	-	-	60	40	100	4
32	MAHIS03MDC03	ART AND ARCHITECTURE IN INDIA	-	-	-	60	40	100	4
33	MAHIS03MDC04	CINEMA AND HISTORY	-	-	-	60	40	100	4
34	(To be obtained from other departments)	(To be obtained from other departments)	2	-	-	60	40	100	4

SEMESTER -IV

CORE COURSES

35	MAHIS04DSC09	THEORY AND METHOD IN HISTORY	4	1	-	60	40	100	4
36	MAHIS04DSC10	HISTORIOGRAPHY	4	1	-	60	40	100	4

ELECTIVE COURSES

37	MAHIS04DSE10	ARCHIVAL STUDIES	3X4	1	-	60	40	100	4
38	MAHIS04DSE11	SCIENCE AND TECHNOLOGY IN MODERN INDIA		1	-	60	40	100	4
39	MAHIS04DSE12	CULTURAL HERITAGE OF KERALA		1	-	60	40	100	4
40	MAHIS04DSE13	ART AND ARCHITECTURE IN PRE- MODERN INDIA		1	-	60	40	100	4
41	MAHIS04DSE14	LOCAL HISTORY: THEORY AND PRACTICE		1	-	60	40	100	4

DISSERTATION

42	MAHIS04DSC11	DISSERTATION/PROJECT+VIVA VOCE	-	1	-	60	40	100	6
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GRAND TOTAL			
MARKS:2100	CORE CREDITS:46	ELECTIVE CREDITS:28	TOTAL CREDITS:82

Question Pattern:

Sl. No.	Type		Total Questions	Total Questions to be Attended	Mark for Each Question	Total
1	Section-A	Short Note	6	5	3	15

2	Section-B	Short Essay	5	3	5	15
3	Section-C	Essay	5	3	10	30
TOTAL						60

IV. Course-wise Content Details for M.A History Programme

MAHIS01DSC01

ANCIENT CIVILIZATIONS AND SOCIETIES

Total Credits: 4

Course Objectives

The course offers a comparative study of the Bronze Age civilizations of the Ancient World representing Mesopotamia, Egypt, China and Europe. The focus is on early urban experiences of human society across the world.

Course Outcome

Students are expected to develop an understanding of the major debates pertinent to the study of ancient civilizations & to identify that the eastern societies as having also played a centrifugal role in disseminating culture world-wide.

MODULE 1

Mesopotamian civilization – The river system – Sumerian origins – Advent of Acadians – Renewal of Sumerian supremacy – Emergence of the Babylonians – Hammurabi and second Semitic Empire – Urban civilization – State system – Social structure – System of Law – Dunci and Hammurabi – Script and literature – Evolution of religion – Material culture – Intellectual achievements.

Module Outcome

To help students understand the nature of early social formations in the Euphrates valley and get an outline of the antecedents of urbanism and early social/political system.

MODULE 2

Egyptian civilization – River Nile – Pre-dynastic period – Political history under Pharaohs – History of Old Kingdom – Middle kingdom – New Kingdom – Evolution of religion – Early Polytheism – Upheaval under Akhnaten – Revival of polytheism – Intellectual contributions – Social classes – Economic life – Trade and transactions.

Module Outcome

To facilitate students to identify the political and social structure of early Egyptian Civilization and critically analyse the contributions of Bronze Age Egypt.

MODULE 3

Chinese Civilization – Unmatched Durability – Geography and History – Yellow River – Chang culture – Political structure – Material life – System of writing – Social institutions – Religious practices – Confucian philosophy – Buddhism in China – Chou dynasty and the Classical Age – Chinese urbanism – Calendar – Chinese legacy.

Module Outcome

To support students to understand the historical foundations of Ancient China and identify the major debates regarding early China such as the durability, stagnation, mandate of heaven and so on.

MODULE 4

Greco-Roman civilizations – Greek city states – Athens and Sparta – Greek democracy – war with the Persians – Science, medicine and astronomy – Alexander and the Macedonians – The Roman empire – Republicanism – Roman law – wars with Carthage – Republic to empire – The Caesars – Rome and the world – Maritime contacts – Religion in the Greco-Roman world – System of slavery – Decline of the Romans – The Barbarian factor – Gibbon's thesis.

Module Outcome

Students would be encouraged to critically analyse the ancient civilizations of Greece and

Rome, examine the concept of 'Classical' Civilizations, and identify historical and historiographical debates such as those concerning democracy, republicanism and science.

LECTURE PLAN

Module 1

Week1

Topics:

1. Concept of civilization
2. Geography of Mesopotamia
3. Sumerian origin
4. Acadians and Assyrians

Assignment:

Critically assess various theories on the origin of ancient civilizations.

Week 2

5. Babylonians
6. Hammurabi and his code of law
7. Mesopotamian State system
8. Urbanisation in the Euphrates valley

Assignment:

Interrogate the nature of urbanism and state system in Mesopotamia.

Week 3

Topics:

9. Social Structure of Ancient Mesopotamia
10. System of Mesopotamian Law
11. Cuneiform Script
12. Literature

Assignment:

Identify and evaluate the various debates on the evolution of the Mesopotamian script.

Week 4

13. Evolution of religion
14. Emergence of maritime and internal trade
15. Intellectual Achievements
16. Mesopotamian Contributions

Assignment:

Book review of one of the following books:

Trigger, Bruce, *Ancient Egypt: A Social History*, Cambridge University Press, Cambridge, 1983.

Meskell, Lynn, *Private Life in New Kingdom Egypt*, Princeton University Press, Princeton, 2002

Module 3: Lecture Plan

Week 1

Topics:

17. Introduction to ancient China
18. Geographical peculiarities
19. River and culture in the Yangtse valley
20. Chang culture

Assignment:

Evaluate the major theories regarding the beginning of social formation in Yellow river valley.

21. System of writing
22. Social formation
23. Role of Religion

Assignment:

Examine the evolution of Chinese political and social systems.

Week 3

Topics :

- 24. Origin of Chinese Philosophy
- 25. Taoism and Confucianism
- 26. Buddhism in China
- 27. Chou Dynasty

Assignment:

Assess the rise and evolution of Chinese philosophy.

Week 4

Topics:

- 28. China in the Classical age
- 29. Chinese Urbanism
- 30. Continuity of Chinese culture
- 31. Chinese legacy

Assignment:

Identify and critically evaluate the contributions of ancient China to the world.

Compulsory Reading:

Chih Chang, Kwang K. C, Archaeology of Ancient China, Yale University Press, NewHaven, 2005.

Li, Liu and Chan Xingcan, *the Archaeology of China: From Late Palaeolithic to Early Bronze Age*, Cambridge University Press, New York, 2012.

Needham, Joseph, *Science and Civilization in China*, Cambridge University Press, London, 1954.

Module 4: Lecture Plan

Week1

Topics

- 32. Introduction to Greco Roman Civilization
- 33. Greek city states
- 34. Athenian democracy

35. Spartan system

Assignment:

Critically evaluate the concept of the Greek polis and its characteristics.

Week 2

Topics

36. Science, astronomy and medicine

37. Philosophy and history

38. Alexander and the Macedonian empire

Assignment:

Choose a set of Greek philosophers and analyze the chief characteristics of Greek Philosophy according to their theories.

Week 3

Topics

39. Roman republicanism

40. Nature of Roman law

41. Punic wars

42. Formation of the Empire

Assignment:

Debate and discuss the concept of Democracy and Republicanism as practiced in Ancient Rome.

Week 4

43. Roman trade

44. Roman slavery

45. Greco-Roman religion

46. Decline of the Romans

Assignment:

Critically evaluate the theories regarding the decline of the Roman system.

Compulsory Reading:

- Dudley, D, *Roman Society*, Penguin Books, Hamondsworth, 1970.
- Wood, E.M, *Peasant, Citizen and Slave: The Foundations of Athenian Democracy*, Verso, London, 1988.
- Glotz, G., *The Greek City and Its Institutions*, Kegan Paul, London, 1969.
- Hall, N.R, *The Ancient History of the Near East*, Methuen& Co, London, 1950.
- John, Boardman, et.al (eds.), *Oxford History of the Classical World* , Oxford University Press, Oxford, 1986.

Recommended Reading:

- Adams, Mc Robert, *Heartland of Cities*, Chicago Press, Chicago, 1981.
- Alfred. C, *The Egyptians*, Thames and Hudson, London, 1998.
- Andrews, Antony, *Greek Society*, Pelican, Harmondsworth, 1991.
- Aufrecht, W.E., N.A. Mirauand, S.W. Gauley (editors), *Urbanism in Antiquity: Mesopotamia to Crete*, Sheffield Academic Press, Sheffield, 1997.
- Bahn, Paul, *The Atlas of World Archaeology*, Brown Reference Book, London, 2009
- Bender, Barbara, *Farming in Prehistory, From Hunter- Gatherer to Food Producer*, St. Martin's Press, London, 1975
- Childe, Gordon, *The Bronze Age*, Cambridge University Press, Cambridge, 1930.
- Childe, V.Gordon, *What Happened in History*, Penguin, Harmondsworth, 1962.
- Daniel, Glyn, *First Civilization: The Archaeology of Their Origins*, Thames and Hudson, London, 1968.
- Oates, David and John, *The Rise of Civilisation*, Elsevier, Oxford, 1976.
- Fagan, Brian M. and Nadia Durranni, *People of the Earth: An Introduction to World History*, Routledge, USA, 2015.
- Farooqui, Amar, *Early Social Formations*, Manak Publications, Delhi, 2001
- Finley, M.I, *The Ancient Greeks*, Penguin Books, Hamondsworth, 1963.
- Hammond, M, *The City in the Ancient World*, Harvard University Press, Harvard, 1972.
- Karlovsky L. and Sabloff, J. (eds), *Ancient Civilizations: A Study of the Near Eastern and Mesoamerican Civilizations*, Colombia University, New Edition, New York, 1995
- Murrey, A. Margaret, *Splendor that was Egypt General Survey of Egyptian Culture and Civilization*, Sidwick and Jackson Ltd., London, 1949.

- Bellwood, P., *First Farmers*, Blackwell Press, London, 2005.
- Redman, C, *The Rise of Civilisation*, Charles L Redman, San Francisco, 1978.
- Sasson, J.M, (ed.), *Civilizations of the Ancient Near East*, Charles Scribner, New York, 1990.
- Tarn, W.W, *Hellenistic Civilization*, Oxford University Press, New York, 1952.
- Trigger, Bruce, *Understanding Early Civilizations: A Comparative Study*, Cambridge University Press, Cambridge, 2003.
- Yoffee, Norman, *Myths of the Archaic State: Evolution of the Earliest Cities, States and Civilizations*, Cambridge University Press, New York, 2005.

MAHIS01DSC02

SELECT PROBLEMS IN ANCIENT INDIAN HISTORY

Total Credits: 4

Course Objectives

The course discusses the dominant debates on ancient Indian history, focusing on perspectives. It will help the students to learn the historiographic process through which the image of ancient India was constructed.

Course Outcome

Students get a picture of ancient Indian history much different from the usually projected 'golden age' image. They also learn to focus on themes and issues rather than restricting themselves to the study of isolated events and facts.

MODULE 1

Indus Civilization and the Aryan problem – Origin of the Harappan Culture – Pre-Harappan evidences – Indus, a Mesopotamian colony? – Nature of Indus society – Political structure – Trading activities – Enigma of the Indus script – Decline of Harappa – Various theories – The Aryan Invasion theory – Question of Indus-Saraswati civilization – Evidences from PGW archaeology – Interaction between Harappan and Vedic cultures – Post-Harappan cultures.

Module Outcome

Students gain ideas and attitudes about the foundations of ancient Indian culture and examine the discourse on its Aryan/Non-Aryan roots. They also get familiarized with the minute details about Harappan and Vedic cultures.

MODULE 2

Second Urbanization and NBP Culture – NBP archaeology – From jana to janapada – Nature of Janapada polity – Republics and monarchies – From state to Empire – Structure of the Mauryan state – Oriental Despotism? – Debates on Arthashastra – Seven castes of Megasthenes

– Nature of the Asokan state – Policy of dharma and the decline of the Mauryan state.

Module Outcome

Students develop an understanding of the concept of second urbanization in Indian history and the nature of India's early engagements with state formation after the Harappan experiment.

MODULE 3

Transition towards feudalism – 'Golden Age' of the Guptas – Sharma's feudalism thesis – Decline of Roman trade and Urban Decay in India – Land grants and rise of landlordism – Concept of Kali age crisis – Kosambi's feudalism from above and below – Nature of Feudal polity – Critique of Indian feudalism thesis – Harbans Mukhia and DC Sircar – Feudal or Asiatic mode?

Module Outcome

Students discuss the relevance of Indian Feudalism thesis and analyze the debates on its origin.

MODULE 4

Tamilakam in the early historic period – Interpreting the 'Sangam period' – Early Tamil historians and the 'Great Age' – Sivathamby and the Tinai concept – Indo-Roman trade – Power structure of the Muvendar chiefdoms – Question of pre-Aryan-ness of the Tamil culture – Decline of Tamilakam – Crisis theme and the making of a new social order.

Module Outcome

Students discuss the social/state formation in early south India and examine the 'difference' between the north and south paradigms. They also compare the arguments raised in favour of a 'unique' Tamil culture and the possibilities of 'cultural synthesis. They get acquainted with the discourse on the role of land grants in the rise of feudal order in South India.

Module1: Lecture Plan

Week 1

Topics:

1. Culture and Civilization
2. Pre- Harappan Cultures
3. Origin of Indus Valley civilization

4. Archaeology of the Indus sites

Assignment:

Prepare a list of the Indus sites and explain their common/unique features.

Week 2

Topics:

5. Urbanism in the Indus valley – theories of Origin
6. Pre-Harappan to the Harappan – Debates
7. Indus Society- Features
8. Indus Society – Nature

Assignment:

Examine the relationship between geography and urbanism on the Indus valley.

Week 3

Topics:

9. Indus Trade
10. Indus Script
11. Decline of the Indus – Theories
12. Post-Harappan phase – Debate

Assignment:

Prepare a table of Indus script and assumed meaning of it given by different scholars.

Week 4

Topics:

13. Vedic Age and PGW archaeology
14. Indus-Vedic – Debate
15. ‘Aryan’ roots of Vedic Culture

Assignment:

Discuss the historiographical theories regarding the ‘Aryan’ debate.

Compulsory Reading:

Habib, Irfan and Vijay Kumar Thakur, *A Peoples' History of India, Vol.3, The Vedic Age*, Tulika, New Delhi, 2003.

Habib, Irfan, *A Peoples History of India, Vol.2, Indus Civilization*, Tulika, New Delhi, 2017.

McIntosh, Jane R, *Ancient Indus Valley: New Perspectives*, Abc Clio, California, 2008.

Ratnagar, Shereen, *Understanding Harappa: Civilization in the Greater Indus Valley*, Tulika Books, New Delhi, 2006.

Ratnagar, Shereen, *Encounters: The Westerly Trade of the Harappan Civilization*, Oxford University Press, Delhi, 1981.

Ratnagar, Shereen, *Enquiries into the Political Organization of Harappan Society*, Ravish Publishers, Pune, 1991.

Sharma, R.S., *India's Ancient Past*, OUP, New Delhi, 2006.

Thaper, Romila, *A History of India, Vol.1*, Penguin India, New Delhi, 2000.

Module 2: Lecture Plan**Week 1****Topics:**

16. Later Vedic Phase
17. Second urbanization
18. PGW and NBPW archaeology
19. Post Vedic Social Formations

Assignment:

Critically evaluate and examine the nature of second urbanization in the Gangetic valley.

Week 2**Topics:**

20. Jana and Janapada
21. Janapada Polity
22. Ganasanghas
23. Rise of Magadha

Assignment:

Analyse the nature of Janapada polity and examine the factors for the rise of Magadha.

Week 3

Topics:

24. Rise of the Mauryan Empire
25. Asoka and the Ethical State
26. Nature of the Mauryan State- Debate
27. Concept of State in Arthashastra

Assignment:

What are the major debates on the nature of the Mauryan State? – Despotic to Welfare State – Thapar and 'State as Empire'.

Week 4

Topics:

28. Asoka and the policy of Dhamma
29. Seven Castes of Megasthenes
30. Asoka and the Decline of the Mauryan Empire
31. The Mauryan Legacy

Assignment:

Discuss the role of Buddhism/dhamma in the state system of the Mouryas.

Compulsory Reading:

Kosambi, D.D., *Introduction to the Study of Indian History*, Popular Book Depot Bombay, 1956.

Habib, Irfan and Vivekanand Jha, *A People's History of India Vol.5, Mauryan India*, Munshiram Manoharlal Publishers, New Delhi 2005.

Sharma, R.S, *Aspect of Political ideas and institutions in Ancient India*, Motilal Banarsidas Publication, New Delhi, 1991.

Sharma, R.S, *Material Culture and Social Formations in Ancient India*, Macmillan India, 2007.

Sharma, R.S, *Sudras in Ancient India*, Motilal Banarsidass Publishers, New Delhi, 2016.

Thapar, Romila, *Cultural Pasts: Essays in Early Indian History*, Oxford University Press, New Delhi, 2000.

Thapar, Romila, *From Lineage to State*, Oxford University Press, India, 1991.

Thapar, Romila, *Asoka and the Decline of the Mauryas*, OUP, London, 2012.

Thapar, Romila, et.al., *Which of us are Aryans? Rethinking the Concept of Our Origins*, Aleph Book Company, New Delhi, 2019.

Module 3: Lecture Plan

Week 1

Topics:

32. Feudalism – the concept
33. Indian Feudalism – DD Kosambi's views
34. Indian Feudalism thesis of R S Sharma
35. Indian Feudalism – State and Economy

Assignment:

Debate and discuss the nature of Indian Feudalism according to DD Kosambi and RS Sarma.

Week 2

Topics:

36. Harbans Mukhia and the critique of Indian Feudalism thesis
37. Indian Feudalism – the Debate
38. Indian Feudalism or Asiatic mode?
39. How feudal was Indian Feudalism?

Assignment:

Critically examine the arguments against, and in favor of the Indian Feudalism thesis.

Week 3

Topics:

40. The concept of Kali age
41. Early Medieval in Indian History
42. Ideological Foundations of Indian Feudalism
43. Comparing Indian Feudalism with European Feudalism

Assignment:

Discuss the debate on Indian Feudalism.

Week 4

Topics:

- 44.DN Jha's views on Indian Feudalism
- 45.BNS Yadava's views on Indian Feudalism
- 46.BD Chattopadhyaya's views on Indian Feudalism
- 47.Irfan Habib's views on Indian Feudalism

Assignment:

Point out the divergent views of various historians on Indian Feudalism.

Compulsory Reading:

Gupta. P. L, *The Imperial Guptas, 2 Vols*, Vishwavidyalaya Prakashan, Varanasi, 1979.

Jha, D.N, (ed.), *The Feudal Order: State, Society and Ideology in Early Medieval India*, Manohar, New Delhi, 2001.

Kosambi, D.D, *Introduction to the Study of Indian History*, Popular Book Depot, Bombay, 1956.

Maity, S. K, *Economic Life in Northern India in the Gupta period (c. AD300–550)*, Motilal Banarsidass, Delhi, 1970.

Mukhia, Harbans, *The Feudalism Debate*, Manohar Publishers, New Delhi, 1999.

Sharma, R.S, *Indian Feudalism*, Macmillan Publishers, New Delhi, 2005.

Sircar, D.C, *Land system and Feudalism in Ancient India*, University of Calcutta, Calcutta, 1966.

Thakur, Vijayakumar, *Historiography of Indian Feudalism: Towards a Model of Early Indian Economy, C AD 600-1000*, South Asia Books, New Delhi, 1989.

Module 4: Lecture Plan**Week 1****Topics:**

- 48.Historiography of early Tamilakam
- 49.The 'Sangam' Literature
- 50.Archaeology of the Tamil country
- 51.Greco-Roman Accounts

Assignment:

Discuss the process through which the historiography of Early Tamilakam was constructed.

Week 2

Topics:

- 52. Cultural geography of early Tamilakam
- 53. Tinai Concept
- 54. Sivathampy's re-reading of the Tinai Concept
- 55. Tinai – myth or reality?

Assignment:

Analyze the importance of the system of *tinai* in the history of ancient Tamilakam.

Week 3

Topics:

- 56. Agrarian Economy of Ancient Tamilakam
- 57. Indo-Roman trade
- 58. Social structure of the Tamil country
- 59. Muvendar and Tamil Polity

Assignment:

Analyze the political economy of ancient Tamilakam.

Week 4

Topics:

- 60. Nature of the Tamil culture
- 61. Aryan and Dravidian Elements in Early Tamilakam
- 62. Decline of the Tamil Culture
- 63. Rajan Gurukkal and the Crisis Theme

Assignment:

Examine the nature of the Early Tamil culture and account for its decline.

Compulsory Reading:

- Champakalakshmi, R, *Trade, Ideology and Urbanization*, Oxford University Press, New Delhi, 1996.
- Gurukkal, Rajan, *Rethinking Classical Indo-Roman Trade*, OUP, New Delhi, 2016.
- Sivathamby, K, *Studies in Ancient Tamil Society*, New Century Book House, Madras, 1998.
- Veluthat, Kesavan, *The Political Structure of Early Medieval South India*, Orient Blackswan, New Delhi, 2012.
- Zvelebil, Kamil, *The Smile of Murugan*, E.J. Brill, Leiden, Netherlands 1973.

Recommended Reading:

- McAdams, Robert, *The Evolution of Urban Society*, Aldine Publishing Company, U.S.A, 1987.
- McIntosh, J, *The Ancient Indus Valley: New Perspectives*. ABC-CLIO, Santa, 2007.
- Allchin, Bridget and Raymond, *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*, Penguin Viking, Delhi, 1997.
- Chattopadhyaya, B.D., *The Making of Early Medieval India*, OUP, India, 1998.
- Chakrabarti. D.K, *The External Trade of the Indus Civilization*, Munshiram Manoharlal, New Delhi, 1990.
- Chattopadhyaya, B. D, *The Concept of Bharatavarsha and Other Essays*, Permanent Black, Ranikhet, 2017.
- Fox, Richard, *Realm and Region in Traditional India*, Vikas, New Delhi, 1977.
- Possehl, G.L. (ed.), *Ancient Cities of the Indus*, Vikas Publishing House, New Delhi, 1979.
- Gurukkal, Rajan & RaghavaVarier (eds.), *Cultural History of Kerala, Vol.1*, Dept of Cultural Publications, Govt of Kerala, Thiruvananthapuram, 1999.
- Jha, D.N, *Ancient India in Historical Outline*, Manohar Publishers, 2008.
- Kulke, Herman (ed.), *The State in India (1000-1700)*, Oxford University Press, Delhi, 1995.
- Possehl, G. L. (ed.), *Harappan Civilization: A Recent Perspective*, Oxford and IBH Publishing Co., New Delhi, 1982.
- Possehl, G.L, *Indus Age: The Beginnings*, Oxford and IBH, New Delhi, 1991.
- Wheeler, R.E.M., *The Indus Civilization*, Cambridge University Press, Cambridge, 1961.

Rao, S.R, *Lothal and the Indus Civilization*, Asia Publishing House, Bombay, 1973.

Thapar, Romila, *Ancient Indian Social History: Some Interpretations*, Orient Longman, Delhi, 1978.

Thapar, Romila, *Interpreting Early India*, Oxford University Press, India, 1993.

MAHIS01DSC03

PRE-COLONIAL KERALA: PROBLEMS AND PERSPECTIVES

Total Credits: 4

Course Objectives

The course would impart basic awareness about the historical foundations of Kerala's society and culture. The focus is on separating history from legends and to discuss Kerala's past from varied perspectives.

Course Outcome

Students obtain a basic understanding of Kerala's cultural heritage and the nature of its socio-political formations, and identify important source materials for writing Kerala history. As students often select research problems from regional and local history, the course enables them to locate themes having research potential.

MODULE 1

Geography and Prehistory of Kerala – Landscape and climate – geological formations – Western Ghats, Arabian Sea and Monsoon winds – Early settlers – Palaeolithic tools and Neolithic sites – Iron Age Megaliths – Typology and site pattern – Important Megalithic sites – Question of chronology – Significance of Porkalam excavation – Megalithic builders – Death customs and material culture – Interpreting absence of settlement sites.

Module Outcome

Students learn about the foundations of Kerala's social formation, from geographical, historical and archaeological perspectives, and appreciate its South Indian, as well as global, roots.

MODULE 2

Kerala as part of Tamilakam – Literary evidences and archaeological data – Ilamkulam's concept of the classical age – RajanGurukkal and pre-state polity – Politics of the Muvendar – *Patittupathu* as a political narrative – Clannish chieftains and predatory economy – Tinai concept and uneven development – Social groups of *Aintinai* – Absence of caste? – Roman trade and exchange centres – Pattanam as Muziris – Emerging crisis and transition towards a new social order.

Module Outcome

Students get a basic understanding about early social political/social/economic formations in Kerala – such as transition from tribal polity to state system, food gathering/nomadism to sedentary peasant economy, and the rise of social and cultural institutions.

MODULE 3

The Perumal period – Legendary history of *Keralolpathi* – Ilamkulam and Second Cheras – Role of the Brahmin settlements in the new social/state formation – Nature of polity – Centralized vs feudal vs oligarchic – 'Companions of Honour' – 'Temple-centred' social life – Trading groups and port towns – Nature of trading corporations – "Hundred Years' war" – Land ownership rights – Janmam-kanam-maryada – Brahmanical codes and customary rights – 'Cultural Symbiosis'.

Module Outcome

Students get an idea about Kerala's first 'experience' with state formation and with the factors/process through which its social/economic/cultural systems were laid and about the indigenous as well as external elements which played their role in forming a truly syncretic culture. They also learn about the engagement of Brahmanical elements in the formation of Kerala's culture and polity, the varied forces behind the evolution of state system, caste structure, family norms, inheritance pattern, cultural practices, etc.

MODULE 4

Socio-economic and Cultural Trends – Janmi system – debate on origin and structure – Marumakkathayam – origin, features and conflicting perspectives – Tarawad and Sambandham – varna and jati – evolution and unique characteristics – question of slavery – craft, technology and artisan groups – AinkudiKammalar – Koothambalam culture – Kerala architecture — Bhakthi movement – literary traditions.

Module Outcome

Students develop an understanding of the Brahmanical/feudal foundations of the social, economic and cultural institutions of the land. They also can distinguish the common/unique traits of Kerala.

Module 1: Lecture Plan

Week 1

Topics:

1. Geography of Kerala
2. Landscape, Climate and Settlement Pattern
3. Western Ghats and Arabian Sea
4. Political Isolation and Cultural Identity

Assignment:

Discuss how geographical factors influenced the history and culture of Kerala.

Week 2

Topics

5. Early inhabitants of Kerala
6. Paleolithic phase
7. Neolithic tools and sites
8. Iron Age in Kerala

Assignment:

Visit to megalithic sites in South India/Kerala Prepare a list of prehistoric/megalithic sites in Kerala.

Week 3

Topics:

9. Megaliths- Typology and site patterns.

10. Important megalithic sites
11. Question of chronology
12. Significance of Porkkalam excavation

Assignment:

Prepare a list of the prominent megalithic sites of Kerala. Discuss the nature of Megalithic archaeology in Kerala.

Week 4

Topics:

13. The Megalithic builders of Kerala
14. Funeral customs of the Iron Age
15. Material culture of the Iron Age
16. Why absence of settlement sites?

Assignment:

Assess the everyday life of the megalithic people. How can we reconstruct their material culture from the grave goods?

Compulsory Reading:

Gurukkal, Rajan and Raghava Varier, *Cultural History of Kerala Vol.1*, Dept of Cultural Publications, Kerala, 1999.

Gurukkal, Rajan and Raghava Varier, *Keralacharithram*, Vallathol Vidhyapeetham, Thrissur, 2013.

Menon, A. Sreedhara, *A Survey of Kerala History*, National Book Stall, Kottayam, 1967.

Module 2: Lecture Plan

Week 1

Topics:

17. Kerala as part of Tamilakam
18. Sangam Literature as historical evidence
19. Megalithic Archaeology
20. Pattanam Excavation

Assignment:

Evaluate how historians utilized diverse category of sources for reconstructing the history of ancient Tamilakam.

Week 2

Topics:

21. Elamkulam's concept of Classical Age
22. Rajan Gurukkal and pre state society
23. Patittupattu as political narrative.
24. Clannish chieftains and Politics of the Moovendar

Assignment:

Analyze the nature of polity in ancient Tamilakam.

Week 3

Topics:

25. Prebendal/predatory economy
26. Tinai concept
27. Social groups of Aintinai
28. Was there caste in ancient Tamilakam?

Assignment:

Critically examine the Tinai concept and evaluate it in the context of the socio-economic condition of ancient Tamilakam.

Week 4

Topics:

29. Exchange system and centres
30. Character of Roman trade with south India
31. Identifying Muziris
32. Transformation of the social order

Assignment:

Evaluate the nature of urbanism and system of exchange in the Tamil country

Compulsory Reading:

Ganesh, K.N., *Keralathinte Innalekal*, Cultural Publication, Trivandrum, 1990.

Gurukkal, Rajan, *Social Formations of Early South India*, Oxford University Press, New Delhi, 2010.

Sivathamby, K., *Studies in Ancient Tamil Society*, New Century Book House, Madras, 1998.

Varier, M.R. Raghva, *Keraleeyatha Charithramanagal*, Vallathol Vidyapidham, Sukapuram, 1990.

Veluthat, Kesavan, *Early Medieval in South India*, OUP, New Delhi, 2010.

Module 3: Lecture Plan

Week 1

Topics:

33. The period of the Cera Perumals
34. Keralolpathi and the Age of the Perumals
35. Elamkulam's pioneering research
36. Brahmin settlements and the new social/state formation

Assignment:

Examine the points of compliance/disagreement in the history of the Second Cheras according to Keralolpathi and Elamkulam's studies.

Week 2

Topics:

37. Nature of Chera polity
38. Elamkulam and centralized state model

39. Brahmin/Aristocratic role in the state system

Assignment:

Assess the nature of the Chera state – centralized, feudal or segmentary?

Week 3

Topics:

- 40. Maritime Trading groups and port towns
- 41. Nature of trading corporations
- 42. Indigenous Trading groups
- 43. Hundred years' war

Assignment:

Assess the nature of trade and commerce in the Chera country and examine its impact on urban development.

Week 4

Topics:

- 44. Land ownership rights
- 45. Janmam-kanam maryada
- 46. Brahmanical codes
- 47. Cultural symbiosis – the concept

Assignment:

Examine the caste-based rights and privileges and contrast it with the deprivation of the underprivileged groups.

Compulsory Reading:

Gurukkal, Rajan and Raghava Varier, *Keralacharithram*, VallatholVidhyapeetham, Thrissur, 2013.

Gurukkal, Rajan, *Kerala temple and the Medieval Agrarian System*, Vallathol Vidyapeetham, Sukapuram, 1992.

Narayanan, M.G.S., *Cultural Symbiosis in Kerala*, Kerala Historical Society, Trivandrum, 1972.

Narayanan, M.G.S., *Perumals of Kerala*, Calicut University Press, Calicut, 1996.

Pillai, ElamkulamKunjan, *Studies in Kerala History*, National Book Stall, Kottayam, 1963.

Veluthat, Kesavan, *Brahmin Settlement in Kerala*, Sandhya Publications, Calicut, 1978.

Veluthat, Kesavan, *Political Structure of Early Medieval South India*, Orient Blackswan, New Delhi, 2012.

Module 4: Lecture Plan

Week 1

Topics:

- 48. Janmi system in Kerala
- 49. Debate on origins

50. Structure – land ownership rights and agrarian relations
51. Janmi system as Feudal system

Assignment:

Discuss the features of the janmi/feudal system in Kerala and trace out its origin.

Week 2

Topics:

52. Marumakkathayam– Mother Right inheritance pattern
53. Origin and features – differing perspectives
54. Taravadu and sambandham
55. Role of the Brahmins in sustaining matriliney

Assignment:

Trace out the evolution of matriliney and examine the Brahmanical factor in its sustenance.

Week 3

Topics:

56. Unique characteristics of caste in Kerala
57. System of Slavery
58. AinkudiKammalar
59. Untouchability – features

Assignment:

Discuss the features of Kerala’s caste system – structure and ideology.

Week 4

Topics:

60. Koothambalam culture
61. Kerala architecture
62. Temples and Bhakti tradition
63. Sacred and Secular Literature

Assignment:

Asses the evolution and characteristics of regional culture mediated by Brahmanical elite in Kerala.

Compulsory Reading:

Arunima, G, *There comes Papa: Colonialism and the Transformation of Matriliney in Kerala, Malabar, c 1850–1940*, Orient Blackswan, Hyderabad, 2003.

Gurukkal, Rajan and Raghava Varier, *Keralacharithram*, VallatholVidhyapeetham, Thrissur, 2013.

Narayanan, M.G.S., *Perumals of Kerala*, Calicut University Press, Calicut, 1996.

Pillai, Elamkulam Kunjan, *Janmisampradayam Keralathil*, National Book Stall, Kottayam, 1966.

Pillai, Elamkulam Kunjan, *Marumakkathayam Keralathil*, National Book Stall, Kottayam, 1968.

Recommended Reading:

- Balakrishnan, P.K., *JativyavasthayumKeralacharithravum*, D.C Books, Kottayam, 2004.
- Cherian, P.J. (Ed), *Perspectives in Kerala History*, Kerala Gazetteers Dept, Thiruvananthapuram, 1999.
- Gurukkal, Rajan and M.R. Raghava Variar, *History of Kerala: Prehistoric to the Present*, Orient Blackswan, Hyderabad, 2018.
- Jussay, P.M., *The Jews in Kerala*, Publication Division, University of Calicut, 2005.
- Kurup, K.K.N. (eds.), *New Dimensions in South Indian History*, University of Calicut, Calicut, 1996.
- Logan, William, *Malabar Manual*, Asian Educational Services, New Delhi, 2004.
- Manmathan, M.R. (Ed), *Archaeology in Kerala: Past and Present*, Publications Division, Farook College, 2007.
- Menon, K.P. Padmanabha, *History of Kerala (4 volumes)*, Asian Educational Services, New Delhi, 2001.
- Moore, Louis, *Malabar Land and Custom, part II*, Higginbotham, Madras, 1905.
- Mundadan, A.Mathias, *History of early Christianity*, Theological Publications in India for Church History Association of India, Bangalore, 1984.
- Pillay, K. Raghavan (ed), *Mushakavamsakavya*, University of Kerala, Trivandrum, 1977.
- Schneidher, David M. and Kathleen Gough (ed), *Matrilineal Kinship*, University of California Press, 1961.
- Shastri, K.A. Nilakanta (ed), *Foreign Notices of South India*, University of Madras, Madras,1972.
- Veluthat, Kesavan and P.P. Sudhakaran (ed.), *Advances in History*, Professor M.P. Sridharan Memorial Trust, Calicut, 2003
- Venugopalan, T.R. (Ed.), *State and Society in Pre Modern South India*, Cosmo Books, Thrissur, 2002.

MAHIS01DSE01
ARCHAEOLOGY: THEORY AND PRACTICE

Total Credits: 4

Course Objective

The course introduces key concepts in Archaeology as well as the basic methods of exploration/excavation and explains their applications in interpreting the human past. The course also examines the history of archaeology, methods and techniques involved, from the identification of sites to their excavation/discovery, and analyses the recovered archaeological evidences. It also provides an opportunity for the students to get familiarized with field methods including exploration and excavation techniques.

Course Outcome

Students understand the role of archaeology in the study of history and learn how to identify archaeological sites/artefacts/structures and study the basic techniques of exploration and excavation. Students acquire skill in the essentials of field archaeology, learn to associate with a team of excavation and develop interest in local history by identifying ancient relics of the locality.

MODULE 1

Definition – Aims and Scope – Methods – Types of Archaeology – Pre/Proto/Historic – Classical Archaeology – Ethno-archaeology – Experimental Archaeology – Salvage Archaeology – Geo-archaeology – Underwater Archaeology) – Archaeology and other sciences (Social and Natural) – Conservation – Ethnography – Relationship between Archaeology, History and Anthropology – Differences and similarities – Key terminologies used.

Module Outcome

Students identify various types of Archaeology and its relation with other social sciences.

MODULE 2

Theoretical Foundations and developments in Archaeology – History of Archaeology in Global Context – Antiquarianism to Traditional Archaeology – New Archaeology/ Processual Archaeology – Post-Processual Archaeology – Contemporary approaches to Archaeological Theory – Social Relevance of Archaeology – Heritage Management.

Module Outcome

Students understand the evolution of Archaeology from antiquarianism and develop basic awareness in its theoretical foundations.

MODULE 3

Exploration methods and Techniques : Exploration Methods (Village to Village Survey, Sampling Methods, Scientific Methods, Remote Sensing, GIS) and Techniques – Methods of site survey – Documentation and Analysis – Excavation methods and Techniques – Excavation techniques for Burials, Structures and Stupas – Documentation and Analysis – Material Culture Studies – Lithic Studies and Ceramic Studies – Preparation of Excavation Reports – Development of Field Archaeology in India--Problem-oriented Research – Regional Surveys – Important Excavations in India – Selected Sites – Attirampakkam, Dholavira, Inamgaon –

History of Archaeology in Kerala – Important Excavations – Porkkalam,

CheramanParambu, Feroke, Mangad, Perambra, Naduvil, Chitrari, Umichipoyil, Pattanam, Anakkara – Archaeology of Rock Art – Edakkal, Thovari, Thenmala, Angode, Marayur, Ettukudukka

Module Outcome

Students get an understanding of the methods and techniques of exploration/excavation and learn about various excavation reports and also get a view of the evolution of archaeology in Kerala through a study of the history of important excavations.

MODULE 4

Scientific Applications in Archaeological Research – Dating Techniques – Relative and Absolute Dating Techniques and their applications – Stratigraphy, Typology and other relative methods – Radio Carbon Dating, Thermo Luminescence, Potassium Argon & Dendro-Chronology – Archaeo-Magnetism – XRD Analysis – Provenance studies – Paleo-environmental Studies – Archaeo-Zoology, Palaeo-Botany – Pollen Analysis – Phytoliths – Paleodiet – DNA Studies – Isotope Studies.

Module Outcome

Students acquire preliminary knowledge in various dating techniques in Archaeology.

Module 1: Lecture Plan

Week 1

Topics:

1. Archaeology: Disciplinary features
2. Archaeology: Ideas and Concepts
3. Archaeology: Scope, Nature and Method
4. Archaeology: Functions & Values

Assignment:

Prepare a brief review of Clive Gramble's work *Archaeology: The Basics*.

Week 2

Topics:

5. Classification of Archaeology: Basic Principles
6. Pre-historic Archaeology: Paleolithic Tool Technology
7. Pre-historic Archaeology: Mesolithic Tool Technology
8. Pre-historic Archaeology: Neolithic Revolution

Assignment:

Prepare a list of prehistoric stone tools with a brief description of each tool technology.

Week 3

Topics:

9. Classification of Archaeology: Historic Archaeology
10. Classification of Archaeology: Classical/Ethno/Experimental Archaeology
11. Classification of Archaeology: Salvage/Geo-archaeology
12. Classification of Archaeology: Underwater Archaeology

Assignment:

Prepare a video of ten minutes' duration on any type of archaeology.

Week 4**Topics:**

13. Inter -disciplinary/Multi-disciplinary approach in Archaeology-Relation with Social Sciences
14. Inter -disciplinary/Multi-disciplinary approach in Archaeology-Relation with Natural Sciences
15. Inter -disciplinary/Multi-disciplinary approach in Archaeology-Relation with Physical Sciences
16. Different Concepts and terms used in archaeology

Assignment:

Select the popular terms in archaeology and prepare a dictionary of archaeological terms.

Compulsory Reading:

Bahn, Paul, *Dictionary of Archaeology*, Harper Collins, Glasgow 1992.

Fagan, Brain, *In the Beginning: An Introduction to Archaeology*, Foresman and Company Glen View: Scott, 1988.

Gramble, Clive, *Archaeology the Basic*, Routledge, London,2003

Petrie, WM.F, *Methods and Aims in Archaeology*, Macmillan, London. 1904.

Renfrew, Colin and Paul Bahn, *Archaeology: Theories, Methods and Practice*, Thames & Hudson, New York, 1991.

Trigger, Bruce. G, *A History of Archaeological Thought*, Cambridge University, Cambridge, 1989.

Module 2: Lecture Plan**Week 1****Topics:**

17. Origin and development of archaeological theories
18. Archaeological theories: early and latest
19. Concept of archaeology in the Western context
20. Concept of archaeology in the Global context

Assignment:

Prepare a note on Lewis R Binford's career and his contribution to scientific archaeology.

Week 2**Topics:**

21. Archaeology in Western traditional context
22. Archaeology in modern Western context
23. Archaeology in 19th century Indian context
24. Archaeology in 20th century Indian context

Assignment:

Compare the rise of archaeology in the West and India and prepare a similarity/dissimilarity chart.

Week 3

Topics:

25. New archaeology: Theory and concept
26. New archaeology: Merits & Problems
27. Post-Processual Archaeology: Concept
28. Post-Processual Archaeology: Merits & Problems

Assignment:

Compare and contrast New Archaeology and Post-Processual Archaeology.

Week 4

Topics:

29. New trends in archaeological theory-Concept of Ian Hodder.
30. New trends in archaeological theory- Concept of Bruce Trigger
31. New trends in archaeological theory-Concept of Structuralism.
32. Relevance of archaeology in the present world

Assignment:

Visit an excavation site/archaeological monument.

Prepare a video presentation on Heritage Monuments and Public Awareness.

Compulsory Reading:

Bahn, Paul and Colin Renfrew, *Archaeology, Theories, Methods and Practice*, Thames &Hudson, New York, 1991.

Binford, Lewis R., *An Archaeological Perspective*, Seminar Press, New York, 1972.

Hodder, Ian, *Theory and Practice in Archaeology*, Routledge, London, 1992.

Sankalia, H.D, *Pre-History and Proto-History of India and Pakistan*, University of Bombay, Bombay, 1962.

Module 3: Lecture Plan

Week 1

Topics:

33. Field Archaeological Developments in India – Problem-oriented Research
34. Field Archaeological Developments in India – Site Survey Method
35. Field Archaeological Developments in India – Village Survey.
36. Important Excavations in India.

Assignment:

Visit an archaeological monument/site in your village/town and prepare a report.

Week 2

Topics:

37. Exploration Methods and Techniques-Sampling Methods.
38. Exploration Methods and Techniques-Scientific Methods.
39. Exploration Methods and Techniques-Remote Sensing.

40. Excavation Methods and Techniques-Introduction.

Assignment:

Conduct an archaeological exploration in nearby historical site.

Week 3**Topics:**

41. Excavation Methods and Techniques: Horizontal & Vertical
42. Excavation Methods and Techniques: the Grid & Quadrant Methods
43. Techniques employed for the excavation of stupa and burial
44. Artifact analysis and Excavation report preparation

Assignment:

Visit and observe any excavated site in your district and prepare a report.

Week 4**Topics:**

45. Important excavations in India
46. Important excavations in India: Harappa, PGW, NBP, etc
47. Important excavations in Kerala: Megalithic Burials
48. Important excavations in Kerala: Kodungallur, Pattanam, etc.

Assignment:

Prepare a brief history of archaeological excavations in India from 1823 to 1950.

Compulsory Reading:

- Thapar, B.K, "Porkalam 1948: Excavation of an Urn Burial", *Ancient India*, No.8, 1952.
- Agarwal, D.P, and M.G. Yadava, *Dating the Human Past*, Indian Society for Prehistoric, Pune, 1995.
- Agarwal, D.P, *Archaeology of India*, Curzon Press, London, 1982.
- Chakrabarti, Dilip K., *A History of Indian Archaeology: from the beginning to 1947*, Munshiram Manoharlal, Delhi, 1988.
- Chakrabarti, Dilip. K, *Archaeology in the Third World. A History of Indian Archaeology since 1947*, D.K Print World, New Delhi 2003.
- Kurup, K.K.N. (ed.), *New Dimensions in South Indian History*, Association for Peasant Studies, Calicut, 1996.
- M.R. Manmathan, (ed.), *Archaeology in Kerala: Past and Present*, Publications Division, Farook College, Kozhikode, 2007.
- Lahiri, Nayanjot, *Monuments Matter: India's Archaeological Heritage since Independence*, Marg Foundation, Mumbai, 2017.
- Crawford, O.G.S, *Archaeology in the Field*, Phoenix House, London, 1953
- Barker, Philip, *Techniques of Archaeological Excavation*, BT Batsford Ltd, London, 1977.
- Dancey, William S., *Archaeological Field Methods: An Introduction*, Burgess Pub. Co, USA, 1981.

Module 4: Lecture Plan**Week 1**

Topics:

49. Development of Scientific methods in Archaeology
50. Historical dating techniques
51. Dating techniques and application – Introduction.
52. Scientific foundation of dating techniques

Assignment:

Prepare a chart of archaeological dating techniques and their features

Week 2**Topics:**

53. Relative dating techniques and application – Glacil-Varve dating.
54. Relative dating techniques and Pollan Analysis
55. Absolute dating techniques and application – Radio-Carbon.
56. Absolute dating techniques and application – Thermoluminescence.

Assignment:

List the important absolute dating techniques and cases of their application in India.

Week 3**Topics:**

57. Archaeomagnetism – Techniques and application.
58. Potassium-Argon Dating – Techniques and application.
59. Dendro-Chronology – Techniques and application.
60. XRD Analysis – Techniques and application.

Assignment:

Absolute dating and Harappan Archaeology: prepare a case study.

Week 4**Topics:**

61. Stratigraphy and archaeology
62. Law of Stratification
63. Context and Matrix
64. Archaeology as a scientific discipline/primary source for reconstructing history

Assignment:

Prepare a diagrammatic representation of Law of Stratigraphy

Compulsory Reading:

Michel, Joseph.W, *Dating Methods in Archaeology*, Seminar Press New York 1973.

Recommended Reading

Atkinson, R.J. C, *Field Archaeology*, Methunen London, 1953.

Banerjee, N.R, *Iron Age in India*, Ram Manohar Lal, Delhi, 1965.

- Bentley, R.A, H.G. Maschner, and C. Chippindale, (eds.) *In Handbook of Archaeological Theories*, Alta Mira Press, Lanham, 2009.
- Chakrabarti, Dilip K., *Oxford Companion to Indian Archaeology*, OUP, Oxford, 2006.
- Chakrabarti, Dilip K., *History of Indian Archaeology: From the Beginning to 1947*, MunshiramManoharlal, New Delhi,1988.
- Chakrabarti, Dilip K., *India: The Archaeological History*, Oxford University Press, New Delhi. 1999.
- Childe, V. Gordon, *A Short Introduction of Archaeology*, Collier, New York, 1960.
- Childe, V. Gordon, *What Happened in History*, Penguin Books, Britain, 1960.
- Childe, V. Gordon, *Piecing Together the Past*, Rutledge and Kegan Paul, London, 1956
- Clark, J.G.D, *Archaeology and Society Deconstructing the Pre historic Past*, Mathum, London, 1960.
- Daniel, Glyn, *The Origin and Growth of Archaeology*, Pelican Books, London, 1967
- Glover, Ian and Peter Bellwood, *South East Asia from Prehistory to History*, Routledge Curzon, New York, 2004.
- Glyn, E.Daniel, *A Hundred and Fifty Years of Archaeology*, Duckworth, London, 1975.
- Granet, Marcel, *Chinese Civilization*, Trench Tubner&Co., London,1930.
- Harris, Edward C, *Principles of Archaeological Stratigraphy*, Academic Press Ltd, London, 1989.
- Hodder, Ian, *Interpreting Archaeology: Finding Meaning in the Past*, Routledge, New York, 1995.
- Hurcombe, Linda, *Archaeological Artefacts as a Material Culture*, Routledge, New York, 2007.
- Jain, V.V, *Prehistory and Protohistory of India: An Appraisal - Paleolithic, Non-Harappan, Chalcolithic Cultures* (Perspectives in Indian Art & Archaeology S,D.K. Print World Ltd, New Delhi, 2006.
- Lie, Li and Xingcan Chen, *The Archaeology of China*, Cambridge University Press, Cambridge, 2000.
- Loyd, Stean L, *Archaeology of Mesopotamia from Old Stone Age to Persian Conquest*, Thames and Hudson , London,1984.
- Ruse, M, and J. Travis (eds.), *Human Evolution in Evolution: The First Four Billion Years*, Cambridge University Press, Cambridge, 2009.
- Marshell, John, *Mohenjo-Daro and the Indus Valley Civilization - 3 Vols*,Asian Educational Services,New Delhi,2004.
- McIntosh, Jane. R., *Ancient Indus Valley: New Perspectives*, Abe Clio, California, 2008.
- Mishra, F,*Researches in Archaeology and Conservation*, Sundeep Prakashan, Delhi, 1999.
- Murry, Margaret A., *Splendor that was Egypt General Survey of Egyptian Culture and Civilization*, Sidewick and Jackson Ltd, London,1949.
- Paddayya,K,*Archaeology*, Aryan Book International, New Delhi, 2014.
- Pearce, S.M (ed.), *Interpreting Objects and Collections*, Routledge, London, 1994.
- Pearce, S.M, *Archaeological Curatorship*, Leicester University Press, London, 1990.
- Peter, Drewett L, *Field Archaeology - An Introduction*, UCL Press, London, 1999.
- Piggott, Stuart, *Pre historic India*, Forgotten Books, rpt, London, 2018
- Rajan, K, *Archaeology: Principles and Methods*, Manoo Pathippakkam, Tanjavur, 2000.

- Rajan, K. *Churning the Ocean, Maritime Trade of Early Historic Peninsular India*, ManooPathippakam, Thanjavur, 2019.
- Rajan, K, *Understanding Archaeology*, ManooPathippakam, Thanjavur, 2016.
- Raman, K. V, *Principles and Practices of Archaeology*, Parthajan Publications, Madras, 1987
- Rao, S.R, *Marine Archaeology of Indian Ocean Countries*, Goa, National Institute of Oceanography, 1988.
- Roy, Sourindranath, *The Story of Indian Archaeology*, ASI, New Delhi, 1996.
- Sankalia, H.D, *New Archaeology, Its Scope and Application in India, Ethnographic and Folk*, Culture Society, Lucknow, 1977.
- Sankalia, H.D, *Introduction to Archaeology*, Deccan College, Pune, 1965
- Settar, S. and Ravi Kori Settar (ed.) *Archaeology and Historiography, History, Theory and Method, (IV- Vol)*, ICHR New Delhi, 2002
- Singh, Upinder, *A History of Ancient and Early Medieval India: From Stone Age to the 12th Century*, Pearson Education, New Delhi, 2008.

MAHIS01DSE02

SCIENCE AND TECHNOLOGY IN PRECOLONIAL INDIA

4 credits

Course Objective

This course explores the rich scientific and technological developments in ancient and premodern India. Students will delve into the diverse realms of mathematics, astronomy, medicine, metallurgy, architecture, and other fields, examining the contributions of ancient Indian scholars and the cultural, historical, and philosophical contexts that shaped these advancements. The course aims to provide a comprehensive understanding of the scientific achievements and technological innovations that characterized premodern India, fostering an appreciation for the depth of knowledge in various domains.

Course Outcome

The students will understand the historical and cultural contexts of the development of science and technology in India. The intersections of science, culture, philosophy and power and their inter-relations would also be explored by the students in addition to the students comprehending the contributions of precolonial India to science.

Module 1

Introduction to Precolonial India

Harappan craft and technology – Philosophical and religious influences and scientific thought
-Metallurgy in ancient India – Science and technology during the Mauryan Period –
Technology during the Gupta period

Module 2

Mathematics in Early and Medieval India

Development of the decimal system and concept of zero – Indian school of mathematics –
Aryabhata – Ramanuja -Brahmagupta – Kerala School of Mathematics – Advances in
algebra, trigonometry and geometry.

Module 3

Astronomy and Agrarian Sciences

Ancient Indian astronomical contributions -calculations -vighna – time :concepts and
calendars – differences between astronomy and astrology – agrarian science -krishi parasara
– vrishayurveda - other agricultural techniques and technology such as araghatta and the
Persian wheel

Module 4

Medicine and Architecture

Ayurveda -basic ideas, principles and practices , Caraka-Susruta-Vaghbhatta -laghutrayi –
other medicinal practices -unani and tibb medicine -folk medicine – Vastusastra- urban and
residential planning

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20.1-20.

Staal, F. 1988. Universals. Chicago: University of Chicago Press.

Venkatesananda, S. (tr.), 1984. The Concise Yoga Vasis..tha. Albany: State University of
New York Press.

Barrow, J. 1992. Pi in the Sky. Oxford: Oxford University Press.

Brown, J.W. 1994. Morphogenesis and mental process. Development and
Psychopathology. 6.551-563.

van Buitenen, J.A.B. 1975. The Mahabharata, vol. 2. Chicago: University of Chicago Press.

Chapple, C. 1984. Introduction and bibliography in Venkatesananda (1984).

Dasgupta, S. 1975 (1932). A History of Indian Philosophy. Delhi: Motilal Banarsidass.

Feuerstein, G., S. Kak and D. Frawley, 1995. In Search of the Cradle of Civilization.
Wheaton: Quest Books.

Filliozat, J. 1970. The expansion of Indian medicine abroad. In Lokesh Chandra (ed.) *India's Contributions to World Thought and Culture*. Madras: Vivekananda Memorial Committee. 67-70.

Francfort, H.-P. 1992. Evidence for Harappan irrigation system in Haryana and Rajasthan. *Eastern Anthropologist*. 45.87-103.

Frawley, D. 1994. Planets in the Vedic literature. *Indian Journal of History of Science*. 29.495-506.

Kak, S. 1986. *The Nature of Physical Reality*. New York: Peter Lang.
1987. The Paninian approach to natural language processing. *Intl. Journal of Approximate Reasoning*. 1.117-130.

Kak, S. 1990. Kalidasa and the Agnimitra problem. *Journal of the Oriental Institute* 40.51- 54.

Kanigel, R. 1991. *The Man Who Knew Infinity: A Life of the Mathematical Genius, Ramanujan*. New York: C. Scribner's.

Kulaichev, A.P. 1984. S`riyantra and its mathematical properties. *Indian Journal of History of Science* 19.279-292.

McClain, E.G. 1978. *The Myth of Invariance*. Boulder: Shambhala.

Sarma, K.V. 1985. A survey of source materials. *Indian Journal of History of Science* 20.1-20.

Seidenberg, A. 1978. The origin of mathematics. *Archive for History of Exact Sciences*. 18.301-342.

Sengupta, P.C. 1947. *Ancient Indian Chronology*. Calcutta: University of Calcutta Press.

Staal, F. 1988. *Universals*. Chicago: University of Chicago Press.

van Nooten, B. 1993. Binary numbers in Indian antiquity. *Journal of Indian Philosophy*. 21.31-50.

Venkatesananda, S. (tr.), 1984. *The Concise Yoga Vasis..tha*. Albany: State University of New York Press.

Bala, Arun, 2008, *The Dialogue of Civilizations in the Birth of Modern Science*, New York, NY: Macmillan.

Biswas, Arun Kumar (Edited), 2001, *History, Science and Society in the Indian Context : A Collection of Papers*, The Asiatic Society, xv, 474 p, ISBN : 8172361033.

Fouad Abd-El-Khalick, 2005, *Developing Deeper Understandings of Nature of Science: The Impact of a*

Philosophy of Science Course on Pre-service Science Teachers' Views and Instructional Planning, International Journal of Science Education , Vol. 27, Iss. 1.

Russell, B., (1985), The Impact of Science on Society, Psychology Press.

Stanford Encyclopedia of Philosophy: Helen Longino's "The Social Dimensions of Scientific Knowledge" (HTML) [www.http://plato.stanford.edu/entries/scientific-knowledge-social/](http://plato.stanford.edu/entries/scientific-knowledge-social/)

□University of California, Berkeley: Understanding Science: P. Godfrey-Smith's "The Philosophy of Science" (HTML) <http://undsci.berkeley.edu/article/philosophy>

MAHIS01DSE03 GENDER 101 : BASIC THEORIES

4 Credits

Course Description:

The course seeks to understand gender through a multi disciplinary perspective, refracting multiple historical and social phenomenon through the lens of gender to understand its present shape and form. It will engage the students in forming ideas about the historical evolution of gender as a cultural phenomenon and attempt the students to probe the interaction of gender with other cultural artefacts such as the state, religion and tradition.

Course Objective and Learning Outcome:

It is expected that the learner will be informed of the complexities involved in shaping gender ideologies and gendered practices through the course and it is also expected that the learner will be able to use gender as a tool of analysis in academics and everyday life through engaging with the critical readings.

MODULE 1: Gender – Basics

- Biology and History
- Gender, Sex and Sexualities
- Discourse and Praxis
- From Apes to Women – Sexual Dimorphism
- Were there no cavewomen?
- Domination and subordination: theories and histories
- Performance Theory

MODULE 2 :Gender and Civilization

- Women as the Other and Woman as Mother
- Diverse Fемinities and Masculinities
- Gendering religion: Devotion and dissent
- Waves of Feminism

- Gender and the Indian Past

Module 3 Intersections, Interventions and Interstices

- The Power of Gender and the Gender of Power
- Gendering Caste
- Race, Class and Gender
- Gender and Work – Gender Pay Gap, Glass Ceiling

Module 4

- Gendered writings -Her stories
- Women Ways of Knowing - Standpoint Epistemology
- Queer Histories
- Gender and nationalism
- Gender as a category of analysis

Essential Readings

- Simone de Beauvoir , *The Second Sex*, (1949) , Random House,2015 Edition
- Betty Friedan , *The Feminine Mystique*, W.W. Norton &Company,2013.
- Gerda Lerner, *Creation of Patriarchy*, Oxford University Press, 1987
- Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge,2011
- Bell Hooks, *Yearning: Race, Gender, and Cultural Politics*, Routledge, 2014
- Gloria Steinem, *Outrageous Acts and Everyday Rebellions*, Open Road Media, 2012
- V Geetha, *Gender*, Stree, 2002
- Uma Chakraborty, *Gendering Caste Through a Feminist Lens*, Sthree ,2003
- Germaine Greer, *The Female Eunuch*, Harper Collins, 2009
- Anne Fausto-Sterling, "The Five Sexes: Why Male and Female Are Not Enough", *The Sciences* 33, no. 2 1993
- Michel Foucault, *The History of Sexuality*, Vol. 1: *An Introduction* ,Vintage Books, New York, 1990,introduction and chapter 1
- Scott, Joan Wallach, *Gender and the Politics of History* , Columbia University Press, New York, 1999
- Perreau, Bruno. *Queer Theory: The French Response*. Stanford University Press, 2016
- Rose, Sonya O. *What is Gender History?* Polity, 2010
- Ramaswamy, **Sumathi**. *The Goddess and the Nation: Mapping Mother India*. Durham, NC: Duke University. Press, 2010.

Suggested readings

- Alison M Jaggar (ed). Susan R Bordo (ed)., *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*, Rutgers University Press, New Jersey, 1989
- Alf Hiltebeitel, Kathleen M. Erndl, eds., *Is the goddess a feminist?: the politics of South Asian goddesses*, Sheffield Academic Press, 2000
- Anne Fausto-Sterling, "The Bare Bones of Sex: Part I – Sex and Gender, *Signs*, 30(2),2005
- Betty Friedan, 'The Problem that has No Name', in Betty Friedan , *The Feminine Mystique*, W.W.Norton &Company,2013
- Stephanie W. Jamison, *Sacrificed Wife/Sacrificer's Wife: Women, Ritual, and Hospitality in Ancient India*, Oxford University Press, 1996
- Serena Nanda, 'Neither man nor women: the hijras of India.' *Gender in Cross-Cultural Perspective*, 3rd ed. by Caroline B Brettell (ed). Carolyn F Sargent (ed)., Prentice Hall. New Jersey, 2001
- Linda Alcoff, 'Cultural Feminism Vs Post Structuralism: The Identity Crisis in Feminist Theory', in N B Dirks, G.Aley and S.B. Ortner, ed., *Nature/Culture/Power*, Princeton University Press,Princeton,1995
- Lisa Adkins, Beverley Skeggs, *Feminism After Bourdieu*, Wiley, 2005
- Jane Balme and Wendy Beck 'Archaeology and Feminism-Views on the Origins of the Division of Labour' in Hilary du Cros and Laura- jane Smith, eds. *Women in Archaeology; A Feminist Critique*, Canberra,
- Joan M Gero and Margret W Conkey, eds., *Engendering Archaeology; Women and Prehistory*, Blackwell, Oxford , 1991
- Elizabeth Janeway, *Man's World, Woman's Place; A Study in Social Mythology* ,Morrow Quill, Newyork,1991
- Ruth Behar and Deborah A. Gordon, *Women Writing Culture*, University of California Press, 1995
- Michael Kaufman, Michael Kimmel, *The Guy's Guide to Feminism*, Seal Press, 2011
- Sarah M. Nelson, *Handbook of Gender in Archaeology*, Altamira Press, 2006
- Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres,eds., *Third World Women and the Politics of Feminism*, Indiana University Press. Bloomington, 1991
- Sarah Pomeroy, *Goddesses, Whores, Wives and Slaves: Women in Classical Antiquity*, Schocken Books 1995.
- Kumkum Roy, *The Power of Gender and the Gender of Power: Explorations in Early Indian History*, OUP, 2010
- Kumkum Roy ed., *Women in Early Indian Societies*, Manohar, 1999
- Gerda Lerner, *The Creation of Patriarchy*, OUP, 1986
- Nira Yuval-Davis, *Gender and Nation*, Sage, London, 1997
- Sue Morgan,ed., *The Feminist History Reader* , Routledge, London, 2006