

Department of History
School of Social Sciences, University of Hyderabad

Name of the Academic Program: Ph.D in History

Course Code: HS 700

Title of the Course: **Historical Method**

L-T-P: 1-0-0

Credits: **4 Credits**

Prerequisite Course / Knowledge: A general understanding of history and an interest in historical research

Course Objectives:

This course is meant to impart rigorous training to research scholars for developing reflexive skillsets to explore research fields and locate their own research within these domains. It is also aimed at enabling the scholars to identify sources and train them in the strategies of calling on them for achieving the research outcomes envisaged. The course is organized around a select number of cutting-edge themes that gained prominence in recent times and intends to provide situated exposure to theoretical and methodological avenues by drawing from a range of theoretical formulations and selected number of compelling historical studies.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Understand how historical research is conducted, with special reference to sources and their usage, around a select number of themes of historical importance (**Understand**)

CLO-2: Distinguish different types of paradigms and methods employed in historical researches with their significance and limits. (**Analyse**)

CLO-3: Categorize different kinds of historical sources and their specific and relative uses, apart from analyzing the ways in which they are disentangled to bring out the voices of the past (**Understand**).

CLO-4: Appraise how time, space and ideologies play formative roles in constituting different theoretical and methodological positions in a comparative framework (**Evaluate**)

CLO-5: Understanding the methods and alternative sources of writing histories from the margins, transgressing the entrenched methods and cloistered resources of conventional historical investigation (**Understand**).

CLO-6: Review and analyze a book by focusing on its theoretical and methodological architecture alongside the new set of sources deployed and novel ways of dissecting them in tune with the conjectural presuppositions (**Apply**)

CLO-7: Construct a term paper on historical method by broadly following the protocols of research writing like citing, referencing and summarizing (**Create**).

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	4	3	3	2	2	2	2	1	2	2
CLO2	2	4	3	2	3	3	2	2	2	2
CLO3	4	3	3	2	2	1	2	2	2	2
CLO4	1	4	4	3	2	2	2	1	2	2
CLO5	2	2	4	3	2	2	2	1	2	2
CLO6	1	3	3	2	2	4	2	2	2	2
CLO7	1	1	2	2	2	2	2	2	2	2

Evaluation:

Internal Evaluation: 40% (Best two performances out of the three components will be taken for final scores)

1. (20 Marks)
2. (20 Marks)
3. (20 Marks)

End Semester Examination: 60% (descriptive questions)

Course Contents:

Historical Methods is meant to impart rigorous training to research scholars for developing reflexive skillsets to explore research fields and locate their own research within these domains. The essential problem of historical method is a subjective one. No historian can escape from his/her own epoch, and therefore his/her reconstruction of the past is inflected with the present. The sharper this reflexive awareness of being located within the present in order to interrogate the past for continuities, or breaks, the more relevance the research questions will carry. The scholar will bring his/her historical imagination in order to frame conceptual and explanatory strategies which will connect the past with the present. Theoretical understanding for framing these questions are essential elements of Historical Methods, along with the technicalities for citing sources and references and the practicalities of negotiating the archives and the libraries. Further, developing skills to read and understand Primary and Secondary and oral historical sources are integral to this course.

The course will also connect to the specific domains taken up for closer discussion with reference to India through course no. HS 701, Historiography, and key texts (along with authors) will be unpacked in order to isolate the primary questions and arguments the works have raised, the methodology followed in order to set out the arguments sequentially in chapters and the insightful conclusions these works have mooted. The approaches of these works, the theoretical

frames used for asking research questions, and their conclusions which have opened up fresh fields of enquiry, will be part of the lectures. Historical Methods encourages a close study of other disciplines like sociology, anthropology, literature (vernacular, English), economics, and philosophy which will allow interdisciplinary cross-connections of ideas and will raise new possibilities of interrogating the past. Theoretical works on Languages, Community and Individualism, Social, Cultural, and political structures, Economic systems, Philosophy of History, theories of the State, Public and the Private, Hermeneutics, the importance of Experience and the embodied self and other key theoretical works are necessary to persuade the past to set up a conversation with the present.

Module 1: Reading sources

The first set of lectures deal with types of Sources, like ARCHAEOLOGICAL, EPIGRAPHIC, NUMISMATIC, LITERARY, ARCHIVAL, VISUAL, ORAL. They all have specific methods/techniques for legibility.

Second set of lectures will focus on the precautions that historians should adopt while reading and using sources, to safeguard historical research from abuses. Reading in context, reading in relation and intersections, reading against the grain, etc are some of the techniques that will be dealt with, apart from the protocols citing sources appropriately.

Readings:

Brooke, C.N.L. et.al, *Studies in Numismatic Method: Presented to Philip Grierson*, Cambridge: Cambridge University Press, 2008.

Dehejia, Vidya., *Discourse in Early Buddhist Art: Visual Narratives of India*, Delhi: MunshiramManoharlal, 1996.

Kosambi, D.D., *Combined Methods in Indology and other Writings*, collected with an Introduction by B.D. Chattopadhyaya, New Delhi: Oxford University Press, 2004.

Paddayya, K., *Multiple Approaches to the Study of India's Early Past - Essays in Theoretical Archaeology*, New Delhi: Aryan Books International, 2014.

Pollock, Sheldon., 'The Theory of Practice and the Practice of Theory in Indian Intellectual History', *Journal of the American Oriental Society*, vol.105, no.3, 1985, pp.499-519.

Salomon, Richard., *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages*,

Sircar, D.C., *Indian Epigraphy*, Delhi: Motilal Banarsidass, 1965. 2017(2nd edition).

Thapar, Romila., *Sakuntala: Texts, Readings, Histories*, New Delhi: Kali for Women, 1999.

Module 2: State, Power and Authority

A set of lectures that address the question of state, power and authority by focusing on the theoretical and methodological shifts in recent times will be offered here. The ways in which new sources are deployed and read also will be closely discussed. The formation of nation states

and a new location of the political self through the ideology of nationalism, together with its negative side – communalism- will be unpacked.

Kulke Hermann and Bhairabi Prasad Sahu, eds. *The Routledge Handbook of the State in Premodern India*, New Delhi :Routledge, 2021.

Olivelle, Patrick., King, Governance and Law in Ancient India: Kautilya's Arthashastra, Oxford University Press, Delhi, 2016.

Sonthheimer G.D., "The Vana and the Ksetra: Tribal background of some famous cults" in G.C. Triparti and Herman Kulke (eds.) *Religion and Society in Eastern India: Eschmann Memorial Lecture*, Delhi, Manohar, 1994, Pp. 117-64.

Mukhia, Harbans. *The Feudalism Debate*, Oxford University Press, Delhi,(1999)2003.

Chatterjee, Partha. "Whose Imagined Community?" in *The Nation and Its Fragments: Colonial and Postcolonial Histories*, New Jersey: Princeton University Press, 1993: 3–13.

Duara, Prasenjit. "Historicising National Identity, or Who Imagines, What and When," in Geoff Eley and Ronald Grigor Suny (eds), *Becoming National: A Reader*, London: Oxford University Press, 1996. 151-177.

Pandian, M S S. "Nation Impossible," *Economic and Political Weekly*, 44(10) 2002: 65-69.

Hunter, W.W., *England's Work in India*, Smith, Elder & Co., 1881.

___ *The Imperial Gazetteer of India*, Vol 1V, Trubner & Co., London, 1881.

Wittfogel, Karl A. *Oriental Despotism: A comparative Study of Total Power*, Yale University Press, New Haven and London, 1957.

___ "Hydraulic Civilizations" in Roger E. Kasperson, Julian B. Minghi, *The Structure of Political Geography*, Routledge, London, New York, 2011.

Lock, F. P. (ed.), *Edmund Burke*, Vol II: 1784-1797, , Clarendon Press, Oxford, 2006.

Module 3: Reading, Interpreting Economic History

This section will focus on the theoretical premises, significance and methods of economic history by deploying a set of foundational theoretical readings and essential historical studies to demonstrate the trajectory of economic history from its beginning to the present, constantly improving up on its methods and source base.

Readings:

Gramsci, Antonio. 1971. *Selections from the Prison Notebooks of Antonio Gramsci*, Quintin Hoare and Geoffrey Nowell Smith (eds. and trans.), London: ElecBook, 1999 edition.

Guha, Ranajit. 1963. *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*, New Delhi: Orient Blackswan & Permanent Black, 2016 edition.

Habib, Irfan. 1995. *Essays in Indian History: Towards a Marxist Perception*, New Delhi: Tulika.

Hicks, John. 1969. *A Theory of Economic History*, Oxford: Oxford University Press.

Marx, Karl and Friedrich Engels. 1846. *The German Ideology*, New York: Prometheus Books, 1998 edition.

Mauss, Marcel., *The Gift: The form and Reason for Exchanges in Archaic societies*, London: Routledge, 2002 (1st edition 1925).

Rammohan, K.T. 2005. "Economic History as a Human Science," *Economic and Political Weekly*, June 25.

Roy, Tirthankar. 2004. "Economic History of India: An Endangered Discipline," *Economic and Political Weekly*, 39, 2004: 3238-43.

Smith, Adam. 1776. *An Inquiry into the Nature and Causes of Wealth of Nation*, Chicago: University Of Chicago Press, 1904 edition.

Thompson, E. P. 1964. *The Making of the English Working Class*, New York: Pantheon.

Weber, Max. 1978. *Economy and society*, Berkley: University of California Press.

Module 4: Human, Nature, Interaction: Environmental History

The range of environmental history overlaps with various disciplines. While the natural world has influenced human behaviour, institutions and cultural practices over time, human societies also have effected vast transformations to their environment. Agricultural History, apart from its conventional fit into Economic history, actually fits far more exactly into Environmental History.

Readings

J. Donald Hughes, *What is Environmental History?* (Wiley, 2016).

Donald Worster, *Nature's Economy: A History of Ecological Ideas* (Cambridge University Press, 1994).

Peter Burke, *The French Historical Revolution. The Annales School, 1929-89* (Wiley, 2015).

Donald Worster, Donald 1988: *The Ends of the Earth. Perspectives on Modern Environmental History* (Cambridge University Press, 1988).

David Arnold and Ramachandra Guha (eds.) *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia* (Oxford University Press, 1995).

Barbara Leibhardt, "Interpretation and Causal Analysis: Theories in Environmental History", *Environmental Review*, Vol.12, No.1 (Spring 1988), pp. 23-36.

Esa Ruuskanen & Kari Väyrynen, "Theory and Prospects of Environmental History", *Rethinking History*, 21:4 (2017), 456-473, DOI: 10.1080/13642529.2017.1333289

Module 5: Social Hierarchies, Privileges, Exclusions

Hierarchies, Inclusions, exclusions encompass explorations of the close interplay of social action – individual, community-based or collective – with established socio-cultural mores, practices, institutions world-views/belief systems and social hierarchies, which gives rise to dynamic structuring of social consensus. When an individual's, a group's or a community's intellectual position run counter to established and deeply entrenched social structures, and are forceful enough to destabilize the established socio-political and cultural norms – social changes are inevitable. The tracing of such historical trajectories is an important arena of social history. Social and religious reform movements across time form the hub of scholarly enquiries.

The history of caste, its oppressive practices, resistance to caste oppression, rejection of socially and culturally restrictive definition of caste hierarchy along with the separation of the political entitlement (as enshrined in the constitution) is also integral to this domain.

Social history have also opened up research domains : the technology of print society, of consumerism, of a new spatial consciousness, gendered hierarchies within the family, community, religion, service classes/castes, even the political economy framing childhood and the non-human world – these hitherto unexplored terrains have produced richly textured histories.

Readings

Amin Shahid, Remembering Chauri Chaura: Notes from Historical Fieldwork, Ranajit Guha ed. A Subaltern Studies Reader 1986-1995, Delhi, OUP, 1997, pp. 179-239.

Bhukya Bhangya, Chapter 5, 'Articulating Cultural Differences, Contesting power', *Subjugated Nomads: The Lambadas Under the Rule of Nizams*. New Delhi: Orient BlackSwan, 2010, pp. 201-234.

Dirks Nicholas, The Pasts of a Pāḷaiyakārar: The Ethnohistory of a South Indian Little King, *The Journal of Asian Studies*, Aug., 1982, Vol. 41, No. 4 (Aug., 1982), pp. 655- 683

Dumont Louis, *Homo Hierarchies*, Paladin, London, 1970 .

Guru Gopal, 'Experience, Space and Justice' in Gopal Guru and Sunder Sarukkai eds. *The Cracked Mirror. An Indian Debate on Experience and Theory*, New Delhi: OUP, 2012, pp. 71-107.

Kancha Ilaiah, 'Productive Labour, Consciousness and History: The Dalitbahujan Alternative,' in *Subaltern Studies IX: Writings on South Asian History and Society*, ed. Shahid Amin and Dipesh Chakrabarty, Delhi: Oxford University Press, 1996, pp 168-169.

Pandian, MSS, One Step Outside Modernity. Caste, Identity Politics and Public Sphere, *Economic and Political Weekly*, Vol. 37: 18, May 4-10, 2002, pp. 1735-1741.

Ramnarayan Rawat, "Colonial Archive versus Colonial Sociology: Writing North Indian Dalit History," in Rawat and Satyanarayana, (ed.), *Dalit Studies*. Duke University Press, Spring 2016.

Module 6: Feminism and Writing Gender Histories

Readings:

Millet ,Kate. *Sexual Politics*, New York: Columbia University Press, (1969), 2016.

de Beauvoir, Simone. *The Second Sex*, London: Vintage Books, (1949).

Gill Jagger, Judith Butler, *Sexual Politics, Social Change and the Power of the performative*, 2008.

Ramswamy, Vijaya, *Walking Naked: Women, Society, spirituality in South India*, Shimla, Indian Institute of Advanced Study, 1997.

Roy, Kumkum. *The Power of Gender and the Gender of Power*, Oxford University Press, Delhi 2010.

Sangari, Kumkum and SudeshVaid (eds). *Recasting Women: Essays in Colonial History*, Delhi: Kali for Women, 1989.

Sarkar, Tanika, *Words to Win: The Making of Amar Jiban: A Modern Autobiography*, Kali for Women, Delhi, 1999.

Module 7: History of Science, Technology and Medicine

The rational human mind explicated the fundamental basis for the universe and called it ‘knowledge’ of which ‘science’ had always been an integral part. There is an inevitable connection of science to its applicability as technology, that has ensured the material success of the hard sciences, and therefore of the equally inevitable strengthening of its links to power. These links pertain to military force, medicine, social, political, economic (entertainment and consumerism), communication – in fact all the domains of human life as can be touched by science and technology. Connected to this is an existential human quest – birth, health and death, which produced great philosophical insights and which also practically and scientifically connected to the human body, health and mortality. **History of Medicine**, tracing the parameters of establishing the ‘healthy’ human being, is a part of a scientific quest for knowledge, albeit in a different direction, but invariably embedded within specific cultures.

Readings:

David Arnold, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth Century India* (1993).

David Hardiman&Projit Bihari Mukharji (ed.), *Medical Marginality in South Asia, Situating Subaltern Therapeutics*, London:Routledge, 2012.

Deepak Kumar, *Probing History of Medicine and Public Health in India*, *Indian Historical Review* 37(2) 259–273.

Frantz Fanon, *A Dying Colonialism Chapter-4 Medicine and Colonialism*, pp.121-145.

JacalynDuffin, “Sleuthing and Science: How to Research a Question in Medical History,” in *History of Medicine: A Scandalously Short Introduction-Chapter-16*, pp.428-447.

Rohan Deb Roy & Guy NA Attewell (ed.), *Locating Medical, Exploration in South Asian History*, New Delhi: Oxford University Press, 2018.

Roy MacLeod, "On Visiting the 'Moving Metropolis': Reflections on the Architecture of Imperial Science," in *Scientific Colonialism: A Cross-Cultural Comparison*, ed. by Nathan Reingold and Marc Rothenberg (Washington, D.C.: Smithsonian, 1987), 217-49.

Roy Porter, *The Patient's View: Doing Medical History from below*, *Theory and Society*, Vol. 14, No. 2 (Mar., 1985), pp. 175-198

Susan M. Reverby & David Rosner, "'Beyond the Great Doctors' Revisited: A Generation of the 'New' Social History of Medicine," in Huisman & Warner, *Locating Medical History*, 167-193.

Waltrund Ernst, *Mad Tales from the Raj: Colonial Psychiatry in South Asia, 1800- 58*, 2010.

Warwick Anderson, "'Where Every Prospect Pleases and Only Man is Vile': Laboratory Medicine as Colonial Discourse," *Critical Inquiry* 18 (1992): 506-29.

Warwick Anderson, "Making Global Health History: The Postcolonial Worldliness of Biomedicine," *Social History of Medicine* 27 (2014): 1-14.

[Zaheer Baber](#), *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, State University of New York Press, 1996.

Module 8: Global Histories

a) World history places the histories of various peoples and regions as essential to human knowledge. Such a perspective of human knowledge had been held even by ancient civilizations, while in later periods, greater economic and cultural connectivities had rendered knowledge of world history quite essential.

b) Global history builds systemic webs systematically across the world – capitalism and its universal economic logic, universal institutional similarities for the strategic control of territories and populations by modern states, networks built by information technologies, environmental concerns that integrates all regions of the earth as essential parts of a planetary eco-system, knowledge of the cosmos which places the planet earth as an infinitesimal (and theoretically knowable) part of an unknowable cosmic vastness.

c) Transnational Histories study the spatial, temporal and demographic continuums across time and boundaries of contemporary nation-states.

d) Maritime Histories are narratives of human connectivities and communication.

Readings:

Ali, Omar H. *Malik Ambar: Power and Slavery Across the Indian Ocean*, New York: Oxford University Press, 2016.

Armitage, David. 'Three Concepts of Atlantic History', in David Armitage & Michael J. Braddick eds. *The British Atlantic World, 1500-1800*, Palgrave Macmillan, 2002: 11-30.

Bailyn, Bernard. *ATLANTIC HISTORY: Concept and Contours*, Cambridge, Mass: HARVARD UNIVERSITY PRESS, 2005.

Bang, Anne. *Sufis and Scholars of the Sea: Family Networks in East Africa, 1860/1925*, London & New York: Routledge Curzon, 2003.

-----'Reflections on the History of the Indian Ocean: the sources and their relation to local practices and global connectivities', *Transforming Cultures eJournal*, 4, 2, <http://epress.lib.uts.edu.au/journals/TfC>. 2009.

Bentley, Jerry H. 'Cross-Cultural Interaction and Periodization in World History', *The American Historical Review*, 101, 3, 1996.:749-70.

_____. 'Hemispheric Integration, 500–1500 CE', *Journal of World History*, 9, 2,1998: 237-54.

_____. 'Sea and Ocean Basins as Frameworks of Historical Analysis', *Geographical Review*, 89, 2,1999: 215-24.

Gilbert, Marc Jason. *South Asia in World History*. Oxford University Press, 2017.

Gupta, Pamila, Isabel Hofmeyr & Michael N. Pearson eds. *Eyes Across the Water: Navigating the Indian Ocean*, Johannesburg: UNISA Press,2010.

Mukherjee,Rila & Radhika Seshan eds. *INDIAN OCEAN HISTORIES: The Many Worlds of Michael Naylor Pearson*, London & New York: Routledge, 2020.

Pearson,Michael N. ed. *Trade, Circulation, and Flow in the Indian Ocean World*, New York: Palgrave Macmillan, 2015.

Course Code: HS 701 Title of the Course: Historiography
L-T-P: 1-0-0 Credits: 4 Credits

Prerequisite Course / Knowledge: Knowledge about debates in history in general

Course Objectives:

This course seeks to introduce historiographical debates around a select number of cutting-edge themes in such a way as to demonstrate what historical contexts and ideas shape up those debates with regard to the Indian case on regional, national and global scales. It also maps the ways in which history has been imagined in early and medieval India and the recasting of the historical imagination in colonial times enabling a ‘modern’ historical sensibility. Further, the course will discuss and analyze the heterogeneous historical sensibilities that defines the contemporary Indian historical consciousness and practices, and the diverse contestations from margins towards democratization of historical knowledge.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to.....

CLO-1: Understand how different schools of thought produces disagreeing histories on specific themes of historical importance (**Understand**)

CLO-2: Compare the different trajectories of historical records in pre-colonial periods to the colonial practice of history writing (**Analyse**)

CLO-3: Distinguish the differences in the positioning and arguments in historiographical debates with their ideological underpinnings (**Understand**).

CLO-4: Appraise how time, space and ideologies play formulative roles in constituting different historiographical positions within a comparative framework (**Evaluate**)

CLO-5: Attaching the histories from the margins as part of a larger struggles for democratization and appreciating the contestations within history in their political significance (**Evaluate**).

CLO-6: Place historical works within historiographical schools and clearly etch the broad arguments traced by such works within larger theoretical debates (**Apply**)

CLO-7: Construct a term paper by broadly following the protocols of research writing like citing, referencing and summarizing (**Create**).

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
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CLO1	3	3	3	3	2	2	2	1	2	2
CLO2	2	3	3	1	1	1	2	1	2	2
CLO3	3	3	3	2	2	1	2	1	2	2
CLO4	3	3	3	2	2	2	2	1	2	2
CLO5	3	3	3	2	2	2	2	2	2	2
CLO6	3	3	3	2	1	1	1	2	2	2
CLO7	3	3	3	3	3	2	2	2	2	1

Evaluation:

Internal Evaluation: 40% (Best two performances out of the three components will be taken for final scores)

(20 Marks)

(20 Marks)

(20 Marks)

End Semester Examination: 60% (descriptive questions)

Course Contents:

Module-1- Theoretical Concerns and Historiography

The pre-modern Indian historical imagination used the functions of memory and the recording of events in a different trajectory, which the colonial science' of history writing dismissed as essentially ahistorical, as such writing was not based on "facts", exact chronology and scientific narration. HISTORIOGRAPHY/ the practice of writing history, studied as interconnected texts across time framed within intellectual systems, have to engage with the theoretical depths that "writing" history generates. Archaeology and the Writing of History, Pre-modern Indian Imagination and the Writing of History, and the colonial historical consciousness are thematic layers of this human activity. These are reflected within Historiographical Schools which position the location of the historians' ideological perspective and the academic debates which differences in ideological locations for the writing of history give rise to.

Readings:

Raymond and Bridget Allchin. *The Birth of Indian civilization: India and Pakistan before 500 B.C*, Baltimore: Penguin, 1968.

F.R. Allchin. *The Archeology of Early Historic south Asia: the Emergence of Cities and States*, Cambridge: Cambridge University Press, 1995.

Marshall Sahlins. *Culture and Practical Reason*, Chicago: Chicago University Press, 1976.

Marshall Sahlins. *Stone Age Economics*, Chicago: University of Chicago Press, 1972.

Marshall Sahlins. *How "Natives" Think: About Captain Cook, For Example*, Chicago: University of Chicago Press, 1995.

Marshall Sahlins. *Islands of History*, Chicago and London: University of Chicago Press, 1976.

Benedict Anderson. *Imagined Communities*, London: Verso, 1983.

Homi K. Bhabha. *Nation and Narration*, London and New York: Routledge, 1990.

Homi K. Bhabha. *The Location of Culture*, London and New York: Routledge, 1994.

Frantz Fanon. *The Wretched of the Earth*, Harmondsworth: Penguin, (1961) 1967.

Partha Chatterjee. *Nationalist Thought and the Colonial World: a Derivative Discourse*, London:Zed Books,1986.

Partha Chatterjee.*The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton, N.J.: Princeton University Press, 1993.

Gayatri C. Spivak.*In Other Worlds*, London: Methuen, 1987.

Chattopadhyaya, B.D.,*The Concept of Bharatavarsha and other Essays*,Ranikhet: Permanent Black, 2017.

Derrett, JDM., *Religion, Law and the State in India*, London:Faber and Faber, 1968.

Thapar,Romila.,*The Past Before US: Historical Traditions of Early North India*, Ranikhet: Permanent Black, 2013

Trautmann, Thomas R., *The Clash of Chronologies: Ancient India in the Modern World*, New Delhi: Yoda press, 2009.

Sheldon Pollock. “The Theory of Practice and the Practice of Theory in Indian Intellectual History,”*Journal of the American Oriental Society*, 105(3), 1985: 499-519.

Module 2: State, Power, Authority

The legitimacy and mechanisms of state power controlling, manipulating or asserting its dominant position have been articulated by thinkers, philosophers and scholars across time. In this module, texts and their deployment by scholars through historical time to connect state power to a dominant elite group or even individuals, deployment of a dominant ideology backed with military might, institutional structures and urbanism reflecting state power, administrative strategies, technologies of governance, Socio-cultural and political frames of power (Orientalism/Occidentalism), theoretical exposition within texts on power, authority, force and coercion, territoriality, obedience and resistance, and definitions of subjecthood, and the forging of the Indian nation-state are tracked through historical time through the works of scholars.

Readings:

Henri J.M.Claessen and Peter Skalnik, (eds). *The Early State*, The Hague: Mouton, 1978.

Hermann Kulke and Bhairabi Prasad Sahu, (eds). *The Routledge Handbook of the State in Premodern India*, New Delhi:Routledge, 2021.

Hermann Kulke, (ed). *The State in India 1000-1700*, New Delhi:Oxford UniversityPress, 1995.

Patronage:

Barbara Stoller Miller, (ed). *The Powers of Art: Patronage in Indian Culture*, New Delhi:Oxford University Press, 1992.

RomilaThapar.*Cultural Transaction and Early India: Tradition and Patronage*, New Delhi: Oxford University Press, 1994.

Religion:

Uma Chakravarti.*The Social Dimensions of Early Buddhism*, Delhi: Oxford University Press, 1987.

KunalChakrabarty.*Religious Process: The Purāṇas and the Making of a Regional Tradition*, Delhi: Oxford University Press, 2001. (Introduction)

R. Champakalakshmi.*Religion, Tradition, and Ideology: Pre-colonial South India*, Delhi: Oxford University Press, 2011.

Gregory Schopen. *Bones, Stones and Buddhist Monks: Collected Papers on the Archaeology, Epigraphy and Texts of Monastic Buddhism in India*, Honolulu: University of Hawaii Press, 1997.

Kenneth W. Jones. *Arya Dharm: Hindu Consciousness in Nineteenth –Century Punjab*, New Delhi Manohar, 1976.

Medieval and Colonial States

Muzaffar Alam. “The Zamindars and the Mughal Power in the Deccan, 1685-1712,” *The Indian Social and Historical Review*, 11 (1): 74-91.

Muzaffar Alam. *The Crisis of Empire in Mughal North India: Awadh and Punjab, 1707-48*, Delhi: Oxford University Press, 1986.

Muzaffar Alam and Sanjay Subrahmanyam. *The Mughal State, 1526-1750*, Delhi: Oxford University Press, 1998.

Kate Brittlebank. *Tipu Sultan’s Search for Legitimacy: Islam and Kingship in a Hindu Domain*, New Delhi: Oxford University press, 1997.

W.W. Hunter. *A History of British India*, 2 Vols., London: Longmans Green, 1899-1900.

Ranajit Guha. ‘Introduction’ in *Elementary Aspects of peasant Insurgency in Colonial India*, Delhi: Oxford University Press, 1983, pp. 1-17.

Bhangya Bhukya. “The Subordination of the Sovereigns: Colonialism and its Gond Rajas 1853 - 1948,” *Modern Asian Studies*, 47(1), 2013: 288-317.

Bernard Cohn. *Colonialism and its Forms of Knowledge*, Delhi: Oxford University Press, 1996.

Partha Chatterjee. *Nationalist Thought and the Colonial World: a Derivative Discourse*, London: Zed Books, 1986.

Partha Chatterjee. *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton, N.J.: Princeton University Press, 1993.

Bipan Chandra. *Nationalism and Communalism in Modern India*, New Delh: Vikas Books, 1996.

Gyanendra Pandey. *Remembering Partition*, Cambridge: Cambridge University Press, 2004.

Other important authors who reflect on the nature of the modern state (colonial and post-colonial): Valentine Chirol, Karl Marx, Antonio Gramsci, Edward Said, Michel Foucault, Quentin Skinner, Gunther Sontheimer, Anand Coomaraswamy, Burton Stein, Harbans Mukhia, David Arnold, Sudipto Kaviraj.

Module- 3: Economy, Economic Production, Circulation of Money and Power.

a) History of Agriculture,

b) Peasant in History,

c) Environmental Histories

Pre-colonial economic analyses, including trade relations in the sub-continent integral to theories of monarchical power/religious influence. Taxation, agricultural patterns, crop yield, peasants/ryots and land holdings. Global contexts and economic history, capitalistic systems of exchange, the juridico-legal framework that the East India Company enacted through regulations, Acts, practices, policies that encased Indian mode of production, markets, exchange and buying/selling of commodities, all economic transactions which created the “Indian Economic Man” in colonial India, Institutional economic structures connecting India to the Global market, State policies and underdevelopment, development of underdevelopment as economic theory, Understanding of Poverty in India, Working classes and growth of trade unions, and the flux of labour visible in human Migrations in identifiable patterns.

Readings:

- Bagchi, A.K. 2010. *Colonialism and Indian Economy*, New Delhi: Oxford University Press.
- Chakrabarty, Dipesh. 1989. *Rethinking Working Class History: Bengal 1890-1940*, Princeton: Princeton University Press, 2000 edition.
- Chandavarkar, Rajnarayan. 1994. *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-1940*, Cambridge: Cambridge University Press.
- Habib, Irfan. 1995. "Colonisation of the Indian Economy 1757-1900," in Irfan Habib, *Essays in Indian History: Towards a Marxist Perception*, New Delhi: Tulika: 296-335.
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- Morris, D. Morris. 1979. "South Asian Entrepreneurship and the Rashomon Effect, 1800-1947," *Explorations in Economic History*, 16(3): 341-361.
- Naoroji, Dadabhai. 1901. *Poverty and Un-British Rule in India*, Charleston: Nabu Press, 2010 edition.
- Parthasarathi, Prasannan. 1998. "Rethinking Wages and Competitiveness in the Eighteenth Century: Britain and South India," *Past and Present*, 158(1): 79-109.
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- Roy, Tirthankar. 2005. *Rethinking Economic Change in India: Labour and Livelihood*, London: Routledge.
- Roy, Tirthankar. 2010. "Economic Conditions in Early Modern Bengal: A Contribution to the Divergence Debate," *Journal of Economic History*, 70(1): 179-194.
- Roy, Tirthankar. 2015. "The Economic Legacies of Colonial Rule in India," *Economic and Political Weekly*, 50(15): 51–59.
- Seal, Anil. 1968. *Emergence of Indian Nationalism: Competition and Cooperation in the Later Nineteenth Century*, Cambridge: Cambridge University Press, 2009 edition.
- Sen, Arup Kumar. 2002. "Mode of Labour Control in Colonial India," *Economic and Political Weekly*, 37(38): 3956-3966.
- Washbrook, David. 1994. "The Commercialisation of Agriculture in Colonial India: Production, Subsistence and Reproduction in the 'Dry' South 1870-1930," *Modern Asian Studies*, 28(1): 129-64.

Module- 4: Human interactions and Environment, Ecosystems and Human Production

Agricultural History, apart from its neat fit into Economic history, actually fits far more exactly into Environmental History. The range of environmental history overlaps with various domains – as it is the mapping of an infinite number of ways in which human societies are dependent upon the natural resources present on our planet. While the natural world has influenced human behaviour, institutions and cultural practices over time, human societies also have effected vast transformations to their environment, so much so that human activity has actually seriously endangered the environmental balance of our earth, that has long term and dangerous effects like global warming leading to climate change, tsunamis, melting of polar ice caps, rise in sealevel and other major climatic disasters. This entails the mapping of human impact on our physical environment, as well as nature's influence upon human affairs: this allows a huge context of planet earth where human beings are not the only living and sentient actors who have stakes in the planet's environment. The entire animal world, though they cannot write their own histories, have major stakes in the continued well-being of our planet.

Therefore environmental history stresses deforestation, excess urbanization, economic, technological and cultural side of human actions, and the last 200 years that have seen the advent of industrialization and the emergence of a centralized modern state and its administrative machinery has become a crucial prism through which environmental history is viewed. Further, environmental history also explores representation and images of nature in art, literature, religion and oral traditions, the manner in which these have changed and what they reveal about the societies that have produced them.

Readings:

John M. MacKenzie, *The Empire of Nature* (Manchester University Press, 1988).

John McNeil, *The Historiography of Environmental History* (working paper).

Vijaya Ramadas Mandala, *Shooting a Tiger: Big Game Hunting and Conservation in Colonial India* (Oxford University Press, 2018).

Gadgil, Madhav and Ramachandra Guha, eds. *This Fissured Land: An Ecological History of India* (Oxford University Press, 1992).

Mahesh Ranagarajan, *Fencing the Forest: Conservation and Ecological Change in India's Central Provinces, 1860-1914* (Oxford University Press, 1996).

K. Sivaramakrishnan, *Modern Forests: State Making and Environmental Change in Colonial Eastern India*, (Standard University Press, 1999).

Ranjan Chakrabarti, *Situating Environmental History* (Manohar Publishers & Distributors, 2007).

Richard Grove, Vinita Damodaran, and Satpal Sangwan (eds.), *Nature and the Orient: The Environmental History of South and Southeast Asia: Studies in Social Ecology and Environmental History* (Oxford University Press, 1998).

Richard Grove. *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860* (Cambridge University Press, 1995).

Annu Jalais. *Forest of Tigers: People, Politics and Environment in the Sundarbans* (London: Routledge, 2009).

Module- 5: Social Hierarchies, Privileges, Exclusions

Readings:

Ambedkar B.R, Introduction by Arundhati Roy, *Annihilation of Caste*. The Annotated Critical Edition, New Delhi: Navayana 2014.

Bayly Susan. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: Cambridge University Press, 1999.

Dube Saurabh, *Untouchable Pasts; Religion, Identity and Power among a Central Indian Community, 1780- -1950*, New York: State University of New York Press, 1998.

Dumont Louis, *Homo Hierarchicus*, London: Paladin, 1970.

Dirks Nicholas, *The invention of caste: Civil Society in Colonial India*, CSST Working Paper, September 25, 1988,

<https://deepblue.lib.umich.edu/bitstream/handle/2027.42/51136/368.pdf?sequence=1&isAllowed=y>

Dirks, Nicholas, *Castes of Mind*, Princeton/New Jersey: Princeton University Press, 2001.

Jangam Chinnaiah, *Politics of Identity and the Project of Writing History in Postcolonial India: A Dalit Critique*, *Economic and Political Weekly*, Vol. 50:40, October 3, 2015, pp. 63-70

Jaiswal Suvira, *Caste, Origins, Functions and Dimensions of Change*, New Delhi: Manohar, 1998.

Menon Dilip, *Caste, Nationalism and Communism in South India, Malabar, 1900-1948*, Cambridge: Cambridge University Press, 1994.

Pandian MSS, 'Stepping Outside History? New Dalit Writings from Tamil Nadu', in Partha Chatterjee (ed.), *Wages of Freedom*, New Delhi: Oxford University Press, 1998: 293-309.

Rosalind O Hanlon. *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth –Century Western India*, Cambridge: Cambridge University Press, 1985.

Rawat Ramnarayan Rawat. "The Making of a Dalit Perspective: The 1940s and the Chamars of Uttar Pradesh", in Manu Bhagavan and Anne Feldhaus (eds.), *Claiming Power from Below: Dalits and the Subaltern Question in India*, Delhi: Oxford University Press, 2008.

Sarkar Sumit, "Rammohun Roy and the break with the Past," in V.C. Joshi (ed.) *Rammohun Roy and the Process of Modernization in India*, New Delhi: Vikas Publishing House, 1975: 46-68.

Sarkar Sumit, *Writing Social History*, Delhi: Oxford University Press, 1997.

Module- 6: Feminist Historiography

Readings:

Kumkum Roy. *The Power of Gender and the Gender of Power*, Delhi: Oxford University Press, 2010.

M. Borthwick. *Changing Role of Women in Bengal 1849 -1905*, Princeton: Princeton University Press, 1984.

Geraldine Forbes. *Women in Modern India, the New Cambridge History of India*, vol. 4.2, Cambridge: Cambridge University Press, 1998.

D.A. Low (ed). *The Indian National Congress: The Centenary Hindsight*, Delhi: Oxford University Press, 1988.

Tanika Sarkar (ed). *Words to Win* (tr. Rassasundari Dasi, Amar Jeeban), New Delhi: Zubaan, 2013.

Tanika Sarkar. *Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism*, Bloomington: Indiana University Press, 1996/2003.

Module -7: History of Science, Technology and Medicine

The historiography of Science, generated from within the practitioners of the sciences, shows two tendencies. The first is to glorify its role in human development, underline its objective "universal truth", based on immutable scientific principles and suppress the erroneous scientific foundational principles on which the scientific citadel is (and was) built. Further, there is an inevitable connection of science to its applicability as technology, that has ensured the material success of the hard sciences, and therefore of the equally inevitable strengthening of its links to power. These links pertain to military force, medicine, social, political, economic (entertainment and consumerism), communication – in fact all the domains of human life as can be touched by science and technology. Therefore the second aspect of the history of science is its pro-authority/establishment orientation. Science as a spiritual adventure seeking merely knowledge of the cosmos is not immediately connected to the story of human development and consumer culture, and escapes forms of quick consumption. This second pathway posits instead the

position of the 'knowing' human being within the cosmic vastness that escapes all human quantification.

History of Medicine, tracing the parameters of establishing the 'healthy' human being, is a part of a scientific quest for knowledge, albeit in a different direction, but invariably embedded within specific cultures. The Western nations, as they overran the globe, introduced the western medical discoveries, knowledge of animal physiology, pathology of diseases, clinical prognosis and scientific treatment through pharmaceutical breakthroughs, as well as institutional and architectural practices which established apparently universal parameters of health, disease and medical treatment. It also established a medical fraternity educated and practically trained for treating the sick human body and mind.

Readings:

A Rahman, (ed.), *Science and Technology in Indian Culture: A Historical Perspective*, NISTADS, New Delhi, 1984, Chapter-1 A Perspective on Indian Science, pp.7-31.

David Arnold, *Everyday Technology – Machines and the Making of India's Modernity*, University of Chicago Press, 2015

David Arnold, 'Medicine and Colonialism' in WF Bynum and Roy Porter (eds.), *Companion Encyclopaedia of the History of Medicine*, vol 2 (London, 1993), pp.1393-1416

Deepak Kumar, *Science and the Raj*, OUP, 2005.

Gyan Prakash, *Another Reason: Science and the Imagination of Modern India*.

Habib, S. Irfan and Dhruv Raina (eds.), *Social History of Science in Colonial India*, Oxford University Press, New Delhi, 2007.

Kapil Raj, "Colonial Encounters and the Forging of New Knowledge and National Identities: Great Britain and India, 1760-1850," *Osiris* 15 (2000): 119-34.

MacLeod, Roy, *Tools of the Empire: Technology and European Imperialism in the Nineteenth Century*, Oxford University Press, 1981.

Michael Adas, *Machines as the Measure of Men: Science, Technology, and Ideologies of Western Dominance*

Sandew Hira, *Scientific Colonialism: The Eurocentric Approach to Colonialism* in Marta Araújo and Silvia R. Maeso (ed.), [Eurocentrism, Racism and Knowledge](#), pp 136-153, Palgrave Macmillan, London, 2015, pp.136-153.

Mark Harrison, 'Medicine and Colonialism in South Asia since 1500', in Mark Jackson (ed.), *Oxford Handbook of the History of Medicine* (Oxford, 2011), pp.285-301.

Mark Harrison, *Contagion: How Commerce has Spread Disease* (Newhaven: Yale University Press, 2012).

Shula Marks, 'What is Colonial about Colonial Medicine? And What has Happened to Imperialism and Health?', *Social History of Medicine* 10 (1997), 205-219

Waltraud Ernst, 'Beyond East and West: From the History of Colonial Medicine to a Social History of Medicine(s) in South Asia,' *Social History of Medicine* 20 (2007), pp.505-524.

Warwick Anderson, 'Where is the post-colonial history of medicine?', *Bulletin of the History of Medicine*, 1998, 72: 522-30

Module- 8: Global Histories, transnational Histories

World history places the histories of various peoples and regions as essential to human knowledge. Such a perspective of human knowledge had been held even by ancient civilizations,

while in later periods, greater economic and cultural connectivities had rendered knowledge of world history quite essential.

Global history as a concept, is a twentieth century academic development. It is a new and distinct field of study of global processes that builds systemic webs systematically across the world – capitalism and its universal economic logic, universal institutional similarities for the strategic control of territories and populations by modern states, networks built by information technologies, environmental concerns that integrates all regions of the earth as essential parts of a planetary eco-system, knowledge of the cosmos which places the planet earth as an infinitesimal (and theoretically knowable) part of an unknowable cosmic vastness.

Transnational Histories study the spatial, temporal and demographic continuums across time and boundaries of contemporary nation-states.

Maritime Histories

Readings:

Alpers. Edward A. *The Indian Ocean in World History*, New York: Oxford University Press, 2014.

Bankoff, Greg & Joseph Christensen eds. *Natural Hazards and Peoples in the Indian Ocean World: Bordering on Danger*, New York: Palgrave Macmillan, 2016.

Beaujard. Philippe *The Worlds of the Indian Ocean, A Global History*, 2 vols. Cambridge: Cambridge University Press, 2019.

Chakravarti. Ranabir. *The Pull Towards the Coast and Other Essays: The Indian Ocean History And the Subcontinent before 1500 CE*, Delhi: Primus Books, 2020 (Introduction).

Dasgupta. Ashinand M.N. Pearson. *India and the Indian Ocean, 1500-1800*, Delhi: Oxford University Press, 1987.

McPherson, Kenneth. *The Indian Ocean: a history of people and the sea*, Delhi & New York: Oxford University Press, 1993.

Mukherjee. Rila (ed). *Pelagic Passageways: Northern Bay of Bengal before Colonialism*, Delhi: Primus Books, 2011 (Introduction).

Pearson, Michael N. *The Indian Ocean*, New York & Abingdon: Routledge, 2003.

_____. 'Littoral Society: The Concept and the Problems', *Journal of World History*, 17, 4, 2006: 353-73.

Wallerstein. Immanuel. *Geopolitics and Geoculture: Changing World System*, Cambridge: Cambridge University Press, 1991.

Course Code: HS 702

Seminar Course

Credits 4

Course Code: HS 703

Academic Writing and Research Ethics

L.T.P-1-0-0

Credits 2

Course Learning Outcomes:

After completion of this course, the students will be able to:

1. Understand the connection of literature (texts) with language proficiency. **(understand)**.
2. This course aims to impart language skills in an interactive manner along with classroom activities and using the text as a resource for self study as well. **(apply)**
3. English as an acquired language for research scholars is mastered with focus on learning the basic skills of listening, speaking, reading and writing the language for academic writing and professional growth. **(understand and apply)**
4. Discursive practice as the learning and teaching method for this course will encourage teachers to localise and personalise English learning for scholars in classrooms. **(Analyze and apply)**
5. The course equips scholars with language skills resulting in proficiency in written work, and thereby augments their employability quotient. **(apply and create)**
6. Understand the importance of academic integrity in augmenting the credibility of a research. **(understand)**
7. Acquire the skills to engage in ethical and objective research and to avoid developing opinion-based arguments in writing. **(apply)**

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	2	3	4	3	3	2	2	2	2	2
CLO2	3	3	3	3	3	3	2	2	2	2
CLO3	2	3	3	3	3	3	3	2	2	2
CLO4	2	2	2	2	2	2	2	2	2	2
CLO5	2	3	3	3	2	2	2	2	4	2
CLO6	3	3	3	3	3	3	3	4		2
CLO7	2	3	3	3	2	2	2	4		2

Course Description

This is a two-credit course of twenty (20) lectures plus practicals of a grand total of thirty (30) hours intended to familiarise research scholars with academic writing, including a thorough knowledge of what constitutes academic ethics and how to avoid ethical pitfalls in writing.

Each session or lectures will have practical sessions of one (1) hour each to be decided by the coordinator or teacher of the course/section. The course has four modules with five lectures and and practical of one (1) hour in each module. The assessments include tests, practices, assignments, and classroom presentations.

Module 1: History research and Academic writings: What is historical research and academic writing; Types of writing, Features of Argumentative/persuasive writing. Critical thinking and its relevance in historical writing; identifying arguments, counterarguments, non-arguments refuting arguments, style of persuasion, organizing an argumentative essay

Module 2: Reading Skills; Simple comprehension texts of description, narration, information, explanation and persuasion based on higher order thinking skills; Strategies for reading and analyzing, reading against the grain and between the line, Contextualised grammar and vocabulary

Module 3: Writing and Writing Skills: Formats and formatting (consistency, punctuation, pagination) Paragraph writing and linking paragraphs, Writing proposal, drafting chapters and structuring thesis, writing journal articles and transforming thesis into publication; Referencing, bibliography styles, publishing houses and publication procedures.

Module 4: Academic Ethics: What is ethical writing and why is it important? Academic honesty, paraphrasing and plagiarism, avoiding assumptions, emotions and stereotypes, avoiding bias and exclusive language (caste, race, gender etc), respecting other arguments and ways to form a complete argument, citing sources and maintaining originality, citing sources and its originality and credibility, promotion of academic integrity and institutional mechanisms.

Reading list

Academic Writing:

Back, Les, 'Reading and Writing Research' in Clive Seal, ed, *Researching Society and Culture*, London: Sage, 2012.

Becker, H, *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*, Chicago: University of Chicago Press, 1986.

Blesta, G and Stans, G, 'Critical Thinking and Questions of Critique: Some Lessons from deconstruction', *Studies in Philosophy and Education*, 20:1, 2001, pp. 74-92.

Bill Bryson. *The Mother Tongue: English and How it Got it that Way*. Harper Collins, 1990.

Bourdieu P, *Language and Symbolic Power*, Cambridge MA: Havard University Press, 1994.

Certeau de, Michel. *The Writing of History*, New York: Colombia University Press, reprint, 1992

Dean, Mitchell. *Critical and effective Histories: Foucault's Methods and Historical sociology*. London: Routledge, 1994..

Dhanvel S.P. *English and Soft skills*. Orient Blackswan, 2010.

Farook M. *English for Communication*, Emerald Publishers, 2015.

Fluency in English - Part II, Oxford University Press, 2006.

Hacking, I, *The Social Construction of What?* Cambridge MA: Havard University Press, 2000.

Hartmann, D.K, 'Intertextuality and Reading: The text, he reader, the author and the context', *Linguistics and Education*, 4, 1992, pp. 295-311.

Hooks, B, *Teaching Critical Thinking: Practical Wisdom*, New York and London, Routledge, 2010.

Johnson, Richard.et.al. *Making Histories*. Studies in History Writing and Politics, London: 1982.

Lemon. M.C. *Philosophy of History*, London: 2003.

Leming, J S, 'Some Critical Thoughts about the Teaching of Critical thinking' *The Social Studies*, 89, 61-66.

Language, Literature and Creativity, Orient Blackswan, 2013.

Mathew Joseph. *Fine-tune your English*. Orient Blackswan, 2010.

Rachel Roberts, *Practical English Grammar*. Viva Books, New Delhi.

Stember, R. J, *Thinking Styles*, New York: Cambridge University Press, 1997.

Stefan Berger, HeikoFeldner and Kevin Passmore, eds., *Writing History: Theory & Practice*, London: 2003.

Academic Ethics:

Bruce R. Lewis, Jonathan E. Duchac and S. Douglas Beets, 'An Academic Publisher's Response to Plagiarism'. *Journal of Business Ethics*. Vol. 102, No. 3 (September 2011), pp. 489-506

Ethics in Social Science and Humanities (2018, European Commission).
https://ec.europa.eu/info/sites/default/files/6_h2020_ethics-soc-science-humanities_en.pdf

Guetzjkow, J, 'What is Originality in the Humanities and the Social Sciences?', *American Sociological Review*, 2004.

Guidelines for Research Ethics in the Social Sciences, Law and the Humanities (2006, Norway).
<https://graduateschool.nd.edu/assets/21765/guidelinesresearchethicsinthesocialscienceslawhumanities.pdf>

Guidelines for Research Ethics in the Social Sciences, Humanities, Law and Theology (2019, Norway).
<https://www.forskningsetikk.no/en/guidelines/social-sciences-humanities-law-and-theology/guidelines-for-research-ethics-in-the-social-sciences-humanities-law-and-theology/>

Journal of Academic Ethics (Springer)

Jenkins, Keith, *Why History? Ethics and Post Modernity*, London: 1999.

Note: any other texts/readings added by the course teacher