

**The University of Chicago Pune Program, 2003**  
**SOSC 23004, 23005, 23006: *South Asian Civilization***

25 September - 5 December, 2003

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The University of Chicago's Autumn Quarter Program in Pune is a three-course civilization sequence examining the history, culture, and society of the South Asian subcontinent through course work, field studies, and direct experience. During the first seven weeks of the quarter, the program will be based in the city of Pune. Here, students will complete two courses and participate in expeditions to nearby cultural and historical sites. The first of these, "*Hindu Theology, Buddhism, Indian Literature*," introduces students to the textual and religious traditions of South Asia. The second course, "*State and Society in India*" surveys the culture and politics of India since the eighteenth century. The final three weeks of the quarter are devoted to the third course in the sequence, "*History and Place in South India*." In this course, students will examine aspects of pre-colonial society through the lens of place, monument, and social memory. The program will travel to a number of important South Indian archaeological and historical sites including the Portuguese colonial city of Old Goa, the now deserted capital city of the Vijayanagara Empire, and center of the Deccani Sultanate at Bijapur. In addition to the civilization sequence, students take a fourth course in Hindi during the first seven weeks of the quarter. For students with no prior experience in South Asian languages, this course is designed to facilitate their access to local culture and to provide a basis for further study. Advanced sections will be held for those students with prior course work or experience in Hindi. Pune itself is a city of some four million inhabitants situated on the eastern foothills of Indian western coastal mountains, or *ghats*, about 100 miles southeast of Mumbai. Labeled, famously by India's first Prime Minister Jawaharlal Nehru as "the Oxford and Cambridge of India," it is a major center for Indian art, religion, and higher education, and an ideal site for cultural immersion.

Courses Descriptions:

***SOSC 236005: Hindu Theology, Buddhism, Indian Literature.***

Steven Collins, SALC

This course is an introduction to Hindu Theology, Buddhism, and Indian Literature in the context of South Asian Studies. Beginning with brief selections from a number of important early texts, the course will examine some of the most basic and influential concepts in Hindu and Buddhist thought. Classroom meetings are intended to focus on discussion rather than lectures. Because of time constraints, this course will not deal with the many later religious traditions of South Asia, including Islam. The only form of assessment will be a final in-class examination, which will concentrate on factual knowledge.

***SOSC 23004: State and Society in India.***

Ralph W. Nicholas, Anthropology

This course will focus on the relationship between state, society, and culture in contemporary India through the exploration of a number of interrelated themes and issues central to the development of South Asian society from the eighteenth century to the present. The course will familiarize students with many of the important social, economic, political and cultural ideas, institutions, and historical experiences that have contributed to and help constitute South

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Asian civilization. Through readings, class discussions, and direct participation in the life of contemporary Pune, students will have an opportunity to examine South Asian social and political institutions and their transformations. Topics include the late Mughals and their contemporaries, the British colonial state, Indian Nationalism, and the culture and politics of present day India. In the course of these discussions, each student will identify a problem of special interest and produce an essay of 1500-2500 words from accessible sources.

***SOSC 23006: History and Place in South India.***

Mark Lycett, Anthropology

This course is an introduction to the archaeology and landscape history of South Asia. Through readings, discussion, and field observations, we will explore south Indian place-making as it plays out through a series of inter-related themes: situated history, embodiment, monumentality, social memory, and appropriation. Our focus will be topical and selective rather than chronological and comprehensive. The course can be broken down into three segments. We will begin with a review of long-term and large-scale history of this region in order to provide some historical context and a common frame of reference. In the next section of the course, we will visit a series of contemporary monuments and archaeological sites in order to investigate some of the specific kinds of places that emerge from this historical trajectory. Finally, we will return to Pune to hold a series of seminars exploring the themes of the course in relation to our fieldwork experiences.

*Course Schedules:*

Each course syllabus includes detailed schedules, reading assignments, and requirements. The following is a general calendar:

Thursday September 25 <sup>th</sup> ,	Arrival in Mumbai, circa midnight
Saturday September 27	travel as a group to Pune
Sunday, September 28	Orientation.
Monday, September 29	Course I begins.
Friday, October 17	Course I ends.
Oct. 18-21	Break I
Wednesday, October 22	Course II begins.
Wednesday, November 12	Course II ends.
Nov 13-16	Break II
Monday, November 17	Course II begins.
Friday December 5	Course III ends.
Sunday, December 7	Students depart.

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*Course Readings and Assignments:*

The following texts have been ordered for class and will be available at the Seminary Coop Bookstore. NB: Several of these readings will be used in or provide important background material to more than one course, especially Kulke and Rothermund, Metcalf and Metcalf, and Mitchell. Additional readings will be made available as photocopies or low cost paperback editions in India.

- 1) B.S. Miller, *The Bhagavad Gita*. Bantam.
- 2) W. O'Flaherty, *Hindu Myths*. Penguin.
- 3) W. Rahula, *What the Buddha Taught*. Grove Press; Revised edition, 1986.
- 4) R.K. Narayan, *The Ramayana*. Penguin.
- 5) U.R. Anantha Murthy, *Samskara*. Oxford University Press, 2nd ed. 1989.
- 6) A.G. Mitchell, *Hindu Gods and Goddesses*. HMSO/Soma Books
- 7) Metcalf, Barbara D. and Thomas R. Metcalf. *A Concise History of India*. Cambridge: Cambridge University Press, 2002.
- 8) Kulke, Hermann and Dietmar Rothermund. *A History of India, 2<sup>nd</sup> edition*. London: Routledge, 1990.
- 8) Davis, Richard H. *Lives of Indian Images*. Princeton: Princeton University Press, 1997.

The following texts will be available for purchase in India:

- 9) Srinivas, M.N. *Village, Caste, Gender and Method: essays in Indian Social Anthropology*. Delhi: Oxford University Press, 1996.
- 10) Filliozat., Vasundhara, editor and translator, *Vijayanagara : as Seen by Domingos Paes and Fernao Nuniz and Others*. National Book Trust, New Delhi, 1999.

In addition to graded course work, we strongly suggest that students keep a notebook or journal to record their observations, impressions, and thoughts as they travel through India. During the third part of the course sequence, your journal notes will form the basis of a research paper.

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**SOSC 23005: Hindu Theology, Buddhism, Indian Literature**

Instructor: Prof. Steven Collins (SALC)

TA: Manasi Tirodkar

This course samples a small selection from the areas of Hindu Theology, Buddhism, and Indian Literature. Pressure of time and the Instructor's fields of specialisation mean that the course is mostly concerned with the pre-Islamic period. The classroom meetings are intended to be discussion rather than lectures. The readings have been chosen because they are brief and easy to read, given the constraints on time and the need for students to go out to visit Pune and other places. Students are encouraged to keep a journal, recording their initial reactions to the many new and surprising things they will be seeing.

The only form of assessment will be a final in-class examination, which will concentrate on factual knowledge.

There are three books to be used for background and general reading throughout all three parts of the course:

H. Kulke and D. Rothermund *A History of India*  
B.D. Metcalf, T.R. Metcalf, *A Concise History of India*.  
A.G. Mitchell, *Hindu Gods and Goddesses*.

W.D. O'Flaherty, *Hindu Myths* will be assigned reading for Oct.2 and 3; but it will be useful also as background and general reading for the whole course.

Classroom meetings:

Monday Sept. 29: Vedic Creation Myths; Some Structures of Hindu Thought  
Reading: Course Packet #1

Tuesday Sept. 30: Chandogya Upani-ad Chs. 4-8  
Reading: Course Packet #2

Wednesday Oct. 1: Bhagavada Gita I  
Reading: B.S. Miller *The Bhagavad Gita*

Thursday Oct 2: Bhagavada Gita II; Hindu Myths I  
Reading: B.S. Miller *The Bhagavad Gita*  
W.D. O'Flaherty, *Hindu Myths* (selections)

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**SOSC 23005: Hindu Theology, Buddhism, Indian Literature**

Friday Oct 3: Hindu Myths II

W.D. O'Flaherty, Hindu Myths (selections)

n.b. Sat Oct. 4 is the Hindu festival of Dussehra

Monday Oct. 6 and Tuesday Oct. 7: Basic Buddhist Ideas

Reading: Rahula, What the Buddha Taught

Wednesday Oct. 8: visit to Bhaja and Karla caves, led by Dr. Peter Skilling.

Thursday Oct. 9: Three Buddhist Texts on society and kingship:

Reading: Course Packet #3

Friday Oct. 10: Emptiness and the Bodhisattva

Reading: Course Packet #4

Monday Oct. 13 and Tuesday Oct. 14: R.K. Narayan's Ramayana

Wednesday Oct. 15 and Thursday Oct. 16: U.R. Anantha Murthy's Samskara

Friday Oct 17: Final Exam.

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**Tentative Schedule for the Second part of the Pune Programme 2003**  
**SOSC 23004: State and Society in India.**

Ralph W. Nicholas

Wed., Oct. 22	The late Mughal Empire; Shivaji and the Marathas
Thu., Oct. 23	Arrival of the Europeans (including a review of the creation of a cosmopolitan society in Western India: Muslims, Christians, Parsis, Jews and Hindus).
Fri., Oct. 24	Special: Diwali and Its Significance
Sat., Oct. 25	Evening: Diwali Observance in Pune
Mon., Oct. 27	The British Empire (including 1857). (Ramadan begins. We will also briefly discuss Islamic practice in India.)
Tue., Oct. 28	The Development of Indian Nationalism
Wed., Oct. 29	1945-1950
Thu., Oct. 30	The Indian Constitution; the States
Fri., Oct. 31	The Evolution of Pluralistic Democracy
Mon., Nov. 3	Reading the Sunday newspaper together. (Politics, crime, marriage arrangements, etc.)
Tue., Nov. 4	Jati and Varna
Wed., Nov. 5	Villages. Indian rural society.
Thu., Nov. 6	Social Class and Modern Society
Fri., Nov. 7	Social Change
Mon., Nov. 10	Special problems related to specific essay problems
Tue., Nov. 11	selected by students

**Texts**

Metcalf, Barbara D. and Thomas R. Metcalf. *A Concise History of India*. Cambridge: Cambridge University Press, 2002.

Srinivas, M.N. *Village, Caste, Gender and Method: Essays in Indian Social Anthropology*. Delhi: Oxford University Press, 1998.

Orenstein, Henry. *Gaon: Conflict and Cohesion in an Indian Village*. Princeton: Princeton University Press, 1965.  
(This book is about a village in Pune District. It is out of print. I will make some selections from it for reproduction.)

**Work for the Course**

I hope to work out a problem for each student that interests that person and that will produce an essay of 1500-2500 words from accessible sources.

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***SOSC 23006 South Asian Civilization : History and Place in South India.***

M. Lycett

This course is an introduction to the archaeology and landscape history of South Asia. Through readings, discussion, and field observations, we will explore south Indian place-making as it plays out through a series of inter-related themes: situated history, embodiment, monumentality, social memory, and appropriation. Our focus will be topical and selective rather than chronological and comprehensive. The course can be broken down into three segments. We will begin with a review of long-term and large-scale history of this region in order to provide some historical context and a common frame of reference. In the next section of the course, we will visit a series of contemporary monuments and archaeological sites in order to investigate some of the specific kinds of places that emerge from this historical trajectory. Finally, we will return to Pune to hold a series of seminars exploring the themes of the course in relation to our fieldwork experiences.

I will be discussing the conditions of and my expectations for field trips during the first week of class. In general, you should expect the fieldwork component of the course to entail a full time, seven day a week commitment. You will be given maps and information about each place we will visit. Please bring these with you along with water, sun screen, hats, notebooks, and sturdy shoes appropriate for rough terrain.

### **Evaluation**

Grading is based on two criteria:

- 1) Participation,. Because travel is a significant component of the course, we can expect many long, hot days on a very tight schedule. I will be evaluating your maturity, professionalism, attentiveness, and cooperation during these field trips as well as your attendance and verbal participation in discussions and seminars.
- 2) A 10 to 20 page critical essay on one or more of the major themes of the course. Guidelines for this essay are appended to this syllabus. Our seminar discussions will focus on the production of your essays and you will be given extra time to work on them during the final days of the quarter. ***The essay is due Friday, 5 December 2003 at 12:00 noon.***

### **Readings**

Two books have been ordered for class and will be available at the Seminary Coop Bookstore:

Kulke, Hermann and Dietmar Rothermund  
1990 *A History of India, 2<sup>nd</sup> edition*. Routledge, London.

Davis, Richard H.  
1997 *Lives of Indian Images*. Princeton University Press, Princeton.

A third book and selected short readings will be available in India:

Filliozat., Vasundhara, editor and translator.  
1999 *Vijayanagara : as Seen by Domingos Paes and Fernao Nuniz and Others*. National Book Trust, New Delhi.

Because of time limitations, travel schedules, and our focus on fieldwork, I have tried to limit the readings to those most immediately relevant to the course. Nevertheless, there is a great deal of material to cover in a limited time frame. Please try to read the assigned material before the end of the first week of class. A general bibliography of introductory material relevant to the class is appended to the syllabus.

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***SOSC 23006 South Asian Civilization : History and Place in South India.***  
**Course Schedule**

***PUNE***, 11/17- 11/20

Readings: Kulke and Rothermund, Chapters 2-4. Davis Chapters 1-5.

November 17: Lecture 1. Introduction and Environmental Setting.

November 18: Lecture 2. South Indian Archaeology I. Prehistory to the Iron Age.

November 19: Lecture 3. South Indian Archaeology II. The Iron Age to The Founding of Vijayanagara.

November 20: Lecture 4. South India: Vijayanagara, City and Empire.

***GOA***, 11/21 - 11/23

Readings: TBA Handouts.

November 21: Travel, Pune to Goa.

Lecture 5. (Evening) The Portugese in South India.

November 22: Field trip: Old Goa and the New Conquests.

November 23: Discussion.

***HAMPI*** (Vijayanagara) 11/24- 11/27.

Readings: Paes in Filliozat; Dallapiccola, Morrison and Sinopoli, Fritz and Michell Handouts.

November 24: Travel Goa to Hospet..

November 25: Field trip: Vijayanagara I, the Sacred Center.

November 26: Field trip: Hire Benkal and Kade Bahkale.

November 27: Field trip: Vijayanagara II, the Royal Center, Thanksgiving on the Tungabhadra

***BADAMI*** 11/28 - 11/29

November 28: Travel, Hospet to Badami.

November 29: Field trip: Badami Aihole, Pattadakal.

***BIJAPUR***, 11/30

November 30: Travel and Field trip: Bijapur.

***PUNE***, 12/1-12/5

December 1: Travel Bijapur to Pune.

December 2: Seminar: Place-making and Situated History.

December 3: Seminar: Appropriation, Social Memory, and Monumentality

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***SOSC 23006 South Asian Civilization : History and Place in South India.***

**Research Essay**

“The Past does not exist as such. Rather, it exists only as it is reincarnated in histories, texts, objects, and our ongoing collective activity of reconstruction. Nor is the past that is embodied in an object a fixed quality. It comes to be transformed as its audience and the circumstances in which it is encountered are themselves transformed. The historical significance of an object may itself be reconstituted historically.” Davis 1997:85.

In a Well structured essay, consider Davis’ discussion of the historical constitution of objects as it applies to monumental architecture, place, and landscape. Drawing on your fieldwork experience, include relevant and extended examples from at least TWO of the sites on our itinerary as well as materials from readings, lectures, and any other sources you wish. Your essay should touch on at least three of the following themes:

1. Place-making, or the constitution of spatial meaning.
1. Occupational History, or the inhabitation of place.
2. Embodied History, or the sedimented meaning and associations of place.
3. Appropriation, Reconstitution, and Re-working of places, material objects, and the forms or those objects as symbolic claims to the past.
4. Social memory and place.
5. Monumentality and commemoration as material and symbolic processes.

In your essay, pay careful attention to the sources of historical knowledge and the methods by which these sources are used to construct and evaluate knowledge claims about the past. Your essay should not exceed 20 typed pages (or the handwritten equivalent). Please include a bibliography with full references for all cited sources. Be sure to paginate your essay and include your name as a header on each page.

***Your essay is due DECEMBER 5, 2003 at 12:00 NOON.***

Davis, Richard H.

1997 *Lives of Indian Images*. Princeton University Press, Princeton.

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***SOSC 23006 South Asian Civilization : History and Place in South India.***

**Bibliography for further reading.**

**1. Environmental history and geography.**

Arnold, David and Ramachandra Guha, editors.

1995 *Nature, Culture, Imperialism : Essays on the Environmental History of South Asia.* Oxford University Press, Oxford.

Grove, Richard H., Vinita Damodaran, and Satpal Sangwan, editors.

1998 *Nature and the Orient : the Environmental History of South and Southeast Asia.* Oxford University Press, Oxford.

Schwartzberg , Joseph E, editor.

1992 *A Historical Atlas of South Asia, 2<sup>nd</sup> ed.* Oxford University Press, Oxford.

Singh, Gopal.

1976 *A Geography of India, 2d Ed.* Atma Ram, Delhi.

**2. Archaeological overviews.**

Allchin, Bridget and Raymond Allchin

1982 *The Rise of Civilization in India and Pakistan.* Cambridge University Press, Cambridge.

Chakrabarti, Dilip K.

1999 *India: an Archaeological History.* Oxford University Press, Delhi.

Kenoyer, J.M.

1998 *Ancient Cities of the Indus Valley Civilization.* Oxford University Press, Karachi.

Possehl, Gregory L.

2002 *The Indus Civilization : a Contemporary Perspective.* Alta Mira Press, Walnut Creek.

**3. Architectural History.**

Michell, George.

1989 *The Penguin Guide to the Monuments of India.* Viking, London.

1995 *Architecture and Art of Southern India : Vijayanagara and the Successor States, 1350-1750.* Cambridge University Press, Cambridge.

1997 *The Blue Guide: Southern India.* A & C Black , London.

Pereira, José,

1995 *Baroque Goa : the Architecture of Portuguese India.* Books & Books, New Delhi.

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**4. Field sites: history, archaeology, and architecture.**

Fritz, John M. and George Michell , editors.

2001 *New Light on Hampi : Recent Research at Vijayanagara.* Marg Publications, Mumbai.

Michell, George

2002 *Pattadakal .* Oxford University Press, New Delhi.

Michell, George and Vasundhara Filliozat, editors.

1981 *Splendours of the Vijayanagara Empire, Hampi.* Marg Publications, Bombay.

Pearson, M.N.

1987 *The Portuguese in India.* Cambridge University Press, Cambridge.

Pereira, José,

2002 *Churches of Goa.* Oxford University Press, New Delhi.

Stein, Burton

1989 *Vijayanagara.* Cambridge University Press, Cambridge.

Subrahmanyam, Sanjay

1993 *The Portuguese Empire in Asia, 1500-1700 : a Political and Economic History.* Longman, London.

Verghese, Anila.

2002 *Hampi .* Oxford University Press, New Delhi.