Teaching Plan for the session (2021-22)

Even semester January 2022- May 2022

(BA History Hons VI semester)

This paper is shared with **Mr Levin n.r**

PAPER: **DSE-VIII: Gender in Indian History, c. 1500-1950**

SEMESTER: VI

SESSION: 2021-22 (Even semester)

TEACHER NAME**: Dr Madhuri Sharma**

SYLLABUS

**Unit I: Gender and historiographical concerns 1500-1950**

**Unit II: Women in Early Modern India: 1500 to 1750’s**

* + Political Processess, law and Gender
  + Harem, Household and family
  + Masculinities and Sexualities
  + Culture: Literature and Music

**Unit III: Women, Colonialism and Modernity: 1750’s to 1950’s**

* The Women's Question, social reforms, nationalism and political mobilisation
* Engendering caste, class and religious identities
* Histories of love and masculinities
* Literature and popular culture

**Unit IV: Women Partition and the State**

**COURSE DESCRIPTION**

The module will delineate gendered constructs in Mughal and Modern India. It contex­ tualizes the participation and contribution of women in imperial spaces, political and le­ gal processes, which had male predominance. While examining questions and debates on social reforms, caste, religious identities, popular culture and partition, it questions patriarchy and the nuances of historical gender dynamics. The course tries to historicize and analyse institutions of harem, household and norms of masculinity, through cultural expressions in music, literature and paintings. The cours also tries to give students a critical overview of the tangled historiographical paradigm that labels women as 'vic­ tims and agents' and 'objects and subjects'.

**TEACHING TIME**

(No. Of Weeks) 16weeks- 5+1 credits

The six credit course will comprise of theory classes (five credits) and tutorials (one credit).

Each credit is equivalent to one hour of class-room instruction per week

Teaching plan is divided into 5Lectures + 3 Tutorials per week (8 hours per week)

CLASSES: 120 Classes (one week semester break)

**UNIT WISE BREAK UP OF SYLLABUS and essential readings:**

**Unit -1.** This section equips students to understand and discern gender as a device of historical **assay.(Teaching time: 2 weeks Approx.)**

* Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World.* Cambridge: Cambridge Studies in Islamic Civilization, pp. 1-49, 212-226. (Introduction, Ch. 2 & Conclusion).
* Hambly, Gavin R.G. (Ed.). (1999). *Women in the Medieval ls.Zamic World.* Gordonsville: Palgrave Macmillan. pp. 3-19 ("Introduction").
* Gupta, Charu. (2012). 'Gendering *Colonial India: Reforms, Print, Caste and Com­ munalism* '. Delhi: Orient Blackswan, pp. 1-36 ("Introduction").
* Sen, Samita. (2000). "Toward a Feminist Politics? The Indian Women's Movement in Historical Perspective". *Policy Research Report on Gender and Development* Working Paper Series no. 9, pp. 2-70.

**Unit-2.** The learning outcome of this unit is to question gender stereotypes about wom­ en in different, regimes where Islam was the religions of the ruling classes. It provides for a more contextual and nuanced understanding of how historical and gendered con­ structions of spaces, institutions and norms of comportment helped create political sen­ sibilities and cultural templates in early modern **India.(Teaching time: 4 weeks Ap­**

**prox.)**

* Balabanlilar, Lisa. (2010). "The Begums of the Mystic Feast: Turco-Mongol Tradi­ tion in the Mughal Harem". *Journal of Asian Studies* vol. 69/1, pp.123- 147.
* Hasan, Farhat. (2005). *State and Locality in Mughal India: Power Relations in Western India, c.1572-1730.* University of Cambridge: Oriental Publications. (Chapter V: "Women, Kin and Shari'a"), pp. 71-90.
* Lal, Ruby. (2018). *Empress-The Astonishing Reign of Nur Jahan.* W.W. Norton &

Company, pp. 131-149 (Ch.I 0, Wonder of the Age).

* Bokhari, Afshan. (2015). "Masculine Modes of Female Subjectivity. The case of Jahanara Begum". Anshu Malhotra and Siobhan Lambert-Hurley (Ed.), *Speaking of the Se(f Gender, Pe,formance, and Autobiography in South Asia.* Durham: Duke University Press, pp. 53-61.
* Lal, Ruby. (2005). *Domesticity and Povver in the Early Mughal World.* Cambridge: Cambridge Studies in Islamic Civilization. (Ch. 5 and 7), pp. 103-139 &176-213.
* Mukhia, Harbans. (2004). *The Mughals of India,* Oxford: Blackwell. (Ch. 3, "The World of Mughal Family"), pp. 113-155, (available in Hindi).
* Blake, Stephen. (2011). "Returning the Household to the Patrimonial-Bureaucratic Empire: Gender, Succession, and Ritual in the Mughal, Safavid and Ottoman Em­ pires". P.F. Bang and C.A. Bayly, (Ed.), *Tributary Empires in Global History.* New York: Palgrave Macmillan, pp.214-226.
* Faruqui, Munis. (2012). *The Princes of the Mughal Empire, 1504-1719.* Cam­ bridge: Cambridge University Press. (Ch. 3), Princely Households, pp. 66-133.
* Anooshalu-, Ali. (2008). "The King Who Would Be Man: The Gender Roles of the Warrior King in Early Mughal History". *Journal of the Royal Asiatic Society* Third Series, vol. 18/3, pp. 327-340.
* O'Hanlon, Rosalind. (2007). "Kingdom, Household and Body History, Gender and Imperial Service under Akbar". *Jvlodern Asian Studies* vol. 41/5, pp. 889-923.
* Sarkar, N. (2013). "Forbidden privileges and history-writing in medieval India".
* *Medieval HistOJy Journal,* vol.16/1, pp. 21-62. (Only the Mughal section)
* Petievich, Carla. (2001). "Gender politics and the Urdu Ghazal: Exploratory obser­ vations on Rek11ta versus Rekhti". *The Indian Economic & Social History Review,* vol.38/3, pp. 223-248. (Available in Hindi).
* Alam, M, and S. Subrahmanyam. (2006). "Love Passion and Reason in Faizi's Nal­ Daman". F. Orsini (Ed.), *Love in South Asia: A Cultural Histo,y.* Cambridge: Uni­ versity of Cambridge Press, pp. I 09-141.
* Schofield, K. B. (2012). "The Courtesan Tale: Female Musicians and Dancers in Mughal Historical Clu-onicles, c.1556-1748". *Gender and History* vol. 24/1, pp.150-171.
* Brown, Katherine Butler. (2006). "If Music be the food of love: Masculinity and Eroticism in the Mughal Mehfil". F. Orsini(Ed.), *Love in South Asia: A Cultural History.* Cambridge: University of Cambridge Press, pp. 61-83.

**Unit-3.This** segment enquires into social reforms in terms of the women's question. It explores and questions the linkages of class and caste, women and work, the workplace. domestic ideologies, sentiments of love and (sometimes complicated by unequal) mar­ riages. As a part of its exploration, the unit will focus also on the modes of representa­ tion of women, in literatme certainly, but equally in the popular medium of calendar **art.(Teaching time: 5 weeks Approx.)**

* Sarkar, Tanika &Sumit Sarkar (Ed.) (2008). *Women and Social Reform movement in Modern India,* Bloomington: Indiana University Press. (Introduction, pp. 1-18.)
* Kumar, Radha. (1993). *The History of Doing An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1960.* New Delhi: Kali for Wom­ en. (Ch. 2; pp. 7-26.)
* Anandi, S. (1991). "Women's Question in the Dravidian Movement c. 1925-1948".
* *Social Scientist* vol. 19/5, pp. 24-41.
* Malhotra, Anshu. (2005). "The *Pativrata* and Domestic Ideologies in Early Twen­ tieth Century Punjab". Shakti Kak & Biswamoy Pati (Ed.), *Exploring Gender Equa­ tions. Colonial and Post Colonial India.* New Delhi: Nehru Memorial Museum and Library, pp.1-27.
* Warrier, Shobhana. (2005). "Women and Workplace". Shakti Kak and, Biswamoy
* Pati (Ed.), *Exploring Gender Equations. Colonial and Post Colonial India.* New Delhi: Nehru Memorial Museum and Library, pp. 231-265.
* Raychaudhuri, Tapan. (2000). "Love in a Colonial Climate: Marriage, Sex and Romance in Nineteenth-Century Bengal". *Modern Asian Studies,* vol.34/2, pp.349- 378.
* Gupta, Charu. (2002). "(Im) possible Love and Sexual Pleasure in Late-Colonial
* North India". *Modern Asian Studies,* vol. 36 / 1 pp. 195-221.
* Sinha, Mrinalini. (1999). "Giving Masculinity a History: Some Contributions from the Historiography of Colonial India". *Gender &History* vol.11/3, pp. 445-460.
* Orsini, Francesca. *(2002).The Hindi Public Sphere 1920-1940.* UK: Oxford Univer­ sity Press. (Ch. 4), pp. 243-308.
* Minault, Gail. (1988). "Urdu Women's Magazine in the Early Twentieth Century".
* *Manushi,* pp. 2-9.
* Thakurta, Tapati Guha. (1991). "Women as 'Calendar Art' Icons: Emergence of Pic­ torial Stereotype in Colonial India". *Econornic and Political Weekly* vol. 26/43, pp. 91-99.
* Ramaswamy, Sumathi. (2001). "Maps and Mother Goddesses in Modern India".
* *Imago Mundi,* vol.53, pp.97-114.

**Unit-4.** This section explores and reflects on the time frame of pre-partition, during and post-partition and how partition took place over the bodies of women and intervention of the state, which came in after partition.(Teaching **time: 3 weeks Approx.)**

* Butalia, Urvashi. (1993). "Community, State and Gender: On Women's Agency dur­ ing Partition". *Economic and Political Weekly* vol. 28/17, pp.12-24.
* Menon Ritu and Kamla Bhasin. (1993). "Recovery, Rupture, Resistance: Indian State and Abduction of Women during Partition". *Economic and Political Weekly* vol. 28/17, pp. 2-11.
* Forbes, Geraldine. (2004). *The New Cambridge History of India, Women in Modern India, vol. 4, part 2.* New York: Cambridge University Press, pp. 223-254, (Ch. 8).

**ASSESSMENT**

Internal Assessment: 25 Marks

Students will be regularly assessed for their grasp on debates and discussions covered in class. \

Two written submissions and at least one presentation will be used for final grading of the students.

Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

**Learning Outcomes:**

Upon completion of this course the student shall be able to:

Explain critical concepts such as gender and demonstrate its use as a tool for histori­ cal analysis, through a historiographical engagement

Critically assess popularly held notions about women in Islamic empires

Examine critical issues of gender and power in the context of medieval and early Modern Indian istory

Examine the social reforms around the 'women's question' in the modern period of Indian history.

Explore the popular culture of the modern period to study the dynamics of class and caste in the context of marriage and society

Discuss issues of gender in the context of partition and the post-partition period of the construction of the independent state.