Introduction

1/24 R: Historical Archaeology in India and the role of epigraphy. South India as a cultural unit. Historical framework.
READ: Thomas Trautmann and Carla Sinopoli, “In the Beginning was the Word: Excavating the Relations between History and Archaeology in India” (Moodle)

I. Tamil Society in the Sangam Age

1/29 T: The spatial patterning of culture. Land, climate, language, and “core regions”. Introduction to the poetic anthologies of classical Tamil.
READ: Bendapudi Subbarao, The Personality of India, pp. 1-35. (Moodle)
Schwartzberg, Historical Atlas of South Asia, Section I. The Physical Stage (maps and text). (Moodle)
Bauer et al., “Toward a Political Ecology in Early South India” (Moodle)

1/31 R: Sangam poetry I: ancient Tamil society and its cultural landscapes (tinai)
READ: A.K. Ramanujan, Poems of Love and War (BOOK)

*2/5 T: Sangam poetry II, continued
READ: A.K. Ramanujan, Poems of Love and War
**PAPER #1 assigned (Descriptive analysis of ancient Tamil society based on the evidence of Sangam poetry)

II. Food, Subsistence, and Agricultural Production

2/7 R: South Indian food systems; categories of agricultural production and agricultural facilities: “wet”, “dry”, and “wet-cum-dry” production
READ: K.T. Achaya, “The Foods of South India” (Moodle)
K. Morrison, “Agricultural Production in the Vijayanagara Region” (Moodle)
“Pillalamarri inscription of Eraka-sani” (Moodle)

*2/12 T: The archaeology of tanks and canals
READ: K. Morrison, “Vijayanagara Reservoirs: Form, Function, and Meaning” (Moodle)
D. Davison-Jenkins, “The Kamalapuram Kere” & “The outlets of the Kamalapuram Kere”; “The Hiriya Anicuts and Canal” (Moodle)
Esha Shah, “Telling Otherwise: A Historical Anthropology of Tank Irrigation Technology in South India” (Moodle)
“Porumamilla Inscription of Bhaskara Bhavadura” (Moodle)

**PAPER #1 DUE

2/14 R: The archaeology of dry farming. Exercise: identifying zones of land use from Vijayanagara Metropolitan Survey site data
Agricultural intensification at Vijayanagara: the evidence of facilities construction and palynology


**CRITICAL REFLECTION #1 assigned: Was there an expansion in wet agriculture production at Vijayanagara in the sixteenth century?**

### III. Domestic Architecture and Habitation

The excavated palace structures of the Noblemen’s Quarter (NMQ) at Vijayanagara


C. Sinopoli, “The Distribution of Vessel-Use Classes in the Noblemen’s Quarter Compounds with Good Provenience Interpretation and Summary” and “Noblemen’s Quarter Compounds Compared” in *Pots and Palaces: The Earthenware Ceramics of the Noblemen’s Quarter of Vijayanagara*, pp. 101-107. (Moodle)

**CRITICAL REFLECTION #1 DUE**

### IV. Money, trade, and markets

Lab: introduction to numismatics; history of money in South India

Lab exercise 1: coin hoard analysis

READ: A. Burnett, “The Economic Evidence”, ch. 4 of *Interpreting the Past: Coins*. (Moodle)

J. Deyell, “Coin Hoard Analysis in the South Asian Context”, Appendix D of *Living Without Silver: The Monetary History of Early Medieval North India*. (Moodle)

Lab exercise 2: numismatic evidence of a 15th century Bahmani currency reform

CRITICAL REFLECTION #2 assigned: What might have precipitated the reform of the Bahmani copper currency?

**CRITICAL REFLECTION #2 DUE (NOT a class day)**

[Spring Break 3/8 – 3/25]

Markets, merchants, and goods: epigraphic perspectives


“Two Inscriptions from Kolhapur and Miraj: Saka 1058 and 1066” (Moodle)

“Inscription from Belgaum of the time of the Ratta prince Kartavira IV, AD 1204” (Moodle)

“Motupalli Inscription of Kakatiya Ganapati, AD 1244-5” (Moodle)

“Kondavidu Pillar Inscription of the Time of Krishnaraya of Vij. S. 1442/1520AD” (Moodle)

**V. Religion, Ritual, and the Legitimation of Power**

Inequality, Power, and the Nature of the medieval South Indian state

READ: H. Kulke, *Introduction to The State in India, 1000-1700*. (Moodle)
The constitution of authority: from sacrifice (yajna) to grants to brahmins (brahmadeya) and grants to temples (devadana)

READ: N.B. Dirks, “Political Authority and Structural Change in Early South Indian History.” (Moodle)
“Grant of Narendra Mrgaraja (Eastern Chalukya)” (Moodle)
“Kalas inscription of Govinda IV (Rashtrakuta)S.851” (Moodle)
“Velurpalaiyam plates of Vijaya Nandivarman III (Pallava)” (Moodle)

*BRAHMADEYA & DEVADANA cont’d; The architecture of the temple: morphology, style, and ritual functions

READ: handouts distributed in class
**PAPER 3 Proposal and preliminary bibliography due

The dating of temples: epigraphic, formal, and site-based approaches

READ: excerpts from G. Kubler, The Shape of Time (Moodle)

Exercise and assignment of paper #2: relative dating of three temples at Pattadakal
**PAPER #2 assigned

Temple, economy, society: the Rajarajesvara temple at Tanjore

READ: G. Spencer, “Religious Networks and Royal Influence in Eleventh-Century South India” (Moodle)
G. Spencer, “Temple Money-Lending and Livestock Distribution in Early Tanjore” (Moodle)

The cult of rāṣṭra-devatā: Puri, Warangal and Vijayanagara

READ: H. Kulke, “Jagannatha as the State Deity under the Gajapatis of Orissa” (Moodle)
P. Wagoner, “Architecture and Royal Authority under the early Sangamas” (Moodle)
**PAPER #2 DUE

Conquest, praśasti, and the looting of Divine Images

READ: Richard H. Davis, “Indian Art Objects as Loot” (Moodle)
Daud Ali, “Royal Eulogy as World History: Rethinking Copper-plate Inscriptions in Cola India” (Moodle)
“Tiruvalangadu plates of Rajendra Chola I” (Moodle)
**PAPER #3 Proposal and preliminary bibliography due

The political connotations of style: reuse of Chalukyan architectural components at Vijayanagara

READ: P. Wagoner, “Retrieving the Chalukyan Past at 16th Century Vijayanagara: The Stepped Tank in the Royal Centre (IVc/6)” (Moodle)

Conquest of the Delhi Sultanate; khutba and sikka; Islamicate architectural style

READ: R. Eaton, “The Articulation of Political Authority” from The Rise of Islam and the Bengal Frontier, pp. 22-32 (Moodle)
O. Grabar, “Islamic Religious Art: The Mosque”, from The Formation of Islamic Art (Moodle)

Temple desecration and mosque construction

READ: R. Eaton, “Temple Desecration in Pre-Modern India” [on Blackboard]
P. Wagoner and J.H. Rice, “From Delhi to the Deccan: Newly Discovered Tughluq Monuments at Warangal-Sultanpur and the Beginnings of Indo-Islamic Architecture in the Southern India” [on Blackboard]

Rethinking the “temple desecration” thesis; toward a more refined typology

READ: R. Eaton and P. Wagoner, “Temples and Conquest, 1296-1500” from Contested Sites on India’s Deccan Plateau, 1300-1600: Power, Memory, Architecture (forthcoming) (Moodle)

Final Paper Due by 5:00pm.
I. **About the course:** This course examines patterns of life in premodern South India, focusing on the millennium from about 600 to 1600 AD. It explores the persistent practices and institutions that structured social life—agricultural regimes of food production, patterns of local and long-distance trade, and elite discourses of power and authority—as well as historical events and processes that brought change to those patterns. The course capitalizes on South India’s rich array of archaeological evidence, from surface remains and excavated finds to standing architectural monuments, donative inscriptions on stone and copper plates, and various forms of coinage and coin hoards informing on economic life. Specific topics investigated include the articulation of cultural space and landscapes; food, subsistence, and modes of agricultural production; domestic architecture and habitation; trade, markets, and monetary systems; and the roles of religion and ritual in legitimating political power. There is an explicit emphasis on methods and their application, including those of epigraphy (the analysis of inscriptions), numismatics (the materially based study of coinage and monetary systems), surface archaeology (survey, documentation, and analysis of exposed surface remains), and the archaeology of buildings. Many class sessions will be devoted to active discussion and analysis of data.

II. **“Thinking Through Archaeology”:** The course satisfies the “Thinking Through Archaeology” requirement for the Archaeology major. Specifically, it deals to varying degrees with all six of the “Thinking” themes: 1. The history and theory of the discipline; 2. The nature of archaeological evidence; 3. The construction of archaeological arguments; 4. Chronology; 5. The materiality of social, political, and economic organization; and 6. The intersection of archaeological evidence with past and present identities.

III. **Readings:** The required readings include a single book (available for purchase at Broad Street Books):


and a number of articles, essays, and excerpts available digitally through Moodle. For a full list of the Moodle readings see pages 6-8 of this syllabus.

IV. **Expectations, Written Assignments, and Grading:** Everyone is expected to do all assigned readings and to participate actively in class discussions and exercises. Written work includes two “critical reflections” (1-2 pages) based on exercises and discussions begun in class; two short papers (3-5 pages each) on assigned topics, and one longer research paper (7-10 pages) on a topic of your choice (subject to my approval).

Please note that all written work submitted is to be printed in a 12 pt. font, double-spaced, with 1-inch margins, and please do not forget to add page numbers. Work that does not adhere to these guidelines will be returned graded but with no comments or suggestions.

All written assignments are due by 5:00pm on the due date, and should be placed in my mailbox in the Art History Program office (41 Wyllys Avenue, third floor), or slipped under the door of my office. I am not accepting emailed submissions of papers for this course.

The general character of these assignments is as follows; you will receive more detailed instructions at the time each assignment is made:

- **Paper #1** (3-5 pages): Descriptive analysis of ancient Tamil society based on the evidence of Sangam poetry: DUE Tuesday, February 12, 5:00PM.
- **Critical reflection #1** (1-2 pages): Was there an expansion of wet agriculture production at Vijayanagara in the sixteenth century? DUE Thursday, February 21, 5:00PM.
- **Critical reflection #2** (1-2 pages): What factors might have precipitated the 15th-century reform of the Bahmani copper currency? DUE Friday, March 8 [not a class day], 5:00PM.
- **Paper #2** (3-5 pages): Relative dating of three temples at Pattadakal DUE Thursday, April 18, 5:00PM.
- **Paper #3** (7-10 pages): On research topic of your choice.
  A) Proposal and Preliminary Bibliography DUE Thursday, April 4, 5:00PM.
  B) Final paper DUE Wednesday, May 15, 5:00PM.
Your grade for the course will be calculated as follows:

- Critical Reflection #1: 10%
- Critical Reflection #2: 10%
- Paper #1: 20%
- Paper #2: 20%
- Paper #3: 20%
- Participation/Discussion: 20%
- TOTAL: 100%

V. Policy on extensions: ⇒ Please note that the due dates listed here are not subject to change (read: No extensions!) except in the case of a medical or personal emergency supported by a written communication from your class dean. Otherwise, your grade will be reduced by one letter grade for each day (or part thereof) that the paper is late. (Please note that Saturdays, Sundays, and holidays are also days.)

VI. Students with Disabilities: It is the policy of Wesleyan University to provide reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering with Disabilities Services, in addition to making requests known to me in a timely manner. If you require accommodations in this class, please make an appointment with me as soon as possible, so that appropriate arrangements can be made. The procedures for registering with Disabilities Services can be found at: [http://www.wesleyan.edu/deans/disability-students.html](http://www.wesleyan.edu/deans/disability-students.html)

VII. Honor code and plagiarism: Please be sure you have read and understood the section in the current Student Handbook or Wesleyan Catalogue describing the Honor Code and Plagiarism. In particular, pay special attention to the section on plagiarism, which describes the acceptable ways of quoting, paraphrasing, and citing the works of others, and acknowledging the ideas of others. Any suspected violations of the honor code will be reported to the Honor Board.

VIII. Classroom etiquette:

- please arrive on time
- please turn your cell phone off before you come into the classroom
- please do not get up and leave the room before class is over
- if you bring food or beverages, please throw your trash away when class is over
Required Readings Available on Moodle (in order prescribed)

Articles and excerpts from books:

Thomas Trautmann and Carla Sinopoli, “In the Beginning was the Word: Excavating the Relations between History and Archaeology in India” *Journal of the Economic and Social History of the Orient* 45/4(2002): 492-523.


C. Sinopoli, “The Distribution of Vessel-Use Classes in the Noblemen’s Quarter Compounds with Good Provenience Interpretation and Summary” and “Noblemen’s Quarter Compounds Compared” in *Pots and Palaces: The Earthenware Ceramics of the Noblemen’s Quarter of Vijayanagara*, pp. 101-107


Nicholas B. Dirks, “Political Authority and Structural Change in Early South Indian History.” In Indian Economic and Social History Review 13/2(1976): 125-157.


Inscriptions


