

Curriculum Vitae (5/13/2011, w/page #s)

Personal

Dr. Emma Jane Flatt

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Education

2004-2008

Ph.D., in History, **School of Oriental and African Studies**, University of London. Title of thesis: *Courty Culture in the Indo-Persian states of the Medieval Deccan, 1450-1600*. 329 pages.

Awarded degree 02/28/2009

1999- 2000

M.A. in Asian/African History, **School of Oriental and African Studies**, University of London, Distinction.

Awarded degree 12/01/2000

1994-1998

B.A. in History and Italian, **Cardiff University**, Wales, First Class Honours.

Awarded degree 07/01/1998

Professional experience

Jan. 2012 – present

Assistant Professor, History Department, **University of North Carolina – Chapel Hill**, USA.

Aug. 2009 – December 2011

Assistant Professor, Minor Programme in History, **Nanyang Technological University**, Singapore.

Oct. 2008 – Sept. 2009

Past & Present Postdoctoral Fellow, **Institute of Historical Research**, University of London.

Sept. 2007 – June 2008

Teaching Assistant, History Department, **School of Oriental and African Studies**.

Sept. 2003 – Sept. 2004

Pakistan Desk Officer, **Foreign and Commonwealth Office**, United Kingdom.

April 2002- Sept. 2003

Freelance researcher, writer and translator: Clients included William Dalrymple, *The Observer*, Responsibletravel.com, Kreindler and Kreindler, Think Publishing, *Country Life*; Clive Aslet.

Dec.2001- March 2002

English Teacher, **English Opening School**, Milan.

Sept. 2001-Feb. 2002

Assistant Director and Research Assistant, **Southview Productions**, India, for film *Backstage Boys: Illegal Immigration from India to Europe*, funded by PBST /Doordarshan.

April –August 2001

Project Officer, **The Kishkinda Trust**, Anegundi, Karnataka India.

Feb. – April 2001

Project Officer, **The Joint Assistance Centre**, New Delhi.

April – Sept. 1999

Route Manager for **ATG –Oxford**, based in

Oct. 1998 – April 1999

Siena, Italy
English Teacher, **British Institutes** and
Istituto Tecnico del Turismo, Naples, Italy.

Bibliography

Books (refereed)

- Daud Ali and Emma Flatt, eds., *Garden and Landscape Practices in Precolonial India: Histories from the Deccan*, Delhi: Routledge, 2011. 205 pages. (*)

Chapters (all refereed)

- “Young Manliness: Ethical Culture in the Gymnasiums of the Medieval Deccan”, in Anand Pandian and Daud Ali eds., *Ethical Life in South Asia*, Bloomington: Indiana University Press, 2010. 33 pages. (*)
- “Heavenly Gardens: Astrology and Magic in the Garden Culture of the Medieval Deccan,” in Daud Ali and Emma Flatt, eds., *Garden and Landscape Practices in Precolonial India: Histories from the Deccan*, 25 pages, Delhi: Routledge, 2011. (*)
- “Introduction,” (with Daud Ali), in Daud Ali and Emma Flatt, eds., *Garden and Landscape Practices in Precolonial India: Histories from the Deccan*, Delhi: Routledge, 2011, 33 pages. (*)

Refereed articles

- “The Authorship and Significance of the *Nujūm al-‘Ulūm*: a sixteenth-century astrological encyclopaedia from Bijapur,” *Journal of the American Oriental Society*, 131.2 (April-June 2011) 39 pages. (*)

Non-refereed works

- “The Delhi Sultanate 1180 -1450”, in *History*, Dorling Kindersley, 2007, pp180-182.
- “Martial Sports in the Medieval Deccan,” in *Past and Future: The Magazine of the Institute of Historical Research*, No. 5 Spring/Summer, 2009, pp. 8-9.
- “Parfum” in Elizabeth Azoulay ed., *100,000 ans de Beauté*, Tome 3, Les Editions Babylone, Gallimard, Paris, 2009, 4 pages.
- “Perfume” in Elizabeth Azoulay ed., *100,000 years of Beauty*, Vol. 3, Les Editions Babylone, Gallimard, Paris, 2009, 4 pages.

Conference Papers

- “Sitting together: stimulants and etiquette for sociability in Indo-Persian societies,” presented at *The History and Cultures of Friendship in Precolonial South Asia*, conference held at University of Pennsylvania, Philadelphia, May 2-3, 2011.
- “‘Use Perfumes and Share them with one another’: Olfactory History as Socio-political history,” presented at Association of Asian Studies – International Convention of Asia Scholars, Honolulu, March/April 2011.
- “The Power of Smell: Perfumes, Odours and Magic in sixteenth century India,” Humanities Talk, School of Humanities and Social Sciences, NTU, Singapore, November 2010.
- “Spices, Smells and Spells: The Use of Olfactory Substances in the Conjuring of Spirits,” presented at the *Annual Conference on South Asia*, hosted by the Center for South Asia at the University of Wisconsin-Madison, October, 2010.
- “Friendship in Medieval Persian Sources,” presented at *Friendship and Sociability in Cross-Cultural Perspectives*, workshop held at University of Pennsylvania, Philadelphia, March, 2010.

- “Judiciously mixing the sandal of ‘Ajam with the musk of Arabia’: tradition and innovation in the Inshā’ treatises of Mahmud Gawan,” presented at *Scribal communities in India, c. 1550-1750*, Early Modern Studies workshop held at University of Oxford, June 2008.
- "Perfume recipes, magical spells and letters: writing a history of the Medieval Deccan using non-traditional sources", presented at South Asia Archive and Library Group, 78th conference, Royal Asiatic Society of Great Britain and Ireland, 1st February 2008.
- “The Ethic of *Jawanmardi*” presented at *Genealogies of Virtue: Ethics in South Asia*, interdisciplinary workshop held at University of British Columbia, Canada, 6-8th September, 2007.
- “The Urban(e) Courtier: courtiers in the medieval Deccan 1450-1600”, presented at British Association of South Asian Studies, March 2007, as part of the panel *The City in Medieval India*.
- “Heavenly Gardens: Astrology and Magic in the Garden Culture of the Medieval Deccan”, presented at *Fragrance Symmetry and Light: The History of Gardens and Garden Cultures in the Deccan*, international conference held at Central University of Hyderabad, India, 22-25th January 2007.

Current Writing Projects

- Revision of doctoral thesis, *Courtly Culture in the Indo-Persian states of the Medieval Deccan, 1450-1600*, into a monograph (in progress), 329 pages.
- “The Delhi Sultanate,” chapter for Roger Long, ed. *History of Pakistan*, Oxford University Press, Karachi, to be submitted by October 2011.
- “Sitting together: The Material Stimulants of Friendship,” to be submitted to *Journal of the Royal Asiatic Society*, October 2011.
- “‘Use Perfumes and Share them with one another’: Olfactory History as Socio-political history,” to be submitted to *Past and Present*, November 2011.
- “Spices, Smells and Spells: The Use of Olfactory Substances in the Conjuring of Spirits in Islamicate India,” to be submitted to *South Asia Review*, November 2011.

Teaching activities

Courses Taught:

- ‘Gender in History’: I designed the syllabus, lectures, course materials and exam questions for this special topic. Taught August 2011 – December 2011 (47 students).
- ‘The Islamic World: Tradition and Modernity’: I designed the syllabus, lectures, course materials and exam questions for this introductory survey of Islamicate History. Taught January 2011-May 2011 (56 students); January 2010 – May 2010 (45 students).
- ‘What is History? Concepts, Practices and Critiques’: I designed the syllabus, lectures, course materials and exam questions for this introductory course to the study of History. Taught September – December 2010 (46 students); August – November 2009 (48 students).
- ‘Introduction to South Asia: 1200-1800’: Within the broad outlines of an introductory course on South Asia, I had total responsibility for preparing my lectures, audio-visual materials and course handouts. I also contributed to the preparation of exam papers for this course. Taught October – January 2007-8 (40 students).

Students Supervised

- Mr. Samraj Praveen Sam, MPhil Dissertation, *The Genius of Al-Biruni: A Study of Knowledge Assets*. Co-supervised with Dr. Ravi Sharma. Dissertation submitted June 2010.
- Ms. Jiaying Sim, BA Honours Thesis, *Smelling Out Another Cinema*. Co-supervised with Dr. Brian Bergen. Thesis submitted December 2010.

Research Projects:

- Principle Investigator, *The Practices and Philosophies of Friendship and Sociability in the Indo-Islamic Sultanates of Medieval South Asia*, Humanities and Social Science Start-up Grant, awarded \$82,160. Commenced January 2010. This project will include organising an international conference at Nanyang Technological University, in December 2011 and several research trips as well as presenting my work at a conference on the History of Friendship in South Asia, organised by the University of Pennsylvania in May 2011. Projected outcomes include two conference papers, one journal article (by end 2011) and a co-authored monograph: *Practices and Philosophies of Friendship in Pre-Modern India*.
- Co-organiser of *Fragrance Symmetry and Light: the History of Gardens and Garden Cultures in the Deccan*, international conference held at Central University of Hyderabad, India, 22-25th January 2007, which attracted £6,000 in research money from the Society of South Asian Studies. This has been followed by an edited volume, to be published in 2011.

Scholarships and Awards

- Awarded Scoloudi Publishing Subvention (£800), 2009 towards the cost of publishing edited volume on history of gardens: Daud Ali and Emma Flatt, eds., *Garden and Landscape Practices in Precolonial India: Histories from the Deccan*, Routledge, (forthcoming May 2011).
- Awarded 2007-8 Irene Scoloudi fellowship (£14,700) at the Institute for Historical Research, London.
- Awarded Arts and Humanities Research Council doctoral scholarship 2004-2007 (£14,200 per annum).
- Awarded Language fellowship (£2000) from the Society of South Asian Studies in June 2003 to study Persian in Delhi for 3 months.
- Awarded Taught Masters prize (£200), September 2000, School of Oriental and African Studies.
- Awarded Arts and Humanities Research Board scholarship for Taught Masters (£10,000), 1999-2000.
- Awarded Joint Honours Student prize, (£100)1998, and History Student prize (£100), 1994, University of Wales, College Cardiff.

Affiliations:

- Fellow of the Royal Asiatic Society.
- Member of the Falak Sufi Memorial Prize Committee.

Languages:

Italian, Persian, French, Hindi.

Referees:

Dr Daud Ali (Supervisor),
Chair, Centre for South Asian Studies, University of Pennsylvania, 808 Williams Hall, 255 S. 36th Street Philadelphia, PA 19104-6305, USA. Tel: (215) 898-7475.
Email: daudali@sas.upenn.edu

Professor Richard Eaton,
1145 E. South Campus Dr., PO Box 210027, Social Sciences Room 215, Tucson, Arizona 85721-0027, USA. Tel: (520) 621-8120
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Dr. Francesca Orsini,

School of Oriental and African Studies, University of London
Thornhaugh Street, Russell Square, London WC1H 0XG, United Kingdom. Tel: +44 20 7898
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Dr. Avril Powell,
School of Oriental and African Studies, University of London
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Email: aapowell@hotmail.com

Research Statement:

To date my research has focused on mentalities and practices in the courtly societies of the Deccani Sultanates. I have published works on manliness and ethics in medieval India; garden culture and garden practices; cosmology, astrology and astral magic in Islamicate India. My thesis was entitled *Courtly Culture in the Indo-Persian states of the Medieval Deccan, 1450-1600* and explored the world of the peripatetic courtier, who moved across regions and between courts in search of generous patrons. The thesis presents three case studies of different “knowledges” that helped a courtier attain success. These three case studies illustrate the ways in which the acquisition of expertise in a particular knowledge provided the courtiers with opportunities for self-fashioning. I am currently in the process of revising the thesis for publication, with a clearer focus on the intersection and negotiation between ideas of cosmopolitanism and vernacularism in the lives of these peripatetic courtiers. I anticipate that the revised manuscript will be complete by May 2012.

My current and future research interests continue to be focused around the evolution of ‘practices’ in medieval India. As it stands, ‘cultural history’ of the kind inspired by Norbert Elias, Michel Foucault, Carlo Ginzburg, Natalie Zemon Davis and Alain Corbin in the European context is still in its infant stages in premodern Indian historiography, although there is increasing interest among scholars. My current research interests may be placed within these wider considerations. There are three areas in which I am currently conducting research. The first concerns the history of the practices and philosophies of friendship and sociability in medieval South Asia. Drawing on research undertaken during my thesis and my postdoctoral fellowship at the Institute of Historical Research, London, I want to undertake an in-depth investigation into the way in which courtiers developed and maintained relationships with their peers, superiors and subordinates. Examining both the broad philosophical underpinnings and the rituals and practices of friendship and sociability in everyday life, I hope to throw scholarly light on a hitherto neglected area of South Asian history. This research project, which has attracted a grant of \$86,000 (Singapore dollars) from NTU, forms part of a wider project on the history of friendship in South Asia from the ancient to early modern period, undertaken in collaboration with colleagues from the University of Pennsylvania. Within the ambit of this project, two conferences are planned: the first at the University of Pennsylvania in May 2011 and the second at NTU in December 2011. As much of the research for this project is being undertaken concurrently with the revision of my thesis, the results will also benefit my monograph. However the friendship project covers a much wider scope in terms of period and region and will have quite separate outcomes. The expected outcomes of the project include a special issue of a journal to be submitted in 2012 and, in the longer term, following the publication of my own monograph, a jointly authored book on the history of friendship in pre-modern South Asia.

The second area of my research focuses on the history of the senses in South Asia. Building on research undertaken during my doctorate, I am currently exploring the cultural construction of the sense of smell in medieval India and the intersection of the sense of smell with discourses of class, aesthetics, sociability, medicine and the body. I am currently working on an article on perfume and smell, which I hope to submit to the journal *Past and Present* by the end of the year. Finally, I am also beginning to explore the history of magic in South Asia. Drawing on manuscripts of astral, astrological and liturgical magic produced in

the medieval Deccan, I am interested in exploring the position of magic in an Islamicate society; its intersection with religion and belief— both Islam and Hinduism; its use in practices of sociability and intimacy; and its intersections with philosophical and cosmological understandings of the nature of the world.

Teaching Statement:

In the 11th Century, Kai Kaus, the ruler of a small state on the shores of the Caspian Sea, urged his son to “heighten his natural talents through education.” This is the key to the approach I take when teaching. Firstly I interpret the phrase “natural talents” as a synonym for personal interests. I strongly believe that we learn best when we find a particular aspect of the wider subject that speaks to our own passions and interests. In the first lesson with a new class, I ask each student to speak openly about their own interests and their reasons for taking this particular course. These may include personal background and experience, hobbies, major concentrations or current events. This allows me to tailor the material I use in class to the varied interests of the group. Exposing the whole group to a variety of frequently ‘quirky’ aspects of a historical topic has the additional benefit of demonstrating to the students that there is no single overarching historical narrative but a plurality of ‘histories of everything.’ Throughout the course I encourage students to broaden their interests in these aspects, as well as to explore new areas that pique their interest by offering guidance on web resources, films and extra reading. I reward this interest by ensuring that all assignments and exam questions are open-ended enough for students to use the fruits of their own research to respond to a theoretical or empirical question.

Of course, it is common to find students, particularly those taking a general elective, who feel that history has little relevance to their own lives and interests. To challenge this prejudice, I make a point of incorporating items of local or international news into our lessons, to illustrate the complex, non-linear and multiple connections that the past has with the present. I particularly relish finding surprising connections between periods and regions that are distant in time and space, since this can frequently fire students’ imaginations and spark off interesting debates about the long history of “globalisation.”

Secondly, I define the phrase “natural talents” as inherent skills and aptitudes. At the earliest stages of their development, all humans are insatiably curious, constantly asking, “why?” Through my classes I seek to re-awaken that inherent curiosity and develop that insistent questioning into a critical engagement with history and historiography. This is particularly important when teaching students whose formative education has emphasised rote learning over critical thinking – as is the case in Singapore, particularly among Science and Engineering students who take a history course as a general elective. I use several strategies to encourage a critical approach. First and foremost I make frequent use of primary sources within lectures and tutorials. Students are required to evaluate, analyse, discuss and interpret a wide variety of sources (textual, visual and material) both individually and in groups and are pushed to link particular sources to the broader themes of that week’s class. Frequently the sources may contradict certain ‘facts’ the students have learned in the lectures and readings, and they will be encouraged to negotiate this discrepancy. Secondly, I make a point of introducing students to historiographical debates by assigning readings that contradict or disagree with each other in order to show the ‘messy’ and provisional nature of any historical narrative. Students are encouraged to intervene in the historiographical debate in class and in their assignments through analyses of scholarly writing. Since much of what passes for ‘history’ is created outside the academy, my courses often include engagement with other ‘makers of history’ – archives, museums, textbooks, guidebooks and websites - and questioning of the silences and assumptions that structure such narratives. Finally, the use of particular historiographical genres is questioned, through the class room use of different ways of representing history: films, websites, historical fiction and so on. Students with particular interests in creative writing, blogging or film-making are also encouraged to explore new ways of representing history beyond the academic essay. This encourages a self-reflexive attitude with regards to narrative strategies as well as a critical engagement with content.

In sum, I find teaching to be a stimulating, dynamic and exciting process – as well as a learning experience which never ceases to surprise me.