

NEP AND Learning Outcome-based Curriculum Framework (LOCF)

For

Post Graduate Program Master of Arts

(To be effective from the Academic Session 2024-25)



Department of History

Gurugram University, Gurugram

(A State University established by Govt. of Haryana Act No. 17 of 2017)

Department of History
Scheme PG A1: M.A. History (Course work Only)

Semester-1

Course Code	Course Title	Course ID	L	T	P	L		T	P	Total Credits	MARKS				
			(Hrs)			Credits		TI	TE		PI	PE	Total		
	Core Course(s)														
CC-A01	Social Formations and Cultural Patterns in the Ancient World		3	1	0	3		1	0	4	30	70	-	-	100
CC-A02	History of India (From Earliest Times Up to c. 400 BCE)		3	1	0	3		1	0	4	30	70	-	-	100
CC-A03	History of Modern Europe (c. 1789-1871)		3	1	0	3		1	0	4	30	70	-	-	100
	Discipline Specific Elective Courses														
DSE-01	Rise of Modern West		2	1	0	2		1	0	3	25	50	-	-	75
	Multidisciplinary Course(s)														
MDC-01	History and Culture of Haryana		2	1	0	2		1	0	3	25	50	-	-	75
	Ability Enhancement Course(s)														
AEC-01	An Introduction to Indian Art		1	1	0	1		1	0	2	15	35	-	-	50
	Value-added Course(s)														
VAC-01	Understanding Popular Culture		1	1	0	1		1	0	2	15	35	-	-	50
Total Credits										22					550

Semester 2

Semester 2														
Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A04	Social Formations and Cultural Pattern in the Medieval World		3	1	0	3	1	0	4	30	70	-	-	100
CC-A05	History of India (From c.400 BCE to 400 CE)		3	1	0	3	1	0	4	30	70	-	-	100
CC-A06	History of Modern Europe (1871-1945)		3	1	0	3	1	0	4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-02	Indian Historiography		2	1	0	2	1	0	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-02	Historical Perspectives in Tourism		2	1	0	2	1	0	3	25	50	-	-	75
Ability Enhancement Course(s)														
AEC-02	Ethics in History		2	1	0	2	1	0	2	15	35	-	-	50
Skill Enhancement Course(s)														
SEC-01	Introduction to Archaeology		2	1	0	2	1	0	2	15	35	-	-	50
Total Credits									22					550

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS					
			(Hrs)	Credits			TI	TE		PI	PE	Total			
Core Course(s)															
CC-A07	History of India (from 400 CE to 1200 CE)		3	1	0	3	1	0	4	30	70	-	-	100	
CC-A08	Economic History of India (1757-1947)		3	1	0	3	1	0	4	30	70	-	-	100	
CC-A09	Freedom Movement in India (1757 – 1947)		3	1	0	3	1	0	4	30	70	-	-	100	
Discipline Specific Elective Courses															
DSE-03	History of Science and Technology in India (from Earliest Times to Pre-Colonial Times)		2	1	0	2	1	0	3	25	50	-	-	75	
Multidisciplinary Course(s)															
MDC-03	Environmental History of India		2	1	0	2	1	0	3	25	50	-	-	75	
Skill Enhancement Course(s)															
SEC-02	Archives and Museums		1	1	0	1	1	0	2	15	35	-	-	50	
Value-added Course(s)															
VAC-02	Understanding Heritage and Culture		1	1	0	1	1	0	2	15	35	-	-	50	
Seminar															
Seminar			0	0	4	0	0	2	2	-	-	15	35	50	
Internship/Field Activity#															
			0	0	8	0	0	4	4	-	-	30	70	100	
Total Credits									28					700	

#Four credits of internship earned by a student during summer internship after 2nd semester will be counted in 3rd semester of a student who pursue 2-year PG Programme without taking exit option.

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS					
			(Hrs)			Credits				TI	TE	PI	PE	Total	
Core Course(s)															
CC-A10	History of India (1206-1707)		3	1	0	3	1	0	4	30	70	-	-	100	
CC-A11	Contemporary History of India (1947-2000)		3	1	0	3	1	0	4	30	70	-	-	100	
Discipline Specific Elective Courses															
DSE-04	Issues in Contemporary world		2	1	0	2	1	0	3	25	50	-	-	75	
Multidisciplinary Course(s)															
MDC-04	Women in Indian History		2	1	0	2	1	0	3	25	50	-	-	75	
Ability Enhancement Course(s)															
AEC-03	Art and Science of History Writing		1	1	0	1	1	0	2	15	35	-	-	50	
Community Engagement/Field Work/Survey/Seminar															
Seminar			0	0	12	0	0	6	6	-	-	30	70	100	
Total Credits									22					500	

Nature of Work	Course Credits	Contact hours per week	Contact hours per semester (15 weeks)
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/project, or community engagement, etc.	01	02	30

Note: Tutorial batch size (UG programme: 20-25, PG Programme: 12-15)

The distribution of credits among the lectures/tutorial/practicum will be as follows:

Courses	Total Credits	L (Credits)	T (Credits)	P (Credits)	MARKS			
					TI	TE	PI	PE
Only Theory	4	3 (3 hrs)	1	-	30	70	-	-
	3	2 (2 hrs)	1	-	25	50	-	-
	2	1	1	-	15	35	-	-
Theory and Practicum	4	3 (3 hrs)	-	1 (2 hrs)	25	50	5	20
	4 (Where pract. is dominant)	2 (2 hrs)	-	2 (4 hrs)	15	35	15	35
	3	2 (2 hrs)	-	1 (2 hrs)	15	35	5	20
	2	1	-	1 (2 hrs)	5	20	5	20
When Practicum is separate course	2	-	-	2 (4 hrs)	-	-	15	35
	3	-	-	3 (6 hrs)	-	-	25	50
	4	-	-	4 (8 hrs)	-	-	30	70
AEC/VAC	2	2 (2 hrs)			15	35	-	-
SEC	3	2 (2 hrs)		1 (2 hrs)	15	35	5	20
	2	1		1 (2 hrs)	5	20	5	20
DSEC	4	3 (3 hrs)		1 (2 hrs)	25	50	5	20
Minor/VOC	4	2 (2 hrs)		2 (4 hrs)	15	35	15	35
Internship	4	--	--	4 (8 hrs)			30	70

L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE= Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination

THIRD SEMESTER

CC-A07	History of India (From 400 CE to 1200 CE)
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Credits:4(Hrs/week:4)

Maximum Marks :100
Theory Examination:70
Internal Assessment:30 Max.
Examination Time: 3 hrs.

Learning outcomes - On successful completion of this Course, the students will be able to:

CO1: Develop an understanding of the ever fluid political scenario of the period identified in this paper, with special focus on regional polities.

CO2: Identify the historical importance of the accelerated practice of land grants issued by ruling houses.

CO3: Delineate changes in the realm of economy, society and culture with emphasis on newer forms of art and architecture.

CO4: Understand the causes of Tripartite struggle and the rise of Southern Empires.

Note : The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.

Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 70 marks.

Unit 1:

Towards Establishment of the Empire: Survey of the Sources , The Guptas and the Vakatakas: Administration, economy, society, territorial expansion under the Gupta Rulers , Glory and Decline

Unit 2:

Towards Early Medieval times: Debate and Issues.

Changes in post - Gupta period with special reference to Vardhanas, Pallavas and Chalukyas and emergence of the Rajput Kingdoms

Unit 3:

Polity, Economy and Society :

Development of Feudalism ; Agrarian developments and land grants ; Urban patterns, trade and currency ; the proliferation of Jatis: changing norms of marriage and inheritance.

Religious and Cultural Developments: Continuity of classical traditions alongside the emergence of regional styles in art, architecture, and literature.

Unit 4:

Rashtrakutas, Palas and Pratiharas: Tripartite struggle for supremacy; The Cholas and Pallavas : State and administration, economy and culture.



Essential/Recommended Readings

- Sharma, R.S. (1995). "An Analysis of Land grants and their Value for Economic History" in Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal.
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson.
- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: Macmillan.
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar.
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas.
- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 1)
- Devahuti, D. (1999). Harsha: A Political Study. New Delhi: Oxford University Press, third edition. (All Chapters)
- Harle, J.C. (1994). The Art & Architecture of the Indian Subcontinent. PLACE: Yale University Press. (Chapter 20)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 9)
- Karashima, Noborou (ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 3)
- Sharma, R. S. (2001). Early Medieval Indian Society: A Study in Feudalization. Delhi: Orient Longman. (Chapter 1, 3 and 6)
- Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press. (Chapter 3).
- Singh, Vipul. (2009). Interpreting Medieval India, Vol. I. New Delhi: Macmillan. (Chapter 3)
- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 4)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 10)



CC-A08	Economic History of India (1757-1947)
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Credits:4(Hrs/week:4)

Maximum Marks :100
Theory Examination:70
Internal Assessment:30 Max.
Examination Time: 3 hrs.

Learning Outcome

CO1 : Students understand about how colonial policies changed the urban and rural economic structures.

CO2 : Critically analyze the growth of new irrigation systems and famines in the colonial period.

CO3 : Critically analyze the impact of Industrial capitalism on the handloom industries and the growth of trade union movements.

CO4 : Students understand the drain of wealth theory and colonial policies on environment.

Note : The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.

Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 70 marks.

UNIT- 1

Pre-Colonial Indian Economy: Main trends in Rural and Urban Economy, Disintegration of Pre-colonial Economy, Debate over De-Industrialization.

Colonial land revenue settlements : Permanent Settlement, Ryotwari and Mahalwari; Commercialization of agriculture, Problem of Rural Indebtedness in Colonial India, Peasant Revolts.

Unit-II

Irrigation system and changes during the colonial period; Canal Colonies

Famines : Causes, geographical spread of famines and colonial policy regarding famines in colonial period.

Unit-III

Foreign trade in colonial India with reference to Mercantilism .

Industrial capitalism and Industrial policy in colonial India, Artisans and small-scale industry with special reference to handlooms, Labour and the trade union movement.

Unit-IV

Financial Capitalism, Banking system, Consequences of colonial rule on Indian economy, Urban Markets and growth/decline of urban centres in colonial India; Drain of Wealth Theory

Environment, Forests Policies in the Colonial State

Essential/Recommended Readings

Bagchi, Amiya Kumar: Presidency Banks and the Indian Economy, 1876-1914 (Calcutta, 1989)

Bagchi, Amiya Kumar: Private investment in India, 1990-1939 New Delhi : 1972-1979

Bhattacharya, Dhires : A Concise History of Indian Economy : From the Mid-Eighteenth to the Present Century, New Delhi : Prentice-Hall of India, 1989

Bhattacharya, Sabyasachi: Adhunik Bharat Ka Arthik Itihaas, New Delhi and Patna : Rajkamal Prakashan, 1990

Chandvarkar, Rajnarayan: Imperial Power and Popular Politics : Class, Resistance and the State in India, 1850-1950, Cambridge : Cambridge University Press, 1998

Chaudhari, K.N. : Foreign Trade and Balance of Payments (1757-1947) in Dharma Kumar (ed.) (1983), Cambridge Economic of India Volume II, 1983

Davey, Brian : The Economic Development of India Nottingham : Spokesman Books, 1975

Gadgi, D.R. : The Industrial Evolution of India in recent Times, 1860-1939 (Delhi :Oxford University Press, Fifth ed. 1973

Habib, Irfan (Revised edn.) : Indian Economy 1858-1914, New Delhi ; Tulika Books, 2006

Kumar, Dharma (ed.) : The Cambridge Economic History of India, Volume 2: c . 1757- c. 1970, Hyderabad : Orient Longman, 1984

Mishra, Girish : Adhunik Bharat Ka Arthik Itihaas, New Delhi : Granth Shilpi, 2004

Ray, Rajat K. : Industrialization in India : Growth and Conflict in the Private Corporate Sector, 1914-47, Delhi : Oxford University Press, 1979

Roy, Tirthankar : Traditional Industry in the Economy of Colonial India, Cambridge ; Cambridge University Press, 1999 Apart from handlooms, this book deals with Gold Thread, brassware, leather and carpets also.

Roy, Tirthankar : The Economic History of India, 1857-1947 Second Edition, New Delhi, Oxford University Press, 2006

Singh, V.B. (ed.) : Economic History of India, 1857-1956 New Delhi ; Allied Publishers, 1975

Tomlinson, B.R. (Indian edition) : The Economy of Modern India, 1860-1970 The New Cambridge History of India III, 3, New Delhi : Foundation Books, 1998

CC-A09	Freedom Movement in India (1757-1947)
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Credits:4(Hrs/week:4)

Maximum Marks :100
Theory Examination:70
Internal Assessment:30 Max.
Examination Time: 3 hrs.

Learning Outcomes

CO1: Learn the nature of the British Colonial State, Government and its Administration in India and its impact.

CO2 : Understand the emergence of Indian Nationalism and National Movement in India.

CO3: Grasp the growth of Indian National Movement during the Gandhian era.

CO4 : Acquaint with the role of non-Congress outfits in national movement and the circumstances leading to partition and independence of India.

Note : The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.

Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 70 marks.

UNIT- 1

Establishment and Consolidation of British Power: Battle of Plassey ,Battle of Buxer , Political Settlement of 1765, Subsidiary Alliance System , Political Settlement of 1817-1818, Doctrine of Lapse
The Indian Resistance: Anglo Mysore Relations 1767-1799, Anglo –Maratha Relations 1775-1818; Revolt of 1857 : Nature, Causes and Consequences

Unit-II

Nature of the British Colonial State and Government: Land Revenue Administration, Civil and Judicial Administration - Indian Civil Services and Bureaucracy; Relations with the Princely States; Capitalist Change and Emergence of the New Social Order

Unit-III

Cultural Renaissance and Emergence of Indian Nationalism: Socio-Religious Reform Movements: Brahmo Samaj, Arya Samaj, Satyashodak Samaj and Ramakrishan Mission; Founding of Indian National Congress, The Moderates and the Extremists: Ideology and Politics; Rise of Revolutionary Movement; Founding of the Muslim League and its Politics; Depressed Class Movement and the Role of B.R. Ambedkar

Unit IV

The Gandhian Era: Earlier Satyagrahas, Non Cooperation Movement, Civil-Disobedience Movement, Quit India Movement, Subhas Chandra Bose and Indian National Army, Rise of the Left & Right Wings in Indian Politics, Round Table Conference and the conclusion of Poona Pact, Growth of Communalism, Demand of Pakistan; Cripps Mission, Cabinet Mission and Mountbatten Plan: Partition and its Effect

Suggested Readings :

- Dodwell, H.H (ed.) : The Cambridge History of India Vol. V, Cambridge, 1934, 1937
Sutherland, Lucy : The East India Company in the 18th Century Politics, Oxford, 1952
Gupta, Brijan K. : Siraj-ud-daula and the East India Company, 1962
Khan, Mohibul Hasan : Tipu Sultan
Roberts, P.E. : India under Wellsley
Sinha N.K. : Ranjit Singh
Sen, S.N. : Eighteenth Fifty Seven, Delhi, 1957, Calcutta, 1958
Majumdar, R.C. (ed.) : British Paramantacy and India's Renaissance Vol. X, Pt.1, Bombay, 1965-68
Tara Chand : History of Freedom Movement Vol. I & II, Delhi, 1991
Misra, B.B. : Central Administration of the East India Company 1773-1834, Macmillan, 1959
Stokes, Eric : English Utilitarian and India, Oxford, 1959
Philips, C.H. : The East India Company, 2nd edn., London, 1962
Metcalf, T.R. : Aftermath of the Revolt, Princeton, 1964
Pannikar, K.M. : An Introduction to the study of the Relations of Indian States with the Government of India, London, 1932
Spear, P. : History of India, Vol. II, Penguin, 1965
Banerjee, A.C. : A New History of Modern India 1757-1947
Sardesai, G.S. : New History of the Marathas - Vols II, III, Bombay, 1946
Sardesai, G.S. : The Main Current of Maratha History.
Norris, J.A : The First Afghan War, 1838-42
Penderal Moon : Warren Hastings and British India, London, 1954
R.C. Majumdar, and Dutta K.K. & Ch., H.C. Ray : Advanced History of India Vol. III, 4th ed. Delhi, 1978
Prasad Bisheshwar : : Bondage and Freedom, Vol. I
Gopal S. : The viceroyalty of Lord Ripon 1880-84, London, 1899
Dodwell H. (ed.): : Cambridge History of India Vol. VI, Cambridge, 1934
Majumdar, R.C. : The British Paramounty and Indian Renaissance Vol. IX, X Pt. I Bombay
Dilks, David : Curzon in India 3 Vol.
Lover, Frazer: : India under Curzon and Afghan
S. Chakarvarty : From Khyber to Oxus
A.C. Banerji : The Conquest of Burma
Ravinder Kumar : India and the Perisian Gulf Region
Bisheshwar Prasad : Bondage and Freedom Vol. 2



DSE-03	History of Science and Technology in India (from Earliest times to Pre Colonial Times)
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Credits:3

Maximum Marks :75
Theory Examination:50
Internal Assessment: 25
Examination Time: 3hrs

Learning Outcome:

CO1 : Critically, students to know the evolution and development of science and technology through the ages in India up to 18th century.

CO2 : Evaluate and analyse the history of various fields of science viz. Physical, Chemical, Mechanical, Astronomy, Mathematics and Medicine etc.

CO3 : Explain and acquainted with the internal evolution and external influences on science & technology in India.

CO4: Formulate logical arguments substantiated with historical aspects.

Note : The students will be required to attempt four questions in all.

Question No.1 will be compulsory comprising of 7 short answer type question of 2 marks each and will cover the entire syllabus $7 \times 2 = 14$ marks. In addition to it Question Nos. II to VII will consist of long answer (essay type) questions ,two Questions from each Unit with internal choices carrying 12 marks each i.e $3 \times 12 = 36$ marks thus making it the total weight age to 50 marks. Three long questions to be attempted. One from each unit .

UNIT-I

History of Science and technology- Meaning, scope and Importance , Sources of History of Science and technology in India, technology and society;

Origins and development of technology in pre-historic period, Beginnings of agriculture and its impact on the growth of science and technology,

Science and technology during Vedic and later Vedic times including physical and biological sciences.

UNIT-II

Major developments in the history of science and technology from 1st century AD to c. 1200

Developments in astronomy: Aryabhata, Varahmihira and Bhaskara-I

Developments in medicine and surgery: Charaka and Sushruta Samhitas

UNIT-III

Developments in medical knowledge and interaction between Unani and Ayurveda and Alchemy, Concept of rationality and scientific ideas in Arab thought and its reception in India. New Developments in technology : Persian wheel, gun-powder, textiles, bridge building, etc.

Astronomy in the Arab world and its impact on India with special reference to Sawai Jai Singh.

SUGGESTED READINGS:

- Arnold Devid : Science, Technology and medicine in Colonial India. The New Cambridge History of India Series, OUP, Cambridge, 1999.
- Kumar, Deepak : Science and the Raj, OUP, Delhi, 1995
- Prakash Gyan : Another Reason: Science and the Imagination of Modern, OUP, Delhi, 2000
- Qaiser, A.J. : The Indian Response to European Technology and Culture, OUP, Delhi, 1982.
- Raina, D. and Habib I. (Ed.) : Situating History of Science: Dialogues with Joseph Needham, OUP, Delhi, 1999
- Sangwan, S. : Science, Technology and Colonization: Indian Experience, Anamika, Delhi ,1990
- Bose, D.M, S.N.Seen, and B.V. Subbarayappa, eds., A Concise History of Science in India, Indian National Science Academy, New Delhi ,1971
- Chattopadhyaya, Debiprasad, ed., Studies in the History of Science in India, Editorial Enterprises, New Delhi , 1982
- Derry, T.K. and Trevor L, Williams, A Short History of Technology from the Earliest Times to A.D. 1900



MDC-03

Environmental History of India

Credits:3

Maximum Marks :75
Theory Examination:50
Internal Assessment: 25
Examination Time:3 hrs

Learning Outcomes: After completing this course, students should be able to:

CO1: Understand the historical methodologies and concepts to explain the environmental contexts of the past social and cultural transformations.

CO2: Develop a historical perspective on the complex relationship between society and nature from prehistory to the present in the context of the Indian subcontinent.

CO3: Discuss how societies developed technologies, sources of energy, and modes of organizing lives to adapt to varied ecological landscapes.

CO4: Discuss environmental issues within a socio-cultural framework.

Note : The students will be required to attempt four questions in all.

Question No.1 will be compulsory comprising of 7 short answer type question of 2 marks each and will cover the entire syllabus $7 \times 2 = 14$ marks. In addition to it Question Nos. II to VII will consist of long answer (essay type) questions ,two Questions from each Unit with internal choices carrying 12 marks each ie $3 \times 12 = 36$ marks thus making it the total weight age to 50 marks. Three long questions to be attempted. One from each unit .

UNIT I.

Social Perspectives on Environment

Studying human-nature interactions and its Recent trends

Land, Forests, Pastures, Monsoon, river systems and oceans in Pre-Colonial Times.

The New Regimes: Colonial policies of Land, Forests, Water and Irrigation in Colonial period

UNIT II.

Contemporary Environment Issues: India and World

Forests: Human-wildlife conflict, threat to Bio-diversity, Protest movements , Water Dams, Displacement, Pollution, Degradation , Mitigating Hunger, Green Revolution.

Climate change and global efforts: Industrial Disasters, Alternative visions,

Resistances to New Regimes in India : Peasants, Tribal and Pastoralist communities

ESSENTIAL READINGS

- Agarwal Anil and S. Narain, eds. The Fifth Citizen's Report on the Environment in India. Delhi: Centre for Science and Environment, 1999.
- Agarwal Anil and S. Narain, eds. The Second Citizen's Report on the Environment in India, 1984-85. Delhi: Centre for Science and Environment, 1985.



- Agarwal, Anil, et al, eds. The First Citizens' Report on the Environment in India. Delhi: Centre for Science and Environment, 1982. (Hindi translation Available)
- Divyabhanusinh. The End of a Trail: History of Cheetah in India. New Delhi: Oxford University Press, 1990.
- Gadgil Madhav & Ramachandra Guha. This Fissured Land: An Ecological History of India. New Delhi: Oxford University Press, 1992.
- Grove, Richard, Vinita Damodaran and Satpal Sangwan, eds. Nature and the Orient: The Environmental History of South and Southeast Asia. New Delhi: Oxford University Press, 2000.
- Guha R. Environmentalism: A Global History. New Delhi: Oxford University Press, 2001.
- Lahiri Nayanjot. ed. The Decline and Fall of the Indus Civilization. Ranikhet: Permanent Black, 2002.
- McNeill J.R., Something New Under the Sun: An Environmental History of Twentieth Century World. New York & London: W.W. Morton & Company, 2000.
- Rajan S. Ravi, 'Toward a metaphysics of Environmental Violence: The Case of the Bhopal Gas Disaster' in Violent Environments. Edited by Nancy Lee Peluso and Michael Watts, 380-98. Ithaca and London: Cornell University Press, 2001.
- Rangarajan Mahesh, ed. Environmental Issues in India. New Delhi: Pearson, 2007. (Hindi translation available)
- Rangarajan Mahesh and K. Sivaramakrishnan, eds. India's Environmental History. Two Volumes. Ranikhet: Permanent Black, 2012.
- Ratnagar Shereen. Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika, 2001.
- Shiva Vandana. The Violence of the Green Revolution. London and New Jersey: Zed Books, 1993

SEC-02	ARCHIVES AND MUSEUMS
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Credits:2

Maximum Marks :50
Theory Examination:35
Internal Assessment :15
Examination Time: 2 hrs

Note : The students will be required to attempt five questions in all.

Question No.1 will be compulsory comprising of 7 short answer type question of 1 mark each and will cover the entire syllabus 7x1=7 marks. In addition to it Question Nos. II to XI will consist of long answer (essay type) questions , four Questions from each Unit with internal choices carrying 7 marks each ie 4x7= 28 marks thus making it the total weight age to 50 marks. Four long questions to be attempted. Two from each unit .

Learning Outcomes: Upon completion of this course the student should be able to:-

CO1: Understand the basic concepts and their types.

CO2: Explain how the documents and artefacts are preserved and the difficulties faced the process.

CO3: Demonstrate the way in which museums are organized and managed.

CO4: Examine the considerations which govern the way exhibitions in museums are managed.

Unit 1

Definition of Archives and Museum Types : Official Records, crafts, media, digital, virtual; difference between Archives, Museum and Library; New kinds of Museums and Archives.

Unit 2

History of setting up of museums and Archives: case study of Indian Museum: Calcutta, Salarjung Museum, Hyderabad and National Museum, Delhi (Project: At least one case study), Case study of Archives: National Archives of India, Delhi , Haryana State Archives, Panchkula (At least one case study)

Note: A visit to a museum and/or archive is desirable from students.

ESSENTIAL READINGS:

- A Guide to the National Museum. New Delhi:National Museum, 1997.
- Agarwal, O.P. Essentials of Conservation and Museology. Delhi: Sundeep Prakashan, 2007.
- Agarwal, O.P. Pustakalaya Samagri Aur Kala-VastuonKaParirakshan. Delhi: NBT, 1999.
- Edson, G. and D. David. Handbook for Museums. London: Routledge, 1986.
- GuhaThakurta, Tapati. Monuments, Objects, Histories: Institutions of Art in Colonial India. Delhi: Permanent Black, 2004.
- Kathpalia, Y.P. Conservation and Restoration of Archive Materials. UNESCO, 1973.
- Ridener, J. From Foiders to Post Modernism: A Concise History of Archival Thecry. LLC: Litwin Books, 2009.

Learning Outcomes:

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

CO1: Analyse the historical processes which result into the making of heritage.

CO2: Describe the significance of cultural diversity in the creation of heritage.

CO4: Illustrate how heritage can be a medium to generate revenue

CO5: Discern the nuances of heritage and will appreciate its importance.

Note: The students will be required to attempt five questions in all.

Question No.1 will be compulsory comprising of 7 short answer type question of 1 mark each and will cover the entire syllabus 7x1=7 marks. In addition to it Question Nos. II to XI will consist of long answer (essay type) questions , four Questions from each Unit with internal choices carrying 7 marks each ie 4x7= 28 marks thus making it the total weight age to 50 marks. Four long questions to be attempted. Two from each unit .

Unit I:**Understanding Heritage and Evolution of heritage legislation :**

Defining heritage: Meaning of antiquity, archaeological site, tangible heritage, intangible heritage and art treasure.

Conventions and Acts -- National and International , Heritage-related government departments, museums, regulatory bodies ,Conservation initiatives

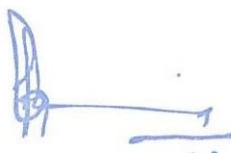
Unit II:**Challenges and Conservation:**

Challenges facing tangible and intangible heritage Development, antiquity smuggling, conflict (specific cases studies) conservation measures of Heritage Sites.

Visit to heritage sites , the relationship between cultural heritage, landscape and travel; recent trends.

ESSENTIAL READINGS

- Lowenthal, D. (2010). Possessed By The Past: The Heritage Crusade and The Spoils of History. Cambridge: Cambridge University Press.
- Lahiri, N. (2012). Marshalling the Past- Ancient India and its Modern Histories. Ranikhet: Permanent Black. (Chapter 4 and 5)
- Singh, U. (2016). The Idea of Ancient India: Essays on Religion, Politics and Archaeology. New Delhi: Sage. (Chapters 7, 8).
- Biswas, S.S. (1999). Protecting the Cultural Heritage (National Legislation and International Conventions). New Delhi: INTACH, • Layton, R.P. Stone and J. Thomas. (2001). Destruction and



Conservation of Cultural Property. London: Routledge.

- Biswas, S.S. (1999). Protecting the Cultural Heritage (National Legislation and International Conventions). New Delhi: INTACH.
- Lowenthal, D. (2010). Possessed By The Past: The Heritage Crusade and The Spoils of History. Cambridge: Cambridge University Press.
- Agrawal, O.P. (2006). Essentials of Conservation and Museology. Delhi: Motilal Banarsidas.
- Chainani, S. (2007). Heritage and Environment. Mumbai: Urban Design Research Institute.
- Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)



FOURTH SEMESTER

CC-A10

History of India (1206 -1707)

Credits:4(Hrs/week:4)

Maximum Marks :100

Theory Examination:70

Internal Assessment:30 Max.

Examination Time: 3 hrs.

Learning Outcomes:

CO1: Students will be able to identify and describe the key political events and figures of the Delhi Sultanate and the Mughal Empire, including the establishment of the empires, significant rulers (e.g., Babur, Akbar, Aurangzeb), and their major policies.

CO2: Students will understand the administrative structures and systems of governance during the Delhi Sultanate and Mughal periods, including land revenue systems (e.g., Mansabdari), military organization, and judicial practices.

CO3: Students will be able to explain the social and economic changes that occurred during this period, including the rise of new social classes, the development of trade and commerce, and the role of agriculture and urbanization.

CO4: Students will be able to describe the major socio-religious movements of the period, such as the Bhakti movement, the Sufi orders, and the emergence of the Sikh faith.

CO5: Students will be able to identify and discuss the major cultural developments of the period, including art, architecture, literature, and music.

Note : The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.

Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 70 marks.

Unit I:


Establishment of the Sultanate:

Survey of sources; Early Turks, Expansion and Consolidation under Khaljis and Tughlaqs, Sayyids and Lodhis, administration, State and Ulema, Nature of State, decline and disintegration.

Unit II :

Establishment of the Mughal Empire:

Babar, Expansion and consolidation under Akhbar, Jahangir, Shahajahan and Aurangzeb, Mansabdari and Jagirdari, decline and disintegration, Emergence of Regional Political Formations: Vijayanagara and Bahmani.



Unit III:

Economy and Integrated patterns of exchange:

Agricultural production, Trade and commerce, land Revenue administration, Monetization; market regulations; Rise of urban centres

Unit IV:

Religion, society and cultures:

Sufi and Bhakti Movements, Religious policy of Akbar, Rise of Composite Culture, social classes, Art and Architecture under Delhi Sultanate and Mughal Empire, Miniature paintings

ESSENTIAL READINGS

- Alam, M., and S. Subrahmanayam. The Mughal State 1526-1750. New Delhi: Oxford University Press, 1998.
- Asher, Catherine B. and Cynthia Talbot. India before Europe. Cambridge: Cambridge University Press, 2006
- Chandra, S. History of Medieval India (800-1700). Delhi: Orient Longman, 2007.
- -----, Medieval India: From Sultanate to the Mughals, Part 1&2. Delhi: Haranand Publications, 2004.
- -----, मध्यकाली भारत, भाग 1&2. Delhi: Jawahar Publishers, 2009.
- -----, ed. Religion, State and Society in Medieval India, collected works of S Nurul Hasan. New Delhi: Oxford University Press, 2005.
- -----, मध्यकाली भारत: राजनीति, समाज और संस्कृति: आठवीं से अठ्ठीवीं सदी तक. Delhi: Orient Black Swan, 2007.
- Gordon, S. The Marathas 1600-1818. Cambridge: Cambridge University Press, 1993.
- Habib, I. मध्यकाली भारत का आर्थिक इतिहास: एक सर्वेक्षण. Delhi: Rajkamal, 2003.
- -----, ed. मध्यकाल भारत, 8 volumes. Delhi: Rajkamal.
- -----, The Agrarian System of Mughal India, 1554-1707. New Delhi: Oxford University Press, 1999.
- Iraqi, S. मध्यकाल भारत में भूमि आन्दोलन. Delhi: Chaukhamba Publishing House, 2012.
- Jackson, P. The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press, 2003.
- Khanna, M. मध्यकाल भारत का सांस्कृतिक इतिहास. Delhi: Orient Black Swan, 2012.
- Khanna, M. मध्यकाल भारत का सांस्कृतिक इतिहास. Delhi: Orient Black Swan, 2012.
- Koch, E. Mughal Architecture: An Outline of its History and Development (1526-1858). Prestel, 1991.
- Kumar, S. The Emergence of the Delhi Sultanate. Delhi: Permanent Black, 2007.
- Moosvi, S. The Economy of the Mughal Empire c.1595: A Statistical Study. Delhi: Oxford University Press, 1987.
- Ray Chaudhuri, T and I. Habib., ed. The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, 1982.
- Richards, J F. The Mughal Empire. Cambridge: Cambridge University Press, 1996.
- Rizvi, SAA. Muslim Revivalist Movements in Northern India during 16th and 17th. Verma, HC., ed. मध्यकाली भारत, भाग 1&2, New Delhi: Hindi Madhyam Karyanvaya Nideshalaya (Univ. of Delhi), 2003(reprint). centuries. Delhi: Munshiram Manoharlal, 1993.

Credits:4(Hrs/week:4)**Maximum Marks :100****Theory Examination:70****Internal Assessment:30 Max.****Examination Time: 3 hrs.****Learning Outcomes:**

CO1: To understand the process of making the Constitution and the Integration and Reorganization of Indian States.

CO2: To acquaint the students with the political developments in India after Independence

CO3: To comprehend the socio-economic changes and progress in science and technology in India.

Note : The question paper will consist of four Units containing eight questions with internal choices from each unit i.e. two question from each unit. The candidate will be required to answer five questions in all.

Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th Compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making if the total weight age to 70 marks.

Unit 1:**The Nehru Era (1947 CE-1964 CE)**

Salient Features of Indian Constitution , Integration and Reorganization of Indian States , Economic Planning and Foreign Policy

Unit II:**Political and Economic Developments (1964 CE - 1984 CE)**

Political Developments after Nehru Era,

Abolition of Privy Purses and Titles; Nationalization of Banks; Green Revolution Emergency , JP Movement and Janata Government: Return of Congress to power; Foreign Policy

Unit III:**Political and Economic Developments (1984 CE-2000 CE)**

Political Developments

Relations with Neighboring Countries

Liberalization, Privatization and Globalization

Unit IV:**Social Changes: Emerging Trends**

Social policies and Social Transition, Socio- Economic Reforms, Upliftment of weaker sections, Women Empowerment Science, Technology and Education

Communalism and Separatist Movements

Suggested Readings

Ambedkar B. R., Federation Versus Freedom, Thakkar and Co, Mumbai ,1939.

Appadorai Raja, India's Foreign Policy Relations,



Bandyopadhyay J, The Making of the India's Foreign Policy, Allied Publishers, New Delhi, 1970.

Bandyopadhyay Sekhar, From Plassey to Partition, A History of Modern India, Orient Longman, New Delhi, 2004.

Bannergee A. C. The New History of Modern India, Bagchi & Co. Delhi, 1983.

Brass Paul, R. (ed.), The New Cambridge History of India: The Politics of India since Independence, Cambridge University Press, Cambridge. 1990.

Brown Judith, Modern India: The Origins of an Asian Democracy, OUP.

Chandra Bipan et.al., India after Independence, 1947-2000, Penguin Books, New Delhi, 1999.

Chandra Bipin Rise and Growth of Economic Nationalism in India, Delhi, 1966.

Chatterjee, Partha (ed.) State and Politics in India, Oxford University Press, New Delhi, 1997.

Dietmar Rothermund, India: The Rise of an Asia Giant, Stanza, New Delhi, 2008.

Dietmar, Rothermund, Contemporary India: Political, Economic and Social Development, Palgrave, Delhi, 2013.

Divekar R. R. (ed.) Social Reform Movement in India, Bombay, 1991.

Dr. Anwar Alam (Eds.), "Oil, Democracy and Terrorism: An Inevitable Nexus in the Gulf", in Contemporary West Asia: Politics and Development, New Century Publications, New Delhi, July 2010.

Dreze, Jean and ,Amartya Sen, India: Economic Development and Social Opportunity, Clarendon, Oxford University Press, Oxford, 1998.

Dutt, V.P, India's Foreign Policy, Vikas Publishing House, New Delhi, 1984.

Forbes Geraldine Forbes, Women in Modern India, Cambridge University Press, Cambridge, 1996.

Forbes, Geraldine, The New Cambridge History of India: Women in Modern India, IV Cambridge University Press, Cambridge. 1996. Francine Frankel, R; India's Political Economy, 1947-1977. The Gradual Revolution, Oxford University Press, New Delhi, 1978.

Grover B.L. and Grover S. A New Look at Modern Indian History, S. Chand & Co. New Delhi.

Guha, Ramchandra, India after Gandhi: The History of the World's Largest, Pan Macmillan India, 2017.

Guha Ramchandra, Makers of Modern India, Penguin Books, New Delhi, 2012.

Gupta Dipankar (ed. Social Stratification OUP, New Delhi, 1991.

Gupta M. L. Glimpses of Indian History: Past and Present, Anmol Publisher, 2002.

Jaising Hari, India Between Dream and Reality, Allied Publishers.

Khanna D. D. and Other Democracy, Diversity and Stability – 50 years of Indian Independence.

Kumar Dharma (ed.), The Cambridge Economic History of India, Vol. II, c. 1757-2003, Orient Longman in association with Cambridge University Press, New Delhi, 2005.

Kumar Radha, The History of Doing, Zubaan, New Delhi, 2007.

Majumdar R.C. Comprehensive History of India, Vol. 3 (Part III) : Peoples Publishing House.

Mohanty, Manoranjan, (ed.), Class, Caste and Gender: Readings in Indian Government and Politics- Sage Publications, New Delhi, 2004.

Nanda B. R. Essays in Modern Indian History, O.U.P., Mumbai.

Nanda B.R. Making of a Nation: India's Road to Independence, Delhi, 1998.

Pylee M. R., Constitutional History of India S. Chand & Co. Ltd, New Delhi, Fifth Edition – 2011.

Sen, Sukomal, Working Class of India: History of Emergence and Movement, 1830-1970. K.P.Bagchi and Company, Calcutta, 1977.

Shah Ghanshyam (ed.), Caste and Democratic Politics in India, Permanent Black, Delhi. 2002.

Shekhar Baly Metcalf, A concise History of Modern India. Thompson, Edward & Garratt G.T. History of British Rule in India, Vol. II, Atlantic Publishers and Distributors, Delhi, 1999

Tomlinson, B.R. (ed.), The New Cambridge History of India: The Economy of Modern India, 1860-1970, Cambridge University Press, Cambridge, 1993.

Credits: 3

Maximum Marks :75
Theory Examination:50
Internal Assessment:25
Examination Time: 3 hrs.

Learning Outcomes :**CO1: Knowledge and understanding :**

Students will demonstrate an understanding of key concept and theories related to contemporary issues, including their historical context and global implications.

CO2: Problem Solving:

Students will learn to identify potential solution to contemporary problems and evaluate their feasibility and effectiveness.

CO3: Global Awareness:

Student will gain a border understanding of diverse cultures, perspectives, and global interconnectedness.

Note : The students will be required to attempt four questions in all.

Question No.1 will be compulsory comprising of 7 short answer type question of 2 marks each and will cover the entire syllabus $7 \times 2 = 14$ marks. In addition to it Question Nos. II to VII will consist of long answer (essay type) questions ,two Questions from each Unit with internal choices carrying 12 marks each ie $3 \times 12 = 36$ marks thus making it the total weight age to 50 marks. Three long questions to be attempted. One from each unit .

Unit 1:

Colonialism, Anti-Colonial and Nationalist Movements in Asia, Impact of World Wars, Decolonization of South East Asia and Africa, Non-Aligned Movement , The Role of the UN: International Security and Peace, United Nations and Global Environmental Initiatives, UNO And Human Rights.

Unit 2:

Disintegration of Soviet Russia, End of Socialist Bloc in Eastern Europe, Communism in Eastern Europe, Crisis of Cuba and Vietnam, People's Republic of China Under Mao, Cold War (Origins of The Cold War: Reasons and Debates)

Unit 3 :

Neo-Liberalism, Globalization , GATT And WTO: An Introduction, The IMF and The World Bank, Resistance against Globalization and Neo-Liberalism, Global Warming and Climate Change, Global Consumer Culture and The Problem of Sustainability and SDGs

Essential/ Suggested Readings:

Dietmar Rothermund. (2006). The Routledge Companion to De colonisation. Routledge.

Falkner, R. (Ed.). (2013). The Handbook of Global Climate and Environment Policy. John Wiley & Sons Inc.



- Fitzpatrick, S. (2022). *The Shortest History of the Soviet Union*. Picador India.
- Khapoya, V. B. (2015). *The African Experience*. Routledge.
- Lowe, N. (2013). *Mastering Modern World History*. Palgrave.
- Sepulveda, M., et al. (2004). *Human Rights Reference Handbook*. University for Peace.
- Steger, M., & Roy, R. (2010). *Neoliberalism: A Very Short Introduction*. Oxford University Press.
- Storey, J. (2008). *Cultural Theory and Popular Culture: An Introduction* (5th ed.). Pearson.
- Walters, M. (2006). *Feminism: A Very Short Introduction*. Oxford University Press.



Credits:3

Maximum Marks :75
 Theory Examination:50
 Internal Assessment:25
 Examination Time: 3 hrs.

Learning outcomes

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

CO1: Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.

CO2: Explore women's experiences within specific contexts at specific historical moments.

CO3: To discuss the material basis of women's experiences with reference to specific issues like ownership of property.

Note : The students will be required to attempt four questions in all.

Question No.1 will be compulsory comprising of 7 short answer type question of 2 marks each and will cover the entire syllabus $7 \times 2 = 14$ marks. In addition to it Question Nos. II to VII will consist of long answer (essay type) questions ,two Questions from each Unit with internal choices carrying 12 marks each ie $3 \times 12 = 36$ marks thus making it the total weight age to 50 marks. Three long questions to be attempted. One from each unit .

Unit 1:**Women in ancient India:**

Understanding gender and patriarchy, Theories of Gender Studies,
 Historiography: women's history in India.

Brahmanical patriarchy in India, Women : property and Inheritance in Hindu law , Women and work: voices from Tamilakkam.

Unit II:**Women in medieval India**

Mughal State, the harem and household
 Imperial women: Razia Sultan, Nur Jahan, Jahanara
 Women and literary activities

Unit III:**Women in Modern India**

Social reform Movements and women in the 19th century
 Women and Indian Nationalism: prior to 1920; Gandhi and women's participation and programmes,
 Women and Partition: trauma, displacement and rehabilitation

ESSENTIAL READINGS

- Bhasin, Kamla. Understanding Gender. New Delhi: Women Unlimited, 2000.
- Bokhari, Afshan. 'Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India'. In Arrangements of the Mystical in the Muslim World, 1200 1800. Taylor and Francis, 2011.
- Chakravarti, Uma. 'Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State'. Economic and Political Weekly, 28(14), 3 April 1993, pp.579-85.

- Forbes, Geraldine. *Women in Modern India*. Cambridge: Cambridge University Press, 1996.
- Gupta, Charu, ed. *Gendering Colonial India: Refo/rms, Print, Caste and Communalism*. Delhi: Orient Blackswan, 2012 [Introduction].
- Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. Delhi: Zubaan, 1997 [Also available in Hindi].
- Lal, Ruby. *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge University Press, 2005.
- Menon, Ritu and Kamla Bhasin. *Borders& Boundaries*. Delhi: Kali for Women, 1998.
- Ramaswamy, Vijaya. 'Aspects of Women and Work in Early South India'. In Kumkum Roy, ed. *Women in Early Indian Societies*. New Delhi: Oxford University Press, 2000.
- Shah, Shalini. 'Patriarchy and Property'. In *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised edn. Delhi: Manohar, 2012, pp. 32-62.
- Sharma, Sunil. 'From 'Ā'esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women'. *Journal of Persianate Studies*, 2, 2009, pp. 148-164

Course Outcomes: By the end of the course the student should be able to:

Learning Outcomes:

CO1:Analyze how myths and memory were used in early historical interpretations and Trace the shift from narrative to analytical history.

CO2:Evaluate the claims of objectivity and empirical rigor in history writing.

CO3:Explore how literary techniques influence historical interpretation.

CO4:Analyze interdisciplinary approaches to history.

Note: The students will be required to attempt five questions in all.

Question No.1 will be compulsory comprising of 7 short answer type question of 1 mark each and will cover the entire syllabus $7 \times 1 = 7$ marks. In addition to it Question Nos. II to XI will consist of long answer (essay type) questions , four Questions from each Unit with internal choices carrying 7 marks each i.e $4 \times 7 = 28$ marks thus making it the total weight age to 50 marks. Four long questions to be attempted. Two from each unit .

Unit 1:

History as Science — Rationalism, Evidence, and Positivism

- Origins of history writing in ancient Times: Mythological History, oral traditions, and early historical consciousness.
- . Historical writing in ancient India (Itihasa Purana, and Epics)
- . Enlightenment Era and the professionalization of history, Ranke and development of Empiricism, Emergence of the scientific method of history

Unit 2:

History as Art — Narrative, Imagination, and Interpretation

The role of storytelling and imagination in constructing history, Popular History vs Academic history, Interdisciplinary Histories — Bridging Gaps between Art, Science, and Society, History and visual arts: using paintings, films, photography as historical texts, Environmental history, digital history, and data-driven methods, Public history and museum studies.

Suggested Readings:

- Excerpts from *The Histories* (Herodotus) and *The Peloponnesian War* (Thucydides)
- Sima Qian, *Records of the Grand Historian*
- Romila Thapar, *Past Before Us*
- Leopold von Ranke, selections from *History of the Latin and Teutonic Nations*
- E.H. Carr, *What is History?*
- Marc Bloch, *The Historian's Craft*
- Carlo Ginzburg, *The Cheese and the Worms*
- Hayden White, *Metahistory*
- Natalie Zemon Davis, *The Return of Martin Guerre*
- Robert Darnton, *The Great Cat Massacre*
- Dipesh Chakrabarty, "The Climate of History"
- Selections from Peter Burke, *Eyewitnessing: The Uses of Images as Historical Evidence*

