# Dr. Nirmala Shah

**Assistant Professor, History Department**

# TEACHING PLAN (2022-2023)

**August-December, 2022**

# Paper: Rise of Modern West (Core Course)

**Course: B.A (Hons) Year: II Sem: III (L+T: (5+2)) Taught: Individually**

# Course Content:

1. Transition from Feudalism to Capitalism **(Teaching Time: 3 Weeks approx.)**
   1. Issues and debates
   2. Question of Eurocentrism
2. Early colonial expansion **(Teaching Time: 2 Weeks approx.)**
   1. Factors for colonization
   2. Trade and Empire
   3. Mines and plantations
   4. Labour Systems - indigenous populations and African slaves
3. Renaissance **(Teaching Time: 3 Weeks approx.)**
   1. In Italy: its social roots
   2. Humanism and its spread in Europe
   3. Art
4. Origins, course, and results of the European Reformation in the 16th century.

# (Teaching Time: 2 Weeks approx.)

1. **Economic developments of the 16th century (Teaching Time: 2 Weeks approx.)**
   1. Shift of economic balance from the Mediterranean to the Atlantic
   2. Commercial Revolution
   3. Price Revolution
2. Emergence of European State system: with two case studies (Spain, France, England, Russia). **(Teaching Time: 2 Weeks approx.)**

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**UNIT** **WISE** **READING** **LIST**

**Unit I: The Unit will give an overview to the paper through issues and debates related to transition from feudalism to capitalism in Europe. The concept of Eurocentrism will be introduced.**

* Aston, T.H. and C.H.E. Philpin, (Ed.). (2005). *The Brenner Debate, Agrarian Class Structure and Economic Development in Pre-Industrial Europe.* Cambridge/Delhi: Cambridge Uni- versity Press.
* Blaut, J.M., et.al. (1992). *1492 - The Debate on Colonialism, Eurocentrism,*

*and History*. Trenton, N J: Africa World Press, Inc.

* Hilton, Rodney, (Ed.)*.* (1985). *The Transition from Feudalism to Capitalism.*

London: Verso.

* Sinha, Arvind. (2009). *Sankrantikaleen Europe* (संिक्रा त कालीन यूरोप)*.* New Delhi: Granth Shilpi. [and English edition].
* Wallerstein, Immanuel. (1974). *The Modern World System, Vol. I, Capitalist*

*Agriculture and the Origins of the European World Economy in the Sixteenth Century.* New York: Academic Press.(Chpts: Intoduction and 1)

**Unit-II: The Unit discusses the process of early colonization, inter-linkages, and impact of trade and empire on Western Europe, the New World, West Africa and parts of Asia.**

* Braudel, Fernand. (1988). *Civilization and Capitalism, 15th to 18th Centuries, Vols. I, II, III.* London: Collins/Fontana Press.
* Burbank, Jane and Frederick Cooper. (2010). *Empires in World History - Power and Politics of Difference*. Princeton: Princeton University Press.
* Crosby, Alfred W. (2004). *Ecological Imperialism: The Biological Expansion of Europe, 900-1900.* Cambridge: Cambridge University Press (2nd edition).
* Davis, Ralph. (1973). *The Rise of the Atlantic Economies.* London: Weidenfield and Nicolson.
* Waites, Bernard*.* (1999) *Europe and the Third World: From Colonisation to Decolonisation, c 1500-1998.* London: Palgrave Macmillan.
* Sinha, Arvind. (2010). *Europe in Transition*, Manohar. (available in Hindi medium also)

**Unit- III: The Unit emphasizes social roots of Renaissance, elements of continuity and change in intellectual and cultural realms, and debates on Renaissance and Humanism.**

* Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy.* Princeton: Princeton University Press. (Chpts: Introduction, chpts:1, 2, 3, 4 & 6)
* Kaborycha, Lisa. (2011). *A Short History of Renaissance Italy*. New York: Pearson.
* Mac Kenny, Richard. (2005). *Renaissances: The Cultures of Italy, 1300-1600.*

London/New York: Palgrave Macmillan.

* Winks, Robin W. and Lee Palmer Wandel. (2003). *Europe in a Wider World, 1350-1650.* New York: Oxford University Press.
* Sinha, Arvind. (2010). *Europe in Transition*, Manohar. (available in Hindi medium also)

**Unit-IV: The Unit outlines the economic, political, social and intellectual dimensions of Reformation and Reformation’s impact on different regions of Europe.**

* Dixon, C. Scott. (2002). *The Reformation in Germany.* Oxford: Blackwell Publishers Limited.
* Ferguson, Niall. (2011). *Civilization: The West and the Rest.* London: Allen Lane.
* Greengrass, Mark. (2015). *Christendom Destroyed, Europe 1517-1648.*

London: Penguin Books.

* Parish, Helen L. (2018). *A Short History of the Reformation.* New York: I. B. Tauris.
* Mac Culloch, Diarmaid. (2004). *Reformation: Europe's House Divided, 1490- 1700.* London: Penguin Books Ltd.
* Sinha, Arvind. (2010). *Europe in Transition*, Manohar. (available in Hindi medium also)

**Unit- V: The Unit deals with European economy, decline of Mediterranean and rise of Atlantic regions, and the impact of Trans-Atlantic commerce on Europe.**

* Frankopan, Peter. (2015). *The Silk Roads: A New History of the World*. London: Bloomsbury.
* Heller, Henry. (2011). *Birth of Capitalism: a 21st Century Perspective.*

London: Pluto Press. (Chpt- 4\_

* Hill, Christopher. (1969). *Reformation to Industrial Revolution.* London:

Penguin Books. (Chpt- 2: page 11 - 93)

* Kriedte, Peter. (1983). *Peasants, Landlords and Merchant Capitalists: Europe and the World Economy, 1500-1800*. Cambridge: Cambridge University Press. (Chpt- 1)
* Wiesner-Hanks, Merry E. (2006). *Early Modern Europe: 1450-1789.*Cambridge: Cambridge University Press.
* Sinha, Arvind. (2010). *Europe in Transition*, Manohar. (available in Hindi medium also)

**Unit- VI: The Unit emphasizes the nature of the European state system and interconnections between economy, society, religion, and polity with case studies.**

* Anderson, Perry. (1979). *Lineages of the Absolutist State.* London: Verso Edition. (pp. 15-42, 60-84, 85-142, 195-220, 328-360).
* Cameron, Euan, (Ed.). (2001). *Early Modern Europe, An Oxford History.*

Oxford: Oxford University Press.

* Ertman, Thomas. (1997). *Birth of the Leviathan: Building States and Regimes in the Medieval and Early Modern Europe.* Cambridge: Cambridge University Press.
* Kumin, Beat, (ed.). (2013). *The European World 1500-1800: An Introduction to Early Modern History*. New York: Routledge.
* Sinha, Arvind. (2010). *Europe in Transition*, Manohar. (available in Hindi medium also)

**Some Suggested Readings**

* Merriman, John. M. (1996). A History of Modern Europe, Vol. 1: From the Renaissance to the Age of Napoleon. W.W.Norton & Company.
* Koenigsberger, Mosse, and Bowler. (1999). Europe in the Sixteenth Century. Routledge.
* Verma, Lal Bahadur. (2008). Europe ka Itihas. Bhag 9. Delhi: PrakashanSansthan.
* <https://sites.google.com/view/readings-on-history/home> (contains useful articles)

**Teaching Learning Process:**

Teaching, discussion and student presentations during class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this history is of an unfamiliar region, an overview of the feudal background will be provided to students. Overall, the teaching and learning process shall emphasis the interconnectedness of themes within the different rubrics to build a holistic view of the time period/ region under study.

**Assessment Methods:**

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.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

# Dr. Nirmala Shah

**Assistant Professor, History Department**

# TEACHING PLAN (2022-2023)

**August-December, 2022**

# Paper: History of India 1200-1700 (Core Course)

# Course: B.A (Prog) Sec-C Year: II Sem: III (L+T: (5+2))

**Taught: Individually**

**Course Outline:**

**Unit I. Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15th century:** Expansion; *Iqta* system; administrative reforms; nobility **(Teaching Time: 3 weeks approx.)**

# Unit II. Regional political formations: Vijayanagara (Teaching Time: 2 weeks approx.)

**Unit III. Foundation, expansion and consolidation of the Mughal State, c.16th to 17th century:** Expansion and consolidation; Rajputs; *Mansabdari* and *Jagirdari*; imperial ideology; reassessing Aurangzeb **(Teaching Time: 3 weeks approx.)**

# Unit IV. 17th century transitions: Marathas; Sikhs (Teaching Time: 2 weeks approx.)

**Unit V. Art and architecture in medieval India:** Qutb complex; Vijayanagara (Hampi); Fatehpur Sikri; Mughal miniature painting **(Teaching Time: 2 weeks approx.)**

**Unit VI. Society, culture and religion:** Bhakti -- Kabir and Mira Bai; Sufism – Nizamuddin Auliya and Sufism in popular literature from the Deccan: *Chakki-Nama* and *Charkha- Nama*. **(Teaching Time: 2 weeks approx.)**

**Unit VII. Economy and integrated patterns of exchange:** Rural and urban linkages; maritime trade and non-agrarian production **(Teaching Time: 2 weeks approx.)**

**ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:**

**Unit I:** This unit would have taught students about the politics, political economy and administrative transitions under the various Sultanate regimes.

* + Jackson, P. (2003). *The Delhi Sultanate: A Political and Military History.*

Cambridge: Cambridge University Press.

* + Habib, I. (2003). *Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan.* Delhi: Rajkamal.
  + Verma, H.C. (ed.). (2003). *Madhyakalin Bharat, Bhag 1&2,* Delhi: Hindi

Madhyam Karyanvan Nideshalaya, Delhi University.

* + Kumar, Sunil. (2014). “*Bandagi* and *Naukari*: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th centuries” in Francesca Orsini and Samira Sheikh, (Eds.), *After Timur Left: Culture and Circulation in fifteenth century North India*. Delhi: Oxford University Press, pp. 60-108.

**Unit II:** This unit introduces students to recent historiography on the politics, society and economy of the Vijayanagara state. While learning about the historical details of the Vijayanagara state they will also be introduced to the role of rituals and cultural representations in the reproduction of power in the Vijayanagara state.

* + Stein, Burton. (1989). *The New Cambridge History of India I.1, Vijayanagara,* Cambridge: Cambridge University Press.
  + Fritz, John M. (1986). “Vijayanagara: Authority and Meaning of a South Indian Imperial Capital”. *American Anthropologist, New Series,* vol. 88 no.1, pp. 44-55
  + Wagoner, Phillip B. (1996). “Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara”. *Journal of Asian Studies*, vol.55 no.4, pp. 851-80.

**Unit III:** This unit will teach students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed and also to the various historiographical debates on Aurangzeb.

* + Alam, M., and S. Subrahmanayam. (1998).*The Mughal State 1526-1750.*

Delhi: Oxford University Press.

* + Richards, J F. (1996). *The New Cambridge History of India: The Mughal*

*Empire.*

Cambridge: Cambridge University Press.

* + Bhargava, Meena. ed. (2010). *Exploring Medieval India: Sixteenth to the Eighteenth centuries*, Delhi: Orient Blackswan.
  + Habib, I. (Ed.). (1997). *Akbar and his India*, Delhi: Oxford University Press.
  + Habib. I. (Ed.). (2016). *Akbar aur Tatkalin Bharat*, Delhi: Rajkamal Prakashan Samuh.
  + Verma, H.C. (Ed.). (2003). *Madhyakalin Bharat, Bhag 1&2,* Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
  + Habib, I. (1999). *The Agrarian System of Mughal India, 1554-1707.* Delhi: Oxford University Press.
  + Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*, Delhi: Penguin.

**Unit IV:** In this unit students will learn about the emerging political formations in the Deccan and the Punjab plains. Through a study of the Marathas and Sikhs they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirations.

* + Gordon, S. (1993).*The New Cambridge History of India: The Marathas, 1600-1818.*

Cambridge: Cambridge University Press.

* + Wink, Andre. (1986). *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya*. Delhi: Orient

Longman, pp. 51 – 65.

* + Grewal, J.S. (1986). *The New Cambridge History of India: The Sikhs.* Delhi: Cambridge

University Press.

* + Singh, Chetan. (1991). *Region and Empire: Punjab in the Seventeenth Century*. Delhi: Oxford University Press.

**Unit V:** This unit introduces students to the architectural and painting traditions in the medieval period. The student will learn the political and artistic contributions of patrons, painters, architects and artisans in the development of artistic representations of this period. This will be achieved through a series of case studies

of a mosque (the Qutb Complex), imperial cities (Fatehpur Sikri and Hampi) and Mughal miniature paintings.

* + Asher, Catherine B. (1992). *The New Cambridge History of India, The Architecture of Mughal India, Part 1, Vol. 4*, Cambridge: Cambridge University Press, pp. 39-98 (Ch.3, “The Age of Akbar”)
  + Koch, Ebba. (2001). *Mughal Art and Imperial Ideology: Collected Essays*. Delhi: Oxford University Press. pp. 1-11 & 130-162.
  + Desai, Vishaka N. (1990). “Painting and politics in Seventeenth Century North India: Mewar, Bikaner and the Mughal Court.” *Art journal* vol. no.4, pp.370-378.
  + Verma, Som Prakash. (2009). *Interpreting Mughal Painting: Essays on Art,*

*Society, and Culture.* Delhi: Oxford University Press.

**Unit VI:** This unit would have taught students about the cultural traditions in the medieval period with special reference to Kabir and Mirabai, and Nizam al-Din Auliya and popular mystic literature from the South.

* + Charlotte Vaudeville. (2007). *A Weaver named Kabir*. Delhi: Oxford University Press.
  + Hawley, John Stratton. (2005). *Three Bhakti Voices, Mira Bai, Kabir and Surdas in their Times.* Delhi: Oxford University Press.
  + Digby, Simon. (1986). “The Sufi Shaikh as a Source of Authority in Medieval India”. *Purusartha (Islam and Society in Medieval India)* vol. 9, pp. 57-77.
  + Eaton, Richard M. (1974, 2000). “Sufi Folk Literature and the Expansion of Islam,” *History of Religion* vol. 14, pp.117-127. (Also available as *Essays on Islam and Indian History*. Delhi: Oxford University Press, pp.189-199.)
  + Pinto, Desiderio S.J. (1989). “The Mystery of the Nizamuddin Dargah: The Account of Pilgrims” in Christian W Troll (ed.) *Muslim Shrines in India*. Delhi: Oxford University Press, pp.112-124.
  + Lawrence, Bruce B. (1986). “The Earliest Chishtiya and Shaikh Nizam al- Din Awliya.”in R E Frykenberg, (Ed.). *Delhi Through the Ages*. Delhi: Oxford University Press, pp. 104-128.

**Unit VII:** Students will learn about the gradual integration of agricultural and artisanal productionin this unit. The establishment of circuits of exchange gradually tied rural, qasbah and city production, a process that will be charte from the medieval into the early modern period. They will also be expected to develop an understanding of the Indian Ocean trade and its impact on South Asian economy.

* + Ray Chaudhuri, T and I. Habib. (Eds.). (1982). *The Cambridge Economic History of India, Vol.1: c1200-1750*. Delhi: Orient Longman, pp. 214-434
  + Chandra, Satish. (2005). *Religion, State and Society in Medieval India:*

*Collected Works of Nurul Hasan*. Delhi: Oxford University Press, pp. 173-278.

* + Bhargava, Meena. (Ed.). (2010). *Exploring Medieval India: sixteenth to the eighteenth centuries*. Delhi: Orient Blackswan.
  + Gupta, Ashin Das and M.N. Pearson. (1997) *India and the Indian Ocean 1500-1800*. Delhi: Oxford University Press.

**Some Suggested Readings:**

* + Aquil, Raziuddin. ed. (2010). *Sufism and Society in Medieval India*. Delhi: Oxford University Press.
  + Khanna, M. (2007). *Cultural History of Medieval India*. Delhi: Social Science Press.
  + Khanna, M. (2012). *Madhyakalin Bharat Ka Sanskritik Itihas*. Delhi: Orient Black Swan.
  + Koch, E. (2013). *Mughal Architecture: An Outline of its History and Development* (1526-1858). Delhi: Primus.
  + Kumar, S. (2007). *The Emergence of the Delhi Sultanate*. Delhi: Permanent Black.
  + Moosvi, Shireen. (1987). *The Economy of the Mughal Empire.* Delhi: Oxford University Press.
  + Documentary: Talking History |2| Delhi: The Foundation of Dilli Sultanate <https://www.youtube.com/watch?v=TJOsomraCaM>
  + Documentary: Talking History |8| Delhi: The foundation of Mughal Empire <https://www.youtube.com/watch?v=anQWopp1NCo>
  + Documentary: Talking History |3| Razia Sultana - the Sultan of Dilli <https://www.youtube.com/watch?v=JyNs_KvzpQU>

**Teaching Learning Process:**

Teaching on key concepts and discussions on important readings shall be the format. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching Learning Process shall focus on tracing broad historical trends so that the students develop an overview of the Indian subcontinent during the time period under study. Given that the students are also pursuing another discipline, the process shall consistently emphasize what is meant by the historical approach and delineate the contributions/ importance of historical analysis. With an expanding exposure to historical view points, the BA Programme student shall increasingly imbibe an interdisciplinary approach.

**Assessment Methods:**

Students will be assessed on the basis of their analytical answers, critical understanding of historical debates and class room comprehension as well as readings. Two written submissions as well as at least one presentation/test will be considered essential for the final assessment of a student's overall performance.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

# Dr. Nirmala Shah

**Assistant Professor, History Department**

# TEACHING PLAN (2022-2023)

**August to December, 2022 Paper: SEC I: Heritage and Tourism**

# Course: B.A (Prog) Year: II Sem: III (L+T: (2+0)) Taught: Sharing with Dr. Chayanika Uniyal

# Course Content:

**Unit I: Constitution of heritage in colonial India (Teaching Time: 5 Weeks approx.)**

Institutionalization and commodification of Indian art and architecture: collections, exhibitions, museums and monumentalization – case study of the Great Exhibition, London; Kew Gardens, London; Indian Museum, Kolkata; Tranquebar; guide books and

travel literature.

# Unit II: Tourism: marketing heritage (dealt by Dr. Chayanika Uniyal)

1. Religious Tourism: Case studies of Kashi, Sarnath, Ajmer Sharif, Amritsar, Bom Jesus

Cathedral of old Goa

1. Memory and tourism: Raj nostalgia, Indian diaspora’s search for roots
2. Ecotourism: commercialising nature
3. Exhibiting culture: handicrafts, heritage walks and tours, palaces, heritage festivals

# Unit III: Sustainable Tourism (Teaching Time: 6 Weeks approx.)

1. Interface with local sensibilities: case study of Agra, Simla, Goa
2. Conservation of Heritage: Humayun’s Tomb, Ajanta Caves

**Unit IV: Field trips/Project work: (dealt by Dr. Chayanika Uniyal)**

Some suggestions:

1. Field Trips to Mathura Museum, National Museum, National Gallery of Modern Art,

Rail Museum, Sulabh International Museum of Toilets, National Craft Museum, galleries, exhibitions

1. Heritage walks/trails to monuments and sites
2. Visit to light and sound shows and live performances at monuments, sites
3. Documenting the impact of tourism on heritage sites and local communities
4. Making a report on the ongoing conservation projects of various sites by the ASI, Aga

Khan Trust for Culture, INTACH and other community and private organizations

1. Food tourism etc.

# UNIT-WISE READING LIST:

**Unit I:** This Unit explains institutionalization and commodification of Indian art and architecture during colonial period. In what ways collections, exhibitions, Museums etc. were institutionalised during British India to Constitute Heritage.

* Breckenridge, Carol A. (1989). "The Aesthetics and Politics of Colonial Collecting:

India at World fairs". *Comparative Studies in Society and History* vol. 31 no.2, pp. 195- 216.

* Brockway, Lucile H. (1979). "Science and Colonial Expansion: The Role of the British Royal Botanic Gardens". *American Ethnologist* vol. 6 no.3, pp. 449-65.Guha-Thakurta, Tapati, (2004). "The Museum in the Colony: Collecting, Conserving, Classifying." in *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India*. Ranikhet: Permanent Black, pp. 43-82.
* Fihl, Esther. (2017). "Collections at the National Museum of Denmark." in Esther Fihl (ed.). *Intercultural Heritage and Historical Identities: Cultural Exchange on the Coromandel Coast of India*. Copenhagen: The National Museum of Denmark, pp. 17- 32.
* Mackenzie, John M. (2005). "Empires of Travel: British Guidebooks and Cultural Imperialism in the 19th and 20th centuries." in John K. Walton, (ed.). *Histories of Tourism: Representation, Identity and Conflict.* Buffalo, Toronto: Channel View Publications, pp. 19-38.

**Unit III:** This unit deals with questions of guest-host relationships and its’’ impact on tourism potential. It also examines important concerns of conservation concerning heritage sites - natural as well as manmade.

* Chakravarty, Surajit and Clara Irazabal. (2011). "Golden Geese or White Elephants? The Paradoxes of World Heritage Sites and Community-based Tourism Development in Agra, India."*Community Development: Journal of the Community Development Society* vol. 42no.3, pp. 359-76.
* Batra, Adarsh. (2002). "A Case Study of Major Issues and Sustainable Solutions to Mountain Tourism in the Capital of Himachal Pradesh, Eternal India."*Anatolia: An International Journal of Tourism and Hospitality Research* vol. 3 no.2, pp. 213-20.
* Pal, Anil and B. K. Pal. (2016) "Tourism and its impact on Socio-Economic Life of Simla District, Himachal Pradesh."*Essence: International Journal for Environmental Rehabilitation and Conservation.* Vol.VII no.2, pp. 1-16.
* Anon, (1994). "Simla losing its Charm."*India Green File*.
* Noronha, Frederick. (1997). "Goa: Fighting the Bane of Tourism". *Economic and Political Weekly* vol. 32 no.51, pp. 3253-56.
* Routledge, Paul. (2000). "Consuming Goa: Tourist Site as Dispensable Space". *Economic and Political Weekly* vol. 35 no.30, pp. 2647-56.
* For Humayun’s Tomb conservation by the Agha Khan Trust for Culture: [https://www.akdn.org/sites/akdn/files/media/publications/2013\_09\_-\_aktc\_-\_india\_-](http://www.akdn.org/sites/akdn/files/media/publications/2013_09_-_aktc_-_india_-)\_humayun\_tomb\_conservation.pdf For Ajanta conservation:<https://www.jica.go.jp/english/our_work/evaluation/oda_loan/post/2007/pdf/>project28\_full.pdf
* <http://ajantacaves.com/Howtoreach/Conservation/> https://frontline.thehindu.com/static/html/fl1523/15230650.htm

# Some suggested readings

# Lansing, Paul and Paul De Vries. (2007). Sustainable Tourism: Ethical Alternative or Marketing Ploy?. Journal of Business Ethics, Vol. 72, No. 1.

# <https://www.researchgate.net/publication/237461371_CULTURAL_AND_HERITAGE_TOURISM>

# Teaching Learning Process:

Teaching on the key concepts, case studies and important arguments/debates reflected in the course readings. Lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

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# Assessment Methods:

Students will be assessed on the basis of project work/ assignment and a class test.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks