

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-1): Twentieth Century World History: 1900 – 1945.

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Twentieth Century World History: 1900 – 1945.	4	3	1	0	12th Pass	NIL

#### Learning Objectives

This course conveys an understanding of an interconnected world history in the twentieth century. The course focuses on, why and how the world changed in the first half of the twentieth century. It also offers specific case studies to empirically underline the holistic nature of world history. One of the aims of this course is to make UG students aware of the contemporary world of ideas they inhabit.

#### Learning outcomes

This course will enable the students to:

- Define world history, and the factors, that determined it in the twentieth century.
- Understand key concepts like Imperialism, Colonialism and the world wars which acted as catalysts of historical change throughout the world
- Comprehend the twentieth century revolutions and dictatorships in their various forms.

#### SYLLABUS OF GE

**Unit I:** The Concept and Definition of World History: An Overview

Modernity, Imperialism, Colonialism, Interconnectedness, Economic Crisis, Revolutions, anti-colonial struggles

**Unit II: First World War:**

1. Consequences in Europe and the world,
2. League of Nations

**Unit III: 1917 Russian Revolution:**

1. Formation of the USSR;
2. Debates on socialism and the role of the Communist International (Comintern)

**Unit IV: Fascism, Nazism and Militarism:**

1. Italy,
2. Germany
3. Japan
4. Spain

**Unit V: Second World War**

1. Causes
2. Main Events
3. Consequences

**Essential Readings**

**Unit 1:** This Unit shall introduce the students to the concept and definition of world history.  
**(Teaching Time: 6 hrs. approx.)**

- Krippner-Martinez, J. (1995). "Teaching World History: Why We Should Start!" *The History Teacher* 29 (1), pp. 85-92. <https://www.jstor.org/stable/494534>
- Christian, David. (2003). "World History in Context." *Journal of World History* vol. 14 no.4, pp. 437-458. <https://www.jstor.org/stable/20079239>
- Mazlish, Bruce. (1998). "Comparing Global History to World History" *The Journal of Interdisciplinary History* vol. 28 no. 3, pp. 385-395. <https://www.jstor.org/stable/205420>
- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Lowe, Norman (1997). *Mastering Modern World History*, Macmillan Press

**Unit II:** This Unit will familiarize the students with the key consequences of the First World War; including the formation of the League of Nations. **(Teaching Time:9 hrs. approx.)**

- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (pp. 1011-1016; 1056- 1077; 1083-1087).
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Henig, R. (1995). *Versailles and After 1919-1933*. Lancaster Pamphlets Series. Second edition. New York, London: Routledge.

- Lee, Stephen.J.(1982) Aspects of European History (1789-1980), New York: Routledge
- Mahajan, Sneh. (2009). Issues in Twentieth Century World History. Delhi:Macmillan.
- महाजन, तनेह. (२०१६). बीसवीं शताब्दी का स्वतंत्र इतिहास: एक झलक (भाग-२). दिल्ली: लोकप्रकाशन.
- शिवांगे, अनुरा. (२०१४). स्वतंत्र इतिहास के प्रमुख मुद्दे: बलरूपे आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.
- जैनप्रकाश (२००७) आधुनिक स्वतंत्र इतिहास, जयपर: जनप्रकाशन मंत्रालय
- वर्मा, लाल बहादुर, (२०१६), आधुनिक स्वतंत्र इतिहास दिल्ली: हतनमन शालय

**Unit III:** This Unit will provide the students a broad outline of the history of the USSR upto the 1917 Revolution and thereafter. It shall familiarize them with the functioning of the Comintern. **(Teaching Time: 9 hrs. approx.)**

- Nove, Alec. (1992). An Economic History of the USSR 1917-1991. London:Penguin.
- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
- Hobsbawm, E.J. (2009). The Age Of Extremes- आर्ये का कायग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवा प्रकाशन
- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Mahajan, Sneh. (2009) Issues in Twentieth Century World History. Delhi:Macmillan.
- महाजन, तनेह. (२०१६). बीसवीं शताब्दी का स्वतंत्र इतिहास: एक झलक (भाग-२). दिल्ली: लोकप्रकाशन.
- शिवांगे, अनुरा. (२०१४). स्वतंत्र इतिहास के प्रमुख मुद्दे: बलरूपे आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.
- वर्मा, लाल बहादुर, (२०१६), आधुनिक स्वतंत्र इतिहास दिल्ली: हतनमन शालय जैनप्रकाश (२००७) आधुनिक स्वतंत्र इतिहास,
- जयपर: जनप्रकाशन मंत्रालय

**Unit IV:** This unit shall introduce the students to important case studies related to the growth of fascism post First World War. The Unit shall connect the discussion on fascism to the Second World War. **(Teaching Time: 12 hrs. approx.)**

- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
  - Hobsbawm, E.J. (2009). The Age Of Extremes- आर्ये का कायग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवा प्रकाशन.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge (Ch.22, Ch.23, Ch.24 and Ch.30).
- Lee, Stephen J. (2008). European Dictatorships 1918-1945. London, New York: Routledge (Ch.5).
- Fairbank, John K., et al. (1965). East Asia: Modern Transformation. Boston: Houghton Mifflin; Highlighting edition (section on militarism in Japan).
- Duikar, William J. (2005) Twentieth-Century World History. Third edition. USA: Wadsworth Cencgage Learning.
- Henig, R. (2005). The Origins of the Second World War 1933-1941. Lancaster

Pamphlets Series. Second edition. London, New York: Routledge.

- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- Sarao, KTS (2017), Modern History of Japan, Surjeet Publications
- Graham, Helen (2002) The Spanish Civil War: A Very Short Introduction, Cambridge: Cambridge University Press
- Mahajan, Sneha. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.
- महाजन, तनेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- शिंशपांडे, अनुरुध. (२०१४). विश्व इतिहास के प्रमुख मद्दुःखे: बबलरुआयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.
- वमि, लाल बहादुर, (२०१६), आधुनिक विश्व का इतिहास दिल्ली: हतन निदेशालय

**Unit V:** The Unit shall connect the discussion on fascism to the Second World War. (Teaching Time: 9 hrs. approx.)

- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
- Hobsbawm, E.J. (2009). The Age Of Extremes-असुरे का कायग (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादि प्रकाशन.
- Duikar, William J. (2005) Twentieth-Century World History. Third edition. USA: Wadsworth Cengage Learning.
- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge.
- Gluckstin, Donny (2012). A Peoples History of Second World War, Pluto Press
- Mahajan, Sneha. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.
- महाजन, तनेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास लक्ष्मी प्रकाशन. हास: एक झलक (भाग-२). दिल्ली :
- शिंशपांडे, अनुरुध. (२०१४). विश्व इतिहास के प्रमुख मद्दुःखे: बबलरुआयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.

#### Suggestive readings

- Atkin, N. and M. Biddis. (2009). Themes in Modern European History, 1890–1945. London, New York: Routledge (Ch.4, Ch.5, Ch.9 and Ch.10).
- Ferguson, Niall. (2006). The War of the World: Twentieth-Century Conflict and the Descent of the West. New York: The Penguin Press.
- Martel, G. (Ed.). (2006). A Companion to Europe 1900-1945. Malden, M.A. and Oxford: Blackwell.
- Wakeman, R. (Ed). (2003). Themes in Modern European History Since 1945. London, New York: Routledge (Ch.1 and Ch.2).

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## GENERIC ELECTIVES (GE-2): Women in Indian History

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Women in Indian History	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

The paper introduces learners to a historical analysis of the lived experiences of women at specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarized with the theoretical reflections on the study of women's issues with reference to latest researches in the field. The course seeks to make students reflect on the specificity of women's issues in different times and contexts. At the same time, it also traces deeper continuities from a gender perspective.

### Learning outcomes

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

- Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.
- Explore women's experiences within specific contexts at specific historical moments.
- To discuss the material basis of women's experiences with reference to specific issues like ownership of property.

### SYLLABUS OF GE

#### Unit I: Exploring Aspects of History of women in India

1. Understanding Gender
2. Patriarchy, Patrilocality, Patriliney, and Matriarchy, Matrilocality and Matriliney

#### Unit II: Women in Ancient India

1. Evolution of Patriarchy in Early India
2. Women and work: voices from Sangam Corpus

#### Unit III: Women in Medieval India

1. Politics of the Harem and Public Sphere
2. Women Queens and Bhaktas: Case Studies of Queen Kittur Chennamma and Mira Bai

#### Unit IV: Women in Modern India

1. Debates on Women Education: Women Participation in Indian National Movement

## 2. Partition, Refugee Women and Rehabilitation.

### Practical component (if any) - NIL

### Essential/recommended readings

**Unit I.** The unit aims to familiarize students with the theoretical framework of Gender with special focus on patriarchy and feminism and how these concepts can provide tools for historical analysis. **(Teaching Time: 6 hrs. approx.)**

- Bhasin, Kamla. (2000). *Understanding Gender*. New Delhi: Women Unlimited.

**Unit II.** The segment should apprise students of historiographical trends in ancient India pertaining to women. The idea is to explore their voices in specific spaces and during historical moments. **(Teaching Time: 15 hrs. approx.)**

- Instead put Uma Chakravarti.(2009). *Of Meta Narratives and Master Paradigms: Sexuality and the Reification of Women in Early India*. CWDS Occasional Paper.and State”. *Economic and Political Weekly*. Vol. 28 no.14, pp. 579- 85.
- Ramaswamy, Vijaya. (2000). “Aspects of Women and Work in Early South India”.

**Unit III.** The focus in this section is on studying women through fluctuating gender relations in diverse spaces and explore linkages between women, power and politics.**(Teaching Time: 12 hrs. approx.)**

- Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. New York: Cambridge Studies in Islamic Civilization. (Ch. 5 and 7), pp. 103-139 and 176-213.
- Mukta, Parita (1994). *Upholding the Common Life: The Community of Mirabai*. Delhi: Oxford University Press. pp. 19-45

**Unit IV.** The section focuses on issues pertaining to women in the colonial period as well as their participation in Indian nationalism and experiences during Partition. **(Teaching Time: 12 hrs. approx.)**

- Forbes, Geraldine. (1996). *Women in Modern India*. Cambridge: Cambridge University Press, pp. 10-31, 121-156.
- Gupta, Charu. (Ed.). (2012). *Gendering Colonial India: Reforms, Print, Caste and Communalism*. Delhi: Orient Blackswan, [Introduction].
- Menon, Ritu and Kamla Bhasin. (1998). *Borders & Boundaries*. Delhi: Kalifor Women, pp. 3-29.

### Suggestive readings - NIL

- Shah, Shalini. (2012). “Patriarchy and Property”, in *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised Edition. Delhi: Manohar, pp. 32-62.
- Roy Kumkum (2018). “Introduction” in *Beyond the Woman Question,Reconstructing Gendered Identities in Early India*. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20).
- Bokhari, Afshan. (2012). “Between Patron and Piety: Jahān Ārā Begam’s Sufi Affiliations and Articulations in Seventeenth-century Mughal India”. in John Curry and Erik Ohlander, (eds.). *Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200– 1800*.Oxon: Routledge.

- Habib, Irfan. (2000). "Exploring Medieval Gender History". IHC 61st Session, Symposia Paper No.23, Calicut. pp. 263-75.
- Sharma, Sunil. (2009). "From 'Ā'esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women". *Journal of Persianate Studies* vol. 2, pp. 148-64.
- Basu, Aparna. (2003). *Mridula Sarabhai, A Rebel with a Cause*. Oxford: Oxford University Press. (Ch.8, "Recovery of Abducted Women", pp. 133-146).
- Kumar, Radha. (1997). *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India. 1800-1990*. Delhi: Zubaan (Ch.2, 4, 5) [Also available in Hindi].
- Mishra, Yuthika. (2015). "Indian Women's Movement in the 20th Century: Resistance or Reaction". *Proceedings of Gender Issues. 5th Annual Conference, Nalanda*.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.