TEACHING PLAN for Academic Year **2021-22**

**PAPER:** DSE III Issues in Twentieth Century World History-I (the 20th Century)

**SEMESTER:** V

**SESSION:** 2021-22

**TEACHER NAME:** Mr. Nagendra Kumar

**Course Objectives:**

This course aims to provide an understanding of 20thcentury world history not as a history of parts, individual nations but as an interconnected world history. The paper focuses on how the world changed in the first half of the twentieth century, from the World Wars to new radical and social movements. The course discusses how this world, ridden with conflict and violence, also witnessed growing desires for peace by through an organization such as the United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

**Learning Outcomes:**

On completion of this course, the student will be able to:

• Define world history and explain the evolving polities.

• Categorize the economies and cultures of the twentieth century world.

• Define the making of the geopolitical order and ‘North-South’ distinctions.

• Delineate the complex character of modernity and its differences.

• Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

**Course Content:**

Unit I: The Concept and Definition: What is World History?

Unit II: First World War:

(a) Consequences in Europe and the world,

(b) League of Nations

Unit III: 1917 Russian Revolution:

(a) Formation of the USSR;

(b) Debates on socialism and the role of the Communist International (Comintern)

Unit IV: Fascism and Nazism: Germany and Japan and Second World War

Unit V: Modernity, Rights and Democracy:

(a) The suffragette movement (England)

(b) Anti-colonial struggles (Indonesia)

(c) The formation of the United Nations

(d) Art and politics (Picasso)

**TEACHING TIME(No. Of Weeks)**

14 Weeks approximately (70 lectures +42 tutorials)

**CLASSES**

The course is organized around lectures and tutorials as per the time table. Students will be provided reading assignments to help them understand the course content. The lecture will be given according to reading material. Activities like quizzes, presentation, field trips, videos, assignment and class test will be conducted to enhance teaching –learning outcome.

**UNIT WISE BREAK UP OF SYLLABUS**

Unit 1: This Unit shall introduce the students to the concept and definition of world history.

 (Teaching Time: 2 weeks approx)

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: 3 weeks approx)

Unit III: This Unit will provide the students a broad outline of the history of the USSR post the

1917 October Revolution and shall familiarize them with the functioning of the Comintern.

 (Teaching Time: 3 weeks approx)

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: 3 weeks approx)

Unit V: This Unit shall highlight important trends in the development of modern political movements and institutions that unfolded in the first half of the twentieth century. The discussion shall evolve around specified case studies. (Teaching Time: 5 weeks approx)

**Teaching Learning Process:**

In classroom teaching and discussions will be done on key concepts on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socioeconomic and cultural histories traced in this paper. This shall enable a smooth transition from the student’s prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

**Assessment Methods:**

Students will be regularly assessed for their grasp on debates and discussions covered in class.

Two written submissions, one of which could be a short project, will be used for final grading of

the students.

**Internal Assessment: 25 Marks**

 Internal Assessment of 25 marks will be conducted as per university guidelines.

The Students will be assessed based on three modes

**Written Exam: 75 Marks**

Total: 100 Marks

Keywords:

Manuscripts, Collections, National Archives, Cataloguing, Artefacts, National Museum

National Gallery of Modern Art

**ESSENTIAL READINGS**

• 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.

• 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.

• Mahajan, Sneh. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.

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• 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- >%2+"0[09'VO (translated in Hindi by Prakash Dixit). Mumbai and Meerut: ()#9!Q09$=

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• Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.

• Mahajan, Sneh. (2009) Issues in Twentieth Century World History. Delhi: Macmillan.

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• Hobsbawm, E.J. (2009). The Age Of Extremes->%2+"0[09'VO (translated in Hindi by Prakash Dixit). Mumbai and Meerut: ()#9!Q09$=.

• 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.

• Mahajan, Sneh. (2009). Issues in Twentieth Century World History. Delhi: Macmillan.

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%#Z95' Q09$=.

• Lang, Sean. (2005). Parliamentary Reform 1789-1928. Second edition. London, New

York: Routledge. (Ch.8, “Votes for Women).

• Thomson, D. (1990). Europe Since Napoleon. London: Penguin (Ch.32).

• Perry, Marvin et al. (2016).Western Civilization: Ideas, Politics, and Society: Since 1400.

Eleventh edition. Canada: Cencgage Learning (Ch. 27 – section on Picasso).

• Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.

• Hobsbawm, E.J. (2009). The Age Of Extremes->%2+"0[09'VO (translated in Hindi by

Prakash Dixit). Mumbai and Meerut: ()#9!Q09$=.

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Wadsworth Cengage Learning.

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**Suggested 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).

**Keywords:**

World History, First World war, Russian Revolution, Fascism, Nazism, Second World war, Suffragette Movement, anti-colonial struggles, United Nations