**Even Semester**

Academic Session July2022-Dec 2022

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

SEMESTER: V

SESSION: 2020-2023 (Even semester)

TEACHER NAME**: DR JASPAL SINGH & LEVIN N R (SHARING)**

 **DSE III**

 **Issues in Twentieth Century World History-I (the 20th Century)**

**Course Objectives:**

This course aims to provide an understanding of 20th century 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 organisation 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.

• Categorise 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. TEACHING TIME

(No. Of Weeks) 16weeks- 5+1 credits

 The six credit course will comprise of theory classes (five credits) and tutorials (one credit).

Each credit is equivalent to one hour of class-room instruction per week

Teaching plan is divided into 5Lectures + 3 Tutorials per week (8 hours per week)

120 classes per session.

**Course Content:**

**Unit I: The Concept and Definition(approx.2 weeks)**

: What is World History?

**Unit II: First World War(approx..3 weeks)**

(a) Consequences in Europe and the world,

(b) League of Nations

**Unit III: 1917 Russian Revolution(approx..3 weeks)**

(a) Formation of the USSR;

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

**Unit IV: Fascism and Nazism(aaprox.3 weeks)**

: Germany and Japan and Second World War

**Unit V: Modernity, Rights and Democracy(approx..5 weeks)**

(a) The suffragette movement (England)

(b) Anti-colonial struggles (Indonesia)

(c) The formation of the United Nations

(d) Art and politics (Picasso)

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

**Unit 1:**

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

• 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.

**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.

• 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, 1901-200*. 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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**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.

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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). t*he Age Of Extremes*

अितरेकxकायुग (translated in Hindi by Prakash Dixit). Mumbai and Meerut:

संवाद1काशन

• 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.

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**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.

• Hobsbawm, E.J. (1996).

*The Age of Extremes. 1914-1991*

. New York: Vintage.

• Hobsbawm, E.J. (2009).

*The Age Of Extremes-*

अितरेकxकायुग

(translated in Hindi by

Prakash Dixit). Mumbai and Meerut:

संवाद1काशन

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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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**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.

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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-*

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(translated in Hindi by

Prakash Dixit). Mumbai and Meerut:

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• 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.

• Mahajan, Sneh. (2009).

*Issues in Twentieth Century World History*

. Delhi: Macmillan.

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**Suggested Readings:**

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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).

**Teaching Learning Process:**

Classroom teaching on key concepts and discussions 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 socio

economic 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 and at least one presentation will be used for final grading of the

students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

World History, First World war, Russian Revolution, Fascism, Nazism, Second World war,

Suffragette Movement, anti-colonial struggles, United Nations