Bharati College

 **(University of Delhi)**

Janak Puri, Delhi- 100058

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Lesson Plan (CORE, Semester I, July to November2022)

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| **Name of Teacher** | Dr. Jaspal Singh & N.R. Levin  | **Department** | \_\_\_\_\_\_History\_\_\_\_\_\_\_\_\_ |
| **Course** | B.A. (P) History | **Semester** | V |
| **Paper** | Issues in Twentieth Century World History-I (the 20th Century) | **Academic Year** | 2022-2023 |
| **Learning 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** |
| • 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 |
| **Lesson Plan** |
| **Week No.** | **Theme/Curriculum** | **Any Additional Information** |
| 2 Weeks 3 Weeks3 Weeks3 Weeks5 Weeks | 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) |  |
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| References: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. •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.  59 • 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 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. •महाजnेह(२०१६). बीसवीशताGदीकािव(इितहास एकझलक भाग २)!द#लीलsमी1काशन. • देशपांडे अिनtu (२०१४). िव(इितहासके 1मुखमु wे बदलतेआयाम !द#ली!द#लीिव(िव)ालय1काशन. 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. • 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. **.** 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. • 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-अितरेकxकायुग **(translated in Hindi by** **Prakash Dixit). Mumbai and Meerut:** **संवाद1काशन****.** **• 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.** **•** **महाजन****,** **nेह****. (****२०१६****).** **बीसवीशता Gदीकािव(इितहास****:** **एकझलक****.** **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****Additional Resources**1. |
| **Online Resources (If Any)** |  |
| **Assignment and Class Test Schedule for Semester** | Link the assignment and Test (optional) |