Teaching Plan

July-December 2021

**B.A. Prog. (History), Vth Semester, DSE III**

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

**Teacher Name: VIKAS MALIK**

**Unit I: (Teaching Time: 2 weeks Approx.)**

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

Readings:

1. 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>
2. Christian, David. (2003). “World History in Context.” *Journal of World History* vol. 14 no.4, pp. 437-458. https://www.jstor.org/stable/20079239
3. 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>
4. Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.

**Unit II: (Teaching Time: 3 weeks Approx.)**

This Unit will familiarize the students with the key consequences of the First World War; including the formation of the League of Nations.

1. 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).
2. Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
3. Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
4. Henig, R. (1995). *Versailles and After 1919-1933*. Lancaster Pamphlets Series. Second edition. New York, London: Routledge.
5. Mahajan, Sneh. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
6. महाजन,स्नेहा (२०१६). बीसवी शताब्दी का इतिहास: एक झलक भाग एक, दिल्ली: लक्ष्मीप्रकाशन
7. देशपांडे, अनिरुध (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम, दिल्ली, दिल्ली विश्विध्यालय प्रकाशन

**Unit III: (Teaching Time: 3 weeks Approx.)**

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.

Readings:

1. 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>
2. Christian, David. (2003). “World History in Context.” *Journal of World History* vol. 14 no.4, pp. 437-458. https://www.jstor.org/stable/20079239
3. 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>
4. Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
5. Nove, Alec. (1992). *An Economic History of the USSR 1917-1991*. London: Penguin.
6. Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage. Hobsbawm,
7. Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
8. Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
9. Mahajan, Sneh. (2009) *Issues in Twentieth Century World History*. Delhi: Macmillan.
10. महाजन,स्नेहा (२०१६). बीसवी शताब्दी का इतिहास: एक झलक भाग एक, दिल्ली: लक्ष्मीप्रकाशन
11. देशपांडे, अनिरुध (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम, दिल्ली, दिल्ली विश्विध्यालय प्रकाशन

**Unit IV: (Teaching Time: 3 weeks Approx.)**

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.

Readings:

1. Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage. Hobsbawm, E.J. (2009).
2. Lee, Stephen J. (1982). *Aspects of European History 1789–1980*. London, New York: Routledge (Ch.22, Ch.23, Ch.24 and Ch.30).
3. Lee, Stephen J. (2008). *European Dictatorships 1918-1945*. London, New York: Routledge (Ch.5).
4. Fairbank, John K., et al. (1965). *East Asia: Modern Transformation*. Boston: Houghton Mifflin; Highlighting edition (section on militarism in Japan).
5. Duikar, William J. (2005) *Twentieth-Century World History*. Third edition. USA: Wadsworth Cencgage Learning.
6. Henig, R. (2005). *The Origins of the Second World War 1933-1941*. Lancaster Pamphlets Series. Second edition. London, New York: Routledge.
7. Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
8. Mahajan, Sneh. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.

**Unit V: (Teaching Time: 3 weeks Approx.)**

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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**Readings**

1. Lang, Sean. (2005). *Parliamentary Reform 1789-1928*. Second edition. London, New York: Routledge. (Ch.8, “Votes for Women).
2. Thomson, D. (1990). *Europe Since Napoleon*. London: Penguin (Ch.32).
3. Perry, Marvin et al. (2016).*Western Civilization: Ideas, Politics, and Society: Since 1400*. Eleventh edition. Canada: Cencgage Learning (Ch. 27 – section on Picasso).
4. Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
5. Duikar, William J. (2005) *Twentieth-Century World History*. Third edition. USA: Wadsworth Cengage Learning.
6. Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
7. Mahajan, Sneh. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.