

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, Sneha. (2009). Issues in Twentieth Century World History. Delhi:Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लोकप्रकाशन.
- शिंशपांडे, अनुराग. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बलरूपे आयाम. दिल्ली: रीतिरूपे विश्वविद्यालय प्रकाशन.
- जैन एवमंरि (२००७) आधुनिक विश्व इतिहास, जयपर: जैन प्रकाशन मंरि
- वमंरि, लाल बहादुर, (२०१६), आधुनिक विश्व का इतिहास दिल्ली: हतन प्रिनिशालय

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- आरु के 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, Sneha. (2009) Issues in Twentieth Century World History. Delhi:Macmillan.
- महाजन, स्नेहा. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लोकप्रकाशन.
- शिंशपांडे, अनुराग. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बलरूपे आयाम. दिल्ली: रीतिरूपे विश्वविद्यालय प्रकाशन.
- वमंरि, लाल बहादुर, (२०१६), आधुनिक विश्व का इतिहास दिल्ली: हतन प्रिनिशालय जैन एवमंरि (२००७) आधुनिक विश्व इतिहास,
- जयपर: जन प्रकाशन मंरि

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- आरु के 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 Cengage 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). रि ल्ली: लक्ष्मी प्रकाशन.
- शिंशपांडे, अनुराध. (२०१४). विश्व इतिहास के प्रमुख मद्दुः बबलर-आयाम. रि ल्ली: रि ल्ली विश्वविद्यालय प्रकाशन.
- वमि, लाल बहादुर, (२०१६), आधुनिक विश्व का इतिहास रि ल्ली: हस्तनमन शालय

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-असुर का युग (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 की कावर्ड लक्ष्मी प्रकाशन. हास: एक झलक (भाग-२). रि ल्ली :
- शिंशपांडे, अनुराध. (२०१४). विश्व इतिहास के प्रमुख मद्दुः बबलर-आयाम. रि ल्ली: रि ल्ली 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 th 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: Kalika 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.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -2): Thoughts 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		
Thoughts in Indian History	4	3	1	0	12th Pass	NIL

Learning Objectives

Thoughts and ideas, especially about history, across time and cultures have always been a fascination dimension of history, not long ago, even serving as entry-points for their understanding. Imageries about cosmology, human physiology, life and death, amongst several others, have helped mankind conceptualise everything around them – from real to fantasised experiences – in past. In historical times, with the accompanying complexities of human, social and institutional lives, these thoughts got more systematized and sophisticated in their articulation in historical records. Cosmological imageries underpinned astrological insights or vice-versa, soil irrigation facilitated medical models of human physiology, food chain and interdependence offered insights into social ordering and so forth.

Learning outcomes

The paper ‘Thought in Indian History’ attempts to cull and analyse several such thoughts and ide-as that are germane to the Indian social, political and spiritual life across time in history. Notions about state, sovereignty, kingship, wellness, gender, social order, ‘ahimsa’, freedom and justice – as conceived and elaborated in a select set of historical works across the ancient, medieval and modern Indian history – constitute the reference coordinates to analyse and make sense of various trajectories of Indian past, including their spill-over to the contemporary times.

SYLLABUS OF GE-3

Arthashastra of Kautilya
Nitisara
Rajatarangini of Kalhana
Ziauddin Barani: Fatwa-i Jahandari
Mahatma Gandhi
B. R. Ambedkar

Practical component (if any) - NIL

Essential/recommended readings

Arthashastra

Essential Readings:

- **Arthashastra** Of Kautilya & The Chanakya Sutra With Hindi Commentary, 1984 Vachaspati Gairola (Chaukhambha)
- Rangarajan, L.N. (1992), Kautilya: The Arthashastra, Penguin Classics
- Thomas Trautmann (2012), Arthashastra: The Science of Wealth, Penguin.

- Olivelle, Patrick (2013) King, Governance and Law in Ancient India: Kautilya's Arthashastra, Oxford: Oxford University Press.

Suggested Readings:

- Heesterman JC (1985) The Inner Conflict of Tradition Essays in Indian Ritual, Kingship, and Society, Chapter 9 , Kautilya and the Ancient Indian State
- R.P. Kangle, The Kautiliya Arthasastra, Part I: Sanskrit Text with a Glossary; The Kautiliya Arthasastra, Part II: An English Translation
- Olivelle, Patrick (1 January 2004). "Manu and the Arthasāstra, A Study in Śāstric Intertextuality". Journal of Indian Philosophy Journal of Indian Philosophy. 32 (2–3):281– 291.

Nitisara

Essential Readings:

- Mitra, Rajendralal (ed.), (1982) The Nitisara or the Element of Polity by
- Kamandaki, revised with English translation by Sisir Kumar Mitra, Calcutta: The Asiatic Society.
- A.N.D. Haksar, 'A Post-Kautilyan View of Diplomacy: The Nitisara of Kamandaki', in Pradeep Kumar Gautam, Saurabh Mishra and Arvind Gupta (eds), Indigenous Historical Knowledge: Kautilya and His Vocabulary, Vol. I, New Delhi: IDSA/PentagonPress, 2015
- Mukerji, K. P. "Fundamental Categories of Indian Political Theory." The Indian Journal of Political Science 11, no. 2 (1950): 1–12.

Suggested Readings:

- Gonda, J. "Ancient Indian Kingship from the Religious Point of View." Numen 3, no. 1(1956):36–71.
- Upinder Singh, 'Politics, Violence and War in Kamandaka's Nitisara', The Indian Economic and Social History Review, Vol. 47, No. 1, 2010, pp. 29–62

Ziauddin Barani: Fatwa-i Jahandari

Translation:

- Fatawa-i Jahandari, trans.by Afsar Khan in Mohammed Habib et al., The Political Theory of the Delhi Sultanate (Allahabad n.d.), Reprint, 2020. Also available in hindi ,हबीब , मोहम्मद (2000).तिल्ली सल्तनत का रानिनीततक तसद्धांत: तिराउद्दीन बरनी की फतवा- ए -हिाँिारी के अनुवािसतहत, तिल्ली , ग्रंथतशल्पी।

Essential Readings:

- Habib, Irfan. (1981). ' Barani's Theory of the History of the Delhi Sultanate ', Indian Historical Review, vol.7, pp.99-115. Also available in Hindi, हबीब , इरफान. (2003). 'िे हली सल्तनत के इततहास पर बरनी का तसद्धांत ', इरफान हबीब (सं). मध्यकालीन भारत , अंक -8 , नर्ी तिल्ली , रािकमल प्रकाशन , पृ. सं. 64 -82 .
- Alam, Muzaffar. (2004). The Languages of Political Islam in India: c. 1200-1800, Delhi: Permanent Black, section on Zia Barani, pp.31-43.
- Hardy, Peter. (1978). ' Unity and Variety in Indo-Islamic and Perso-Islamic Civilization: Some Ethical and Political Ideas of Diya'al-Din Barani of Delhi, of al-Ghazali and of Nasir al – Din Tusi Compared', Iran, 16, pp.127-36.
- Ray, Himanshu and Alam, Muzaffar. (2017) 'Zia Barani: Good Sultan and Ideal Polity'. In Roy, Himanshu and Singh, Mahendra Prasad, eds, Indian Political Thought: Themes and Thinker, (2nd Edition). Noida: Pearson, 2017 (Paperback).

Rajatarangini

Translation:

- Rajatarangini: The Saga of the Kings of Kashmir by Ranjit Sitaram Pandit, (English Translation) The Indian Press, Allahabad, 1935. (South Asia Books; Reprint edition, 1990) (Sahitya Academy, Government of India, New Delhi).
- Rajatarangini with Hindi Commentary by Ramtej Shastri Pandey, Chaukhamba Sanskrit Pratishthan, 2015.

Essential Readings:

- Thapar, Romila. 'Historical Ideas of Kalhan as Expressed in the Rajatarangini', in Mohibul Hasan (ed.) *Historians of Medieval India*, Delhi, 1968.
- Kaul, Shonaleeka, 'Seeing the Past: Text and Questions of History in Kalhana's Rajatarangini', *History and Theory*, Vol. 53, Issue 2, 2014, pp.194-211.
- Rangachari, Devika, 'Kalhana's Rajatarangini: A gender Perspective ' *The Medieval History Journal*, 5(1), 2002, pp. 37-75.
- Roy, Kumkum, 'The Making of a Mandala: Fuzzy Frontiers of Kalhana's Kashmir' in idem., ed., *The Power of Gender and the Gender of Power: Explorations in Early Indian History*, OUP, 2010.

Suggested Readings:

- Hardy, Peter, 'Some Studies in Pre-Mughal Muslim Historiography', in *Historians of India , Pakistan and Ceylon* , edited by C.H. Philips, 1962, pp.115-127.
- Zutshi, Chitralekha, ed., *Kashmir's Contested Past: Narratives, Sacred Geographies and the Historical Imagination*, OUP, 2014
- Bronner, Yigal, 'From Conqueror to Connoisseur: Kalhana's Account of Jayapida and the Fashioning of Kashmir as a Kingdom of Learning' , *The Indian Economic and Social History Review*, 2013.

Mahatma Gandhi

Translation/Primary reading:

- Anthony J. Parel, ed., *Hind Swaraj and Other Writings*, Cambridge University Press (second edition), 2009

Essential Readings:

- Raghavan N. Iyer, *The Moral and Political Thought of Mahatma Gandhi*, Oxford University Press, New York, 1973.
- Bhikhu Parekh, *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, SAGE Publications Pvt. Ltd; New Delhi, 1989.

B. R. Ambedkar

Primary reading:

- B.R. Ambedkar, *Who were the Shudras?*, Thacker & CO. LTD, Bombay, 1946. (Also published as E -book by General Press, 9 November, 2020.)

Essential Readings:

- Valerian Rodrigues, *The essential writings of B. R. Ambedkar*, Oxford University Press, New Delhi, 2002.
- Dhananjay Keer, *Dr. Babasaheb Ambedkar: Life & Mission*, Popular Prakashan, (5th Reprint Edition), 2019.

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