



शिवजी कॉलेज  
(दिल्ली विश्वविद्यालय)  
*Shivaji College*  
(University of Delhi)



NAAC ACCREDITED "A" GRADE COLLEGE

## B.A. (Hons) History

### Learning Outcomes

#### SEMESTER -I

#### DSC-1: HISTORY OF INDIA I (FROM THE BEGINNING TO FOURTH CENTURY BCE)

#### Learning Objectives

The Learning Objectives of this course are as follows:

The course intends to provide an extensive and deep understanding of early Indian history to students who will be introduced to the manner in which diverse aspects of ancient Indian history has been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. The course, with an interdisciplinary approach, will help students trace elements of continuity and changes in pro-cesses spanning over several millennia, from pre-historic times up to the 400 BCE. The emphasis on historiography will allow students to understand how historians have approached ancient India and how our present knowledge and perceptions have played a role in interpreting the past.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After completing the course, the students will be able to appreciate the diverse histories of our past and the significant technological, social and cultural changes in the Indian Subcontinent from prehistoric times.
- The students will understand the significance of environment and ecology and have an understanding of the historical trajectory of the relationships between communities and



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their subsistence strategies, regions, landscapes and resources.

- They will be able to understand the transitions to early state formations, social complexity and emergence of religious and philosophical traditions.
- The students will learn about early artifacts, texts, coins and epigraphs, and recognize the need to study and preserve the rich cultural heritage of our past while also realizing the possibilities and future potential of the study of ancient Indian history.

## DSC-2: SOCIAL FORMATIONS 4 AND CULTURAL PATTERNS OF THE ANCIENT WORLD-I

### Learning Objectives

The Learning Objectives of this course are as follows: The Course aims to introduce students to significant developments in world history that have shaped the complexity of human existence. To begin with, it offers a historical survey of human evolution. It details the transition from the hunting-gathering subsistence pattern to more advanced adaptations to a sedentary farming economy. The course content is based on the premise that the pace and nature of change differed in different parts of the world. Further, changes in social formations that facilitated the emergence of socially stratified and state-ordered societies are explained through a study of some of the early Bronze Age Civilizations. The impact of specific ecological conditions on different trajectories of growth, higher population density and social complexity, the emergence of the city and newer crafts and trade and the unfolding of cultural patterns in the early civilizations are concerns that are central to this course. This therefore, provides a sound foundation in the historical discipline, and helps in engaging in a variety of subject matters of history social relations, economics, political formations, religion, and culture from a global perspective. Understanding the dissimilar but inter-linked history of humanity is therefore the prime objective of this Course.

### Learning outcomes

The Learning Outcomes of this course are as follows:

रिंग रोड, राजा गार्डन, नई दिल्ली-110027 / Ring Road, Raja Garden, New Delhi – 110027 • ऑफिस/Off.: 011-25155551  
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- Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.
- Discuss that human history is the consequence of choices made in ecological and biological contexts, and that these choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition.
- Delineate the significance of early food production and the beginning of social complexity. Analyze the process of state formation and urbanism in the early Bronze Age Civilizations.
- Correlate the ancient past and its connected histories, the ways in which it is reconstructed, and begin to understand the fundamentals of historical methods and approaches

### DSC-3: HISTORY OF THE USA: 4 INDEPENDENCE TO CIVIL WAR

#### Learning Objectives

The Learning Objectives of this course are as follows: The course initiates the process of comprehending the rise of the 'New World' that eventually came to be known as the United States of America (USA) after the American Revolution, came at the cost of marginalization of the Indigenous Tribes and enslavement of Black labourers. The focus is to study both Indigenous tribes and Black Slaves in a detailed manner to understand the limits of American democracy that pushed the country towards the Civil War. The course also concentrates on the process of the evolution of America's foreign policy in the aftermath of the War of 1812.

#### Learning outcomes

Upon the completion of this course the student shall be able to:

- Explain the emergence of a new independent nation in the Western Hemisphere (USA) at the cost of placing Indigenous tribes behind reserves and introduction of the institution of slavery and racism.



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- Examine the limits of American democracy in its formative stages along with the foundation of the U.S foreign policy Describe the economics of slavery in the USA along with details of slave culture and forms of resistance Trace the main issues related to the Civil War and its critical evaluation.

## SEMESTER-II

### DSC-4: HISTORY OF INDIA – II 4<sup>TH</sup> CENTURY BCE TO 750 CE

#### Learning Objectives

The Learning Objectives of this course are as follows:

This course is about the early historical and the early medieval periods of Indian history. It explores the transition from the early historical to the early medieval phase highlighting major changes that shaped the character of Indian civilization. The course tries to delineate the important developments in the arena of economy, society, religion and culture. The purpose of this course is to familiarise students with the ways in which historians work with sources of various kinds and reconstruct our past.

#### Learning outcomes

After completing this course, the students will be able to

- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
- Delineate changes in agriculture, technology, craft-production, urban development, trade and use of currency.
- Analyse critically the changes in the varna/caste systems and the changing nature of gen-der relations and property rights.



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- Write and undertake projects related to religious developments, art, architecture, and forms of patronage.

## DSC-5: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD-II

### Learning Objectives

The Course seeks to develop a historical understanding of the major developments in some parts of the Ancient and Medieval world. These include the process of colonisation undertaken by the Greek city-states (polis) and by Rome and the far-reaching political experiments undertaken here. The Course provides a scope for understanding the subject of slavery in its varied dimensions in the Ancient world and this in turn prepares the students to understand historically the concepts of freedom and bondage as also the larger process of ordering and reordering of society through coercion, consent and revolts. We discuss the Medieval world in the Course by analysing the nature of European 'feudal' society and economy of the 8th to the 14th centuries. As different sections of society forged newer military and economic ties, the medieval institutions, particularly the Church, played an important role in the confirmation of these ties. The European social world was shaped into an intricate structure comprising powerful institutions like monarchy and the Church. The Course provides a scope to understand the medieval economy of Western Europe, particularly through its agrarian dimensions and relatively newer labour systems like serfdom. And finally, the Course allows an undergraduate student to reflect on questions related to the emergence and spread of Islam. An enquiry into the role of Islam in the transformation of a tribal identity to a Caliphal State in West Asia from the 7th to 9th centuries deepens the understanding of the long-term historical processes.

### Learning outcomes

Upon completion of this course the student shall be able to:

- Identify the main historical developments in Ancient Greece and Rome.



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- Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.
- Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent.
- Explain the trends in the medieval economy.
- Analyse the rise of Islam and the move towards state formation in West Asia.
- Understand the role of religion and other cultural practices in community organisation

## DSC-6: HISTORY OF THE USA: RECONSTRUCTION TO NEW AGE POLITICS

### Learning Objectives

The course attempts to understand the changing political culture of the USA in the aftermath of the Civil War. The focus is not only to delineate the changes brought in during the phase of Reconstruction followed by the growth and expansion of industrialization and urbanization process with its inherent contradictions and complexities that had an impact on the gender roles giving way to the Feminist Movement and assisted in the mobilization of the African-Americans gravitating towards the beginnings of the Civil Rights Movement. The course links the consolidation of American capitalism with the crystallization of American imperialism and its eventual emergence as a global power.

### Learning outcomes

Upon the completion of this course the student shall be able to:

- Explain the reasons for the implementation of 'Radical' Reconstruction and the causes for its limited success Analyze the growth of capitalism in the USA
- Discern the history of Populist and Progressive Movements Describe the nature of the Women's Liberation Movement and its changing contours from the nineteenth to twentieth centuries





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- Trace the significance of the African-American Movement and how it eventually assisted in the emergence of Civil Rights Movement under Martin Luther King Jr.

### Learning Objectives

The Learning Objectives of this course are as follows:

- The objective of the paper is to explore the city of Delhi from its early history to the eighteenth century.
- The city grew into one of the largest cities in the world and was the capital of some of the great empires.
- As capital, Delhi profited from continuous immigration, state patronage and vibrant cultural life.
- The city was not merely dependent upon its rulers for cultural and political sustenance. The course also focuses on Sufis, litterateurs and merchants who also gave the city its unique character and resilience in the face of political turbulence.

### Learning Outcomes

Upon completion of this course the students will be able to:

- Get acquainted with the history of Delhi till the early modern period.
- Analyse the processes of urbanization as shaped by political, economic and social changes

## GE: INTRODUCTION TO THE INDIAN CONSTITUTION

### Learning Objectives

- The course aims to introduce the students to the foundational text of constitutional democracy in India - the Indian Constitution.
- By providing an overview of the socio political context of its origin and its basic tenets, which provide the organizing



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- framework for democracy in India, the course expects to bring historical insights in making the constitutional text comprehensible.
- The course traces the history of the Constitution both in the colonial legislations and in the declaration and reports produced in the course of the Indian National Movement.
- It focuses on the creation and the working of the Constituent Assembly as part of a transformative vision for independent India.
- The basic features of the Constitution form the core themes of the course introducing students to the philosophy behind them and the final form in which they were adopted in the Indian Constitution to make it a document for social revolution.
- The course aims at providing students with both a textual and a contextual introduction to the Indian Constitution.

#### Learning outcomes

On successful completion of the course, the students will demonstrate

- Knowledge of the origin and contents of the Indian Constitution
- Awareness of the rights and duties of the citizens and the obligations of the state
- Familiarity with the functioning of constitutional governance in India and the division of power between different tiers of the government.

### SEMESTER-III

#### DSC-7: HISTORY OF INDIA-III (750-1200 CE)

#### Learning Objectives

This course is designed to make students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the 'early medieval period' (c. 750 – 1200 CE) of Indian history. With its focus on multiple historiographical approaches to





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various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.

### Learning Outcomes

Upon completion of this course students will be able to:

- Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.

### DSC-8: RISE OF MODERN WEST-I

#### Learning Objectives

The focus of the course is on transition from feudalism to capitalism in Europe. The paper familiarizes the student with important transitions and transformations in the economy, polity, and socio-cultural life from mid fifteenth century to 1600 in various parts of Europe. The course shall critically examine the dynamics of economic and political power within Europe, and contacts with the New World. The processes by which Europe's economy benefited from colonial expansion and exploitation of indigenous and slave labour will be explained. Students shall also engage with continuities and changes in intellectual and artistic realms; the social and economic milieu which influenced developments in religion; trends in state formation; and the relation-ship between state and religion. Students will be introduced to the concept of Eurocentrism in our understanding of the Rise of the Modern West.

#### Learning Outcomes

Upon completion of this course the student will be able to:



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- Outline important changes that took place in Europe from the medieval period.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions unfolded in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- Critically analyze linkages between Europe's state system and trade and empire.

### DSE-9: HISTORY OF MODERN CHINA (1840 – 1950S)

#### Learning Objectives

The course studies the transformation of China from an imperial power into a modern nation taking its place among a constellation of world powers. This transition has been studied in the context of the impact of a specific form of western imperialism on China and the country's numerous internal fissures and contradictions. This paper seeks to focus on a range of responses to the tumultuous changes taking place: various strands of reform (from liberal to authoritarian), popular movements, and revolutionary struggles. It facilitates an understanding of the multiple trajectories of China's political and cultural transition from a late imperial state, to a flawed Republic, to the Communist Revolution led by Mao Tse Tung. The paper shall expose students to historiographical debates pertaining to each of these themes, keeping in mind historical and contemporary concerns centred on such issues.

#### Learning Outcomes

Upon completion of this course the student will be able to:

- Explain the complexities involved in the making of constitution.
- Analyze the reasons behind the linguistic reorganization of states.
- Analyze foreign policy of India during formative stages of independent India
- Draw inferences to explain the functioning of different political parties.



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- Explain the character of emergency and its consequences.
- Discern the nuances of Indian judicial system.

## SEMESTER-IV

### DSC-10: HISTORY OF INDIA – IV: C.1200 – 1500

#### Learning Objectives

This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural processes of the time especially with reference to Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti 'movement' are explained to the students. Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.

#### Learning outcomes

On completion of this course, the students shall be able to:

- Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

### DSC-11: RISE OF THE MODERN WEST – II

#### Learning Objectives



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This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries. Cyclical and secular trends in history, important

political shifts, modern scientific views, and intellectual developments of the 17th and 18th centuries will be analysed closely. The paper will trace the development of socio-economic and technological forces which went into the making of the Industrial Revolution in late 18th century Britain. The role of trade and empire, colonial networks, and slavery will be examined to emphasize their contribution to industrial capitalism. The divergence debate will further help draw parallels and subsequent differences between Europe and Asia, and broaden our understanding of early modern Europe.

### Learning outcomes

Upon completion of this course the student shall be able to:

- Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.
- Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution. Analyse the relationship between trade, empire, and slavery and industrial capitalism.
- Examine the divergence debate

### DSC-12: HISTORY OF MODERN JAPAN (C. 1868 –1950S)

#### Learning Objectives

The course studies the transition of Japan from quasi-feudalism to a modern industrialised capitalist nation. It focuses on the political and economic strategies adopted by Japan to meet the challenges posed by western imperialistic intrusions. It facilitates an understanding of Japan's emergence as a major non-European power within an international order dominated by western imperial powers. It studies the trajectory of Japan towards ultra-nationalism and



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militarism in the context of a failed parliamentary democracy, eventually leading to disaster in the Second World War. The course aims to pay close attention to historiographical shifts, contextualizing these against the backdrop of their contemporary history and politics.

### Learning outcomes

Upon the completion of this course the student shall be able to:

- Explain Japan's attempts to create new institutional structures and recast traditions to encounter challenges of the west.
- Analyse historiographical shifts in Japanese history in the context of global politics. Examine the divergent pathways to modernity followed by Japan.
- Locate and contextualise the history of Japan in world politics.
- Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.

## GE: CLIMATE CHANGE AND HUMAN HISTORY

### Learning Objectives

- Climate change is an urgent and significant global challenge that has far-reaching implications for human societies.
- This course explores the historical dimensions of climate change and its impact on human civilizations.
- By examining the complex relationship between climate, global warming and cooling, and human societies, students will gain a comprehensive understanding of how we arrived at the current state of the climate crisis, which is considered a defining feature of the Anthropocene era.
- By introducing students to interdisciplinary, it welcomes students from various academic backgrounds, including humanities and social sciences.



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- By integrating perspectives from different disciplines, we aim to foster a comprehensive understanding of climate change as a multifaceted issue with profound implications for human societies.
- The course critically analyzes climate change denialism, exploring its historical roots, ideological underpinnings, and its impact on public discourse and policy-making.

### Learning Outcomes

After completing this course, students should be able to –

- Understand the historical relationship between climate and human societies.
- Explore climate as an active historical actor rather than a passive backdrop.
- Examine case studies from around the world to illustrate the impact of climate on human civilizations.
- Gain insights into the history of weather and climate.
- Analyze the phenomenon of climate change denialism and its historical and ideological roots. Foster interdisciplinary dialogue and collaboration among students from different academic backgrounds.

### GE: UNDERSTANDING INTERNATIONAL RELATIONS

#### Learning Objectives

- This course aims to make students understand the intersections between politics, economics,
- culture and nature that shape human life in the contemporary world.
- These intersectional relations foreground the multiple interactions that constitute the reality of the group life of humans.
- The issues around which the course is designed consists of the role of state in
- international politics, cultural identities such as the nation and, issues such as global poverty





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- and global inequalities.
- Additionally, the course dwells on the psycho-cultural and politico economic causes of violence, oppression and injustices that make the world a contested space.
- It examines the ways in which information technology shapes the course of human life in the age of globalization and how the phenomenon of the international manifests both in the virtual and the material world.
- Going beyond the Westphalian conception of territoriality, the course looks at the ways in which International Relations manifests in the realm of art/cinema/museums.

### Learning Outcomes

On successful completion of the course, students would be able to:

- Understand the nature of the contemporary world in which we live through connected histories, economies and societies.
- Analyze the ways in which our world is shaped in both territorial and non-territorial forms leading to basic planetary understandings of both human and non-human relations.
- Enhance cognitive abilities to map out the multiple and complex interactions in international relations between peoples, histories and civilisations.

### SEMESTER-V

#### Paper: History of Modern Europe-1 (Core)

### Learning Outcomes

On completing this course, the students will be able to:

- Identify what is meant by the French Revolution.
- Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.



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- Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.
- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
- Analyze patterns of resistance to industrial capital and the emerging political assertions by new social classes.

**PAPER: HISTORY OF INDIA VII (1600-1750) (CORE)**

**Learning Outcomes**

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

- Critically evaluate the gamut of contemporaneous literature available in Persian and non- Persian languages for the period under study
- Describe the major social, economic, political and cultural developments of the times
- Explain the intellectual ferment of the seventeenth and eighteenth centuries and its relation to state policies.
- Discern the larger motives behind the Imperial patronage of art and architecture
- Appreciate and express the continued expansion and dynamism of agriculture, crafts and maritime trade in India

**PAPER: HISTORY OF THE USA: INDEPENDENCE TO CIVIL WAR (DISCIPLINE SPECIFIC ELECTIVE)**

**Learning Outcomes**

Upon completion of this course the students will be able to:

- Explain the evolving and changing contours of USA and its position in world politics.
- Examine the limits of American democracy in its formative stages.
- Analyze the character of early capitalism in USA and resultant inequities.



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- Describe the economics of slavery in USA along with details of slave life and culture.
- Explain the main issues related with the Civil War in USA and its various interpretations

**PAPER: HISTORY OF MODERN CHINA (1840S-1950) (DISCIPLINE SPECIFIC ELECTIVE)**

**Learning Outcomes**

Upon completion of this course the students will be able to:

- Develop an in-depth understanding of China's engagement with the challenges posed by imperialism, and the trajectories of transition from feudalism to a bourgeois/capitalist modernity.
- To locate these historical transitions in light of other contemporaneous trajectories into a global modernity, especially that of Japan.
- Analyze significant historiographical shifts in Chinese history, especially with reference to the discourses of nationalism, imperialism, and communism.
- Investigate the political, economic, social and cultural disruptions caused by the breakdown of the centuries old Chinese institutions and ideas, and the recasting of tradition to meet modernist challenges.
- Comprehend the genesis and unique trajectories of the Chinese Communist Revolution. Locate the rise of China and Japan in the spheres of Asian and world politics respectively.

**SEMESTER-VI**

**PAPER: HISTORY OF MODERN EUROPE – II**



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### Learning Outcomes

Upon completion of this course the students will be able to:

- Trace varieties of nationalists and the processes by which new nation-states were carved out.
- Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.
- Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- Analyze the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
- Contextualize major currents in the intellectual sphere and arts.

### PAPER: HISTORY OF INDIA VIII (C.1857 - 1950)

#### Learning Outcomes

After successful completion of the course, the students will be able to:

- Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on the national movement.
- Explain the various trends of anti-colonial struggles in colonial India.
- Analyze the complex developments leading to communal violence and Partition.
- Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

### PAPER: HISTORY OF THE USA: RECONSTRUCTION TO NEW AGE POLITICS (DISCIPLINE SPECIFIC ELECTIVE)



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### Learning Outcomes

Upon completion of this course the students will be able to

- Explain the reasons for the implementation of 'Reconstruction' and the causes for its limited success.
- Analyze the growth of capitalism in USA especially in terms of big business, Monopolism, etc.
- Examine the features of Labor Union movements.
- Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.
- Describe the nature of Women's Liberation movement and also explain the 'Paternalization' of Housework
- Illustrate the significance of Civil Rights Movements and Martin Luther King Jr.

### PAPER: HISTORY OF MODERN JAPAN (C. 1868-1950S) (DISCIPLINE SPECIFIC ELECTIVE)

### Learning Outcomes

Upon completion of this course the students will be able to:

- Explain Japan's attempts to create new institutional structures and recast traditions to encounter challenges of the west.
- Analyze historiographical shifts in Japanese history in the context of global politics.
- Examine the divergent pathways to modernity followed by Japan.
- Examine distinct perspectives on imperialism and nationalism in East Asia, and understand how historiographical approaches are shaped by their contexts.
- Conceptualize how these distinct histories can be rooted in common cultural traditions.
- Locate and contextualize the history of Japan in world politics.
- Critically discuss contemporary international studies with much greater clarity based on the knowledge of history and culture of Japan.