

GENERIC ELECTIVES (GE-2): Gender in Modern World

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		
Gender in Modern World	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course seeks to introduce students to the location of gender in the historical pasts of the modern world. It focusses on different regions and locations, and analyses complexities of historical issues involving women's representation, mass movement and gendered mobilization.

Learning outcomes

After the completion of the course the students would be able to

- Understanding larger histories of patriarchy and feminism
- Analyse gender realities in international contexts
- Discuss issues of gender in world history in comparative frames
- Delineate women's movements across different regions of the world

SYLLABUS OF GE-2

Unit I: Historicizing Gender: Patriarchy, Matriarchy and Feminism

Unit II: Gender in the French Revolution: Women's participation; iconography

Unit III: Liberal Democratic Women's movements: Case Studies- Britain/ USA/South Africa

Unit IV: Women in the Socialist, Communist & Other Political Mobilization-Russian Revolution/ Chinese Revolution/ West Asia

Practical component (if any) - NIL

Essential/recommended readings

Unit I. The unit aims to make students conversant with the conceptual issues around Gender with a special focus on patriarchy and feminism. **(Teaching Time: 9 hours approx.)**

- Bock, Gisela. (1989). "Women's History and Gender History: Aspects of an International Debate". *Gender and History*, Vol. 1, no.1, pp. 7-30.
- Learner, Gerda. (1987). *The Creation of Patriarchy*. New York and Oxford: OUP. (Chapters 1 and 10).
- Michelet, Juliet and Ann Oakley. (Eds.). (1986). *What is Feminism?* London: Pantheon books. (Introduction).
- Smith, Bonnie G. (Ed.). (2008). *Encyclopedia of Women in World History*. New York: Oxford University Press [IV Volumes relevant sections].
- Weisner-Hanks, Merry. (2007). "World History and the History of Women, Gender, and Sexuality". *Journal of World History* vol. 18 no.1, pp. 53-67.
- Millet, Kate. (2000). *Sexual Politics*. Urbana and Chicago: University of Illinois Press. pp. 23-58.

Unit II. The focus in the unit is on the significant role played by women in the French Revolution and how the French political paintings of the time reflected a growing image of the revolution from a gendered perspective. **(Teaching Time: 9 hours approx.)**

- Graham, Ruth. (1984). "Loaves and Liberty: Women in the French Revolution". in
- Bridenthal Renate and Claudia Koonz (Eds.). *Becoming Visible: Women in European History*. New York: Monthly Review Press, pp. 236-54.
- Juneja, Monica. (1996). "Imaging the Revolution: Gender and Iconography in French Political Prints". *Studies in History* vol. 12 no.1, pp. 1-65.

Unit III. The unit elucidates the trajectory of women's movement across different countries in 19th and 20th century such as Britain/ USA/South Africa. It bears testimony to developing women's consciousness in the realm of suffrage movement, rights, and law. **(Teaching Time: 12 hours approx.)**

- Harrison, Patricia Greenwood. (2000). *Connecting Links: The British and American*
- *Women's suffrage movements, 1900-1914*. Westport, CT: Greenwood Press. (Introduction)
- Wingerden, Sophia A. (1999). *The Women's Suffrage Movement in Britain, 1866-1928*. New York: St. Martin's Press. Chapter 4, pp. 70-95.
- DuBois, Ellen Carol. (1999). *Feminism and Suffrage: The Emergence of an Independent Women's movement in America 1848-1869*. Ithaca: Cornell University Press. (Introduction)
- Lodge, Tom. (1983). *Black Politics in South Africa since 1945*. New York: Longman Group Limited. Chapter-6, pp. 139-152.

Unit IV. The focal point in the unit is to analyze the question of Gender in the Russian Revolution or the Chinese revolution or West Asia. Questions of women's agency, participation and mobilization will be discussed. **(Teaching Time: 12 hours approx.)**

- Rosenthal, Bernice Glatzer. (1984). "Love on the Tractor: Women in the Russian Revolution and After". In Bridenthal Renate and Claudia Koonz (Eds.), *Becoming*

Visible: Women in European History. New York: Monthly Review Press, pp. 370-399.

- Gilmartin, Christina. (1995). *Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s*. Berkeley: University of California Press. Chapter 3 & 7, pp. 71-95 & 174-200.
- Mernissi, F. (1987). *Beyond the Veil: Male-Female Dynamics in Modern Muslim Society*. Bloomington: Indiana University Press. Chapter 1 & 2, pp. 56-116.
- Moghadam, V. M. (2003). "Islamist Movements and Women's Responses". In Valentine Modghadam, *Modernizing Women: Gender and Social Change in the Middle East*. London: Lynn Rienner, pp. 151-92.

Suggestive readings -

- Bose, R.B. (1995). "Feminism, Women and the French Revolution". *Historical Reflections/Reflexions Historiques*. Vol. 21, No. 1. pp. 187-205. Berhghahn Books.
- Landes, Joan, B. *Women and the Public Sphere in the Age of the French Revolution*.
- Morgan, Sue. (2006). "Introduction: Writing Feminist History: Theoretical Debates and Critical Practices". In Sue Morgan. (eds.). *The Feminist History Reader*. Routledge, pp. 1- 47.
- Scott, Joan W. (1986). "Gender: A Useful Category of Historical Analysis". *The American Historical Review*, vol, 91. No. 5, pp. 1053-75.
- Melzer, Sara E. and Leslie W. Rabine. (1992). "Introduction". In Sara E. Melzer and Leslie
- W. Rabine. (eds.) *Rebel Daughters: Women and the French Revolution*. New York: Oxford University Press, pp. 3-11.
- Tilghman, Carolyn. (2011). "Staging Suffrage: Women, Politics and The Edwardian Theatre". *Comparative Drama*, vol. 45, no. 4, pp. 339-60.

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