**TEACHING PLAN for Academic Year** **2020-21**

**PAPER:** History of Modern Europe

**SEMESTER:** v

**SESSION:** 2020-21

**TEACHER’S NAME: Dr. Dinesh Kumar Singh**

* **SYLLABUS**

**I.The French Revolution and its European repercussions**

**[a] Crisis of the Ancient Regime**

**[b] Intellectual currents**

**[c] Social classes and emerging gender relations**

**[d] Phases of the French Revolution 1789-99**

**[e] Art and culture of the French Revolution**

**[f] Napoleonic consolidation –reform and empire**

**II. Restoration and revolution: c 1815-1848**

**[a] Forces of conservatism and restoration of old hierarchies**

**[b] Social, political and intellectual currents**

**[c] Revolutionary and radical movements 1830-1848**

**III. Capitalist industrialization and social and economic transformation (Late 18th century to AD 1914)**

**[a] Process of capitalist development in industry and agriculture: case studies of Britain, France, the**

**German States and Russia.**

**[b] Evolution and differentiation of social classes: bourgeoisie, proletariat, landowning classes and**

**peasantry.**

**[c] Changing trends in demography and urban patterns**

**[d] Family, gender and process of industrialization**

**IV. Liberal democracy, working class movements and Socialism in the 19th and 20th Centuries:**

**[a] The struggle for parliamentary democracy and civil liberties in Britain: popular movements –**

**chartists and suffragettes**

**[b] The making of democratic and constitutional rights**

**[c] Forms of protest: food riots in France and England in early nineteenth century, Luddism; trends**

**in labour movements: Britain, France and Germany**

**[d] Early socialist thought, Marxian Socialism and the First and Second International.**

* **COURSE DESCRIPTION**

The theory of nationalism through French Revolution emerged, consequently liberty, equality and fraternity attached as a potential power with traditional politics, Napoleon era and codes of other revolutions in France in 1830 and 1848 and its impact on emerging nation states. First phase of colonial countries and their requirements along with expansion with religious mission and motion. Emergence of new countries oversee trade etc.

* **TEACHING TIME (No. Of Weeks)**

12 Weeks approximately (60 lectures +36 tutorials)

* **CLASSES**

The course is organized around lectures and tutorials as per the time table. Students will be provided reading assignments to help them understand the course content. The lecture will be given according to reading material. Activities like quizzes, presentation, field trips, videos, assignment and class test will be conducted to enhance teaching –learning outcome.

**UNIT WISE BREAK UP OF SYLLABUS**

Unit I. TheFrench Revolution and its European repercussions

(Three weeks/15 lectures and tutorials)

Unit II.Restoration and revolution: c 1815-1848

 (Three weeks/ 15 lectures and tutorials)

Unit III. Capitalist industrialization and social and economic transformation (Late 18th century to AD 1914)

 (Three weeks/ 15 lectures and tutorials)

Unit IV. Liberal democracy, working class movements and Socialism in the 19th and 20th Centuries

 (Three weeks/ 15 lectures and tutorials)

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

 Internal Assessment of 25 marks will be conducted as per university guidelines.

The Students will be assessed based on three modes

1) Written assignment

2) Class Test

3) Class attendance

a) Two assignments of 5 marks each will be conducted.

b) There will be a Class Test of 10 marks. It will take place tentatively in the month of October

Quizzes on specific topics will be organized after discussion with students.

c) There will be 5 marks for the attendance

**ESSENTIAL READINGS**

**•** Berger, S., ed. Companion to Nineteenth Century Europe 1789-1914. Oxford: Blackwell Publishing,

2006.

• Blanning, T.C.W. The Oxford History of Modern Europe. Oxford 1996, 2000.

• Davies, N. Europe: A History. New York: Harper Perennial, 1998.

• Hobsbawm, E. J. Age of Revolution. London: Weidenfield and Nicholson 1962; New York: Vintage

1996.

• Hobsbawm, E.J. Age of Capital 1848-1875. London: Vintage, 1996.

• McPhee, P. The French Revolution: 1789-1799. Oxford: Oxford University Press, 2002.

• Merriman, J. History of Modern Europe, From Renaissance to the Present in 2 volumes. New York:

W.W. Norton, 2004.

**SUGGESTED READINGS**

• Beaudoin, S.M., ed. The Industrial Revolution. New York: Wadsworth Publishing, 2003.

• Blackbourn, D.TheHistory of Germany 1780-1918:The Long Nineteenth Century. Oxford: Blackwell

Publishing, 1997.

• Cipolla, Carlo,ed. The Industrial Revolution. The Fontana Economic History of Europe. London:

Fontana Books 1973.

• Furet, Francois. Interpreting the French Revolution. Cambridge: Cambridge University Press, 1978.

• Geary, Dick ed. Labour and Socialist Movements in Europe before 1914. Oxford: New York: Berg,

1989.

• Hobsbawm, E.J. “The Machine Breakers,” Past and Present 1(1952).

• Hobsbawm, E.J. How to Change the World. London: Hachette Digital, 2011.

• Horn, Jeff. “Machine Breaking in France and England During the Age of Revolution.”Labour/Le

Travail, 55 (2005).

• Hunt, L. Politics, Culture and Class in the French Revolution. California: University of California

Press, 1984.

• Hunt, L., T. R Martin, B. H Rosenwein and B.G Smith.The Making of the West: Peoples and

 Cultures,Volume II: Since 1500. New York: Bedford/St Martins: [2001] 2012.

 Juneja, Monica, “Imaging the Revolution: Gender and Iconography in French Political Prints,”Studies in History, 12:1 (1996).

• Kates, G.,ed. The French Revolution: Recent Debates and New Controversies. London: Routledge, 1998.

• Kolakowski, L. Main Currents of Marxism, 1: The Founders.Oxford: Oxford University Press, 1981;

New York: W.W. Norton and Co., 2008.

• Landes, J.B.Women and the Public Sphere in the Age of the Revolution. New York: Cornell

University Press, 1988.

• Lang, S. Parliamentary Reform: 1785-1925. London: Routledge, 1999.

• Lefebvre, G. TheComing of the French Revolution. Princeton: Princeton University Press, 1976.

• Lefebvre, G. The Great Fear of 1789: Rural Panic in Revolutionary FranceLondon: New Left

Books, 1973.

• Rude, George.The Crowd in the French Revolution. Oxford: Oxford University Press, 1967.

• Samuel, Raphael. “Workshop of the World: Steam Power and Hand Technology in Mid-Victorian

Britain,”History Workshop, 3 (1977).

• Schechter, R.,ed. The French Revolution. Oxford: Blackwell Publishers, 2001.

• Sperber, J.The European Revolutions: 1848-1851. Cambridge: Cambridge University Press, 1994;

2005.

• Stearns, P.The Industrial Revolution in World History. Boulder: Westview Press, 2013.

• Taylor, Barbara, “Mary Wollstonecraft and the Wild Wish of Early Feminism.”History Workshop,

33 (1992).

• Thompson, D.The Chartists: Popular Politics in the Industrial Revolution. New York: Pantheon

Books, 1984.

• Thompson, E.P.The Making of the English Working Class. London: Penguin Classics [1968] 2013.

• Tilly, Louise. “The Food Riot as a Form of Conflict in France,”The Journal of Interdisciplinary

History, 2, 1 (Summer, 1971).

• Walton, J.K. The Chartists. London: Routledge, 1999.

• Williams, Chris, ed.A Companion to Nineteenth–Century Britain. Oxford: Blackwell Publishing,

2004.