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

**PAPER:** History of Modern Europe

**SEMESTER:** VI

**SESSION:** 2020-21

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

**SYLLABUS :**

**I. The Crisis of Feudalism in Russia and Experiments in**

**Socialism:**

**[a] Emancipation of serfs.**

**[b] Russian Populism and Social Democracy.**

**[c] Revolutions of 1905; the Bolshevik Revolution of 1917.**

**[d] Programme of Socialist Construction.**

**II. Liberal Democracy, Working Class Movements and**

**Socialism in the 19th and 20th Centuries:**

**[a] The struggle for parliamentary democracy and civil liberties in**

**Britain.**

**[b] Forms of protest during early capitalism: food riots in France**

**and England: Luddites and Chartism.**

**[c] Early socialist thought; Marxian Socialism û the First and the**

**Second International.**

**[d] German Social Democracy, Politics and Culture.**

**[e] Christian Democracy as a political and ideological force in**

**western and central Europe**

**III. Imperialism, War, and Crisis: c. 1880 û-1939:**

**[a] Theories and mechanisms of imperialism; growth of**

**Militarism; Power blocks and alliances: expansion of European**

**empires - War of 1914 - 1918**

**[b] The post 1919 World Order: economic crises, the Great**

**Depression and Recovery.**

**[c] Fascism and Nazism.**

**[d] The Spanish Civil War.**

**[e] Origins of the Second World War.**

**IV. Cultural and Intellectual Developments since circa 1850:**

**[a] Changing contexts: [i] Notions of Culture [ii] Creation of a**

**New public sphere and mass media [iii] Mass education and**

**extension of literacy.**

**[b] Creation of new cultural forms: from Romanticism to**

**Abstract Art.**

**[c] Major intellectual trends:**

**[i] Institutionalization of disciplines history**

**Sociology and Anthropology.**

**[ii] Darwin and Freud.**

**[d] Culture and the making of ideologies: Constructions of**

**Race, Class and Gender, ideologies of Empire.**

* **COURSE DESCRIPTION**

Four types of theories have been introduced with the students liberal democracy, socialism, Marxism, capitalism and nationalism. Unification of Italy, Germany and France with nationalist perspective, presence Bismarck also led functional history of Europe. Tsar ruling system in Russia and practice of socialism have highlighted weakness of the first world war. The first world war treaty, emergence of Hitler and Mussolini reared the second world war by the practices of radical nationalism.

* **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. Liberal Democracy, Working Class Movements and

Socialism in the 19th and 20th Centuries

(Three weeks/15 lectures and tutorials)

Unit II.The Crisis of Feudalism in Russia and Experiments in

Socialism

(Three weeks/ 15 lectures and tutorials)

Unit III. Imperialism, War, and Crisis: c. 1880 û-1939

 (Three weeks/ 15 lectures and tutorials)

Unit IV. Cultural and Intellectual Developments since circa 1850

 (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.