**Odd Semester**

Academic Session July 2021-December 2021

PAPER: History of Modern Europe – I

SEMESTER: V

SESSION: 2021-22 (odd semester)

TEACHER NAME**: MR LEVIN N R**

**History of Modern Europe – I**

**Course Objectives**

This paper shall provide a critical overview of the French Revolution, and acquaint the students with the repercussions of the revolution, both within and beyond France. It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of 19th century.The debates on the development and impact of industrial capitalism shall be discussed. The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century.

**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.

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.

Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

**Course Content:**

**Unit I: A Period of Revolutions 1789-1850(approx.4 weeks)**

[a] Crisis of the Ancien Regime and the Enlightenment

[b] Phases of the French Revolution 1789-99

[c] Social classes and emerging gender relations

[d] Bonapartist State and Features of the first French Empire

[e] Restoration of the old order, social and political currents in the early nineteenth century,revolutions:1830s-1850s

**Unit II: Industrial Revolution and Social Transformation (the 19th century)**

**(approx.2 weeks)**

[a] Process of capitalist development in industry and agriculture; Changing class structure in France, Germany and Russia

[b] Industrial Revolution and Society: Family Life and Gender

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**Unit III: Liberal democracy, working class movements and Socialism in the 19th and 20thcenturies(approx.2 weeks)**

[a] The struggle for parliamentary democracy and civil liberties in Britain : Parliamentary and institutional reforms; working class discontent chartists; suffragettes

[b] Socialism: Early socialist thought, Marxian socialism, Debates and Strategies: The

International working class movement

**Unit IV: Culture and Society: 1789-1850s (approx..2 weeks)**

[d] Art and culture in revolutionary France: neo classical art; reformation of the royal

academies

[b] The Consumption of Culture in 19th century Europe; Romanticism in art and literature

[c] The City in the age of Industrialization

**ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

**Unit 1:** At the end of this rubric students would have developed an understanding of the significant transformations in European polity and society till the mid nineteenth century. They would have explored various themes starting from the French Revolution, transformations in French Society, the nature of the Bonapartist regime and events leading up to the revolutions 1848.

**(Teaching time: 6 weeks Approx.)**

McPhee, Peter. (2002).*The French Revolution 1789-1799*. New York: Oxford University

Press (Ch.1, Ch.2, Ch.3, Ch.4, Ch.5, Ch.6, Ch7, Ch.8 & Ch.9)

Campbell, Peter R. (Ed.).(2006). *The Origins of the Revolution*. New York: Palgrave Macmillan,

pp. 1-34, 139-159 (Introduction and Ch.5).

Rude, George (2000).*Revolutionary Europe1783-1815*. Somerset, New Jersey, U.S.A.: Wiley-

Blackwell (Ch.1).

Furet, Francois, (1988). *The French Revolution 1770-1814.* Oxford: Blackwell, pp.3-100 and

211-66.

● Landes, Joan B. (1988). *Women and the Public Sphere in the Age of the French Revolution*.

Ithaca, London: Cornell University Press,

● Darnton, Robert. (1996). “What was Revolutionary About the French Revolution.” in Peter

Jones, (Ed.).*The French Revolution in Social and Political Perspective*. London: Edward

Arnold, pp. 18-29.

● Kates, Gary. (Ed.).(1998).*The French Revolution: Recent debates and Controversies*. London

and New York: Routledge.

● Grabb, Alexander.(2003).*Napoleon and the Transformation of Europe*. New York: Palgrave

Macmillan (Ch. 2 &Ch.3).

● Lyons, Martin. (2006).*Post-Revolutionary Europe*, 1815-1856, New York: Palgrave Macmillan.

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● Price, Roger (1988).*The Revolutions of 1848*. London: Macmillan.

**Unit II:** In this Unit the student would learn about the social and economic changes in Europe during the nineteenth century. The student would be expected to develop on her/his understanding of the social and economic dimensions of the Industrial revolution in eighteenth century Britain to compare and understand the specific case studies of France, Germany and Russia in the nineteenth century.**(Teaching time: 2 weeks Approx.)**

Stearns, Peter N.(2013).*The Industrial Revolution in World History*. Boulder: Westview

Press.

Trabilcock, Clive. (2000). “Industrialization of Modern Europe 1750-1914.” in T.C.W. Blanning

(Ed.).*The Oxford History of Modern Europe*. Oxford: Oxford University Press, pp.

46-75.

Cameron, Rondo. (1985). “A New View of European Industrialization.”*Economic History*

*Review* 38 (1), pp. 1-23.

Beaudoin, Steven M.(2003).*The IndustrialRevolution.* Boston, New York: Houghton Mifflin

Company (Ch.4 & Ch.5)

Simonton, Deborah. (1998).*The Routledge History of Women in Europe since 1700*, London and New York: Routledge, pp.134-176 (Ch.5).

**Unit III:** At the end of this rubric the student will be expected to demonstrate an understanding of the transformations of the political systems in nineteenth century Europe. Taking up the case study of nineteenth century Britain the student will study the development of parliamentary institutions alongside a new politically assertive working class. The student will also be expected to bring together her/his understanding of the economic and political transformations in this period when exploring the emergence of socialist thought and critique of capitalism.**(Teaching time: 3 weeks Approx.)**

Lang, Sean (2005).*Parliamentary Reform, 1785-1928*. London and New York: Routledge.

Walton, John K.(1999).*Chartism*, London and New York: Routledge.

Geary, Dick (1981).*European Labour Protest 1848-1939*. London: Croom Helm London

Kolakowski, Leszec. (1978).*Main Currents of Marxism*. Volume I. Oxford: Clarendon Press.

Lichthem, George. (1970). *A Short History of Socialism.* London: Weidenfield and Nicolson.

Joll, James. (1990).*Europe Since*1870.New York: Penguin Books, pp. 49-77

**Unit IV: Culture and Society: 1789-1850s:** Approx. In this Unit the student will be expected to link various themes from the earlier rubrics and develop an understanding of the cultural, artistic and urban transformations in nineteenth century Europe. The student will be expected to develop a competent understanding of the emergence of new art forms, reformation of various art and cultural academies, the developing notions of consumption of culture and the changing patterns of urbanism.**(Teaching time: 2 weeks Approx.)**

Kennedy, Emmet. (1989).*A Cultural History of the French Revolution.* New Haven and London:

Yale University Press.

Hunt, Lynn.(2004).*Politics, Culture, and Class in the French Revolution*. Oakland: University

of California Press.

Hunt, Lynn.(1989). “Introduction: The French Revolution in Culture, New Approaches and

Perspectives.”*Eighteenth-Century Studies* 22(3), Special Issue: The French Revolution in

Culture, Spring.

Blanning,T.C.W. (2000). “The Commercialization and Sacralization of European Culture in

the Nineteenth Century.” in T.C.W. Blanning, (ed.).*The Oxford History of Modern Europe*.

Oxford: Oxford University Press, pp. 101-125 &126-152.

Blanning, T.C.W. (2010).*The Romantic Revolution: A History*. London: George Weidenfeld&

Nicholson.

Bergdoll, Barry. (2010).*European Architecture 1750-1890 (Oxford History of Art)*. New

York: Oxford University Press.

Lees, Andrew and Lynn Hollen Lees.(2007).*Cities and the Making of Modern Europe*

*1750-1914*. Cambridge: Cambridge University Press.

**SUGGESTED READINGS:**

Bayly, C.A. (2004).*The Birth of the Modern World*, 1780-1914. Oxford: Blackwell Publishing,

pp.199-242.

Berger, Stefan. (Ed.).(2004).*A Companion to Nineteenth Century Europe 1789-1914,* Oxford:

Blackwell Publishing.

Bottomore, Tom. (Ed.).(1983).*A Dictionary of Marxist Thought*, Oxford: Blackwell.

● Breunig, Charles. (1977).*The Age of Revolution and Reaction 1789 to 1850*. New York: W.W.

Norton and Company, pp. 252-278 (Ch.7).

David, Thompson. (1990).*Europe Since Napoleon*. New York: Penguin Books.

Davies, Peter. (2006).*The Debate on the French Revolution*. Manchester and New York:

Manchester University Press.

Deborah Simonton, Deborah. (1998).*A History of European Women's Work: 1700 to the*

*Present*. London and New York: Routledge.

Dowd, David L. (1951). “Art as National Propaganda in the French Revolution.”*The Public*

*Opinion Quarterly* 18 (3), pp. 532 – 546.

Dowd, David L. (1959). “The French Revolution and the Painters.”*French Historical Studies*

1 (2), pp. 127-148.

Frederick Engels.(1970 reprint). *Socialism: Utopian and Scientific*, trans. EdwardAveling.

Moscow: Progress Publishers. Available at http://www.marxists.org/archive/marx/works/

download/Engels\_Socialism\_Utopian \_and\_Scientific.pdf.

Frey, Linda S. and Marsha S. Frey.(2004). *The French Revolution,* Westport, CT: Greenwood

Press, pp. 37-46 (“A New Political Culture”).

Hobsbawm, Eric (2011).*How to Change the World*, *Reflections on Marx and Marxism*. New

Haven and London: Yale University Press.

● Hufton, Olwen. (1971). “Women in Revolution 1789-1796.”*Past & Present*53, pp. 90-108.

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Hunt, Lynn; Tomas R. Martin, Barbara H, Rosenwein, Bonnie G. Smith.(2010).*The Making*

*of the West: Peoples and Cultures, A Concise History*. Boston and New York: Bedford / St.

Martin.

Kemp, Tom. (1978). *Historical Patterns of Industrialization.* New York: Longman

● Lee, Stephen J. (1998). *Aspects of European History 1789-1980.* London and New York:

Routledge (Ch. 3 & Ch. 4).

McPhee, Peter. (2013). *A Companion to the French Revolution.* New Jersey: Wiley-Blackwell

(Ch.2, Ch.3, Ch.12, Ch.13, Ch.14, Ch.26 and Ch.28).

Merriman, John. Open Yale Course Lectures [audio].

Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*.

New York: W.W. Norton

Ozouf, Mona. (1988). *Festivals and the French Revolution.* Cambridge: Harvard University

Press (Introduction).

Perry, Marvin and George W. Bock. (1993). *An Intellectual History of Modern Europe*.

Princeton: Houghton Mifflin Company.

Perry, Marvin. (1990).*Western Civilization: Ideas, Politics and Society.* Volume II*.*Boston and

New York: Houghton Mifflin Harcourt Publishing Company.

Price, Roger. (1993). *A Concise History of France*. Cornwell: Cambridge University Press

Rapport, Michael. (2005). *Nineteenth Century Europe*. New York: Palgrave Macmillan.

● Sperber, Jonathan (2005). *The European Revolutions, 1848-1851*. Cambridge: Cambridge

University Press.

● Thomson, David. (2007). *Europe since Napoleon*, New Delhi: Surjeet Publications, pp.

79-103 (Ch.6 & Ch.7).

Willis, Michael. (1999). *Democracy and the State, 1830-1945.*Cambridge: Cambridge University

Press.

Wright, D.G. (1988). *Popular Radicalism: The Working Class Experience 1780-1880 - Studies*

*In Modern History*. Second edition. New York: Longman.

**Teaching Learning Process:**

Classroom teaching, classroom discussions and student presentations in class and/or in tutorials.Presentations shall focus either on important themes covered in the class lectures, or on specific readings. As this is a paper tracing the history of regions outside the Indian subcontinent, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field. Since this is history of a region/s less familiar to students, adequate attention shall be given to background introductory lectures and discussions. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study.

**Assessment Methods:**

Students will be regularly assessed for their grasp on debates and discussions covered in class.Two written submissions and at least one presentation will be used for final grading of the students.Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:**

Ancien Regime, Gender Relations, Art and Culture, Napoleonic Consolidation, 1848, Industrialization,

Demography, Gender, Family, British parliamentary Democracy, Protest Movements,

Marxism, First & Second International