**TEACHING PLAN FOR THE ACADEMIC YEAR 2020-21**

**PAPER: RISE OF MODERN WEST-II**

**CORE COURSE- VI**

**SEMESTER: IV**

**SESSION: JAN – MAY 2021**

**TEACHER'S NAME: Dr. Shakti Madhok**

**SYLLABUS**

# The 17th century European crisis: economic, social, and political dimensions

1. **The English Revolution**
2. Major issues
3. Political and intellectual currents

# The rise of Modern Science in relation to European society from the Renaissance to the 17th century

1. **Mercantilism and European economies: trade and empire in the 17th and 18th centuries**

# The Enlightenment: ideas and impact

1. **Origins of the Industrial Revolution: divergence debate**

# COURSE DESCRIPTION

This paper is a sequel to the Rise of the Modern West - I and is focused on major developments during the seventeenth and eighteenth centuries. It deals with the emergence of modern scientific temperament, enlightenment, mercantilism and origins of Industrial Revolution. All these ideas have contributed to modernity.

# TEACHING TIME (No. Of Weeks)

12 weeks approximately (60 lectures and 24 tutorials)

# CLASSES

The teaching-learning module is organised around lectures and tutorials as per the time table. The students will be provided with reading material to help them understand the course content. The lectures will be focused on the well-defined syllabus. Teaching aides like white board, maps, and e-resources will be utilised to enhance teaching-learning outcome.

# UNIT WISE BREAK UP OF SYLLABUS

* UNIT 1. The 17th-century European crisis: economic, social, and political dimensions. (**Two weeks: 10 lectures and 4 tutorials)**
* UNIT 2.The English Revolution . **(Two weeks: 10 lectures and 4 tutorials)**
* UNIT 3. The rise of Modern Science in relation to European society from the Renaissance to the 17th century (**Two weeks: 10 lectures and 4 tutorials)**
* UNIT 4. Mercantilism and European economies: trade and empire in the 17th and 18th centuries (**Two weeks: 10 lectures and 4 tutorials)**
* UNIT 5. The Enlightenment: ideas and impact (**One week: 10 lectures and 4 tutorials)**
* UNIT 6. Origins of the Industrial Revolution: divergence debate **(Three week: 15 lectures and 6 tutorials)**

# ASSESSMENT

Internal assessment of 25 marks will be conducted as per the University guidelines. Assessment will be done through three modes.

1. Attention in the class room: Students attending the class will be asked questions to seek response to assess how much they have understood. They will be encouraged to raise their queries about the topic being taught.
2. Written assignments: Two written assignments of five marks each will be given to assess how well the students have understood the subject; how they utilise the reading material and structure their answers based on facts and arguments.
3. Tests: A class test will be held for 10 marks to see how the students articulate their knowledge on a given topic in a definite period of time. Alternatively, students will be asked to give a poster presentation in a group of two students each on a particular theme covering one or more than one topic.

# ESSENTIAL READINGS

* Black, Jeremy.*Europe and the World, 1650-1830*. London: Routledge, 2002.
* Coleman, D.C., ed. *Revisions in Mercantilism.* London: Methuen Young Books, 1969.
* Deane, Phyllis. *The First Industrial Revolution.* Cambridge: Cambridge University Press, 1965.
* Hall, A.R.*From Galileo to Newton 1630-1720.* London: Fontana-Collins, 1970.
* Hill, Christopher. *The Collected Essays of Christopher Hill, Vol. 2, Religion and Politics in Seventeenth Century England.* Amherst: The University of Massachusetts Press, 1985. Century Perspective. London: Pluto Press, 2011.
* . *The Collected Essays of Christopher Hill*, Vol. 3 People and Ideas in Seventeenth Century England. Amherst: The University of Massachusetts Press, 1986.
* Hobsbawm, E. J. *Industry and Empire.* London: Penguin Books, 1999.
* Pagden, Anthony. *The Enlightenment: And Why it Still Matters*. Oxford: Oxford University Press, 2013.
* Parker, G. and L.M. Smith, eds. *The General Crisis of the Seventeenth Century*. London: Routledge, 1997.
* Parthasarthi, Prasannan. *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1800.* Cambridge: Cambridge University Press, 2011.
* Pomeranz, Kenneth. *The Great Divergence: China, Europe and the Making of the Modern World.* Princeton: Princeton University Press, 2000.
* Wallerstein, Immanuel. *The Modern World System, Vol. II, Mercantilism and the Consolidation of the European World Economy, 1600-1750.* New York: Academic Press, 1980.

# SUGGESTED READINGS

* Anderson, M. S. *Europe in the Eighteenth Century, 1713-1783*. Oxford: Oxford University Press, 1976.
* vanBath, B. H. Slicher. *The Agrarian History of Western Europe 500 AD to 1850*. New York: St. Martin's Press, 1963.
* Canny, Nicholas, ed. *The Oxford History of the British Empire,* Vol. I,The Origins of Empire, British Overseas Enterprise to the Close of the Seventeenth Century. Oxford: Oxford University Press, 1998.
* Fitzpatrick, Martin, et. al., ed. *The Enlightenment World.* London: Routledge, 2004.
* Floud, Roderick, and D.N.McCloskey, ed. *The Economic History of Britain Since 1700, Vol. I: 1700-1860.* Cambridge: Cambridge University Press, 1997.
* Harris, Tim. *Restoration: Charles II and his Kingdoms,* 1660-1685. London: Penguin, 2006.
* Hill, Christopher. *Puritanism and Revolution: Studies in the Interpretation of the English Revolution of the 17t*h • Kamen, Henry. European Society, 1500-1700. London: Routledge, 1996.
* Mathias, Peter. *The First Industrial Nation*. London: Routledge, 2001.
* Marshall, P. J., ed. *The Oxford History of the British Empire,* Vol. II,The Eighteenth Century. Oxford: Oxford University Press, 1998.
* Mintz, Sidney W. Sweetness and Power: *The Place of Sugar in Modern History.*

New York: Penguin Books, 1986.

* Scammell, G.V. *The First Imperial Age: European Overseas Expansion 1400-1715.*

London/New York: Routledge, 1989.

* Stone, Lawrence. *The Causes of the English Revolution, 1529-1642.* New York: Routledge, 2002.
* deVries, Jan. *Economy of Europe in an Age of Crisis 1600-1750.* Cambridge: Cambridge University Press, 1976.
* deVries, Jan. *The Industrious Revolution: Consumer Behaviour and the Household Economy, 1650 to the Present.* Cambridge: Cambridge University Press, 2008.
* Waites, Bernard. *Europe and the Third World: From Colonization to Decolonisation,1550-1998.* London: Palgrave Macmillan, 1999.
* Williams, Eric. *Capitalism and Slavery.* Chapel Hill: University of North Carolina Press, 1944.

**TEACHING PLAN FOR THE ACADEMIC YEAR 2019-2020**

**PAPER: History of Modern East Asia -II SEMESTER: VI**

**SESSION: 2019-2020 (January- May)**

**TEACHER'S NAME: Dr. Shakti Madhok SYLLABUS**

# JAPAN

* 1. **Transition from Feudalism to Capitalism**

1. Crisis of the Tokugawa Bakuhan System
2. The Meiji Restoration; limits to modernization
3. Economic change: Agrarian Settlement; fiscal policies; Capitalism and Industrialisation

# Democracy and Militarism

1. Popular/ People’s Rights Movement ; gender
2. Meiji constitution; political parties [c]Militarism and fascism

# Japanese Imperialism 1868-1945: ideology; expansion and conflict

* 1. **American occupation of Japan and post-War reconstruction**

# KOREA

1. **The Old Order and institutional decay: Joseon**

# Korea’s relations with China, Japan and western powers

1. **Attempts at social, political and economic reform**

# Japan’s colonisation of Korea and growth of Korean Nationalism (1910-1945)

1. 1910-1919: Consolidation of Japanese power
2. 1919-1931: March First Movement (1919); Saito Reforms of 1920s
3. 1931-1945: War mobilisation; Japanese policy of assimilation; Korean response

# The Korean War

**COURSE DESCRIPTION PART A: JAPAN**

This paper will entail a study of Japan in the nineteenth century through middle of the twentieth century showcasing the emergence as a modern nation state. It will trace it from the end of feudalism to the consolidation of state power under a Constitution, adoption of Western technology for industrialization and modernization, capital formation, contours in democracy, rise in imperialist ambitions and militarism contributing to Japan's inclusion into the world comity of powerful nations, participation in two world wars and finally occupation by the allied forces. All the trajectories in the given chronological and textual frame will be studied critically.

# PART B: KOREA

Part B of the paper deals with Korean peninsula lying between China on the one hand and Japan on the other overlooked by Russia. Struggle for supremacy over Korea between China and Japan and rivalry between Japan and Russia, the breaking of the Korea's splendid isolation, its colonization by Japan and compulsive participation in the Second World War that culminated in its partition and factored in causing the Korean War will be studied.

# TEACHING TIME (No. Of Weeks)

12 Weeks approximately - 60 lectures and 24 tutorials.

# CLASSES

The teaching-learning module is organised around lectures and tutorials as per the time table. The students will be provided with reading material to help them understand the course content. The lectures will be focused on the well-defined syllabus. Teaching aides like white board, maps, and e-resources will be utilised to enhance teaching-learning outcome. Further, students will also be introduced to Japanese and Korean words to help them better understand ideas and concepts

# UNIT WISE BREAK UP OF SYLLABUS PART A: JAPAN

* UNIT 1. Transition from Feudalism to Capitalism **(Two weeks: 10 lectures and four tutorials)**
* UNIT 2. Democracy and Militarism (**Two weeks: 10 lectures and four tutorials)**
* UNIT 3. Japanese Imperialism, 1868-1945. (**One week: Five lectures and two tutorials)**
* UNIT 4. American Occupation of Japan and post-War Reconstruction (**One week: Five lectures and two tutorials)**

# (Total: Six weeks: 30 lectures and 12 tutorials)

**PART B: KOREA**

* UNIT 1. The Old Order And Institutional Decay **(Two weeks: 10 lectures and four tutorials)**
* UNIT 2. Korea's relations with China, Japan and Western Powers. **(Two weeks: 10 lectures and four tutorials)**
* UNIT 3. Attempts at Social, Political and Economic reforms. **(One week: Five lectures and two tutorials)**
* UNIT 4. Japan's Colonisation of Korea and growth of Korean Nationalism **(Two weeks: 10 lectures and four tutorials)**

# UNIT 5. The Korean War (One week: Five lectures and two tutorials) (Total: Six weeks: 30 lectures and 12 tutorials)

**ASSESSMENT**

Internal assessment of 25 marks will be conducted as per the University guidelines. Assessment will be done through three modes:

1. Attention in the class room: Students attending the class will be asked questions to seek response to assess how much they have understood. They will be encouraged to raise their queries about the topic being taught.
2. Written assignments: Two written assignments of five marks each will be given to assess how well the students have understood the subject; how they utilise the reading material and structure their answers based on facts and arguments.
3. Tests: A class test will be held for 10 marks to see how the students articulate their knowledge on a given topic in a definite period of time. Alternatively, students will be asked to give a poster presentation in a group of two students each on a particular theme covering one or more than one topic.