

## **Core Course XIV, Semester VI**

### History of Modern Europe- II

#### Course Objectives:

This paper offers a historical overview of the development of nationalities and nation-states in the 19th and 20th centuries. Among the various case studies discussed, the paper traces the build-up to a revolution in the disintegrating Russian empire. It also introduces students to the concept of imperialism. In this light, the paper discusses the varied historical writings on World War One and on the nature of developments during the inter-war period. It familiarises students with the intellectual and art movements that were linked to the changes in the socio-economic and political milieu of 19th and early 20<sup>th</sup>-century Europe.

#### Learning Outcomes:

Upon completion of this course the student shall be able to:

- (a) Trace varieties of nationalists and the processes by which new nation-states were carved out.
- (b) Discuss the peculiarities of the disintegration of large empires and the remaking of Europe's map.
- (c) Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th centuries.
- (d) Analyse the conflict between radical and conservative forces and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
- (e) Contextualise major currents in the intellectual sphere and arts.

#### Course Content:

##### Unit I: Tsarist Russia and the coming of the Bolshevik Revolution

- [a] Serfdom, Populism and Social Democracy
- [b] The Revolution of 1905; the revolutions of 1917: origins, visions, movements

##### Unit II: Varieties of Nationalisms, Imperialism, Crisis and the Great War

- [a] Intellectual currents, popular movements and the formation of national identities:  
Germany and Italy
- [b] State and Politics in post-unification Germany and Italy
- [c] Imperialism: Theories, Race, Darwin and Orientalism
- [d] War of 1914-18: historiographical debates; developments leading to the Great War

### Unit III: Europe Between Wars

[a] Post-war developments, international institutions, social and economic consequences of the war

[b] Understanding Fascism; Origins, Forms, Nature of the Fascist/Nazi State: Germany, Italy

[c] Origins of the Second World War

### Unit IV: Cultural and Intellectual Developments since c.1850

[a] Print culture, mass education and the extension of literacy

[b] Creation of new cultural forms: Realism, Impressionism, Post-Impressionism, Photography; Architecture: Art Nouveau, Expressionism and Futurism

[c] Institutionalization of disciplines: History, Anthropology and Sociology

### ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-I: At the end of this rubric the student will be familiar with the economic, social and political issues that troubled the Tsarist regime in Russia in the nineteenth century. She/he will develop an understanding of popular movements and the political ascendancy of the socialists eventually leading to the revolutions in the early 20th century. (Teaching time: 2 weeks Approx.)

(a) Wood, Alan. (2003). *The Origins of the Russian Revolution 1861-1917*. London and New York: Routledge.

(b) Gleason, Abbot (Ed.). (2009). *A Companion to Russian History*. Sussex: Wiley-Blackwell. (Chapters 12, 13, 14, & 16)

(c) Sheehan, James J. (2000). 'Culture' in T.C.W. Blanning (Ed.). *The Nineteenth Century: Europe 1789-1914*. Oxford: Oxford University Press.

(d) Fitzpatrick, Sheila. (1994). *The Russian Revolution*. Oxford: Oxford University Press.

Unit II: At the end of this rubric the student will be expected to demonstrate an understanding of the complex political and economic interplay associated with the unification of Germany and Italy. They will be able to trace these complexities into the politics of state formation post-unification. The students will also develop an understanding of imperialism, wherein they will explore theories and also how questions of race and orientalism shaped the colonial interactions of European nations. (Teaching time: 5 weeks Approx.)

(a) Riall, Lucy. (1994). *The Italian Risorgimento: State, Society and National Unification*. London and New York: Routledge.

(b) Beals, Derek and Eugenio F. Biagini. (2002). *The Risorgimento and the Unification of Italy*. London and New York: Routledge

(c) Eley, Geoff. (1986). *From Unification to Nazism: Reinterpreting the German Past*. London and New York: Routledge.

(d) Blackbourn, David. (2002). *History of Germany 1780-1918: The Long Nineteenth Century*. Oxford: Oxford University Press.

(e) Porter, Andrew. (1994). *European Imperialism 1860-1914*. Hampshire: Palgrave Macmillan.

(f) Brewer, Anthony. (2001). *Marxist Theories of Imperialism: A Critical Survey*. London and New York: Routledge.

(g) Henig, Ruth. (2003). *Origins of the First World War*. London and New York: Routledge.

(h) Midgley, Clare. (Ed.). (1998). *Gender and Imperialism*. Manchester: Manchester University Press.

(i) Dirks, Nicholas (Ed.). (1992). *Colonialism and Culture*. Michigan: University of Michigan Press.

(j) Bernasconi, Robert and Tommy Lee Loft. (2000). *The Idea of Race*. Indianapolis: Hackett Publishing.

Unit- III: The student will be expected to develop an understanding of the European politics of this period. She/he will examine the emergence of international institutions and the impact of war on European society and economy. This would also be essential to the student's understanding of the emergence of right-wing movements in Europe. The student will be expected to demonstrate a familiarity with the historiographical debates and discussion associated with the rise and development of the fascist/Nazi state in Italy and Germany eventually leading to the outbreak of the second world war. (Teaching time: 4 weeks Approx.)

(a) Thurlow, Richard. (1999). *Fascism*. Cambridge: Cambridge University Press.

(b) McDonough, Frank. (1999). *Hitler and Nazi Germany*. Cambridge: Cambridge University Press.

(c) Griffin, Roger. (1995). *Fascism*. Oxford: OUP.

(d) Passamore, K. (2002). *Fascism: A Very Short Introduction*. Oxford: Oxford University Press.

(e) Kershaw, Ian. (1985). *The Nazi Dictatorship: Problems and perspectives of Interpretation*. London: Edward Arnold.

(f) McDonough, Frank . (1997). *The Origins of the First and the Second World War*. Cambridge: Cambridge University Press.

(g) Boyce, Robert and Joseph A. Maiolo (Eds.). (2003). *The Origins of World War Two: The Debate Continues*. London: Macmillan Education.

Unit-IV: At the end of the rubric the student will be expected to build on her/his understanding of European history to understand the cultural and intellectual transformations experienced in the late nineteenth and early twentieth-century Europe. The student will develop familiarity with how mass education, print culture, changes in artistic styles, the emergence of photography and the academic institutionalization of disciplines shaped the modern European worldview. (Teaching time: 3 weeks Approx.)

(a) Winders, James A. (2001). *European Culture Since 1848*. New York: Palgrave

(b) Vincent, David. (2000). *The Rise of Mass Literacy: Reading and Writing in Modern Europe*. New Jersey: Wiley.

(c) Brettell, Richard. (1999). *Modern Art, 1851-1929: Capitalism and Representation*. Oxford: Oxford University Press

(d) Colquhoun, Alan. (2002). *Modern Architecture*. Oxford: Oxford University Press, pp. 13-35 & 87-109.

(e) Clarke, Graham. (1997). *The Photograph*. Oxford University Press, Oxford, 1997 (p. 11-54)

(f) Thompson, Kenneth. (1976). *Auguste Comte: the Foundation of Sociology*. New Jersey: Wiley.

(g) Kuper, Adam. (1975). *Anthropology and Anthropologists*. London: Penguin Books.

(h) Eriksen, T.H. and F.S. Nielsen. (2013). *A History of Anthropology*. London: Pluto 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.
- Berger, Stefan. (Ed.). (2004) . *A Companion to Nineteenth Century Europe 1789-1914*. Oxford: Blackwell Publishing, pp. 178-192
- Gooch, John. (2001). *The Unification of Italy*. London: Routledge.
- Gorman, Michael. (1989). *The Unification of Germany*. Cambridge: Cambridge University Press (Introduction).
- Henig, Ruth. (2003). *Origins of the First World War*. London and New York: Routledge.
- Hobsbawm, E.J. (1990). *Nations and Nationalism: Programme, Myth, Reality*. Cambridge: Cambridge University Press.
- Hopkins, A.G. (2000). "Overseas Expansion, Imperialism, and Europe" in T.C.W. Blanning,

(Ed.). *The Nineteenth Century: Europe 1789-1914*. Oxford: OUP, pp. 210-24.

- 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. Marti.
- Joll, James. (1999). *Europe since 1870*. London: Penguin Books, pp. 78-112
- Kohn, David. (1985). *The Darwinian Heritage*. Princeton: Princeton University Press.
- McMaster, Neil. (2001). *Racism in Europe*. UK: Macmillan Education.
- Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*. London. New York: W.W. Norton.
- Merriman, John. (2002). *A History of Modern Europe: From the Renaissance to the Present*. London, New York: W.W. Norton. pp. 1056-1111
- Merriman, John. Open Yale Course Lectures [audio].
- Perry, Marvin and George W. Bock. (1993). *An Intellectual History of Modern Europe*. Princeton: Houghton Mifflin Company.
- Perry, Marvin et.al. (2008). *Western Civilization: Ideas, Politics and Society, Vol.2*. Boston and New York: Houghton Mifflin Harcourt Publishing Company
- Perry, Marvin et.al. (2008). *Western Civilization: Ideas, Politics and Society, Vol. 2*. Boston and New York: Houghton Mifflin Harcourt Publishing Company, pp. 708-745
- Rapport, Michael. (2005). *Nineteenth Century Europe*. Hampshire: Palgrave Macmillan
- Rapport, Michael. (2005). *Nineteenth Century Europe*. New York: Palgrave Macmillan.
- Said, Edward. (1978). *Orientalism; Western Conception of the Orient*. New York: Pantheon Books.
- Sheehan, James J. (2000). "Culture", in T.C.W. Blanning) Ed.) *The Nineteenth Century: Europe 1789-1914*. Oxford: Oxford University Press.
- Simonton, Deborah. (1998). *A History of European Women's Work: 1700 to the Present*. London and New York: Routledge.
- Teich, Mikulas and Roy Porter. (Eds.). (1993). *The National Question in Europe in Historical Context*. Cambridge: Cambridge University Press, pp. 181 - 194
- Thompson, David. (1990). *Europe Since Napoleon*. London: Penguin Books.
- Todd, Allan. (2002). *The European Dictatorships: Hitler, Stalin, Mussolini*. Cambridge: Cambridge University Press.

- Wade, Rex A. (2000). *The Russian Revolution, 1917*. Cambridge: Cambridge University Press.
- Waller, Bruce (ed.). (2002). *Themes in Modern European History 1830-1890*. London and N.Y.: Routledge. (Chapter: Germany: Independence and Unification with Power, pp. 99-122.)

#### 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 PowerPoint presentations shall be used widely. Students shall also be encouraged to participate in talks/seminar presentations by specialists in the field.

Since this is the 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 of debates and discussions covered in class. Two written submissions and at least one presentation will be used for the 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.