



FIRST SEMESTER 2024-2025

Course Handout Part II

Date: 16-08-2024

In addition to part-I (General Handout for all courses appended to the time table) this portion gives further specific details regarding the course.

Course No. : HSS F234
Course Title : Main Currents of Modern History
Instructor-in-Charge : Dr. Madhavi Jha

Scope and Objective of the Course:

- To familiarise students with the main themes of Modern World History
- To appraise critically the temporal and spatial connections between different developments in the time period under study
- To appreciate the importance of evidence based historical writing
- To analyse the enduring legacies of the period under study.

Reference books

1. Conrad, Sebastian. *What is Global History?* Princeton University Press, 2017
2. Kümin, Beat A. ed. *The European World. 1500-1800. An Introduction to Early Modern History.* Routledge, 2018
3. Merriman, John. *A History of Modern Europe. From Renaissance to the Present.* W.W. Norton & Company, 2019
4. Klooster, Wim, ed. *The Cambridge History of the Age of Atlantic Revolutions: Volume 2, France, Europe, and Haiti.* Cambridge University Press, 2023.
5. Cohn, Bernard S. *Colonialism and its Forms of Knowledge.* Princeton University Press, 1996
6. Smith, Andrew F. *Sugar: a global history.* Reaktion Books, 2015.
7. Mohapatra, Prabhu P. "'Restoring the family': Wife murders and the making of a sexual contract for Indian immigrant labour in the British Caribbean colonies, 1860-1920." *Studies in history* 11.2 (1995): 227-260.
8. Schneider, Ralf, and Jane Potter, eds. *Handbook of British Literature and Culture of the First World War.* Vol. 8. Walter de Gruyter GmbH & Co KG, 2021.
9. Daly, Jonathan, and Leonid Trofimov. *The Russian revolution and its global impact: A short history with documents.* Hackett Publishing, 2017.
10. Chenoy, Anuradha M., and Archana Upadhyay, eds. *Hundred Years of the Russian Revolution: Its Legacies in Perspective.* Palgrave Macmillan, 2021.
11. McNeill, John Robert, and Erin Stewart Mauldin, eds. *A companion to global environmental history.* John Wiley & Sons, 2012.



12. Kikon, Dolly. *Living with oil and coal: Resource politics and militarization in Northeast India*. University of Washington Press, 2019.

Course Plan:

Lecture No.	Learning objectives	Topics to be covered	Reference book
1-2	<ul style="list-style-type: none"> - to understand the difference between various approaches of studying world history 	Historiography of World History - Global history, Eurocentrism, Transnational history	Sebastian Conrad (selected pages)
3-6	<ul style="list-style-type: none"> - to familiarise students with the changing economic, social and cultural life of early modern Europe - to appreciate its impact on the 'modern' world 	Early modern Europe and its global impact - Early modern economy, Reformation, Renaissance, Scientific Revolution, Enlightenment	Beat A. Kümin (selected pages)
7-10	<ul style="list-style-type: none"> - to introduce students to the French and Haitian revolution - to appreciate the connections between the two revolutions 	Story of two revolutions: the French and the Haitian - Causes/origins, course and impact of the two revolutions	John Merriman (selected pages) and Wim Clooster (selected pages)
11-14	<ul style="list-style-type: none"> -to introduce students to changes in the forms of production and its impact on the society - to visualise the colonial expansion of Britain through map work - To understand the basics of colonial power 	Industrial revolution and colonial expansion: Case of Britain - proto-industrialisation, factory production, consumer culture, British naval power, types of colonialism	John Merriman (selected pages) and Bernard S Cohn (selected pages)
15-18	<ul style="list-style-type: none"> - to appreciate the transnational connections between different parts of colonial empires - to understand labour migrations in the context of imperial production 	Sugar: How colonial labour produced imperial goods - sugar colonies, plantation economies, indenture labour	Andrew F Smith (selected pages) and Prabhu Mohapatra



19-22	<ul style="list-style-type: none"> -to familiarise students with the main events in the First World War -to appreciate its global scope and impact -to analyse the popular depictions, specially cinematic, of the war 	Imperial competition and the First World War - causes/origins, course and impact of the first world war	John Merriman (selected pages) and Ralf Schneider and Jane Potter (selected pages)
23-26	<ul style="list-style-type: none"> - to introduce students to different aspects of the Russian revolution and the post revolutionary society - to understand its impact in the global north and the global south 	Russian Revolution and its global impact - causes/origins, course and impact of the Russian revolution, Political and socio-economic life in Soviet Union	John Merriman (selected pages) and Jonathan, Daly and Leonid Trofimov (selected pages) and Anuradha M. Chenoy and Archana Upadhyay (selected pages)
27-30	<ul style="list-style-type: none"> - to familiarise students with the post first world war situation in Germany and Italy and its connections with the second world war - To understand the new technologies of war 	Rise of Fascism and the second world war - causes/origins, course and impact of the second world war	John Merriman (selected pages)
31-34	<ul style="list-style-type: none"> - to familiarise students with the relationship between state power and scientific and technological knowledge production - to gain an understanding of the main conflicts during the Cold War - to analyse the cinematic representation of these themes (specially in the movie “Oppenheimer”) 	Living in Oppenheimer’s world: State and Science and Technology - Cold war, Superpowers, Atomic bomb, Big Science	John Merriman (selected pages)

35-37	-to appreciate the complex, converging and diverging needs of different parts of the globe - to historically locate the divergent views on climate change and its relationship with economic development	A ‘modern’ conundrum: environment and development - environmental history, fossil fuel and industrial production, climate change and poverty	John Robert McNeill and Erin Stewart Mauldin (selected pages) and Dolly Kikon (selected pages)
38-40	-to understand the fraught processes of decolonisation and its legacies -to familiarise students with different visions of nationhood and to historicise zionism	A ‘modern conflict’: Israel-Palestine - Decolonization, Zionism, nationhood and nation-state	Pankaj Mishra, The Shoah after Gaza, London Review of Books, vol 46/6, 21.03.2024 and Neve Gordan / Muna Haddad, The Road to Famine in Gaza, in: The New York Review, 30.03.2024
41-42	-to clear students’ doubts -to revise for the upcoming comprehensive exam	Conclusionary classes - revision and doubt clearance	-

Evaluation Scheme:

Component	Duration	Weightage (%)	Date & Time	Nature of Component
Quiz (2)	20 minutes each	20	TBA	Closed book
Presentation	TBA	20	TBA	Open book and take home
Class participation	Continuous	10	Continuous	-
Mid semester test	90 minutes	20	TBA	Closed book
Comprehensive exam	3 hours	30	10/12/2024 (AN)	Closed book



Chamber Consultation Hour: Mondays, Wednesdays and Fridays - 9:00 to 10:00

Notices: Notices regarding the course shall be posted on CMS

Make-up Policy: Make-up exams and make-up assignments will be granted due to medical reasons if students have prior clearance from institute authorities and if students have informed the instructor beforehand. If a student has an extraordinary situation that does not allow him/her to appear/ for the examination/submit an assignment, the student is responsible for intimating the matter to the instructor at the earliest.

Academic Honesty and Integrity Policy: Academic honesty and integrity are to be maintained by all the students throughout the semester and no type of academic dishonesty is acceptable.

Madhavi Jha

INSTRUCTOR-IN-CHARGE

