**Core Course VIII**

**Rise of the Modern West- II**

**Course Objectives:**

**This paper offers an in-depth historical analysis of economic, political and social transformations** in Europe during the 17th and 18th **centuries. Cyclical and secular trends in history, important** political shi**fts, modern scientific views, and intellectual developments of the 17th and 18th cen turies will be analysed closely. The paper will trace the development of socio-economic and technological forces which went into the making of the Industrial Revolution in late 19th century Britain. The role of trade and empire, colonial networks, and slavery will be examined to em phasize their contribution to industrial capitalism. The divergence debate will further help draw parallels and subsequent differences between Europe and Asia, and broaden our understanding of early modern Europe.**

**Learning Outcomes:**

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

**• Explain major economic, social, political and intellectual developments in Europe during the**

17th and 18th c**enturies.**

**• Contextualize elements of modernity in these realms.**

**• Discuss the features of Europe's economy and origins of the Industrial Revolution.**

**Analyse the relationship between trade, empire, and slavery and industrial capitalism. Exam ine the divergence debate.**

**Course Content:**

**Unit 1: The *1*7th century European crisis: economic, social, and political dimensions. Unit 2: The English Revolution (1603-1688)**

[a] Major **issues**

[b] Political, ec**onomic and social implications Unit 3: European society and Modern Science: the Renaissance to the 17th century. Unit 4: Mercantilism and European economies: trade and empire -- 17th -- 18th centuries. Unit 5: Enlightenment: ideas and impact Unit 6: Origins of the Industrial Revolution: divergence debate**

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

**Unit-I: The Unit examines various aspects of the 17th century crisis and economic recovery in** different parts of Europ**e. (Teaching period: 3 weeksApprox.)**

• Benedict, Philip and Myron P. Gutmann, (Eds.). (2006) *Early Modern Europe: From Crisis*

*to Stability****.* Newark: University of Delaware Press.**

• Black, Jeremy. (2002*) Europe and the World, 1650-1830.* New York: Routledge.

**• Parker, G. and L.M. Smith, (Eds.). (19*97). The General Crisis of the* S*eventeenth Century.***

**London: Routledge. (Introd**uction Chapters: 2,4,5 *& 7)* . de Vries, Jan. (1*976). Economy of Europe in an Age of Crisis 1600-1750.* Cambridge: Cam

**bridge University Press.**

**• Wallerstein, Immanuel. (1980). *The Modern Wo****rld* S*ystem, Vol. II, Mercantilism and the*

*Consolidation of the European World Economy, 1600-1750.* Ne**w York: Academic Press.**

**Unit-II: The unit examines the social origins of the English Revolution. Important strands within** the Revolution and their ou**tcomes will be analysed. (Teaching period: 2 weeksApprox.)**

• Gaunt, Peter, (Ed.). (2000). *The English Civil War: The Essential Readings. O*xford: Black

**well Publishers Limited.**

**• Harris, Tim. (2006)*. Restoration: Charles II and his Kingdoms, 1660-1685.* London: Pen**

**guin.** Hill, Christopher. **(1985)*. The Collected Essays*** *of Christopher Hill, Vol. 2,* ***Religion and*** *Politics in Seventeenth Century England.* **Amherst: The University of Massachusetts Press.** Hill, Christopher. (1986)*. The Collected Essays of Christopher Hill, Vol. 3, People and Ideas* ***in Seventeenth Century England.* Amherst: The University of Massachusetts Press. Kennedy, Geoff. (2008). *Diggers, Levellers, and Agrarian Capitalism: Radi****cal Political*

*Thought i****n Seventeenth Century England.* Lexington: Lexington Books.**

**Unit-III: The origins of modern science will be explained with its linkages to society, economy, and Enlightenment. Scientific advances and their relationship with the rise of Modern West will** be highligh**ted.(Teaching period: 2weeksApprox.)**

**Hellyer, Marcus, (Ed.) (2003). *The Scientific Revolution. The Essential Readings.* Oxford: Blackwell Publishers Limited.** Henry, John. (2008). *The* S*cientific* ***Revolution and the Origin of Modern Science.* London: Palgrave.** Henry, John. (2011). *A Short History of Scientific Thought.* Lo**ndon. Macmillan International.**

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• Huff, Toby E. *(*2003)*. The Rise of Early Modern Science: Islam, China and t****he We*st. Cam**

**bridge: Cambridge University Press** (2nd edition).

**Unit-IV: Th**e Unit will define **the concept and features of Mercantilism. Trade and Empire and their impact on Europe and the periphery will be dealt with in detail. (Teaching period: 2 weeks Approx.)**

Stern, Philip J and Carl Wennerlind, (Eds.). (201**3). *Mercantilism Reimagined****: Political Eco*

***nomy*** *in Early Modern Britain and its E****mpire.* Oxford: Oxford University Press.**

• Solow, Barbara L. (Ed.). (1991). *Slavery and the Rise of the Atlantic* S*ystem.* **Cambridge:**

**Cambridge University Press.**

**• Solow, Barbara L. and Stanley L. Engerman, (Ed**s.). (198*7). British Capitalism and Carib*

***bean Slave*ry. Cambridge: Cambridge University Press. Mintz, Sidney W. (1986). Sw*eetness and*** *Power: The Place of Sugar* ***in Modern History*. New**

**York: Penguin Books.**

• Marshall, P. J. (Ed.). (1998)*. The Oxford History of the British Empire, Vol. II, The Eight*

***eenth Century*. Oxford: Oxford University Press.**

**Unit-V: The unit will define the phenomenon of Enlightenment. Main thinkers and their ideas, and connection between Enlightenment and modernity will be analysed. (Teaching period: 2 weeks Approx.)**

***• Conrad,* Sebastian. (2012)*. Enlightenment in Global History: A Historiographical Critique.***

**American Historical Review, Vol. 117, Issue 4, October, pp. 999-1027*.***

**Fitzpatrick, Martin, et. al. (Ed.). (2004)*. The Enlightenment World.* L*o*ndon: Routledge.**

• Jacob, Margaret C. (2016)*. The Enlightenment: A Brief History with Doc****uments.* New York:**

**Bedford*/*St. Martins. Losonsky, Michael. (2001*). Enlightenment and Action from Descartes to Kant: Passionate*** *Thought*. **Cambridge: Cambridge University Press. Pagden, Anth**ony. (2013*). The Enlightenment: And Why it Still* ***Matters.* Oxford: Oxford Uni versity Press. (Introduction and conclusion)**

**Unit-VI: The Unit will trace the causes of Industrial Revolution in Britain and the contribution of colonial networks, exploitation and slavery to industrial capitalism in Europe. The divergence debate will broaden the understanding of the path to industrialization. (Teaching period: 3 weeks Approx.)**

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Deane, Phyllis. (1965)*. The First Industrial Revolutio****n.* Cambridge: Cambridge University Press.** Hobsbawm, E. J.(1999)*. Industry and Empire.* **London: Penguin Books.**

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**• Inikori, Joseph E. (2002). *Africans and Industrial Revolution in England - A Study in Inter***

*national Trade and Economic Dev****elopment.* Cambridge: Cambridge University Press.**

**• Parthasarathi, Prasannan. (2011). W*h*y *Europe Gr*ew *Rich and*** *Asia Did Not: Global Econom*

*ic Divergence, 1600-1800.* Cambridge: **Cambridge University Press.**

• Pomeranz, Kenneth. (2000)*. The Great Divergence: China, Europe and the Making of the*

*Modern World.* Princeto**n: Princeton University Press.**

**SUGGESTED READINGS**

Anderson, M. S. (19*7*6)*. Europe in the Eighteenth Century, 1713-17****83.* Oxford: Oxford Uni versity Press.** Canny, Nicholas. (Ed.). (1998*). The Oxford History of the British Empire, Vol. I, The Origins of Empire, British* ***Overseas Enterprise to the Close of the* S*eventeenth Century.* Oxford: Ox ford University Press. Coleman, D.C. (Ed.). (1969)*. Revisions in Mercantilism.* London: Methuen Young Books.** Floud, Roderick, and D.N. McCloskey (Eds.). (1997*). The Economic History of Britain Since 1700, Vol. I: 1700-1860****.* Cambridge: Cambridge University Press.**

**Hall, A.R. (197*0*)*. From Galileo to Ne*w*ton 1630-1720.* London: Fontana-Collins.**

• Hill, Christopher. (199*7). Puritanism and Revolution: Studies in the Interpretation of the*

*English Revolution of the 17t****h Centur*y. London*/*New York: Palgrave Macmillan.**

• Mathias, Peter. (2001*). The First Industrial Natio****n.* London: Routledge.**

**Stone, Lawrence. (200*2*). *The Causes o****f the Engli****sh Revolution, 1529-164*2. New York: Routledge.** Studer, Roman. (2015*).* ***The Great Divergence Reconsidered*** *- Europe, India, and the Rise to*

*Global Economic Po*wer. **Cambridge: Cambridge University Press. . de Vries, Jan. (2008). *The Industrious Revolution: Consumer Behaviour and the Household***

*Economy, 1650 to the Present.* **Cambridge: Cambridge University Press.**

• Williams, Eric. (1944). *Capitalism and Slave*ry. Chapel Hill: University of North Carol**ina**

**Press.**

**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, sup porting 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 special** ists in the field. Overall, the Teachin**g 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 stu dents. Students will be assessed on their ability to engage with a sizeable corpus of readings as signed 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:**

17th century crisis, Englis**h Revolution, Modern Science, Mercantilism, Enlightenment, Origins of the Industrial Revolution, Divergence debate.**

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