

HIST 4333 Syllabus: Modern Europe from 1848-1914

Spring 2022; Angelo State University

Tuesday & Thursday 9:30-10:45 AM

Classroom: Academic 233

Instructor: Dr. Rebekah O. McMillan, PhD

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Office Location: Academic Building 210D

Office/Student Hours: Tuesday & Thursday 1-3PM; or by appointment



General Information

Description

The study of history is not merely an accumulation of facts and dates; rather it is a complex tapestry of overlapping studies that examine every facet of human life. This course surveys the history of Europe from 1848-1914. “Change” is the basic theme of the nineteenth- and early twentieth-century European experience. During this period, traditional European political, economic, social, and cultural life was fundamentally transformed by “modern” developments like industrialization, urbanization, secularization, mass literacy, and the expansion of the working and middle classes. The course will explore this tumultuous period, in which 19th century political and state systems collided with changes wrought by modernity and structures of race, class, and gender. These collisions would elicit two World Wars, depressions,

¹ The Corner of Unter den Linden and Friedrichstraße, Berlin (c. 1900).

revolutions, liberations, and cultural upheavals. Moving chronologically, we will cover the major events in order to capture the period's many dimensions while also approaching these years from a variety of perspectives.

Course Objectives

Through course lectures and discussions of assigned readings, students will be able to describe the major developments and trends of European history from 1848-1914. Students will be assessed through two examinations, secondary source reviews, a research project, and participation based upon engagement with the material.

The tools you will acquire in the course include:

1. **Critical Thinking:** This skill is the process of examining assumptions, discerning hidden values, evaluating evidence, and assessing conclusions. Students will learn an essential vocabulary for critical thinking, how to structure good arguments, and how to evaluate the arguments of others.
2. **Historical Thinking:** Students will learn how to consider broad themes in the nuances and complexities of their historical contexts and how to apply historical learning to contemporary issues and questions.
3. **Interpretation of Evidence:** Students will learn to analyze primary sources to think about how they reflect the culture, politics, and society from the time in which they were created, and to evaluate their relevance to present-day understanding of earlier periods.

Course Policies

It is essential that you prepare thoroughly each day for class, take notes in lectures, and participate actively in discussions. I expect that you will come to class having carefully read all assigned texts and considered any study questions provided in advance of the readings. Earning a high participation grade depends on demonstrating careful preparation and a willingness to contribute to class discussions. If you are clearly unprepared or distract from the learning process (e.g. by sleeping, texting, or exhibiting disruptive behavior), you may be asked to leave and/or counted absent for the day.

Course Requirements and Grade Breakdown

Exam 1-Mid-term: 20%

Secondary Source Reviews: 20%

Research Project: 20%

Exam 2-Final: 20%

Reading Journals: 10%

Participation: 10%

Grade Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

0-59% = F

Exams:

There will be two exams in this course: A midterm covering the first half of the course and a final covering the second half. The exams will address both course content (lectures, readings, and class discussions) and skill assessment. They will include both short answer/identification terms and longer essays covering broad themes.

Make-Up Exams: Only permitted if previously arranged with the instructor **before** the date of the mid-term exam. They are not recommended. There are no make-up exams for the final.

Reading Journals:

At various points throughout the semester you will be asked to respond to a set of discussion questions over the assigned reading. Journal prompts will be posted either on Blackboard and you will provide your response via Blackboard or via Persuall. Excellent journal responses will answer the questions and supporting those answers with evidence from the readings. These are due at the beginning of the class period and late journal entries will be penalized based upon the Late Work Policy. Your journal response will be helpful for class discussion and participation. While you will submit the journal on Blackboard, I encourage you to bring a copy of it with you to class so you are prepared to participate. Your grade will be based both on the content of the journal response and your participation in class discussion.

Secondary Source Reviews:

For one of the assigned texts, *For the Soul of France*, you will complete a secondary source review. The 3-4 page analytical book reviews should follow a set format. Additional information and requirements will be posted to blackboard.

Research Project:

You will research and write a well-organized and clearly written research paper that explains a topic of political, social, cultural, or economic interest for Europeans during the period 1848-1914. The primary goals with this assignment are to learn research methods and to cultivate historical thinking, defined as the ability to 'think historically' by relating issues, problems, or questions to their historical antecedents. To that end, you will be drawing on sources (both primary and secondary) that allow you to construct a thesis relating to your chosen topic of study. For this assignment you will need to write an 6-8 page paper on a topic to be chosen in conjunction with the instructor. Papers must be typed and double-spaced in Times New Roman font with a 12-point font size and 1 inch margins all the way around the page. The papers should be well written, organized with an introduction and thesis statement, arguments and evidence, and a conclusion. The paper should be paginated and include a title page and works cited page. Additional information is posted on Blackboard.

Participation:

It is essential that you prepare thoroughly each day for class, take notes in lectures, and participate actively in discussions. I expect that you will come to class having carefully read all assigned texts and considered any study questions provided in advance of the readings. Earning a high participation grade depends on demonstrating careful preparation and a willingness to contribute to class discussions, especially book and assigned reading discussions. If you are clearly unprepared or distract from the learning process (e.g. by sleeping, texting, or exhibiting disruptive behavior), you may be asked to leave and/or incur a penalty to your participation grade.

I reserve the right to count class attendance as part of the participation credit.

Attendance and Missing Class:

Attendance will be recorded for each class. Please email me in advance if you are going to miss class.

An excused absence is correlated to university sponsored events (ie athletics, conferences, etc.), medical issues, or personal/family emergencies. These absences require both official documentation and email notification within 7 days of the missed class.

Also, please note that forgery on an attendance sheet is classified as academic dishonesty.

It is important that you come to class on time and you are mentally present in class. You will be marked absent if you:

- 1) are more than 5 minutes late
- 2) use an unsanctioned electronic device in class/internet surfing

- 3) leave class before it is over
- 4) do work for another class or job during our class

If a personal tragedy arises that will cause you to miss assignments or substantial portions of class and you would like to request extensions or make-up dates, you must contact me immediately. Please see additional information below under the “Personal or Family Emergencies Effecting Academic Performance” heading.

Late Work Policy:

All assignments are due at the **beginning** of class. With the exception of Reading Journals, all assignments will be docked 10% for each day that they are late (i.e. a paper turned in one day late can earn no higher than a “B”, a paper two days late can earn no higher than a “C”, and so on.) Assignments will no longer be accepted for credit after 5 days following its due date.

Assignment Submission:

All assignments **MUST** be submitted through the Assignments link in the Blackboard course site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me and attach a copy of what you are trying to submit.

Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Course Materials

Brown, Frederick. *For the Soul of France: Culture Wars in the Age of Dreyfus*. New York: Anchor Books, 2011. ISBN: 978-0307279217

Hochschild, Adam. *King Leopold’s Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. New York: Mariner Books, 1998. ISBN: 978-0618001903

Additional readings will be uploaded to the course Blackboard page.

Course Schedule

Week	Lecture Topics	Assignments (Due by start of class)
Week 1 – January 18-20	Syllabus, Course Introduction, & Revolutionary Legacies	
Week 2 – January 25-27	Revolutionary Legacies; The Crimean War	
Week 3 – February 1-3	Unification of Italy; Unification of Germany	February 3 -Reading Journal #1

Week	Lecture Topics	Assignments (Due by start of class)
Week 4- February 8-10	The Kaiserreich; National Awakenings in the Hapsburg Lands	February 10 - Reading Journal #2
Week 5- February 15-17	2 nd French Empire; Paris Commune	
Week 6 – February 22-24	Republican France; Book Discussion: <i>For the Soul of France</i> (24 th)	February 24 – Secondary Source Review Due – For the Soul of France
Week 7 – March 1-3	Victorian Britain	March 3 - Reading Journal #3
Week 8 – March 8-10	Tsarist Russia	March 8 – Phase 1: Research Project Topic Due March 10- Mid-Term Exam
Week 9 – March 15 - 17	Spring Break – No Class	
Week 10 – March 22 - 24	Second Industrial Revolution	March 22 - Phase 2: Research Questions & Sources Due March 24 - Reading Journal #4
Week 11 – March 28 - 31	Social Change in Modern Europe	March 31- Reading Journal #5
Week 12 – April 5 -7	Cultural Change & Responses in Modern Europe	April 5 – Phase 3: Research Thesis & Outline Due
Week 13 – April 12 – 14	Age of Imperialism Book Discussion: <i>King Leopold's Ghost</i> (14 th)	April 14- Secondary Source Review Due - King Leopold's Ghost
Week 14 – April 19 - 21	Age of Imperialism	April 18-20 – Phase 4: Schedule Research Meeting with Dr. McMillan April 21 - Reading Journal #6
Week 15- April 26 – 28	April 26 – Research Day (class will not meet in-person) Age of Imperialism	April 27-28 – Phase 4: Schedule Research Meeting with Dr. McMillan
Week 16- May 3 – 5	Origins of the Great War	May 3 – Research Project & Recorded Presentation Due May 5 – Reading Journal #7
Finals Week	Final Exam	Thursday, May 12; 8:00-10:00AM

Additional Information and Resources

Academic Dishonesty

Plagiarism is a serious topic covered in ASU's Academic Integrity policy in the [Student Handbook](#). Plagiarism is utilizing someone else's writings, ideas, or works without providing due credit or proper citation. Plagiarism is literary theft. Quotation marks and, if instructed by me or in the assignment criteria, footnote/endnote citations should be utilized in order to note the source of a work or idea. If you are unsure about a citation, contact me with your question or visit [this helpful website](#) to avoid common plagiarism pitfalls. **There is no excuse for plagiarism.** It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism. A digital plagiarism detection program (e.g. SafeAssign or Turn-it-in) will be used to check your work. Be intentional about submitting original work, complete with proper citations.

Academic misconduct is not limited to plagiarism. Academic dishonesty might also include copying somebody else's work, submitting somebody else's work as your own, failing to cite sources, or signing another student into class. Although discussing your work with classmates may be helpful, you must also be aware of "unauthorized collaboration" as a form of academic misconduct.

The History Department's policy is that violations of the academic honor code will result in a 0 on an assignment for the first offense and a 0 in the entire class for subsequent offenses. In-class forms of plagiarism, such as signing in for another student, will be considered on a case by case basis, and I reserve the right to fail violators from this course on their first violation in egregious cases of misconduct. All academic integrity violations will be referred to the Executive Director of Student Affairs, who may impose additional sanctions if warranted as outlined in the [Code of Student Conduct](#). Once a student has been notified of an academic integrity allegation, the student may not drop the course until the academic integrity processes are complete. If a student drops or withdraws, the student will be reinstated to the course.

Emergency Procedures & Inclement Weather:

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found [here](#).

It is the policy of the university to remain open regardless of weather conditions. However, when inclement weather occurs, designated university officials assess weather and road conditions and decide whether it is necessary to close the offices and cancel classes. If the university remains open, students should make every attempt to get to class within the bounds of personal safety.

It is the student's responsibility to ascertain whether the university will be open during class times in the event of inclement weather.

Title IX at Angelo State University:

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to Face: Mayer Administration Building, Room 210
Phone: 325-942-2022
E-Mail: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Special Accommodations

"ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA."

You are encouraged to make this request within the first week of the semester so that appropriate arrangements can be made. Faculty members are not allowed to provide accommodation for a student's disability needs without approval from the Office of Student Life and requests sometimes take a while to process.

Recording and Course Content Restrictions

Audio recording is permitted but requires email permission from the instructor. Video recording is expressly forbidden in any form.

All course content is the professor's intellectual property and students are strictly prohibited from distributing in any form or fashion Power Points, course notes, study guides, etc. If you violate any of these rules, you will be immediately turned into the Academic Integrity Board, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.

Course Aids

- 1.) **One-on-One Meetings:** I am here to help you succeed in this class and in your education. I see my role as an educator to introduce you to historical material and show you ways to analyze it as a historian. It is your job to learn those skills and apply them. The assignments are not tricks. They are not designed to lower your grade or hurt you. They allow you to apply the skills you have learned in class. If at any time you need help or are wondering about anything, please talk to me! I want to help you succeed.

My office is the Academic Building 210D, if you cannot make my scheduled virtual office hours I will be happy to set up an appointment. Office hours are a chance for you to get help on assignments, go over material covered in class, talk about some connections between class material and your other academic work or interests, and so on. They are generally student-directed, but I can help you formulate questions to ask based on my sense of your strengths and weaknesses. I strongly encourage you to take advantage of this time!

- 2.) **Academic Tutoring:** Angelo State University provides free tutoring, writing support, and supplemental instruction to all ASU students. The ASU Tutor Center is located in the Library 3rd floor Room 328, 325-486-6369. Students are seen on a walk-in basis, no appointments are necessary. If you cannot make it into the Tutoring Center, you can even schedule an online tutoring session.

The Writing Center is staffed by specially selected and trained graduate assistants and peer tutors who offer one-on-one conferences about writing and reading. The Writing Center serves all ASU undergraduate and graduate students. We work with students from any discipline, at any skill level, and on any stage of the writing or reading process. The Writing Center tutors also provide feedback on scholarship, job, or graduate school applications.

Visit ASU's [Academic Tutoring website](#) and the [Writing Center website](#) for more information.

- 3.) **Academic Advising:** Angelo State University encourages you to attend an advising session to ensure that you are taking courses that will allow you to progress toward graduation. Visit [ASU's Undergraduate Academic Advising website](#) for more information.

In addition, ASU's Students with a Goal (SWAG) promotes lifelong student success by providing innovative resources to ASU students. SWAG is committed to helping students picture, plan, prepare, and pursue their academic goals to become successful students and professionals. Visit the [SWAG website](#) for more information.

- 4.) **First Generation Programs:** ASU's First Generation Rams program helps students who will be the first in their family to graduate from college. The purpose of the program is to help them make a smooth transition from high school to college life as well as get adjusted to Angelo State University and San Angelo.

The program helps track students' academic progress and addresses any needs that arise so they stay on the path to graduation. We promote campus involvement and encourage participation at campus events and activities.

Students have the opportunity to be paired with a mentor and have one-on-one or group meetings with the program coordinator. Student workshops are also held periodically to provide more information on academic success topics.

Visit their [website](#) and [program guide](#) for more information.

Personal or Family Emergencies Affecting Academic Performance

If a personal tragedy arises that will cause you to miss assignments or substantial portions of class and you would like to request extensions or make-up dates, you must contact me immediately.

In case of an illness requiring an absence from class for more than one week, the student must notify his/her academic dean and/or the Executive Director of Student Affairs *before* I will allow for significant make-ups. Angelo State University Operating Policy 10.04, [Academic Regulations Concerning Student Performance](#) provides complete information regarding class attendance and reporting student illness and emergencies.

The well-being of students is of primary importance. If you are facing any challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to get in touch to discuss ways we can put you in the best possible position to succeed.

Inclusivity

Every student in this class, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education.

If you find there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

Undocumented Students

As an educator, I fully support the rights of undocumented students to an education and to live free from fear of deportation. I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations.

Contacting the Instructor

I am happy to correspond with students at any time. While I prefer students to come into the office and discuss any issues or questions they may have, email is also an option. When emailing please identify yourself and indicate the nature of the email in your subject line.

Please feel free to call me Dr. McMillan or Professor McMillan. I will communicate a lot via e-mail and will expect you to check your e-mail at least once daily. I tend to not check my e-mail after 8 pm.

E-mail Etiquette²

Emails to the professor should follow good e-mail etiquette. Here are some tips.

How to compose a professional email:

There are a few important points to remember when composing an email, particularly when the email's recipient is a superior and/or someone who does not know you.

- Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the recipient prioritize reading your email
- Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Ms. Smith:. When e-mailing anyone in an academic position, assume they have a doctorate and address them as Dr. rather than Mr. or Ms. unless you are certain otherwise.
- Use standard spelling, punctuation, and capitalization. Do not write colloquially or in text message lingo - no ttyl or thnx
- Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts as business. Do not write unnecessarily long emails or otherwise waste the recipient's time

² Adapted from Purdue Writing Owl <https://owl.english.purdue.edu/owl/resource/636/1/>

- Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off appropriately in email)
- Allow for at least 72 hours over business days without a response to send a reminder e-mail. Pestering and insistent e-mails will only hurt your cause.

Note: Please note that I reserve the right to make changes to this syllabus, including the schedule of assignments, readings, and lecture topics. I recommend that you refer to the syllabus frequently and make careful note of any changes announced in class or via e-mail.