

History 3316: Europe 1815 to 1914
Texas A&M University San Antonio
Spring 2026: Asynchronous Online Course

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Office Hours: available for Zoom meetings by email appointment

COURSE DESCRIPTION AND OBJECTIVES:

Political, social and economic developments in Europe from the Congress of Vienna to the outbreak of World War I with emphasis on the rise of liberalism, nationalism and imperialism. Formerly 4316. Prerequisite(s): HIST 2321 or HIST 2322.

More broadly, this course will explore the major themes and crises that shaped Europe during what historians call the ‘long nineteenth century’. The approach will connect European culture and history to issues of rights and citizenship, industrialization and class, gender, empire and race, and modernity. Gendered dimensions will be explored in the context of citizenship and suffrage, as well as in the context of industrialization and the creation of modern wage-labor economies. Race will be a central dimension of this class as Europeans invented the concept of scientific racism and utilized it crucially to justify their increasingly globe-spanning empires under the banner of a so-called ‘civilizing mission’. Students will be encouraged to think critically about Europe’s changing positions in the global order, definitions of itself along political and cultural lines, and larger relationships to modernity.

This is an online course so all communication will be through TAMUSA’s Blackboard portal and all course readings (beyond the required textbook), writing submissions, and evaluation will be carried out there. The class is asynchronous with lectures previously recorded and posted to Blackboard at the beginning of each week. Students need to be working on the class and submitting materials each week in order to keep pace with the syllabus schedule (below) and do well. Remote office hours are available by appointment.

REQUIRED TEXTBOOK:

The textbook can be acquired easily from all major online retailers. New or used, eBooks (this is the version available through the campus bookstore) or hard copies are all acceptable. Acquire the textbook as soon as possible, and you will be reading from it every week:

Joshua Cole and Carol Symes. *Western Civilizations: Volume 2: Brief*. Sixth Edition.
Norton, 2023.

(There are multiple versions & editions of this textbook, but be sure to get either a printed or digital copy of the brief version of volume two.)

COURSE REQUIREMENTS:

Readings:

This class, as with all upper-level history courses, will require the student to do a significant amount of reading – over one-hundred pages a week on average. Students are expected to have

completed the readings by the end of the week (Fridays) and you will be submitting a response paper on multiple weeks after the first in which you do not have a paper or exam. Readings will be posted on Blackboard (Content) in electronic form as well as come from your required textbook. If a student does not feel that they will be able to keep up with the reading, then they are advised not to take this class.

As stated, I am expecting you to have some background in Modern European history and historical terms. However, both your textbook and recorded lectures will give you useful background and context in developing your understanding of the course and assignments.

Recorded Lectures:

An audio lecture (or two) recorded over PowerPoint slides will be posted each week to Blackboard on Monday. You can view and listen to these lectures through many different programs including PowerPoint and Keynote and it's often best to download them for full interaction. The recorded lectures are ESSENTIAL to you doing well in the class and should be listened to and viewed to supplement and frame the material that you are reading from your other sources. Bringing in concepts and information from the lectures will be ESSENTIAL to doing well on your weekly responses and exams.

Course Writing:

Any assigned writing should be turned into Blackboard as either a Word Document or PDF with double-spaced lines, 12-point font (Times), and one-inch margins.

The main written assignments are weekly responses, three-page analytical papers and your exams. Assignments are always due by the end of the day on Fridays of respective weeks.

Response Papers and Writing:

Four weeks during the semester you will have a response paper due on Friday at 11:59 p.m. Central Time which you will upload to Blackboard under 'Exams & Quizzes.' I will post the assignment prompt and a couple of questions earlier in the week, by Tuesday. You are to write one- to two-page response with double-spaced lines, 12-point font (Times), one-inch margins. You do not have a response paper due the first week, or on weeks when you have a paper or exam due. Everyone is required to submit a response paper in week two. After that, you can choose which three subsequent weeks to submit a response for a total of four submitted response papers.

In addition to the weekly response, you have two longer (three-page) analytical papers due in weeks five & thirteen.

Exams:

You will have a midterm and final exam which will consist of short essay questions (roughly one page each) and one longer essay question (three to five pages). The exams will require you to synthesize material and bring in broad themes from the course to demonstrate your analytical and historical writing skills. As such, knowledge of both reading materials and lectures is critical and your exam should be based solely on class materials.

Grading:

Four Weekly Response Papers: 5% each; 20% total

Three-Page Papers (2/20 & 4/17): 15% each

Midterm (3/6): 25%

Final Exam (5/11): 25%

Late Papers and Missed Exams:

Late papers, if they are accepted, will be penalized. Contact me in advance if there is any likelihood of a late paper. Failure to do so, or the absence of documentation as to why the paper is late, will mean the paper will not be accepted. Turn materials in on time.

Communication & Blackboard:

I will communicate with you through both your TAMUSA email and through Blackboard. You should be regularly checking your University email account throughout the semester, as will I. I will respond to questions within 24-48 weekday hours, but will usually be able to do so much sooner than that. Communication will also take place through Blackboard where I will make announcements, post assignments, and give you feedback on your submissions. You need to be regularly checking our Blackboard portal to assure you are on top of the class and processing feedback. Regular communication and engagement with the class are essential to you learning the materials and doing well in this course.

COURSE SCHEDULE AND ASSIGNMENTS:

All dates, readings and assignments are subject to change by the instructor. Students will be notified if there are changes. Required assignments (response papers, three-page papers, or exams) are due as described at the end of Fridays on respective weeks.

Week One (Jan. 20-23): Introduction and Background:

- Acquire textbook, listen to background lecture and familiarize yourself with Blackboard.
- Cole/Symes, *Western Civilizations*, CH. 18 'French Revolution'
- NOTE: this is the only week where you do not have an assignment (response, paper, or exam) due by 11:59 p.m. on Blackboard.

Week Two (Jan. 26-30): Restoration of the Political Order:

- Begin Cole/Symes, CH. 20 'Age of Ideologies'
- Edmund Burke, 'Reflections on the Revolution'; Metternich, 'Confession of Faith' **(BB)**

Week Three (Feb. 2-6): New Brands of Politics:

- Finish Cole/Symes, CH. 20 'Age of Ideologies'
- From Jeremy Bentham, *The Principles of Morals and Legislation* **(BB)**

Week Four (Feb. 9-13): Beginnings of the Industrial Revolution:

- Begin Cole/Symes, CH. 19 'Industrial Revolution & Society'
- Excerpts from Andrew Ure, "The Philosophy of the Manufacturers," AND Friedrich Engels "Industrial Manchester, 1844" **(BB)**

Week Five (Feb. 16-20): Industrial Society & its Discontents:

- Finish Cole/Symes, CH. 19 'Industrial Revolution & Society'
- Excerpt from Sven Beckert, *Empire of Cotton: A Global History* **(BB)**
- **First three-page paper due by the end of Friday, 2/20**

Week Six (Feb. 23-27): the Revolutions of 1848:

- Begin Cole/Symes, CH. 21 'Revolutions & Nation-Building'
- Excerpts from Karl Marx and Friedrich Engels, *The Communist Manifesto* (**BB**)

Week Seven (March 2-6): Midterm:

- **Midterm due by the end of Friday, 3/6**

Week Eight (March 9-13): Spring Break:

- NO CLASSES for Spring Break

Week Nine (March 16-20): Age of Nationalism & Wars of Unification:

- Finish Cole/Symes, CH. 21 'Revolutions & Nation-Building'
- Excerpts from Giuseppe Mazzini, "On Nationality" (**BB**)

Week Ten (March 23-27): Origins & Expansion of European Empire:

- Begin Cole/Symes, CH. 22 'Imperialism & Colonialism'
- Thomas Macauley, 'Minutes on Education' (**BB**)

Week Eleven (March 30-April 3): New Imperialism & the Scramble for Africa:

- Continue Cole/Symes, CH. 22 'Imperialism & Colonialism'
- Earl of Cromer, "Why Britain Acquired Egypt in 1882," & Jules Ferry, 'On French Colonial Expansion' (**BB**)

Week Twelve (April 6-10): European Racism & Colonial Violence:

- Finish Cole/Symes, CH. 22 'Imperialism & Colonialism,'
- Dadabhai Naoroji, 'The Benefits of British Rule,' & Rudyard Kipling, 'The White Man's Burden,' (**BB**)

Week Thirteen (April 13-17): Mass Society & Mass Politics (Part I):

- Begin Cole/Symes, CH. 23 'Modern Industry & Mass Politics'
- Eric Hobsbawm, "Mass-Producing Traditions: Europe, 1870-1914," in *The Invention Of Tradition*. Hobsbawm and Ranger, eds. Cambridge, 1983: 263-307. (**BB**)
- **Second three-page paper due by the end of Friday, 4/17**

Week Fourteen (April 20-24): Mass Society & Mass Politics (Part II):

- Finish Cole/Symes, CH. 23 'Modern Industry & Mass Politics'
- 'Scientific Racism' in the United States," & 'Darwin and his Readers,' textbook, 830-3.

Week Fifteen (April 27-May 1): Imperial Strain and the Causes of the Great War:

- Cole/Symes, CH. 24 'The First World War', 844-53
- 'Diplomacy in the Summer of 1914,' textbook, 850-1.

Week Sixteen (May 4-8): REVIEW FOR FINAL:

FINAL EXAM due by the end of Monday, 5/11

UNIVERSITY & CLASS POLICIES:

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, Room 202.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics>.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120. All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit <http://tamusa.edu/studentcounseling>. Crisis support is available 24/7 by calling the SCC at 210-784-1331. Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as 'F' grades and will impact the student's GPA.

Academic Misconduct: Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct.

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation. All student term papers and other written assignments are subject analysis by anti-plagiarism software. Do you own work based solely on class materials.

No Use of AI-Generated Material Permitted: This class requires that all work submitted by students will be generated by the students themselves and solely in engagement with assigned class materials. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.