

HTS 2036 Syllabus

Revolutionary Europe – HTS 2036, Section A, 3 Credits Fall 2026, in-person

Tuesdays and Thursdays 3:30 PM – 4:45 PM
George Tower, Scheller Tower
Room 0268

Please see the document titled “Course Outline” (section “Files” on Canvas) for more information and a schedule of classes.

Instructor Information

Instructor: Prof. Nikolay Koposov.

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General Course Information

Description

The course explores industrialization and political revolutions, the development of political ideologies and labor activism, modern nation-state building, and imperialism from the French Revolution to the Russian Revolution.

Course Learning Outcomes

Upon completion of this course, students should be able to:

- Analytically identify general trends in historical development and the specific forms they have taken across various European countries.
- Understand the main factors (ranging from the economy to religion) that influence the historical process; critically discuss the reasons behind specific historical events.
- Understand the specificity of the historical approach to social and cultural phenomena; understand the distinction between historical analysis and value judgment.
- Understand the historical origins of the conceptual vocabulary of the social and human sciences and critically apply key historical concepts (such as capitalism, modernity, revolution, democracy, and others).

- Understand the difference between primary and secondary historical sources and evaluate them critically.
- Analyze the main economic, social, political, and cultural phenomena in European history from the late eighteenth to the early twentieth centuries.

Required Course Materials

Primary Sources

These texts are also available in other editions – you can use any of them.

- Jean-Jacques Rousseau, *A Discourse Upon the Origin and the Foundation of the Inequality Among Mankind*, Second Part: <https://www.gutenberg.org/cache/epub/111136/pg111136-images.html>.
- Alexis de Tocqueville, *The Old Regime and the Revolution*, here translated as *The State of Society in France Before the Revolution of 1789*, Book 1: <https://www.gutenberg.org/cache/epub/54187/pg54187-images.html>.
- *Memoirs of Napoleon Bonaparte*, by Bourienne, His Private Secretary [1831], Vol. 1, Chapter 28: <https://www.gutenberg.org/files/3567/3567-h/3567-h.htm>.
- John Stuart Mill, *On Liberty* [1859], Chapter 1: Introductory, and Chapter 2: Of the Liberty of Thought and Discussion: <https://www.gutenberg.org/files/34901/34901-h/34901-h.htm>.
- Karl Marx and Frederick Engels, *The Communist Manifesto* [1848], Introduction, Chapter 1: Bourgeois and Proletarians, pp. 14-21, and Chapter 2: Proletarians and Communists, pp. 22-27: <https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>.
- Karl Marx, *A Contribution to the Critique of Political Economy* [1859], Preface: https://www.marxists.org/archive/marx/works/download/Marx_Contribution_to_the_Critique_of_Political_Economy.pdf.
- *Manifesto of the Paris Commune*, April 19, 1871: <https://www.marxists.org/history/france/paris-commune/documents/manifesto.htm>.
- Émile Zola, *Letter to the President of the Republic: I accuse* (1898): <https://www.marxists.org/archive/zola/1898/jaccuse.htm>.
- Pyotr [transcribed here as Peter] Chaadaev, “Apology of a Madman,” Excerpts [also includes excerpts from his *Philosophical Letters*, 1836], in *Readings in Russian Civilization*, ed. Thomas Riha (Chicago, London: The University of Chicago Press, 1969), vol. II, pp. 303-314 (available online at GT Library).
- Nikolai Danilevsky, “The Slav Role in World Civilization,” Excerpts from his *Russia and Europe* [1869], in *Readings in Russian Civilization*, ed. Thomas Riha (Chicago,

London: The University of Chicago Press, 1969), vol. II, pp. 383-389 (available online at GT Library).

- Friedrich Nietzsche, *The Antichrist* [1888/1895]: <https://www.gutenberg.org/files/19322/19322-h/19322-h.htm>.
- Feodor Dostoevsky, *The Grand Inquisitor* [From his *The Brothers Karamazov*, 1880]: <https://www.gutenberg.org/files/8578/8578-h/8578-h.htm>
- Vladimir I. Lenin, "Where to Begin" [1901]: <https://www.marxists.org/archive/lenin/works/1901/may/04.htm>.
- Vladimir I. Lenin, "Marxism and Insurrection" [1917]: <https://www.marxists.org/archive/lenin/works/1917/sep/13.htm>.
- Vladimir I. Lenin, "Advice of an Onlooker" [1917]: <https://www.marxists.org/archive/lenin/works/1917/oct/08.htm>.

Secondary Sources

These materials are available online at the Georgia Tech Library.

- Thomas Ertman, *Birth of the Leviathan: Building States and Regimes in Medieval and Early Modern Europe* (Cambridge: Cambridge University Press, 1997), Chapter 3: The Triumph of Patrimonial Absolutism and the Failure of Reform in Latin Europe, c.1500-1789, pp. 90-139.
- Robert Lee, "Industrial Revolution, Commerce, and Trade," in *A Companion to Nineteenth-Century Europe, 1789-1914*, ed. Stefan Berger (Oxford: Blackwell, 2006), pp. 44-55.
- Jutta Schwartzkopf, "The Social Condition of the Working Class," in *A Companion to Nineteenth-Century Europe, 1789-1914*, ed. Stefan Berger, pp. 109-121.
- Stefan Berger, "National Movements," in *A Companion to Nineteenth-Century Europe, 1789-1914*, ed. Stefan Berger (Oxford: Blackwell, 2006), pp. 178-192.
- David Footman, "Killing an Emperor," in *Readings in Russian Civilization*, ed. Thomas Riha (Chicago, London: The University of Chicago Press, 1969), vol. II, pp. 368-377.
- John Garrard, "The Democratic Experience," in *A Companion to Nineteenth-Century Europe, 1789-1914*, ed. Stefan Berger (Oxford: Blackwell, 2006), pp. 150-163.
- J.M. Roberts, *Europe: 1880-1945*, 3rd edition (London, New York: Routledge, 2001), Chapter 9: The Great War, pp. 220-252.

Grading Policy:

1,000 points total.

- Attendance and participation (20% of grade).
- In-class presentation (20% of grade).
- Midterm essay (20% of grade).

- Final essay (40% of grade).

Description of Graded Components

- 200 points (20% of grade): Attendance and participation.
- 200 points (20% of grade): One in-class presentation (10-12 minutes) on a topic listed in the syllabus.
- 200 points (20% of grade): Midterm essay – a book review (approximately 1000 words).
- 400 points (40% of grade): Final essay - a paper of approximately 2,000 words on a topic of your choice (approved by the instructor).

Assignments

- Assignment 1 (20% of grade). One in-class presentation (10-12 minutes) on a topic listed in the syllabus. If you want to discuss a topic not included in the syllabus, you must get my approval. Please let me know which subject you have chosen by September 8. You will lose half a letter grade for the presentation for every week you are late. MIND: As a rule, we will have lectures and discussions on Tuesdays, and student presentations on Thursdays. MIND: We can have up to three presentations per week.
- Assignment 2 (20% of grade). Midterm essay (due October 13). Write a book review of about 1000 words. Choose one of the books listed in the recommended literature section below and answer the following questions: What are the main points of the author's argument? How is the book structured? What kind of evidence does the author use? Which points do you find convincing or not, and why? MIND: Your essay is NOT about a specific episode of European history. It focuses on what the author of the book you are reviewing thinks about that episode. MIND: If you want to review a book not on the list below, you must get my written approval.
- Assignment 3 (40% of grade). Final research paper (due December 8). Write a research paper of approximately 2,000 words on a topic of your choice, for which you must get my written approval. The topic of your final research paper should be different from that of your in-class presentation. You may use the class reading materials and the recommended literature list, but you must also use additional resources. You are expected to conduct bibliographic research using the GT Library catalog and the Internet. Prepare to read about 300 to 400 pages, including several articles and/or book chapters, to complete your paper.

MIND: Written assignments are due by 11:59 PM on their due dates. You may turn them in after the deadline, but you will be eligible to earn fewer points once the deadline has passed: you will lose 10% of the original total for each 24-hour period it is late. You will need a documented health or university-sponsored excuse to receive full credit for late assignments. Even if you have disability accommodations, you should still work with me in

advance of deadlines to set appropriate due dates. Any late assignments must be turned in by the last day of class to be graded.

All written assignments must be submitted as a digital copy via Canvas or GT email.
PLEASE USE ONLY THE WORD DOCUMENT FORMAT.

Final Grade

Your final grade will appear as a letter grade according to the following scale:

- 90-100% **A**
- 80-89 % **B**
- 70-79% **C**
- 60-69% **D**
- 0-59% **F**

Course Policies

Attendance and/or Participation

Students are expected to attend class sessions. Three unexcused absences are permitted. After the third unexcused absence, students will lose half a letter grade for participation for each additional absence. Students are also expected to arrive on time for class.

Participation is an important part of students' grades in this class. Students are expected to engage actively in classroom discussions. This will improve not only their learning but also that of other students. Good participation involves not just speaking regularly in class but also being considerate and respectful of others' viewpoints.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

This is a Core IMPACTS course in the Social Sciences area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas.

This course should direct students toward a broad Orienting Question: How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcomes:

Students will effectively analyze the complexity of human behavior and the ways in which historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities, and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Course Expectations, Policies, and Resources

Pre- &/or Co-Requisites

Not applicable

Collaboration, Group Work, and Use of Generative AI

Students are expected to uphold the highest standards of academic integrity. All submitted work must be original and include references to sources used. Plagiarism, cheating, or any form of academic dishonesty will lead to immediate consequences, as outlined in the university's academic integrity policy.

For assignments, you are expected to write in your own words and ideas; however, you can use AI to assist with brainstorming or outlining your papers, which should be properly cited using the questions you asked ChatGPT and the answers you received. Using AI like ChatGPT to fully write your papers will result in an automatic zero (0).

We will not be doing collaboration or group work on assignments for this course.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Written assignments are due at 11:59 PM on their due dates. They may be turned in after the deadline, but you will be eligible to earn fewer points once the deadline has passed: you will lose 10% of the original total for every 24 hours it is late. You will need a documented health or a university-sponsored excuse to complete late assignments at full credit. Even if you have accommodations for a disability, you should still work with me in advance of deadlines to set up appropriate due dates. Any late assignments must be turned in by the last day of class to be graded.

Recordings of Class Sessions and Required Permissions

Classes may not be recorded, and recordings may not be distributed by students without the instructor's express consent, unless in accordance with accommodations granted by the Office of Disability Services. Class recordings, lectures, presentations, and other materials posted on Canvas are intended solely for the education of students currently enrolled in the course.

Course Expectations for Students

- Students are expected to keep up with readings from week to week, as listed in the course outline.
- Students attend lectures and participate in discussions when possible. I would expect, on average, between 6-10 hours of work per week. Most importantly, I expect students to put high-quality work into their assignments.

Course Expectations for the Instructor

- I will foster an environment of mutual respect, fairness, and kindness, regardless of the students' identity and ideological perspective.
- I will do my best to respond to emails from students within 48 hours during Monday to Friday and 72 hours on weekends, except under extenuating circumstances or if I am out of the office.
- I will be prepared for class and usually grade assignments promptly, except in extenuating circumstances.

