



**HIST 306.01E (20005) THE MODERN WORLD  
COURSE SYLLABUS: SPRING 2025**



*Earth Rise, 1968. NASA.*

“The vast loneliness is awe-inspiring and it makes you realize just what you have back there on Earth.” – Command Module Pilot Jim Lovell, Apollo 8, the first manned mission to the moon, after entering lunar orbit on Christmas Eve, Dec. 24, 1968.

Professor: Dr. Cynthia Ross (I go by Dr. Ross or Professor Ross)  
Class Time: MWF 10:00am – 10:50am  
Class Location: SS 141  
Office Location: SS 104  
Office Hours: MWF 2:00pm – 3:00pm and by appointment  
Instructor Email: [cynthia.ross@tamuc.edu](mailto:cynthia.ross@tamuc.edu)

Email is the best way to reach me outside of class. I typically respond to email within 24 hours during the week; emails sent after 6pm on Friday evenings may not get a response until Monday morning.

<b>COURSE INFORMATION</b>
---------------------------

Welcome to Modern World History! Have you ever wondered how we got here as global citizens? What can the past tell us about our present? Can we use the past tell us something about our future? Why does world history matter to us, as 21<sup>st</sup> century Americans? Well, you are in luck! In this world history course, you will explore modern world history from

1500 CE (actually, we will go back a bit to the 1300s to help the 1500s make more sense) all the way to the twenty-first century. Some of the themes in the course include: European exploration, international trade and colonial encounters; the development and impact of Enlightenment thought; industrialization and new problems in the modern world; imperialism and empires; nationalism, resistance and decolonization; the growth of ideological conflict; post-colonial and Cold War history; and globalization. This course emphasizes comparative history between different time periods and regions; frequently events in one place and time will help explain why things happen elsewhere. By exploring the large-scale processes and global interconnections of the last 500 years or so, the goal of this survey is to enable students to better understand the economic, cultural and political structures of the modern world.

### **Materials:**

Charles C. Mann, *1493: Uncovering the New World Columbus Created*. New York: Vintage Press, 2011. eBook, Audiobook, Hardcover, Paperback.

Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. 25th Anniversary Edition with Forward by Barbara Kingsolver. New York: Mariner Books, 2020 (originally published in 1999). eBook, Audiobook, Hardcover, Paperback

Richard Overy, *Blood and Ruins: The Last Imperial War, 1931-1945*. New York: Viking Press, 2021. eBook, Hardcover, Paperback

J.R. McNeill and Peter Engelke, *The Great Acceleration: An Environmental History of the Anthropocene since 1945*. New York: Belknap Press, 2016. eBook and Paperback.

Recommended for all History majors: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. Ninth Edition. University of Chicago Press. 2018.

Other required readings will be provided by the instructor and available in D2L.

### **Catalog Course Description:**

This course covers the period from about 1500 to the present and will focus on the ecological conditions of globalization, the rise of "formal" imperialism, and the construction and maintenance of colonial/imperial states. Themes covered will include paths to modernity, non-western philosophies of resistance, technological revolutions, and the intersections of world thought, religion, trade, and economy. Special emphasis will be given to the non-Western world. Non-majors may enroll with consent of instructor.

### **Student Learning Outcome:**

1. Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).
2. Students will be able to use proper Turabian footnoted citation and bibliographies.

<b>COURSE REQUIREMENTS</b>
----------------------------

**Instructional / Methods / Activities Assessments:**

The reading assignments are listed for each week. This is a discussion-based course. That means we will all discuss the books so the quality of the course is dependent on your engagement; you must do the readings, take notes, and highlight as needed. Ask questions and answer questions in class with thoughtful responses. There will be a few lectures on key topics and guided discussion.

Discussion based assignments will be completed in class. Short papers and the research project will be turned in to D2L and requested in hard copy if possible.

**Student Responsibilities or Tips for Success in the Course:**

Read the syllabus and adhere to the schedule. Complete the readings, attend class, complete all written assignments to the best of your ability. The texts will drive classroom discussion, a crucial course requirement and a large part of your grade. You are responsible for all the material contained in the readings; if you do not read them, you will have a difficult semester. Professional and polite interactions with everyone in the class is expected.

**Assignments:**

Hello Notecard	25 points
Short Papers (50/50/50/50)	200 points
Discussion Assignments / Film Quizzes / Map Quizzes (8:25)	200 points
Semester Project (paper and scaffolded preliminaries; 100/100)	200 points
Engagement (attendance, discussion, on time submissions 80/80/40)	200 points
Goodbye Notecard	25 points
TOTAL:	850 points
Student Evaluation BONUS	25 points

**\*Student Evaluation Bonus:** At the end of the semester, if you complete the student evaluation for the class, you can upload a screen shot of the completion screen for 25 points. Please make sure it is not a screenshot of any responses.

Semester Grades: A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: 59% and below.

The general grading criteria for all written assignments in this class is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

F = Even worse than above; completely off topic; no work submission

### **Hello Notecard:**

On the first day of class, each student will receive a notecard. Each person will put their name at the top of the card and five things they want the professor to know about them, turning it in at the end of class. In the past students have shared fun things like their favorite ice cream, their dog's name, or their love of sports, while others have taken the opportunity to note a different name they go by, their pronouns, or if they are nervous about this course.

### **Short Papers:**

These papers satisfy the Student Learning Outcome #1 (Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems). Each assigned book has a corresponding short paper assignment of 500 - 1000 words). Prompts may be reflective, imaginative, argumentative, analytical, expository, or creative. Each assignment will be discussed in class.

### **Discussion Assignments / Film Quizzes / Map Quizzes:**

These assignments satisfy the Student Learning Outcome #1. There will be eight of these assignments over the course of the semester, all completed in class, and worth 25 points each. Discussion assignments will be completed by small groups with equal contributions from all members. Film Quizzes and Map Quizzes are individual assignments, open book, open notes.

### **Semester Project – Paper and Presentation:**

This assignment satisfies Student Learning Outcome #1 and #2. For this assignment, you will choose a primary source of some significance used in one of the course texts. For the project, you will conduct research on the primary source, detailing its origin, author(s), history, construction, contents, purpose, significance, other people who interacted with the source, any controversies surrounding the work, legacies, anything else of note, and its current location and how it arrived there. See the following Wikipedia pages for several examples of research done on these primary source documents – [the Voynich manuscript](#), [The Broken Spears: The Aztec Account of the Conquest of Mexico](#), [The](#)

[Travels of Marco Polo](#), [Sarajevo Haggadah](#), and [Shiji](#). Your project does not need to be exactly like these examples but they should give you ideas on how to structure your paper and elements you may want to include.

In choosing your primary source you will want to be sure it is accessible to you and readable (translated into a language you can understand) before beginning any work. Depending on the source, you may be able to find it digitally or perhaps request a print copy through ILL. Acceptable primary sources for this project can be found in the bibliographies at the end of the assigned books, other primary source texts, films of historical significance, documentaries, artwork, and architecture of historical significance. The chosen source used for this project must be created any time after 1400 through the end of the twentieth century. Any special allowances must be approved by the professor. This project will require you to read a significant amount of primary source literature and conduct research across other textual sources, digital archives, academic websites, academic journals, public history sites, and more – all documented, of course. There will be scaffolded preliminary assignments throughout the semester to keep you on track (proposal, tentative bibliography, status report, outline).

#### Assignment Requirements:

Name, course number and section, date in the top left corner of page

Catchy title that includes the primary source (source may be a subtitle, after a colon)

Times New Roman, 12 point font, 1 inch margins, double spaced

Paper length is 10-15 pages, not including images, title page (not required), bibliography page.

Turabian footnoted citations and bibliography page required.

Direct quotes should be short, concise, and cited using Turabian format.

Images are encouraged with attribution in the caption.

Write professionally with accurate spelling and grammar. Refer to the paper mechanics discussed in the Undergraduate Research Methods document to make sure you are conforming to the standards within the discipline of History.

#### **Discussion and Engagement:**

Regular engagement and keeping up with the material is critical in this discussion based course. Engagement includes attending class, being on time, engaging in class discussion, and completing assignments by the due date. If students have a problem with engagement due to illness, work, family, or life you need to contact me right away. Flexibility and extensions are possible if I know what is going on. Absences: University policy does allow excused absences in certain situations. These include participation in a required/authorized university activity, verified illness (doctor's note or positive dated covid PCR test), death in a student's immediate family, jury duty, court dates, and military service. All of these excuses require proper documentation. Any other absences are **NOT** excused absences.

You must complete the readings prior to class and come prepared for discussion. Have the readings available to refer to or have notes handy in whatever form you take them.

You are encouraged to ask questions and it is helpful to prepare them ahead of time.

Unprepared attendance may be treated as an absence.

Students are expected to create and sustain an open intellectual classroom environment, which fosters discussion - you should listen to each other's comments and questions with an open mind and respect viewpoints other than your own.

Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong."

I evaluate the discussion portion of your Engagement grade on the following criteria:

A = Student is always prepared; makes frequent voluntary contributions to classroom discussion

B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on

C = Student is usually prepared but rarely voluntarily speaks

D = Student is generally unprepared and does not contribute to discussion

F = Student is unprepared and appears disinterested in contributing to discussion

For a three-credit course, expect to spend nine hours on class work per week outside of regular class attendance to stay on top of the workload. That's about 12 hours a week, total. The expected reading load for a 300 level university class is 120 – 150 pages per week. University classes can be difficult but not impossible with strict time management.

Note: Upper level undergraduate students should not skip classes or be chronically late to class, especially in the major. Students are expected to attend every class session; attendance will be tracked. Each unexcused absence beyond two (2) instances may result in a semester grade reduction; excessive unexcused absences (more than 4) may be cause for a failing grade.

### **Goodbye Notecard:**

On the last day of instruction, each student will receive a notecard. Each person will put their name at the top of the card and five things they learned this semester that they will take with them in the future, turning it in at the end of class. This could be anything related to the course, college life, technology, pretty much anything.

### **Remember:**

Read and review the syllabus

Attend class; do not be late

Be present both physically and mentally

Check D2L and school email account regularly

Stay current on your reading schedule

Complete assignments by the due date

Contact me whenever you have questions or concerns

## D2L TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

### ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, an ETAMU loaner laptop, etc.

### COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your professor.

#### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

#### **Interaction with Instructor Statement:**

Students are encouraged to email the professor with questions, concerns, or comments. Students must provide a valid return email address for replies. Unless otherwise announced, students can expect replies within 24 hours during the week. Response times may be longer on the weekends.

When sending an email always do the following:

- 1) Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail.
- 2) Include your class and section (or class time). I need to know exactly which of my courses you are in. This course is Hist 306.01E.
- 3) Use clear, formal English in your emails. Before sending ask yourself, “Would I send this email to my boss?” If not, revise it for professionalism.
- 3) End the email with your first and last name, that is “sign” your message. I need to know who you are. If you go by a name that is different than the roster, please let me know.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

All writing assignments should be in standard format – Times New Roman, 12-point font, one-inch margins, double-spaced.

Standard paragraphs are 6 to 8 sentences; short paragraphs are 4 to 6 sentences.

Turabian style with full author-title footnotes and bibliography page is required of all history majors. To make your life easier, use Zotero.

### **Late Assignments:**

Any work submitted past the due date will affect your overall engagement score without prior written approval by the instructor. If you need an extension, email me before the due date.

### **Extra Credit:**

There is one opportunity for extra credit in this course. Students are encouraged to talk to the instructor early and often if they are having problems in the course.

### **Student Conduct:**

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook)

### **Academic Honesty:**

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an

academic requirement. Students are expected to uphold and support the highest academic standards at all times.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab before you turn in the assignment.

If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. Additionally, any incidents of academic dishonesty may be reported to the Office of the Provost by the Professor according to university policy 13.99.99.R0.03 Undergraduate Academic Dishonesty.

### **AI Use in Course**

East Texas A&M University acknowledges there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

**No AI use is allowed in this course. Students should not use any text generated by AI in any graded assignments. Use of AI to write any part of an assignment and present it as the student's work is prohibited. This applies to this course only (Hist 306.01E).**

Students should be aware of the requirements in all their classes and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

### **Writing Lab:**

The [ETAMU Online Writing Lab](#) is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style, grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

### **Students with Disabilities Information:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Student Disability Resources & Services  
East Texas A&M University  
Waters Library, Room 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**Nondiscrimination Notice:**

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Campus Concealed Carry Statement:**

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**Statement on Student Grievances:**

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky ([Sharon.Kowalsky@tamuc.edu](mailto:Sharon.Kowalsky@tamuc.edu)). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

**East Texas A&M University Supports Students' Mental Health:**

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment

services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel).

### **Syllabus Change Policy:**

The syllabus is a guide. Circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as soon as possible.

<b>COURSE SCHEDULE</b>
------------------------

**Jan 13 - 17**

**Week 1: Introduction, Rationale for World History; Ethics in Historical Research**

Plan:

1. Review syllabus, form discussion groups
2. *Denial* (2016) in class
3. Charles C. Mann, *1493: Uncovering the New World Columbus Created*, “Prologue” (pp 18-28) and Appendix A “Fighting Words” (pp 591-597)
4. Identify Columbian Exchange and Mann’s central arguments

Assignments:

Hello Notecard  
Film Quiz

<b>Potential Source Ideas for Research Project (not required)</b>
---

Primary Sources:

1. Christopher Columbus, *Letter to Luis de Santángel* (1493)
2. Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (1552)
3. Excerpts from Zheng He’s Expeditions (early 15th century)

**Jan 20 - 24 (Jan 20 – Dr. MLK, Jr. Day; No Class)**

**Week 2: Global Trade and Biological Exchange**

Plan:

1. *1493*, Introduction / In the Homogenocene, Chapter 1 “Two Monuments” through Chapter 3 “Evil Air” (pp 29-199)
2. Economic and environmental consequences of the Columbian Exchange
3. Discuss Prologue and Chapter 1 – Wednesday
4. Discuss Chapter 2 and 3 - Friday

Assignments:

Map Quiz: The Columbian Exchange

**Jan 27 - 31**

**Week 3: Early Globalization and Silver**

Plan:

1. *1493*, Part Two / Pacific Journeys, Chapter 4 “Shiploads of Money” through Chapter 5 “Lovesick Grass, Foreign Tubers, and Jade Rice” (pp 200 – 301)
2. The role of silver, slavery, and trade routes

Assignments:

Begin preparing your Research Project Proposal

**Feb 3 - 7**

**Week 4: Connecting the World and Industrialization**

Plan:

1. *1493*, Part Three / Europe in the World, Chapter 6 “The Agro-Industrial Complex” through Chapter 7 “Black Gold” (pp 302-420)
2. Arguments about early globalization and later developments in industrialization

Assignments:

Research Project Proposal Due Friday

**Feb 10 - 14**

**Week 5:**

Plan:

1. *1493*, Part Four / Africa in the World, Chapter 8 “Crazy Soup” through Coda / Currents of Life, Chapter 10 “In Bulalacao” (pp 421-589)
2. Further global integration and what it means for the future

Assignments:

Short Paper #1 Assignment Posted

Group Discussion Assignment Due Friday

**Feb 17 - 21**

**Week 6: Introduction to Imperialism**

Plan:

1. Adam Hochschild, *King Leopold’s Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*, “Forward,” “Introduction,” through “The First Heretic” (pp i-114)
2. European motivations for imperialism and the early history of the Congo

Assignments:

Map/Film Quiz

Short Paper #1 Due Friday

**Potential Source Ideas for Research Project (not required)**

Primary Sources:

1. George Washington Williams, *Open Letter to King Leopold II* (1890)
2. Roger Casement, *Congo Report* (1904)
3. Photographs of Congo Atrocities (published by Edmund Dene Morel and others in anti-imperialist campaigns).

**Feb 24 - 28**

**Week 7: Atrocities and Industrial Motivations**

Plan:

1. *King Leopold's Ghost*, Chapters "Where There Aren't No Ten Commandments" through "To Flood His Deeds With Day" (pp 115-224)
2. Industrial demands for rubber and the human cost of imperialism

Assignments:

Group Discussion Assignment, Part I: Debate on Responsibility and Memory

**Mar 3 - 7**

**Week 8: Resistance, Reform, and Reflection**

Plan:

1. *King Leopold's Ghost*, Chapters "A Reckoning" through "A Personal Afterward" (pp 225-323)
2. How Hochschild connects industrialization to imperial violence

Assignments:

Group Discussion Assignment, Part II: Debate on Responsibility and Memory  
Short Paper #2 Assignment Posted

**SPRING BREAK!! Mar 10 – 14**

**Mar 17 - 21**

**Week 9: Framing World War II as an Imperial War**

Plan:

1. Richard Overy, *Blood and Ruins: The Last Imperial War, 1931-1945*, Prologue through Chapter 1 "Nation-Empires and Global Crisis, 1931-40" (pp 1-123)
2. Framing World War II as a conflict driven by imperial ambitions

Assignment:

Short Paper #2 Due Friday

Tentative Bibliography for Research Project Due Friday

**Potential Source Ideas for Research Project (not required)**

Primary Sources:

1. Excerpts from Hideki Tojo's "Justification for Japan's Expansion" (1940s)
2. Winston Churchill's *The Finest Hour* Speech (1940)
3. "The Atlantic Charter" (1941)
4. Eyewitness Accounts from Nanjing (1937–38)

**Mar 24 - 28**

**Week 10: Expansion and War in Asia**

Plan:

1. *Blood and Ruins: The Last Imperial War, 1931-1945*, Chapter 2 "Imperial Fantasies, Imperial Realities, 1940-43 (pp 124-235), Intro (pp 236-237) and concluding section "The Last Act: Unconditional Surrenders" (pp 356-375) in Chapter 3 "The Death of the Nation-Empire, skim the rest of the chapter
2. Japan's imperial ambitions and Asian responses

Assignments:

Map Quiz

**Mar 31 – Apr 4**

**Week 11: The Experience of Empires at War**

Plan:

1. *Blood and Ruins: The Last Imperial War, 1931-1945*, Chapter 4 "Mobilizing a Total War" Intro (pp 376-381), read one of the sections in the chapter (military, economic, manpower, or protest), skim the rest, review tables; Chapter 5 "Fighting the War" Intro (pp 438-440), "Winners and Losers: The Wartime Learning Curve" section (pp 520-524), the rest of the chapter is optional; Chapter 6 "War Economies: Economies at War" Intro (pp 526-527), skim the rest of the chapter and review tables.
2. World War II's impact on belligerent empires and the experience of wartime at home and abroad

Assignments:

Status Report on Research Project Due Friday

**Apr 7 - 11**

**Week 12: World War II as a Global Watershed Event**

Plan:

1. *Blood and Ruins: The Last Imperial War, 1931-1945*, Chapter 7 “Just Wars? Unjust Wars?” (pp 596-660); Chapter 8 “Civilian Wars” optional but recommended if interested in civilian resistance; Chapter 9 “The Emotional Geography of the War” Intro (pp 726-727) and conclusion (pp 761-763), skim the rest of the chapter; Chapter 10 “Crimes and Atrocities” (pp 766-822); Chapter 11 “Empires into Nations: A Different Global Age” (pp 826-878)
2. The war’s long term consequences, decolonization, and power shifts

Assignments:

Short Paper #3 Assignment Posted  
 Outline for Research Project Due Friday  
 Group Discussion Assignment

**Apr 14 - 18**

**Week 13: Introduction to the Anthropocene**

Plan:

1. J.R. McNeill and Peter Engelke, *The Great Acceleration: An Environmental History of the Anthropocene since 1945*, “Introduction” and Chapter 1 “Energy and Population”
2. Concept of Anthropocene and post-1945 globalization

Assignments:

Short Paper #3 Due Friday

<b>Potential Source Ideas for Research Project (not required)</b>
Primary Sources: <ol style="list-style-type: none"> <li>1. Rachel Carson, <i>Silent Spring</i> (1962)</li> <li>2. 1972: <i>The Limits to Growth</i> Report</li> <li>3. Kyoto Protocol (1997, excerpts) and Paris Climate Agreement (2015)</li> </ol>

**Apr 21 - 25**

**Week 14: Environmental and Social Consequences**

Plan:

1. *The Great Acceleration*, Chapter 2 “Climate and Biological Diversity” and Chapter 3 “Cities and the Economy”
2. Analyze climate change, resource use, and global inequalities

Assignments:

Put serious work into your research project

**Apr 28 – May 2**

## **Week 15: Concluding Reflections**

Plan:

1. *The Great Acceleration*, Chapter 4 “Cold War and Environmental Culture” and “Conclusion”
2. Connecting McNeill’s arguments to earlier themes (Columbian Exchange, industrialization, World War II, etc.)

Assignments:

Goodbye Notecard  
Group Discussion Assignment  
Short Paper #4 Assignment Posted

**May 5 – 9**

**Finals Week**

Monday, May 5 10:30am-12:30pm

Special Event: TBA

Short Paper #4 Due Monday

Research Project Due in class and D2L