



**HIST 522.01E WORLD HISTORY THEORY & METHODS  
COURSE SYLLABUS: Spring 2025**

Professor: Dr. Cynthia Ross  
Class Time: Monday 7:20pm – 10:00pm  
Class Location: SS 141  
Office Location: SS 104  
Office Hours: MWF 2:00pm – 3pm and by appointment  
Instructor Email: [cynthia.ross@tamuc.edu](mailto:cynthia.ross@tamuc.edu)  
Response Time: Within 24 hours, excluding weekends

Email is the best way to reach me outside of class. I typically respond to email during regular business hours, within one day during the week; emails sent after 5:00pm on Friday may not get a response until Monday morning.

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Additional Readings:**

Ross Dunn, Laura Mitchell, Kerry Ward, *The New World History: A Field Guide for Teachers and Researchers. Second Edition*. Berkley: University of California Press, 2016. ISBN: 978-0520289895

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*. Beacon Press, 1995. ISBN: 978-0807080535

Immanuel Wallerstein, *World-Systems Analysis: An Introduction*. Durham: Duke University Press, 2004. ISBN: 978-0822334422

David Christian, *Origin Story: A Big History of Everything*. New York: Little, Brown, and Spark, 2018. ISBN: 978-0316392013

Greg Grandin, *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism. Updated and Expanded Edition*. New York: Picador Press, 2021. ISBN: 978-1250753298

Michael Adas, *Machines as the Measure of Men: Science, Technology, and Ideologies of Western Dominance*. Second Edition. Cornell University Press, 2015. ISBN: 978-0801479809

Anne McClintock, *Imperial Leather: Race, Gender, and Sexuality in the Colonial Context*. New York: Routledge, 1995. ISBN: 978-0415908900

James C. Scott, *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. Yale University Press, 2009. ISBN: 978-0300169171

Rachel Laudan, *Cuisine and Empire: Cooking in World History*. Berkley: University of California Press, 2015. ISBN: 978-0520286313

Trevor R. Getz and Liz Clarke, *Abina and the Important Men: A Graphic History*. Third Edition. London: Oxford University Press, 2023. ISBN: 978-0197762189

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Ninth Edition. Chicago: University of Chicago Press, 2018. ISBN: 978-0226430577  
(Recommended for all graduate students)

*A Note about the Course Texts:*

*Students are expected to acquire the course texts prior to the start of class.* Failure to do so will hinder a student's ability to keep up with the course, and the Instructor is in no way responsible for such an eventuality. Allowances will not be made for students who lack possession of any course books.

### **Course Description:**

This course provides an introduction to the theories and methods used in world history, with an emphasis on the period after 1950. Topics may include the development of the field, key debates in world history scholarship, examinations of comparative models, networks and systems, interconnections, methodological approaches, and how world history relates to other fields of historical scholarship.

### **Student Learning Outcome:**

Students will be able to create a historiographical paper based one of the key theories or methods used in world history.

<b>COURSE REQUIREMENTS</b>
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### **COURSE REQUIREMENTS**

#### **Minimal Technical Skills Needed**

You must be able to use MyLeo Online (D2L), Zoom (hybrid students), and Microsoft Word. All materials submitted through D2L must be uploaded as a .doc or .docx file.

## **Instructional Methods**

The course will require reading, writing, listening, presenting, and group discussion.

## **Class Meeting Agenda**

The class meeting begins promptly at 7:20pm. Please try not to come in late: entering into a graduate seminar already in progress is disruptive. On selected weeks, student pairs will lead discussion for the first hour of class. We will take one 15 minute break midway through the class. Please return promptly from the break.

## **Learning Activities and Assessments**

### **1. Participation**

You should come to class prepared to discuss the reading. Have your book with you. Have reading notes 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."

Your participation grade will be based 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

Graduate students should not skip classes. Students are expected to attend every class session; attendance will be taken. Each unexcused absence beyond two (2) instances will result in a 10% reduction in the participation grade; excessive unexcused absences (more than 4) may be cause for a failing grade in this course, at the professor's discretion.

### **1. Book Summaries**

Each week you will complete a book summary prior to class on Monday. This should be a two-page, double spaced Word document uploaded to D2L by Sunday at 11:59pm that includes: the scope of the book, main research question(s) / purpose, thesis / argument,

evaluation of the use of available sources, organizational structure of the book, presentation of material, the extent to which the author achieved their overall purpose, and the broader significance of the work. This is intended to be a very short, to the point, assignment; be brief and focused.

## **2. Leading a Discussion**

During selected weeks, there will be two assigned discussion leaders who will be responsible for summarizing the assigned book and for guiding the overall discussion for the first hour of class. Prepare to spend about twenty to twenty-five minutes summarizing the book and thirty to thirty-five minutes leading discussion. The two leaders must work together.

Focus on (1) the interpretive or theoretical school (if any) to which the book belongs; (2) its thesis; (3) its use of sources; and (4) an evaluation of the success or failure of the book considered as an example of its type. Discussion leaders must have a note sheet with scripted questions.

It is acceptable to use book reviews to prepare, but if used in any way in class, they must be presented as the work of the reviewer, not as your own. Follow up assessments from book reviews with your own reasoned assessment of the reviewer's remarks.

All students are expected to complete the weekly reading assignments and to participate actively in class discussion even when student-led.

## **4. Historiography Papers**

Historiography is the study of how historical interpretations have changed over time. For example, think about how the American Civil War might have been interpreted in the first couple of decades after Reconstruction; then again after the spread of segregation out of the south in the 1910s; after the Double V campaign during World War II; later, in the wake of the Civil Rights movement; and perhaps even as it is changing now during Black Lives Matter. In another case, consider how Cold War historians thought about their topic a few years after the fall of the Berlin Wall, as democracy seemed to be within reach, and then post-2000, with the rise of a once again authoritarian Russia. The work of historians intersects with changes in the discipline, the times they are living in, and the world around them. Historiography is also about the dialog between historians. In effect, all the historical works on a given topic are in a conversation with each other, challenging or supporting theories, refuting or supporting evidence, arriving at different or similar conclusions. All of the books in this course discuss historiography to some extent but the first two books read in the course are the best for understanding what this means.

You will craft a 20 page (+/- 10%) historiography paper. This paper will be structured around a theory/method/school listed on the syllabus that interests you. Using the book assigned in class and Google Scholar to search indexes will be useful for this paper; learning how to use Google Scholar searches will be discussed in class. At the end of the semester, you will give a brief talk on the dialogue, the way the books speak to each other, you have found among the books in your paper.

Your papers will explore how historians have used a particular theory/method/school and thus, shaped the way we understand it over time. First, begin with a brief summary of the theory/method/school and the particular historiographical debate you are engaging. What sort of questions shaped research processes? Were particular historical approaches (say, an environmental approach) or theories (for example, gender theory, historical materialism, structuralism, or post-structuralism) shaping their analysis? What types of methods and sources are they using? What sort of causative explanations do they give? What sort of periodization or time scales are they using? How do works respond to each other on the topic (that dialogue I mentioned above)? How did each work reflect the particular concerns of the time? Can you identify particular strengths and weaknesses when comparing all the works in your paper? Developing papers that respond to these questions results in creating a historiography.

These papers will require going to the stacks (physically or electronically), requesting secondary sources through Inter Library Loan, or obtaining them in the method of your choice, a significant amount of careful reading, and writing annotated bibs for each book before you even begin writing the paper. This is not a paper of original research. You should have no primary resources, and a minimum of 10 secondary sources (research and analysis conducted by historians) which should all be books. Articles are acceptable only in specific cases which will be discussed in class.

Turabian full note/bibliography style must be used for the footnotes and bibliography. Do not use parenthetical notes. Remember that all information taken from another source must be cited, whether or not it is quoted. Failure to cite constitutes plagiarism.

Exact quotations must be brief and few. Do not use any exact quotes longer than two lines.

The paper must use one-inch margins, a 12-point font, and be double-spaced.

The pages must be numbered, except the cover page. Page numbers must be on the bottom of the page. No headers are permitted.

The paper must be submitted in a single .doc or .docx (MS Word) file through D2L.

Failure to submit in the proper file format may result in a failing grade.

The bibliography must consist of the chosen course text(s) and a minimum of ten secondary sources; No primary sources. Remember, this is not a research paper.

Late papers will be accepted only in very unusual cases. Requests for extensions will be considered, if made by email prior to the due date.

A = Follows all instructions; follows the format; accurate; insightful; well-organized paragraphs; generally correct mechanics.

B = Follows all instructions; follows the format; few errors regarding accuracy; well-expressed; some organizational weaknesses; generally correct mechanics.

C = Follows all instructions; some mistakes in following format; few errors regarding accuracy; some organizational weaknesses; some errors in mechanics.

D = Does not follow all instructions; several errors in regard to format; or is weak regarding accuracy, organization, or mechanics.

F = Does not follow all instructions; several errors in regard to format; not required length; errors in accuracy; poor organization; several errors in mechanics; quotes or paraphrases

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

Please read the syllabus and adhere to the schedule. Attend class. It is imperative that you complete the assigned readings; the texts will drive classroom discussion, a crucial course requirement. 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.

### **GRADING**

Final grades in this course will be based on the following scale:

900-1000 = A

800-899 = B

700-799 = C

600-699 = D

599 or less = F

**THIS COURSE USES A POINT-BASED SYSTEM**

Participation (preparedness, discussion, attendance)	300
Leading a Discussion	100
Book Summaries (10 @ 10 points each)	100
Historiographical Paper (with scaffolded preliminaries)	300
Elevator Speech Presentation	100
Total:	900 points

### **D2L TECHNOLOGY REQUIREMENTS**

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, a ETAMU campus open computer lab, 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. I typically respond to email during regular business hours, within one day during the week; emails sent after 5:00pm on Friday may not get a response until Monday morning.

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.
- 3) End the email with your name, that is “sign” your message. I also need to know who you are.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Citation Style:

Turabian or Chicago (17<sup>th</sup> edition) required; footnotes with bibliography. For a Turabian style guide visit <https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html>

### Reference Manager (Highly Recommended, Not Required):

Zotero is free and will save your life, at least when it comes to storing and citing references for papers. It also blends seamlessly with Word and digital sources. For instructions and downloads visit <https://www.zotero.org/>. I will also be offering a class on Zotero during the Spring semester if you prefer hands on instruction.

### **Late Work:**

Papers may be granted extensions. Please email me to let me know what is going on and request an extension **before the due date**. Without an extension, late papers will not be accepted except in the event of a major catastrophe, such as unexpected emergency hospitalization or regional catastrophe.

Students who miss their assigned slot to be discussion leader will be reassigned, if possible. Please be advised that rescheduling may not be possible.

### **Plagiarism Policy:**

In all courses, I expect that all work that you turn in is your own. It is the policy of the University, the History Department, and me that no form of plagiarism, cheating, collusion or any other form of academic dishonesty will be tolerated. Academic dishonesty may result in a grade of zero for the assignment or in a failing grade for the entire course. Plagiarism is defined as 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 or sharing of academic products with the intention that they be submitted to satisfy an academic requirement.

### **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 522).

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.R0.10 Graduate Student Academic Dishonesty

### **Extra Credit:**

There is no extra credit.

### **Expectations for Out-of-Class Study:**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9-12 hours per week of their own time in course-related activities, including reading required materials, completing assignments, etc.

Students are encouraged to take advantage of the resources of the Online Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. The tutors will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper.

### **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.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

#### **ETAMU Attendance**

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

#### **Academic Integrity**

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **Students with Disabilities-- ADA Statement**

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:

### **Office of Student Disability Resources and Services**

East Texas A&M University

Waters Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **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**

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 the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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. 12

### **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.

### **ETAMU 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).

<b>COURSE OUTLINE / CALENDAR</b>
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*I reserve the right to modify the class schedule and readings if necessary but will give students ample notice, verbally and in writing.*

### **Rationale for Reading Order**

- The readings in this course move from foundational texts (*The New World History*) to theoretical and macro frameworks (*Silencing the Past*, *World-Systems Analysis*, and *Origin Story*).
- Thematic and regional studies follow, focusing on specific case studies and methodologies (*Empire's Workshop*, *Imperial Leather*, *The Art of Not Being Governed*).
- The course concludes with thematic explorations of food history and primary source analysis (*Cuisine and Empire* and *Abina and the Important Men*).

### **Jan 13**

#### **Week 1: Introduction to the Course**

No reading discussion at first class; introduction to world history, each other, rationale for the field.

**Assignment: Review syllabus  
Begin reading**

**Jan 27**

**Week 2: Introductory Frameworks for World History**

**Ross Dunn, Laura Mitchell, Kerry Ward, *The New World History: A Field Guide for Teachers and Researchers* (2016); Introduction through Chapter 5**

- **Focus:** This book sets the stage for understanding the scope, methodologies, and historiographical debates in world history. It is a foundational text for exploring thematic and comparative approaches to the discipline.

**Assignment: Continue reading**

**Feb 3**

**Week 3: Introductory Frameworks for World History, continued**

**Ross Dunn, Laura Mitchell, Kerry Ward, *The New World History: A Field Guide for Teachers and Researchers* (2016); Chapter 6 through 10**

**Assignment: Reading summary**

**Feb 10**

**Week 4: Memory and Identity**

**Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (1995)**

- **Focus:** Trouillot examines how power shapes the production of history by exploring silences and exclusions in historical narratives, using case studies like the Haitian Revolution.

**Assignment: Reading summary  
Historiography paper proposal**

**Feb 17**

**Week 5: World-Systems Theory / Economic History**

**Discussion Leaders:**

**Immanuel Wallerstein, *World-Systems Analysis: An Introduction* (2004)**

- **Focus:** Provides a macro-theoretical framework for analyzing global economic systems, with core, periphery, and semi-periphery dynamics, over time.

**Assignment: Reading summary**

**Feb 24**

**Week 6: Big History**

**Discussion Leaders:**

**David Christian, *Origin Story: A Big History of Everything* (2018)**

- **Focus:** Presents a narrative that integrates natural and human history, emphasizing thresholds of complexity and connecting cosmic history to human agency.

**Assignment: Reading summary**

**Mar 3**

**Week 7: Comparative History (Theory) / Science and Technology**

**Discussion Leaders:**

**Michael Adas, *Machines as the Measure of Men: Science, Technology, and Ideologies of Western Dominance* (1989)**

- **Focus:** Explores how science and technology were used as tools of imperial ideology, fostering a sense of Western superiority during the colonial period.

**Assignment: Reading summary**

**March 17**

**Week 8: Latin America / American Empire**

**Discussion Leaders:**

**Greg Grandin, *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism* (2006)**

- **Focus:** Analyzes U.S.-Latin American relations, exploring the role of empire and ideology in shaping regional and global power structures.

**Assignment: Reading summary  
Historiography paper bibliography**

**Mar 24**

**Week 9: Postcolonial Theory / Gender Studies**

**Discussion Leaders:**

**Anne McClintock, *Imperial Leather: Race, Gender, and Sexuality in the Colonial Context* (1995)**

- **Focus:** Examines the intersections of race, gender, and sexuality in colonial histories, providing a feminist critique of imperialism.

**Assignment: Reading summary**

Mar 31

**Week 10: Migration and Diaspora Studies**

**Discussion Leaders:**

**James C. Scott, *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia* (2009)**

- **Focus:** Highlights non-state histories, focusing on how upland Southeast Asian communities resisted state control and maintained autonomy.

**Assignment: Reading summary**

Apr 7

**Week 11: Food History**

**Rachel Laudan, *Cuisine and Empire: Cooking in World History* (2013); Introduction through Chapter 4**

- **Focus:** Explores the cultural and political significance of food, highlighting how culinary exchanges reflect power dynamics and globalization across history.

**Assignment: Historiography paper status update and outline**

Apr 14

**Week 12: Food History, continued**

**Discussion Leaders:**

**Rachel Laudan, *Cuisine and Empire: Cooking in World History* (2013); Chapter 5 through 8**

**Assignment: Reading summary**

Apr 21

**Week 13: Primary Source Analysis**

**Discussion Leaders:**

**Trevor R. Getz and Liz Clarke, *Abina and the Important Men: A Graphic History* (2012)**

- **Focus:** Uses a court transcript from colonial Ghana to analyze themes of justice, gender, and historiographical challenges, presented in a graphic history format.

*Assignment: Reading summary*

**Apr 28**

**Week 14: Wrap Up and Reflection**

*Assignment: Historiography papers DUE*

**May 5**

**Finals Week: Presentations**