HIST 306.01E (20005) THE MODERN WORLD
COURSE SYLLABUS: SPRING 2026

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 (Dr. Ross or Professor Ross)
Class Time:	MWF 1:00pm – 1:50pm
Class Location:	SS 141
Office Location:	SS 104
Office Hours:	Tuesday 2:30-4:00pm, Thursday 1:00pm-3:00pm and by appointment
Instructor Email:	cynthia.ross@etamu.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 5pm on Friday evenings may not get a response until Monday morning.

COURSE INFORMATION

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 included 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.

Materials:

Note: Students are welcome to get the books in any format that makes it easy to read the entire book, including audiobook; a print or ebook will be necessary for paper citations.

Robert B. Marks, *The Origins of the Modern World: A Global and Environmental Narrative from the Fifteenth to the Twenty-First Century*. 5th edition. Lanham, MD: Rowman & Littlefield, 2024.
Paperback ISBN: 9781538182772. Paperback, ebook, audiobook.

Camilla Townsend, *Fifth Sun: A New History of the Aztecs*. New York: Oxford University Press, 2019 (hardcover); paperback 2021. Paperback ISBN: 9780197577660. Paperback, ebook, audiobook.

Jane Burbank & Frederick Cooper, *Empires in World History: Power and the Politics of Difference*. Princeton: Princeton University Press, 2010 (hb), 2011 (pb). Paperback ISBN: 9780691152363. Paperback, ebook.

Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. 25th Anniversary Edition (Mariner Books Classics). Boston: Mariner Books, 2020. Paperback ISBN: 9780358212508. Paperback, ebook, audiobook.

J. R. McNeill & Peter Engelke, *The Great Acceleration: An Environmental History of the Anthropocene since 1945*. Cambridge, MA: Belknap Press of Harvard University Press, 2016 (paperback reissue). Paperback ISBN: 9780674545038. Paperback, ebook.

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.

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.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

The reading assignments are listed for each week. This is a discussion-based course, very similar to a senior or graduate level course with more instructor guidance. That means we will all sit in a circle, think about, and discuss the books so the quality of the course is dependent on your engagement; you must do the readings, take notes as you read, and highlight as needed. Ask questions and answer questions in class with thoughtful responses. There will be a few mini-lectures throughout the semester to provide important background for your reading.
Note: This is a class that requires student attendance. We will have very limited technology use in the course.

Student Responsibilities or Tips for Success in the Course:

Read the syllabus and adhere to the schedule. Complete the readings, take notes as you read, 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:

50% of your grade is based on:

Hello Notecard	25 points
Short Papers (50/50/50/50)	200 points
Semester Project (paper and scaffolded preliminaries; 100/100)	200 points
Goodbye Notecard	25 points

50% of your grade is based on:

In-Class Discussion Assignments / Quizzes (8:25)	200 points
Engagement (attendance, discussion, on time submissions 80/80/40)	200 points
Presentation	50 points

TOTAL:	900 points
Student Evaluation BONUS	10 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 10 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 preferred name, pronouns, or if they are nervous about this course.

Short Papers:

Each assigned book has a corresponding short paper assignment of 3 to 5 pages. Prompts may be reflective, imaginative, argumentative, analytical, expository, or creative. Each assignment will be discussed in class.

Discussion Assignments / Film Quizzes / Map Quizzes:

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:

1. origin
2. author(s)
3. history and historiography
4. construction
5. contents
6. purpose
7. significance
8. people who interacted with the source
9. any controversaries surrounding the work
10. legacies
11. anything else of note
12. 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. You may also choose a work of art or material culture as long as you understand it will be read as a text (more on this in class). 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 the primary source 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 periodic writing assignments throughout the semester concerning this project.

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; no less than 10, no more than 20; please do not give me your life's work.

Title page, images, and bibliography do not count in textual length.
Turabian footnoted citations (full note) and bibliography page required.
Direct quotes should be short, concise, and cited using Turabian format.
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.

At the end of the semester, you will present your findings to the class with a prepared verbal and visual presentation that includes images. You may use Power Point, Adobe, or any other presentation app you desire. Your presentation should be organized, professional, and guided by notes or an outline.

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

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**.**

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 more than three days past the deadline will receive a one letter grade reduction.

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.

<u>If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up.</u> 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 that there may be 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). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's 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.
Very limited AI use is allowed in this course. Students may use AI in certain areas of historical research, outlined in a separate document. Students should not use any text generated by AI in any graded assignments. All use of AI must be documented and submitted with the final paper. 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

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/rulesProcedure s/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). 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.

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.

COURSE SCHEDULE

Week 1: Jan 12–16

Theme: Introduction to course; ethics in historical research (I); modern world framing begins

Read: Marks, *Origins of the Modern World* — **Chapters: Introduction through Chapter 3 (pg. 1 – 100)**

Plan

- **Mon (1/12):** Syllabus; form discussion groups; what is "the modern world"? why environment?
- **Wed (1/14):** Marks discussion: globalization as ecological and economic process; "paths to modernity" framing
- **Fri (1/16): Film: *Denial* (2016) — Viewing Day #1** (guided note sheet)

Assignments

- **Hello Notecard (25 pts)** — in class Monday
- **In-Class Discussion/Quiz #1 (25 pts):** syllabus, basic ethics/evidence (completed Friday)

Semester Project Scaffold (announced): Project "pathways" overview, expectations (no submission yet)

Week 2: Jan 19–23 *(Mon 1/19 MLK Day — No Class)*

Theme: Ethics in historical research (II–III) + continuing Marks
Read: Marks, *Origins of the Modern World* — **Chapter 4 through Part II (pg. 101 – 204)**

Plan

- **Wed (1/21): Film: *Denial* — Viewing Day #2**
- **Fri (1/23): Film: *Denial* — Viewing Day #3 and structured discussion**
    - Claims vs evidence; expertise; burden of proof; "bad-faith" argument strategies
    - Connecting the film to professional rules for citation, accuracy, and argument

Assignments

- **In-Class Discussion/Quiz #2 (25 pts):** *Denial* ethics and evidence reasoning (Friday)

Semester Project Scaffold: Choose a **broad theme area** (empire/extraction, resistance thought, environmental globalization, etc.) and **potential primary source**— ungraded but required for next week's work

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Week 3: Jan 26–30

Theme: Finishing Marks; building the course's "big map" (no short paper here)
Read: Marks, *Origins of the Modern World* — **Part III through Conclusion (pg. 205 – 252)**

Plan

- **Mon (1/26):** Discussion: how Marks explains modernity; what environment changes in the story
- **Wed (1/28):** Skills: Turabian footnotes and bibliography basics (hands-on practice, Zotero)
- **Fri (1/30):** Synthesis day: "What's Marks's model?" (building a one-page concept map)

Assignments

- **In-Class Discussion/Quiz #3 (25 pts):** Marks concepts (Friday)

Semester Project Scaffold #1 (10 pts): "Project Pathway and Question Draft" — Due Fri (1/30)

- 1 paragraph topic description
- 2–3 possible research questions
- 3–4 sentences: why it matters / course connection

Week 4: Feb 2–6

Theme: Aztec history as world history; sources and voice
Read: Townsend, *Fifth Sun* – **Introduction through Chapter 4 (Pg. 1 – 106)**

Plan

- **Mon (2/2):** Background: what Townsend is doing differently and why it matters
- **Wed (2/4):** Discussion: political order, legitimacy, belief, everyday life
- **Fri (2/6):** Discussion activity: "What the sources allow / what they distort"

Assignments

- **Semester Project Scaffold #2 (10 pts): "Working Source Set" — Due Fri (2/6)**
    - 6 sources total: at least 3 scholarly + 1 primary + 2 flexible (scholarly/journalism/reference)
    - 1 sentence each: how you think you'll use it

Week 5: Feb 9–13

Theme: Crisis, invasion, survival; colonial state formation begins
Read: Townsend, *Fifth Sun* – **Chapter 5 through Epilogue (Pg. 107-208)**

Plan

- **Mon (2/9):** Discussion: invasion and coalition politics; contingency vs inevitability
- **Wed (2/11):** Discussion: making "difference" (race/caste/labor categories) as governance
- **Fri (2/13):** More discussion; Skills: close-reading to claim to evidence paragraph (mini writing lab)

Assignments

- **In-Class Discussion/Quiz #4 (25 pts):** Townsend graded discussion (Friday)

Week 6: Feb 16–20

Theme: Finishing Townsend; conquest narratives, memory, and power
Read: Townsend, *Fifth Sun* – **Appendix and Annotated Bibliography (pg. 209 – 232)**

Plan

- **Mon (2/16):** Discussion: what changes and what persists after conquest
- **Wed (2/18):** Workshop: how to write an analytical short paper with Turabian footnotes
- **Fri (2/20):** Capstone discussion: "What does *Fifth Sun* change about 'modern world' history?"

Assignments

- **Short Paper #1 (50 pts): Townsend — Due Fri (2/27)**

Semester Project Scaffold #3 (15 pts): "Mini-Intro Draft" — Due Fri (2/20)

- 1–1.5 pages: problem/issue, significance, tentative thesis, roadmap/plan
- Must include **2 footnotes** (practice)

Week 7: Feb 23–27

Theme: Mongol Empires and comparative empire logics
Read: Burbank & Cooper, *Empires in World History* – **Chapter 4 through Chapter 7 (Pg. 93 – 218)**

Plan

- **Mon (2/23):** Why start with Mongols? empire as network, mobility, exchange, coercion
- **Wed (2/25):** Discussion: "politics of difference" and governing plural worlds
- **Fri (2/27):** Group activity: build an "Empire Toolkit" (administration, extraction, legitimation, intermediaries)

Assignments

- **Semester Project Scaffold #4 (15 pts): Annotated Bibliography (6 sources) — Due Fri (2/27)**
    - 6 entries (at least 4 scholarly)
    - 3–4 sentences each: argument, usefulness, credibility note

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Week 8: Mar 2–6

Theme: Empire repertoires; resistance as thought and practice
Read: Burbank & Cooper, *Empires in World History* – **Chapter 8 through Chapter 11 (Pg. 219 – 368)**

Plan

- **Mon (3/2):** Discussion: empire maintenance; law/violence; intermediaries
- **Wed (3/4):** Discussion: resistance—ideas, religion, identity, political imagination
- **Fri (3/6):** Skills: historiography in plain English (how scholars disagree and why it matters)

Assignments

- **In-Class Discussion/Quiz #5 (25 pts):** B&C concepts applied to a case (Friday)

Semester Project Scaffold #5 (10 pts): "Argument and Section Plan" — Due Fri (3/6)

- Thesis-in-progress and 3 main sections
- For each section: claim and 2 pieces of evidence you plan to use

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Week 9: Mar 9–13 — SPRING BREAK (No Class)

Week 10: Mar 16–20

Theme: Empires into nations / modern imperial forms / legacies
Read: Burbank & Cooper, *Empires in World History* – **Chapter 12 through Chapter 14 (Pg. 369 - 460)**

Plan

- **Mon (3/16):** Discussion: empire after "modernity"; continuity vs rupture
- **Wed (3/18):** Workshop: drafting a body section (structure, evidence, footnotes)
- **Fri (3/20):** Synthesis: applying B&C to Townsend and Marks (comparative frameworks)

Assignments

- **Short Paper #2 (50 pts): Burbank & Cooper — Due Fri (3/27)**

Semester Project Scaffold #6 (20 pts): "Body Section Draft #1" — Due Fri (3/20)

- 3–4 pages, one major section of the final paper
- Must include **5+ footnotes**

Week 11: Mar 23–27

Theme: Formal imperialism in practice; extraction and coercion
Read: Hochschild, *King Leopold's Ghost* – **Introduction through Chapter 7 (Pg. 1 – 114)**

Plan

- **Mon (3/23):** Background: Congo Free State and "humanitarian" language of empire
- **Wed (3/25):** Discussion: labor systems, violence, and industrial demand
- **Fri (3/27):** Document/evidence day: how atrocity history is built from sources

Assignments

- **In-Class Discussion/Quiz #6 (25 pts):** imperialism concepts and evidence reasoning (Friday)

Week 12: Mar 30–Apr 3

Theme: Atrocity, reform movements, and the politics of witnessing
Read: Hochschild, *King Leopold's Ghost* – **Chapter 8 through Chapter 14 (Pg. 115 – 224)**

Plan

- **Mon (3/30):** Discussion: rubber, coercion, incentives, administration
- **Wed (4/1):** Discussion: reform networks, media, moral pressure
- **Fri (4/3):** Skills: integrating primary sources and scholarship in one paragraph (without summary)

Assignments

- **Semester Project Scaffold #7 (20 pts): "Body Section Draft #2" — Due Fri (4/3)**
  - 3–4 pages (a different section than Draft #1)
  - Must include **5+ footnotes**

Week 13: Apr 6–10

Theme: Legacies, memory, responsibility (finish Hochschild)
Read: Hochschild, *King Leopold's Ghost* – **Chapter 15 through A Personal Afterward (Pg. (225 – 322)**

Plan

- **Mon (4/6):** Discussion: aftermath and legacies; what gets remembered/forgotten
- **Wed (4/8):** Structured debate: responsibility and memory (graded discussion format – may cover 2 days)
- **Fri (4/10):** Synthesis: Hochschild through B&C's empire lens + Marks's environmental framing

Assignments

- **Short Paper #3 (50 pts): Hochschild — Due Fri (4/17)**

Semester Project Scaffold #8 (10 pts): "Full Rough Draft" — Due Fri (4/10)

- 8–12 pages assembled from the intro and body drafts
- Can be rough; must have complete citations

Week 14: Apr 13–17

Theme: Anthropocene framing; post-1945 global systems (I)
Read: McNeill & Engelke, *The Great Acceleration* – **Introduction through Chapter 2 (pg. 1 – 102)**

Plan

- **Mon (4/13):** What is "Great Acceleration"? what changed after 1945?
- **Wed (4/15):** Discussion: energy/population/system scale; uneven costs/benefits
- **Fri (4/17):** Skills: revising for argument clarity, tightening footnotes

Assignments

- **In-Class Discussion/Quiz #7 (25 pts):** Great Acceleration concepts, evidence/data interpretation (Friday)

Week 15: Apr 20–24

Theme: Climate/biodiversity, cities/economy, inequality (II) + revision workshop
Read: McNeill & Engelke, *The Great Acceleration* – **Chapter 3 through Conclusion (Pg. 103 – 212)**

Plan

- **Mon (4/20):** Discussion: climate & biodiversity and inequality
- **Wed (4/22):** Discussion: cities, consumption, economy, and "maintenance"
- **Fri (4/24):** Project studio: revision strategies, feedback on full drafts

Assignments

- **Presentation (50 pts):** sign-up finalized, prepare materials for Finals Week
- **Revision Memo (ungraded but required):** 1 page plan for improvements (bring Friday)
- **Short Paper #4 (50 pts): McNeill & Engelke — Due Mon (5/1)**

Week 16: Apr 27–May 1

Theme: Course synthesis and post mortem
Read: TBA, any reading overflow

Plan

- **Mon (4/27):** Final synthesis discussion
- **Wed (4/29):** Course wrap-up, post-mortem; Goodbye Notecard
- **Fri (5/1):** Student Presentations - I

Assignments

- **Goodbye Notecard (25 pts)** — Wednesday in class
- **In-Class Discussion/Quiz #8 (25 pts):** Graded discussion (Monday)

Finals Week: May 4–8

Student Presentations – II, Friday May 8 10:30am – 12:30pm

Assignments (Final)

- **Semester Project Final Paper (100 pts) DUE WEDNESDAY May 6 in D2L**

- Include a **Revision Memo** (what changed since rough draft, and why)