



HIST573-1SE – Themes in Revolution History

Tuesdays, 4:30 – 7:10 pm

Synchronously via Zoom

COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Mylynka Kilgore Cardona

Please address me as either Professor Cardona or Dr. Cardona

Office Location: Ferguson Social Sciences (SS) 146

Office Hours: Monday 3 - 6 pm, Wednesday 10 am – 12 pm, or by appointment

Office Hours link: https://calendly.com/dr_cardona/30min

University Email Address: mylynka.cardona@etamu.edu

Communication Response Time: 24-48 hrs.

I do not check email after 6 pm M-F or on the weekends/holidays.

COURSE INFORMATION

Course Description

Course Materials: All course materials will be available via links in this syllabus or in D2L

Course Description

HIST 573 - Themes in Revolution History

Hours: 3

In this course, students will examine historical aspects of revolutionary thought, events, actors, and outcomes. Specific topics will vary and may include local, global, and/or comparative emphases. The course may be repeated twice for credit as topics change.

This section of HIST 573 will focus on the revolutions taking place in the greater Atlantic World in the seventeenth through nineteenth centuries. Emphasis is placed on the people of the Atlantic World and how the various revolutions (U.S., French, Haitian, and the multiple revolutions in South America) affected their lives. The readings will focus on migration, diaspora, racial violence, class, gender, religion, political ideologies, and more.

Student Learning Outcomes

Students who complete this course will be able to:

1. **identify** the themes in the historical aspects of revolutionary thought, events, actors, and outcomes.; and
2. **apply** these themes to the broader field of history

Student learning outcomes will be assessed through the class's written work.

Required Materials:

- Adelman, Jeremy, *Sovereignty and Revolution in the Iberian Atlantic*, Princeton University Press, (2009), ISBN-13: 978-0691142777
- Coller, Ian, *Muslims and Citizens: Islam, Politics, and the French Revolution*, Yale University Press (2020), ISBN-13: 978-0300243369 [\[AVAILABLE ONLINE VIA WATERS LIBRARY\]](#)
- Covo, Manuel, *Entrepôt of Revolutions: Saint-Domingue, Commercial Sovereignty, and the French-American Alliance*, Oxford University Press (2022). ISBN:13 - 978-0197626399.
- Daut, Marlene L., *Awakening the Ashes: An Intellectual History of the Haitian Revolution*, University of North Carolina Press (2023), ISBN-13: 978-1469676845. [\[AVAILABLE ONLINE VIA WATERS LIBRARY\]](#)
- Desan. Suzanne, Lynn Hunt, and William Max Nelson, eds. *The French Revolution in Global Perspective*, Cornell University Press (2013), ISBN-13: 978-0801478680 [\[AVAILABLE ONLINE VIA WATERS LIBRARY\]](#)
- DuVal, Kathleen, *Independence Lost: Lives on the Edge of the American Revolution*, Random House, Reprint (2016), ISBN-13: 978-0812981209.
- Griffin, Patrick, *The Age of Atlantic Revolution: The Fall and Rise of a Connected World*, Yale University Press (2023), ISBN-13: 9780300206333. [\[AVAILABLE ONLINE VIA WATERS LIBRARY\]](#)
- Johnson, Ronald Angelo, *Entangled Alliances: Racialized Freedom and Atlantic Diplomacy During the American Revolution*, Cornell University Press, (2025), ISBN-13: 9781501783715
- Linebaugh, Peter and Marcus Rediker, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*, Beacon Press; 2nd ed. (September 3, 2013), ISBN-13: 978-0807033173 [\[AVAILABLE ONLINE VIA WATERS LIBRARY\]](#)
- Morale, Edgardo Pérez, *No Limits to Their Sway: Cartagena's Privateers and the Masterless Caribbean in the Age of Revolutions*, Vanderbilt University Press (2018). ISBN-13: 9780826521927. [\[AVAILABLE ONLINE VIA WATERS LIBRARY\]](#)
- Pearsall, Sarah M., *Freedom Round the Globe: A World History of the American Revolution*, Doubleday (2026), ISBN-13: 978-0385548717
- Polasky, Janet, *Revolutions without Borders: The Call to Liberty in the Atlantic World*, Yale University Press; Reprint edition (2016), ISBN-13: 978-0300219845
- Popkin, Jeremy, *Facing Racial Revolution: Eyewitness Accounts of the Haitian Insurrection*, University of Chicago Press (2008), ISBN-13: 978-0226675831

Citation Style: All citations must be formatted according to Turabian/Chicago style. Please refer to Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed. (Chicago: University of Chicago Press, 2018). If you do not have a copy of this work, you should acquire one ASAP.

Instructional Methods

The instructional format for this class is in person. We will hold course meetings in our assigned classroom. These course meetings will consist of interactive discussions. These course meetings will not be recorded. Additional course materials will be available through D2L under the content tab. The course schedule is organized by week, with written assignments being due by Monday (11:59 PM) unless otherwise indicated. **All readings should be completed by the class meeting of the week in which they are listed, in preparation for in-class discussion.**

Departmental Orientation and Guides

The history department has uploaded orientation materials to the department's history major D2L shell (HIST 500). These materials are available to help you learn the basic skills, professional norms, and departmental expectations for history majors. Please consult them as needed throughout the semester. All materials submitted for the course should follow the History Department style guide and the information presented in the department's orientation available through the D2L majors page. Failure to comply with these expectations in an assignment may negatively impact your grade.

Classroom Participation

Students are expected to contribute to classroom discussions. Thoughtful participation is not necessarily the same as talking frequently. It means demonstrating a knowledge of the material, a willingness to think critically, and, most importantly, a willingness to learn from others. Humility and trust are essential virtues in the classroom. Students are encouraged to engage not only with the professor and the material, but also with each other.

GRADING

Grading: This course uses the 100-point system. All assignments are worth 100 points. I do not round up. If you earn an 89.9, you will receive a B for the course.

Final grades are determined on the following scale:

100 –90 = A, 89 –80 = B, 79 –70 = C, 69 –60 = D, 59 and below = F

Your grades for written work will be determined based on the following rubric:

- A: Mastery of reading and class material; factual accuracy; thoughtful, historical argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean; proper citation format
- B: Good to excellent command of most reading and class material; accuracy; good level of historical argumentation; reasonable thesis statement; proper citation format
- C: Good command of class material; accuracy; ability to articulate a historical point of view, even if it is not compelling or is poorly reasoned; some errors in citation format
- D: Poor command of required assignments; errors; ahistorical or narrow reasoning; poor citation format

The syllabus/schedule is subject to change.

Assessments: There will be several assessments of your progress in this course, including your college professionalism and course engagement, ten reading response papers, one discussion lead/author presentation, and one paper in this course. The assignment details and rubrics will be covered in separate handouts.

Course theme Paper:	25%
In-class discussion-lead/author presentation	5%
Reading analysis/course engagement:	40%
Reading response papers (10):	30%
TOTAL:	100%

Descriptions of major assignments:

Reading Response Papers & Discussions Boards

For 10 of the assigned books, students will write a response paper to be handed in *the day before the class for which the book is assigned*. These papers should analyze the goals, methodologies, and arguments of the readings, and relate them to previous course readings and discussions *as applicable*. **Students will participate in the discussion boards at least 2 hours before each class to help launch our discussion.** Assignment specifics will be in the assignment in D2L.

In-Class Author Presentation & Discussion Lead

Each student will sign up to present on one week's book and author. This requires researching the author's intellectual biography (who influenced them, etc.), their previous and subsequent works (if applicable), and reviews of the assigned book (if available), and presenting the results orally in class, accompanied by a visual presentation. Each pair will also be responsible for 3-5 leading questions for class discussion. Specifics will be in the assignment in D2L.

Course Theme Paper

At the end of the semester, students will submit a 5,000-word theme paper (excluding notes). This paper will use at least 10 of the books and some of the articles assigned in this reading course. It is up to you to pull together a cohesive argument and support it using course materials. You must also find at least four additional works from outside the course readings to build your argument. Specifics will be in the assignment in D2L.

Course Engagement and College Professionalism

Engagement with the course material, the instructor, and your peers is essential to this course. Engagement will be measured in several ways, including sustained class participation, reflection on the materials, and contributions to class discussions. College professionalism means being responsible for your work outside of class, coming to class on time, being prepared for discussions and assignments, being respectful of the material and your classmates, and submitting assignments on time.

Be Respectful: This class is an educational safe zone. It welcomes and respects the viewpoints of students of all sexual orientations and genders as well as all races, ethnicities, religions, social statuses, and abilities. All members of this learning community are expected to treat each other with respect and dignity.

COURSE OUTLINE / CALENDAR

This schedule will guide you through the semester and indicate when your assignments are due. You should refer to it often. The professor reserves the right to make adjustments to it during the semester as circumstances arise.

<u>Week</u>	<u>Class Dates</u>	<u>Topic</u>	<u>Readings/Assignments Due</u>
1	T: Aug 25	Course Intro	Introduction to HIST 573 – readings, assignments, expectations <i>Getting to Know You Sheet</i>
2	T: Sept 1	Atlantic History	Reading: Articles on Atlantic/Transatlantic History (in D2L)
	F: Sept 4		Drop Deadline (100% refund)
		The Age	Of Atlantic Revolutions
3	T: Sept 8		Griffin, Patrick, <i>The Age of Atlantic Revolution: The Fall and Rise of a Connected World</i> Presentation by: _____ Reading Response Due in D2L, Mon. Sept 7 Discussion board due 2 hrs before class
4	T: Sept 15		Linebaugh, Peter and Marcus Rediker, <i>The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic</i> Presentation by: _____ Reading Response Due in D2L, Mon. Sept 14 Discussion board due 2 hrs before class
5	T: Sept 22		Polasky, Janet, <i>Revolutions without Borders: The Call to Liberty in the Atlantic World</i> Presentation by: _____ Reading Response Due in D2L, Mon. Sept 21 Discussion board due 2 hrs before class
		The	American Revolution (U.S.)
6	T: Sept 29		Johnson, Ronald Angelo, <i>Entangled Alliances: Racialized Freedom and Atlantic Diplomacy During the American Revolution</i> Presentation by: _____ Reading Response Due in D2L, Mon. Sept 28 Discussion board due 2 hrs before class

The syllabus/schedule is subject to change.

7	T: Oct 6		DuVal, Kathleen, <i>Independence Lost: Lives on the Edge of the American Revolution</i> Presentation by: _____ Reading Response Due in D2L, Mon. Oct 5 Discussion board due 2 hrs before class
8	T: Oct 13		Pearsall, Sarah M., <i>Freedom Round the Globe: A World History of the American Revolution</i> Presentation by: _____ Reading Response Due in D2L, Mon. Oct 12 Discussion board due 2 hrs before class
		The	French Revolution
9	T: Oct 20		Coller, Ian, <i>Muslims and Citizens: Islam, Politics, and the French Revolution</i> Presentation by: _____ Reading Response Due in D2L, Mon. Oct 16 Discussion board due 2 hrs before class
10	T: Oct 27		Desan, Suzanne, <i>The French Revolution in Global Perspective</i> Presentation by: _____ Reading Response Due in D2L, Mon. Oct 26 Discussion board due 2 hrs before class
	<i>R: Oct 29</i>		<i>Last Day to Drop (No refund)</i>
		The	Haitian Revolution
11	T: Nov 3		Covo, Manuel, <i>Entrepôt of Revolutions: Saint-Domingue, Commercial Sovereignty, and the French-American Alliance</i> Presentation by: _____ Reading Response Due in D2L, Mon. Nov 2 Discussion board due 2 hrs before class
12	T: Nov 10		Daut, Marlene L., <i>Awakening the Ashes: An Intellectual History of the Haitian Revolution</i> Presentation by: _____ Reading Response Due in D2L, Mon. Nov 9 Discussion board due 2 hrs before class PAPER DRAFT DUE in D2L 11:59 pm
13	T: Nov 17		Popkin, Jeremy, <i>Facing Racial Revolution: Eyewitness Accounts of the Haitian Insurrection</i> Presentation by: _____

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			Reading Response Due in D2L, Mon. Nov 16 Discussion board due 2 hrs before class
	<i>T: Nov 17</i>		<i>Last Day to Withdraw (no refund)</i>
14	T: Nov 24		Adelman, Jeremy, <i>Sovereignty and Revolution in the Iberian Atlantic</i> Presentation by: _____ Reading Response Due in D2L, Mon. Nov 22 Discussion board due 2 hrs before class
15	T: Dec 1		Morales, Edgardo Pérez, <i>No Limits to Their Sway: Cartagena's Privateers and the Masterless Caribbean in the Age of Revolutions</i> Presentation by: _____ Reading Response Due in D2L, Mon. Nov 30 Discussion board due 2 hrs before class POTLUCK DINNER?
FINALS WEEK	T: Dec 8		FINAL PAPER DUE in D2L @ 11:59 pm

Course Policies, Student Responsibilities & Tips for Success in the Course

Attendance: Students attend class at their own discretion, but should keep in mind that some attendance is part of your course engagement – you cannot engage in the class if you are not here. It is your responsibility to come to class prepared for the discussion. *This course relies heavily on in-class discussions of the assigned readings. You need to stay on top of the work.* If you miss a class, it is your responsibility to gather class notes from a classmate. I do take roll (via seating chart), and if you are in class but not PRESENT, i.e., on your phone or other device, sleeping, etc., you will be counted absent for the day.

Electronics Policy: Our class is a time for learning and discussion. Cell phones and other devices should be silent and put away during class – unless otherwise specified for an in-class activity. Airplane mode preferred. If you are using a laptop/tablet, it should be used solely for note-taking. If you are using your device for anything other than taking notes, you may be asked to power it down.

Student Behavior: Behavior which may result in your being asked to leave my class includes, but is not limited to: sleeping, talking during lectures, movies or video clips, text messaging, gaming, playing with your phone, watching things on your phone, FaceTiming (or similar), using electronic devices other than for specified activities, and working on another course's work/homework during my class.

A NOTE ON PHONES IN CLASS

Smartphones are one of the most amazing pieces of technology ever created. Smartphones are also one of the most frustrating and distracting pieces of educational technology ever created. We might, at times, use smartphones to look up information, explore historical sources, and examine alternative interpretations. At all other times, phones (and other devices not used for note-taking) should be silent and put away.

Smartphones also work against the development of a lively and engaging classroom community. They also really, really distract me. For this reason, I ask students to put away their phones upon entering the classroom. While in class, students should be prepared to engage socially and intellectually with their fellow students and the professor in person. *Students who violate this policy should expect a penalty to their participation grade for each offense.*

Things to help you succeed:

- Do the reading ahead of time: There will be a lot of reading in this course, *none of which is optional*. I will deliver the lecture material and create quizzes/in-class assessments assuming you have already read the assigned readings for the week. Be sure to take notes while you read.
- Face Your Fears: Ask questions in class. I do realize that this can be hard. However, asking questions is the only way to find out the information you want, and your classmates may have the same (or a similar) question.
- Make Yourself Known: Showing an interest and letting me know you have an interest will help you understand the material, and help me understand you.

Interaction with Professor Statement

You are strongly encouraged to interact with me. The more you let me know what is going on with you, the better I can help you. Beyond the classroom, the best way to get in touch with me is through your Leomail. I am also available during my office hours. If you have a situation arise during the semester that will impede your ability to succeed in the class, COME TALK TO ME SOONER RATHER THAN LATER. I will be better equipped to help you in whatever ways I can, the sooner you talk to me. If you wait until the very last minute, my hands will likely be tied, and my options will be more limited as far as help is concerned. I can help you get/find the resources you may need on campus or in the community. We can meet in person or via Zoom.

History Librarian:

Our librarian for History is Inbar Michael. She is available to assist you in your research, whether it is using the library or identifying and locating sources for your Transformative Project. Please take advantage of this assistance. Her contact information is as follows:

Inbar Michael
Ferguson, Room 144
Inbar.Michael@etamu.edu

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may necessitate the instructor's modification of the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Statement on Student Grievances

Students who have questions or concerns about the instructor's course policies or the conduct of either 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@etamu.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.

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.etamu.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.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.etamu.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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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

ETAMU AI Use Policy

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.

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

Velma K. Waters Library Rm 162

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

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.etamu.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 East Texas A&M 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections 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.etamu.edu/counsel



<http://telusproduction.com/app/5108.html>

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 the 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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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 campus open computer lab, etc.

COMMUNICATION AND SUPPORT

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

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>

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