



HIST 524.01E, 1SE, CRW (26849, 26850, 85241)

READINGS IN WORLD HISTORY

COURSE SYLLABUS: Fall 2026

Professor:	Dr. Cynthia Ross
Class Time:	Monday 7:20pm – 10:00pm
Class Location:	SS 141; synchronous online via Zoom
Office Location:	SS 104
Office Hours:	Monday 2:00pm-4:00pm Wednesday 2:00pm-3:00pm Friday 2:00pm-4:00pm
Instructor Email:	cynthia.ross@etamu.edu

Course Information

Materials – Textbooks, Readings, Additional Readings

David Graeber and David Wengrow, *The Dawn of Everything: A New History of Humanity*. New York: Farrar, Straus and Giroux, 2021. (Available in hardcover, paperback, ebook, and audiobook). ISBN: 9781250858801

Stephen J. Pyne, *Fire: A Brief History*. 2nd ed. Seattle: University of Washington Press, 2019. (Available in paperback, ebook, and audiobook). ISBN: 9780295746180

Alfred W. McCoy, *To Govern the Globe: World Orders and Catastrophic Change*. Chicago: Haymarket Books, 2021. (Available in hardcover, paperback, ebook, and audiobook). ISBN: 9781642599213

Jim Downs, *Maladies of Empire: How Colonialism, Slavery, and War Transformed Medicine*. Cambridge, MA: Belknap Press of Harvard University Press, 2021. (Available in hardcover, paperback, ebook, and audiobook). ISBN: 9780674293861

Stefanos Geroulanos, *The Invention of Prehistory: Empire, Violence, and Our Obsession with Human Origins*. New York: Liveright Publishing Corporation, 2024. (Available in hardcover, paperback, ebook, and audiobook). ISBN: 9781324096122

Ulbe Bosma, *The World of Sugar: How the Sweet Stuff Transformed Our Politics, Health, and Environment over 2,000 Years*. Cambridge, MA: Belknap Press of Harvard University Press, 2023. (Available in hardcover, paperback, ebook, and audiobook). ISBN: 9780674299085

Melissa Macauley, *Distant Shores: Colonial Encounters on China's Maritime Frontier*. Princeton and Oxford: Princeton University Press, 2021. (Available in hardcover, paperback, and ebook). ISBN: 9780691214887

Marie Favereau, *The Horde: How the Mongols Changed the World*. Cambridge, MA: Belknap Press of Harvard University Press, 2021. (Available in hardcover, paperback, ebook, and audiobook). ISBN: 9780674278653

François-Xavier Fauvelle, *The Golden Rhinoceros: Histories of the African Middle Ages*. Princeton and Oxford: Princeton University Press, 2018. (Available in hardcover, paperback, ebook, and audiobook). ISBN: 9780691217147

Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States*. New York: Farrar, Straus and Giroux, 2019. (Available in hardcover, paperback, ebook, and audiobook). ISBN: 9781250251091

Kate L. Turabian, *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)

Any supplemental readings or course materials will be assigned only when specifically listed on the course schedule or announced by the instructor.

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 offers readings on selected themes and issues in World History. May be repeated once as the topic changes.

HIST 524: Readings in World History is a graduate readings course focused on the methods and historiography of world history. In this course, students will learn to assess

historiography, locate and verify scholarship responsibly, translate historical skills into professional contexts, and craft a sustained historiographical analysis.

Rather than a conventional survey of world civilizations or a research seminar requiring original archival research, this graduate readings course asks students to analyze and evaluate major historical works in order to understand how historians construct interpretations of the past at global scale. Consistent with the course's emphasis on selected themes in world history and its historiography-paper semester project, the course asks students to situate individual books within larger scholarly conversations, assess their sources and methods, and trace the development of historical approaches over time.

The course is organized around how historians explain large-scale change by exploring themes of deep time, local evidence, transregional connections, and systems of power. Readings introduce competing approaches to making world history, including metanarrative; environmental history; global political history; the history of medicine and disease; histories of capitalism, commodities, and food; transoceanic history; world-systems analysis; microhistory; and the history of empire. Instead of thinking of these as isolated subfields, consider their points of contact and disagreement.

A central question guides the course: How have material systems such as environment, disease, food, trade, empire, and mobility created unequal but interconnected worlds? In our approach we will treat connection as a process shaped by asymmetrical power, coercion, ecological change, labor, and uneven access to mobility and resources. Connection is neither neutral nor inevitable.

Through major works on human origins, fire and environmental transformation, disease, sugar, maritime frontiers, the Mongol world, medieval Africa, and U.S. empire, students will examine how historians scale arguments from particular archives, objects, communities, and regions to broader global systems. Students will also consider how narratives of the human past have shaped, and have been shaped by, political power in the present.

Ultimately, HIST 524 will help students not only learn global history, but also ask how those global histories are made: what questions historians pose, what categories and chronologies they adopt, what evidence they privilege, and what ethical and political consequences follow from their interpretations. In effect, it is a course on how to write and evaluate world history without flattening difference, agency, evidence, or power.

Student Learning Outcome

Students will be able to construct a historiographical argument on one of the major topics covered in the course.

Course Requirements

Instructional / Methods / Activities Assessments

The reading assignments and class sessions are listed for each week. I expect you to complete your readings and book response papers prior to class on Monday and be prepared to discuss or address specific issues. All writing assignments will be submitted through D2L. Be sure to familiarize yourself with the application before any assignments are due.

Assignments

Assignments At-A-Glance	Points
Book Response Short Papers	200
Book Review	100
Participation	200
AI-Assisted Historiography Resource Exercise	50
Professional Development Exercise	50
Historiography Paper (scaffolded; see assignment for breakdown)	200
Total	800

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

Book Response Papers

For each assigned book, students will submit a concise critical response paper. Each response should identify the author's central argument, historiographical intervention, source base, scale of analysis, and principal strengths and limitations. Rather than attempting to answer every possible question about the book, organize the response around a clear evaluative claim.

In addition to addressing these core elements, each response must answer the designated historiographical question for that week. Use specific examples, evidence, and brief quotations from the book to support your analysis. The strongest responses will explain not only what the author argues, but also how the author's choices about sources, method, scale, periodization, and narrative structure shape the book's contribution to world history scholarship.

A successful response might be organized as follows:

1. One or two paragraphs that identify the author's central argument, supporting evidence, and source base.
2. One or two paragraphs that answer the week's designated historiographical question.
3. A concise evaluative conclusion that connects the book's approach to one of the course's broader themes.

Book responses are due in D2L before the beginning of class on the day the book is discussed.

Responses must be at least two full double-spaced pages (500-750 words). A one-page submission cannot adequately fulfill the assignment and will not receive passing credit. Because the format is brief, write economically: prioritize precise description, analysis, and evidence over generalization or plot summary. Cite quotations and specific claims using Chicago-style footnotes.

Book Review

Each student will write a scholarly book review of one title from the course reading list. The selected book must be different from the book used as the anchor text for the historiography paper. Students should select their title early in the semester and should read the book with the review's analytical purpose in mind.

Book reviews are due in D2L by 11:59 p.m. on the day indicated on the schedule.

Purpose

Book reviews are an important form of professional historical writing. They provide an opportunity to summarize, evaluate, and reflect on a published secondary work within its

larger historiographical context. This assignment develops active reading, critical thinking, analytical writing, and the ability to assess how historians construct arguments from evidence.

What the Review Should Do

A successful book review should do more than summarize the contents of a book. It should explain the book's scope, purpose, central argument, and historiographical significance. It should also evaluate the author's use of sources, organizational choices, and presentation of evidence.

Your review should address the following questions:

- What is the book's central argument or interpretation?
- What questions does the author seek to answer, and what is the scope of the study?
- What types of sources and evidence does the author use?
- How does the author organize the book and develop the argument?
- What historiographical conversation does the book enter, challenge, revise, or extend?
- Does the evidence support the author's argument? Why or why not?
- What are the book's principal strengths?
- What limitations, omissions, or unresolved questions remain?
- Why does this book matter for historians or for the broader field of world history?

Your review should make a clear evaluative argument about the book's contribution. Favorable and critical assessments are both appropriate, but all criticism should be specific, balanced, evidence-based, and respectful.

Guidance

Before writing your review, read at least ten scholarly book reviews in relevant history journals. This will help you recognize the conventions of professional review writing and develop an effective structure for your own work. Appropriate venues include:

- *Journal of World History*
- *World History Connected*
- H-Net Reviews
- *Environmental History*
- *Food, Culture & Society*
- *Journal of Global South Studies*
- *Journal for Eighteenth-Century Studies*
- *Journal of Military History*
- *Middle Ground Journal*
- Other peer-reviewed historical journals relevant to your selected book with prior instructor approval

As you read and write, keep the following principles in mind:

1. Focus primarily on the author's interpretation and historiographical contribution, not on a chapter-by-chapter summary.
2. Use specific examples and brief quotations from the book to support your characterization and evaluation.
3. Organize the review around your own analytical priorities; do not simply follow the book's chapter order.
4. Review the book the author wrote, not the book you wish the author had written.
5. An author's professional background may help situate the work, but personal or ad hominem criticism is inappropriate.
6. You may consult other scholarly reviews of the book, but your review must represent your own original analysis and evaluation.

Format

Length: 1,000–1,500 words, +/- 10 percent

Font: 12-point Times New Roman

Spacing: Double-spaced

Margins: One inch on all sides

Citations: Use Turabian-style footnotes and include page numbers for direct quotations and specific references

Title page: Do not include a title page

Heading: Begin the first page with a full bibliographic citation for the book under review, formatted as follows:

Gregory A. Barton. *The Global History of Organic Farming*. New York: Oxford University Press, 2018. v + 242 pp. ISBN 9780199642533.

Participation

Because HIST 524 is a graduate readings course, sustained and thoughtful participation is essential. Participation includes informed discussion, active listening, constructive engagement with colleagues, readiness to refer to specific passages or evidence from the assigned readings, and occasional discussion facilitation.

Students should arrive prepared to discuss the week's reading. Bring the assigned book or an accessible digital copy, along with reading notes in the format that works best for you. Students are encouraged to prepare questions in advance and to contribute them during class discussion. Attendance without adequate preparation may be treated as an absence.

The classroom should be an open intellectual environment in which students engage seriously and respectfully with one another's ideas. Students are expected to listen carefully, respond constructively, and consider viewpoints different from their own. Disagreement is welcome when it is grounded in evidence, thoughtful analysis, and professional respect.

Students should also approach historical actors with analytical curiosity. The goal is not to endorse the beliefs or actions of people in the past, but to understand why they acted as they did within their particular historical contexts. Students should avoid dismissing historical perspectives simply because they seem unfamiliar, objectionable, or "wrong" by present-day standards; instead, they should analyze the structures, assumptions, and circumstances that shaped those perspectives.

Participation Evaluation

Participation will be assessed according to the quality and consistency of preparation and engagement:

A: Consistently well prepared; makes frequent, thoughtful, and evidence-based contributions; actively listens and constructively engages classmates' ideas.

B: Generally well prepared; makes occasional substantive contributions or participates effectively when called upon; engages respectfully with discussion.

C: Usually prepared but contributes rarely or offers limited engagement with discussion.

D: Often unprepared and makes little effort to contribute to or engage with class discussion.

F: Routinely unprepared, disengaged, or unwilling to participate constructively in the course's intellectual community.

Attendance

Graduate students are expected to attend every class session. Attendance will be taken.

After two unexcused absences, each additional unexcused absence will result in a 10 percent reduction of the participation grade. More than four unexcused absences may result in a failing grade for the course, at the instructor's discretion.

AI-Assisted Historiography Resource Exercise

This brief exercise teaches students to use generative AI as a research-discovery and question-development tool, not as a substitute for reading, evaluating, or citing scholarship. Students must assess how an AI system constructs a scholarly field: what it

finds, what it overlooks, how it categorizes a debate, and where it produces misleading or fabricated material.

Searching is an iterative process that requires critical evaluation of sources and flexibility as a question develops; AI should be one input into that process, not its endpoint. AI-generated citations may look plausible while being nonexistent or inaccurate, so students must verify every potentially usable source in a library catalog, publisher record, scholarly database, or the text itself.

Using an approved generative-AI tool, ask for assistance identifying major historiographical works, debates, concepts, and search terms for your proposed historiography-paper topic.

Submit a 3–4 page research audit containing:

1. Your initial research question. State the topic, historiographical problem, and provisional time period.
2. Your AI prompt(s). Include the exact prompts used and the unedited AI response(s), either in an appendix or as screenshots. (Students may copy and paste the relevant exchange or submit screenshots.)
3. Source-verification table (Excel or Google Sheets recommended). Select at least eight sources or citations suggested by the AI. For each, identify:
 - a. Full citation as supplied by AI
 - b. Whether it exists
 - c. How you verified it
 - d. Whether it is relevant to your specific historiographical question
 - e. Whether it is a primary source, secondary source, book review, reference work, or unsuitable item (all sources for a historiography paper should be secondary sources – books or academic journal articles)
 - f. A brief note explaining any error, limitation, bias, or omission
4. Revised research strategy

Provide:

- a. A revised research question
- b. Five to eight verified works that could plausibly appear in the eventual annotated bibliography

- c. At least five new library-database or catalog search terms generated through the exercise
5. Short reflection. In roughly 300–500 words, explain what AI did well, what it did poorly, and how the exercise changed (or did not change) your understanding of the field.

Students may use generative AI for this designated exercise and for preliminary brainstorming or search-term generation elsewhere in the course, provided that they disclose such use. AI-generated prose may not be submitted as the student's own writing. Students may not cite, quote, or include any source that they have not personally located and evaluated. AI tools are not reliable authorities and do not replace library databases, scholarly reviews, publisher records, or direct engagement with historical scholarship. Students should expect extensive discussion in class and with the professor to verify personal understanding of the material.

Students should retain all AI-use records after completing this assignment because the same documentation, including any subsequent authorized AI use, must be submitted with the final historiography paper.

Professional Development Exercise: Historical Skills and Career Pathway Plan

In this assignment, students will translate the skills developed in HIST 524 including critical reading, historiographical analysis, research design, evidence evaluation, discussion engagement, and scholarly writing into a professional vocabulary. Career exploration is a process involving research, self-assessment, gathering information, planning, and action.

Select one of two pathways:

1. Academic pathway: higher education teaching, doctoral study, archival/library work, museum work, or research support.
2. Public, nonprofit, or private-sector pathway: public history, cultural-resource management, historical consulting, nonprofit work, publishing, communications, government, policy, or another relevant field.

Write a 2–3 page professional-development memo plus a 1-page appendix.

Required components

1. Professional direction
Identify one plausible professional path or role. This need not be a permanent career commitment; it is an informed exploration.

2. Evidence from the field
Locate and analyze two current job, internship, fellowship, graduate-program, or professional-development postings relevant to that path.
3. Skills translation
Identify at least five skills developed through historical study and explain how they appear in the postings. Examples might include:
 - Research and source evaluation
 - Writing for specialized and public audiences
 - Interpretation of complex evidence
 - Project management
 - Oral communication and discussion leadership
 - Digital or information literacy
 - Ethical reasoning
 - Cross-cultural analysis
4. Gap analysis and action plan
Identify two skills, credentials, experiences, or professional connections you would need to develop. Propose three concrete next steps that could be completed within the next year.
5. Professional document appendix
Include either:
 - a CV emphasizing historical skills, or
 - a 150–200 word professional biography suitable for a conference program, museum website, grant application, or graduate-school profile

Historiography Paper

Scaffolded Components At-A-Glance	Points
Topic choice and preliminary question	10
Annotated bibliography	35
Detailed outline / historiographical map	20
Rough draft	35
Final historiography paper	100
Total	200

Historiography is the study of how historical interpretations change over time. Historical scholarship is shaped by developments within the discipline as well as by the political, social, and intellectual contexts in which historians work. Historiography also examines

the dialogue among historians: how scholars challenge or support one another's theories, sources, methods, and conclusions.

For example, interpretations of the U.S. Civil War have changed in response to Reconstruction, the entrenchment of segregation in the early twentieth century, the Double V campaign during World War II, the Civil Rights Movement, and contemporary debates over memory. Similarly, historians' interpretations of the Cold War shifted after the fall of the Berlin Wall and again after the reemergence of an authoritarian Russian state in the twenty-first century.

All course readings participate in the historiography of world history. This assignment asks you to trace and evaluate the development of one historiographical problem, approach, method, or paradigm.

For an excellent example of a historiographical essay with responses to the authors (will be discussed in class), see:

Richard Drayton and David Motadel, "Discussion: The Futures of Global History," *Journal of Global History* 13, no. 1 (2018): 1–21,
DOI: <https://doi.org/10.1017/S1740022817000262>

Assignment

Choose a topic, method, or paradigm represented in the course, such as:

1. Metanarrative and the Deep Human Past
2. Environment, Fire, and the Anthropocene
3. Global Politics and World Orders
4. Medicine, Disease, and Empire
5. Historiography, Origins, and Prehistory
6. Food, Commodities, and Capitalism
7. Transoceanic History and the Great Divergence
8. World Economy and World-Systems
9. Microhistory and Global Connections
10. American Empire and World History

Your paper should be approximately 20 pages, + / - 10 percent, excluding the cover page, bibliography, and notes. It should trace the origins and development of your chosen historiographical topic, method, or paradigm. Begin with an influential or foundational work and include a substantial discussion of the relevant book assigned in this course.

Your analysis should rely primarily on significant scholarly books. A limited number of peer-reviewed journal articles may be used when necessary, but books should form the core of the project. Focus primarily on work published since 1960, although earlier foundational texts may be necessary, particularly for topics such as metanarrative, empire, or world-systems theory.

This is not an original-research paper. Do not use primary sources. If you decided to discuss world-systems theory, for example, you would need to provide a background on dependency theory but going all the way back to Marx's *Communist Manifesto* is too much. Your sources should consist exclusively of scholarly secondary literature: historians' research, arguments, and interpretations.

Questions to Consider

Your paper should do more than summarize individual books. It should explain how historians have approached a topic and how their work has shaped historical understanding over time.

Consider the following questions as you develop your analysis:

- What is the historical topic or historiographical debate under examination?
- What questions have guided historians' research?
- What theories or interpretive frameworks shape their analyses? For example, do they draw on historical materialism, structuralism, poststructuralism, environmental history, or another approach?
- What kinds of sources and methods do they use?
- What causal explanations do they offer?
- What periodization or time scale does each work employ?
- How do historians respond to, revise, challenge, or support one another?
- How does each work reflect the intellectual, political, or social concerns of its moment?
- What are the strengths and limitations of the major works in the historiography?
- How does the course text help extend, revise, or complicate the historiographical conversation?

A strong historiography paper will make an argument about the development of a scholarly field rather than merely describing a sequence of books.

Research Expectations

This project requires substantial independent research. You should expect to use the university library, online catalogs and databases, interlibrary loan, and other appropriate scholarly resources. Begin early. You will need time to identify appropriate works, read carefully, prepare annotations, map the historiographical conversation, draft your analysis, and revise.

Your bibliography must include at least ten scholarly secondary sources. Acceptable sources include scholarly books and peer-reviewed journal articles. Do not use primary sources, popular histories, encyclopedia entries, unverified online materials, or non-scholarly websites.

Students who have completed HIST 590 may encounter theoretical approaches discussed in that course. Where relevant, identify and analyze those approaches in your essay.

Format and Submission Requirements

- Use Turabian (Chicago) notes-bibliography style for all footnotes and the bibliography.
- Do not use parenthetical citations.
- Cite all information, ideas, arguments, and language drawn from another source, whether quoted or paraphrased. Failure to provide proper citation constitutes plagiarism.
- Use direct quotations sparingly. Quotations should generally be no longer than two lines.
- Use 12-point font, double spacing, and one-inch margins.
- Include a cover page.
- Number all pages except the cover page. Place page numbers at the bottom of each page.
- Do not use running headers.
- Submit the final paper as a single .doc or .docx Microsoft Word file through D2L. Failure to submit the paper in an accessible Word format may result in a failing grade.
- Late papers will be accepted only in unusual circumstances. Requests for extensions must be made by email before the due date.

Evaluation

<i>Grade</i>	<i>Description</i>
A	Fully follows assignment instructions and formatting requirements; presents an accurate, insightful, well-organized historiographical argument; effectively synthesizes scholarship; demonstrates strong prose and generally correct mechanics.
B	Follows instructions and formatting requirements with only minor errors; presents an accurate and well-expressed argument; demonstrates solid engagement with scholarship, though organization, depth of analysis, or mechanics may have minor weaknesses.
C	Meets the basic requirements of the assignment but contains some formatting errors, organizational weaknesses, uneven analysis, or recurring mechanical problems.
D	Does not adequately follow assignment instructions or formatting requirements; contains significant weaknesses in accuracy, analysis, organization, evidence, citation, or mechanics.
F	Fails to meet major assignment requirements; is substantially under length; lacks an adequate historiographical argument; relies on inappropriate or insufficient sources; demonstrates serious problems with accuracy, organization, citation, or mechanics; or includes uncited quotation or paraphrase.

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 are expected.

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@etamu.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>

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 notes-bibliography style, including full author-title footnotes and a bibliography, is required. Students are encouraged to use Zotero or another citation-management system to organize sources and format citations.

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.
- 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.
- 4) 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.

Late Assignments

Any work submitted past the due date may receive a late penalty without prior written approval by the instructor. If you need an extension, email me before the due date.

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 & Liberal Studies 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, incidents of academic dishonesty may be reported under East Texas A&M University Rule 13.99.99.R0.10, Graduate Student Academic Dishonesty.

Artificial Intelligence Use in This Course

East Texas A&M University recognizes that artificial-intelligence tools including chatbots and other software capable of generating, revising, summarizing, or suggesting text beyond individual words may have legitimate educational uses when authorized by the instructor. Any use of such tools must be documented. Undocumented use of AI-generated or AI-revised content constitutes academic dishonesty and may be treated as plagiarism.

For HIST 524, AI use is **limited and permitted only for specific research-support purposes** described in the course's AI-Assisted Historiography Resource Exercise and any subsequent written guidance provided by the instructor. Students may use approved AI tools for preliminary brainstorming, developing search terms, identifying possible scholarly debates, or generating leads for further research. AI may not replace students' own reading, analysis, interpretation, source evaluation, or writing.

Students may **not** submit AI-generated prose, AI-revised prose, AI-produced outlines, AI-generated annotations, or AI-generated analysis as their own work in any graded assignment. This prohibition applies to book response papers, the book review, the historiography-paper components, and the final historiography paper.

Any student who uses AI for an authorized purpose must retain a record of that use, including the tool used, date of use, prompt or query submitted, and relevant output. Students must disclose and submit this documentation with the final historiography paper. The instructor may request documentation of AI use at any point during the semester.

Students remain fully responsible for the content and accuracy of all submitted work. AI systems may produce inaccurate, incomplete, misleading, biased, or fabricated information, including nonexistent or incorrect citations. Students may not cite, quote, paraphrase, or rely upon a source unless they have personally located and evaluated that source through appropriate scholarly channels.

Unless the instructor explicitly authorizes a particular use, students should assume that AI use is prohibited. Students should also review and follow the AI policies established in their other courses, as expectations may differ by instructor and assignment.

Failure to follow this policy, including undocumented AI use or submission of AI-generated writing as original work, may constitute academic dishonesty under East Texas A&M University policies:

- **13.99.99.R0.03 Undergraduate Academic Dishonesty**
- **13.99.99.R0.10 Graduate Student Academic Dishonesty**

Writing Lab

The ETAMU Writing Center 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@etamu.edu

Nondiscrimination Notice

ETAMU 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 & Liberal Studies 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.

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 <https://www.etamu.edu/counseling-center/>.

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 OUTLINE / CALENDAR

I reserve the right to modify the class schedule and readings when necessary. Any changes will be communicated verbally and in writing with as much advance notice as possible.

Book response papers are due in D2L before the beginning of class on the day the assigned book is discussed. Historiography-paper components, book reviews, and other major assignments are due in D2L by 11:59 p.m. on the Sunday indicated in the schedule.

Required Reading: The primary reading listed for each week is the required reading for class discussion and for the book response paper. Any additional or supplemental readings will be assigned only when specifically listed on the course schedule or announced by the instructor.

August 24

Week 1: Introduction to the Course and the Field

Required Reading

- Course syllabus.
- Review the course D2L space and HIST 500 Orientation shell.
- Review the descriptions, prefaces, tables of contents, and back-cover or dust-jacket material for each required course text.

In-Class Focus

- Course expectations and assignments.
- World history as a field and historiography as a practice.
- Introduction to the course's central question: How have environment, disease, food, trade, empire, and mobility created unequal but interconnected worlds?
- Review of the historiography-paper assignment and AI-use policy.

Assignments

- Select a book-review title by Sunday, August 30.
 - No book response paper this week.
-

August 31

Week 2: What Is World History?

Required Reading (read in order; note dates of publication and keep in mind...historiographically)

Trevor Getz, “The Rise of the West?” *OER Project*. <https://www.oerproject.com/OER-Materials/OER-Media/HTML-Articles/1750/Unit1/The-Rise-of-the-West> . Getz offers a highly accessible historiographical introduction to the “rise of the West” debate and to William H. McNeill’s *The Rise of the West: A History of the Human Community*, one of the foundational works in the modern field of world history.

William H. McNeill, “An Emerging Consensus in World History?” *World History Connected*, 1, no. 1 (2003). <https://doi.org/10.13021/whc.v1i1.5464>. McNeill provides a concise foundational reflection on the emerging field. The article is especially useful for considering whether world history should be organized around civilizations, connections, ecology, human survival, or broader historical processes.

Marnie Hughes-Warrington, “World History, and World Histories.” *World History Connected* 3. No. 3 (2006). <https://doi.org/10.13021/whc.v3i3.5052>. Hughes-Warrington explains why no single, settled definition of world history exists and surveys the many labels historians use, including universal history, comparative history, transnational history, world-systems history, macrohistory, big history, and global history.

William H. McNeill, “The Rise of the West after Twenty-Five Years.” *Journal of World History*, 1, no. 1 (Spring 1990): 1-21. <https://www.jstor.org/stable/pdf/20078455.pdf> . McNeill reevaluates his foundational book, *The Rise of the West: A History of the Human Community*, considering how Cold War assumptions, changing global perspectives, and evolving historical methods shaped his original narrative.

EUI Global History Seminar Group, “For a Fair(er) Global History.” *Cromohs: Cyber Review of Modern Historiography*, 26 (2021). <https://oajournals.fupress.net/index.php/cromohs/article/view/12559/12022> . Published in a special issue, [Current Debates: On Global Historical Writing and Scholarship](#), this article assesses global history’s achievements and limitations in the early twenty-first century from the perspective of emerging European scholars. It is particularly useful for discussing access, scholarly inequality, language, institutional power, and the uneven conditions under which global history is produced.

Patrick Manning, “World History and Its Subfields.” Patrick Manning World Historian, January 22, 2024. <https://patrickmanningworldhistorian.com/blog/world-history-and-its-subfields/>. In this brief post, Manning, one of the field’s foundational scholars, surveys several established and emerging subfields in world history and reflects on the scope, opportunities, and persistent gaps within the field.

Begin reading Graeber and Wengrow this week.

In-Class Focus

- What distinguishes world history, global history, comparative history, transnational history, and connected history?
- Historical scale: deep time, local evidence, regional systems, and global processes.
- How historians construct arguments about connection, inequality, power, and change.
- Introduction to the historiography-paper process and responsible AI-supported source discovery.

Assignments

- Begin identifying a historiography-paper topic and preliminary research question.
 - No book response paper this week.
-

September 7

Week 3: Labor Day; No Class

September 14

Week 4: Metanarrative and the Deep Human Past

Required Reading

David Graeber and David Wengrow, *The Dawn of Everything: A New History of Humanity*. New York: Farrar, Straus and Giroux, 2021.

Discussion of Richard Drayton and David Motadel, “Discussion: The Futures of Global History,” *Journal of Global History* 13, no. 1 (2018): 1–21, DOI: <https://doi.org/10.1017/S1740022817000262> (also read responses to the authors by Bell and Adelman)

Assignments

- Book response paper. Review assignment guidelines. Historiographical question: What are the advantages and risks of using deep time and a sweeping metanarrative to challenge conventional explanations for inequality, agriculture, and state formation?
- Begin the AI-Assisted Historiography Resource Exercise.
- Historiography paper: Topic choice and preliminary research question due Sunday, September 20.

September 21

Week 5: World Economy, Connectivity, and the Mongol World

Required Reading

Marie Favereau, *The Horde: How the Mongols Changed the World*. Cambridge, MA: Belknap Press of Harvard University Press, 2021.

For a refresher on world-systems theory: https://en.wikipedia.org/wiki/World-systems_theory

Assignments

- Book response paper. Review assignment guidelines. Historiographical question: Does Favereau's treatment of the Mongol world support, revise, or challenge world-systems approaches to premodern connectivity and political power?

September 28

Week 6: Transoceanic History and the Great Divergence

Required Reading

Melissa Macauley, *Distant Shores: Colonial Encounters on China's Maritime Frontier*. Princeton: Princeton University Press, 2021.

Assignments

- Book response paper. Review assignment guidelines. Historiographical question: How does a history centered on China's maritime frontier complicate familiar narratives of the Great Divergence and the "rise of the West"?
- AI-Assisted Historiography Resource Exercise due Sunday, October 4.

October 5

Week 7: Global Politics, World Orders, and Geopolitics

Required Reading

Alfred W. McCoy, *To Govern the Globe: World Orders and Catastrophic Change*. Chicago: Haymarket Books, 2021.

Assignments

- Book response paper. Review assignment guidelines. Historiographical question: How persuasive is McCoy's model of recurring world orders shaped by catastrophe, energy, empire, and geopolitics? What does the scale of his argument make visible and/or obscure?
 - Continue research for the historiography paper.
-

October 12

Week 8: Microhistory and World History

Required Reading

François-Xavier Fauvelle, *The Golden Rhinoceros: Histories of the African Middle Ages*. Princeton: Princeton University Press, 2018.

Assignments

- Book response paper. Review assignment guidelines. Historiographical question: How does Fauvelle use fragmentary sources, objects, and archaeological evidence to construct a connected history of medieval Africa? What are the strengths and limitations of this microhistorical approach?
 - Historiography paper: Annotated bibliography due Sunday, October 18.
-

October 19

Week 9: Disease, Medicine, and Empire

Required Reading

Jim Downs, *Maladies of Empire: How Colonialism, Slavery, and War Transformed Medicine*. Cambridge, MA: Belknap Press of Harvard University Press, 2021.

Assignments

- Book response paper. Review assignment guidelines. Historiographical question: How does Downs alter the history of medicine by treating slavery, colonialism, and war as sites of knowledge production rather than merely as historical contexts?
 - Begin detailed historiographical outline or map.
-

October 26

Week 10: Historiography, Origins, and the Invention of Prehistory

Required Reading

Stefanos Geroulanos, *The Invention of Prehistory: Empire, Violence, and Our Obsession with Human Origins*. New York: Liveright, 2024.

Assignments

- Book response paper. Review assignment guidelines. Historiographical question: How does Geroulanos demonstrate that stories about human origins are shaped by, and can legitimate, modern political concerns, including race, empire, and violence?
 - Historiography paper: Detailed outline / historiographical map due Sunday, November 1.
-

November 2

Week 11: Food, Commodities, Capitalism, and Global History

Required Reading

Ulbe Bosma, *The World of Sugar: How the Sweet Stuff Transformed Our Politics, Health, and Environment over 2,000 Years*. Cambridge, MA: Belknap Press of Harvard University Press, 2023.

Assignments

- Book response paper. Review assignment guidelines. Historiographical question: How effectively does commodity history allow Bosma to connect consumption, health, environment, labor, slavery, and state power across a global time scale?
 - Professional Development Exercise due Sunday, November 8.
-

November 9

Week 12: American Empire and World History

Required Reading

Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States*. New York: Farrar, Straus and Giroux, 2019.

Assignments

- Book response paper. Review assignment guidelines. Historiographical question: How does Immerwahr's redefinition of the geographic boundaries of the United States change the interpretive possibilities of U.S. and global history?
 - Historiography paper: Rough draft due Sunday, November 15.
-

November 16

Week 13: Fire, Environment, and the Global Past

Required Reading

Stephen J. Pyne, *Fire: A Brief History*, 2nd ed. Seattle: University of Washington Press, 2019.

Assignments

- Book response paper. Review assignment guidelines. Historiographical question: Does Pyne successfully treat fire as a historical agent while retaining adequate attention to human choices, political power, and social inequality?
 - Continue revising the historiography paper.
-

November 23

Week 14: Book Reviews and Historiographical Synthesis

Required Reading

- No new full course book assigned.

In-Class Focus

- Student discussion of book-review findings.
- Workshop on revising historiographical arguments.
- Comparative discussion of metanarrative, empire, environmental history, commodity history, transoceanic history, and microhistory.

Assignments

- Book Review due Sunday, November 29.
- Continue revising the historiography paper.

Finals Week: Writing World History—Methods, Ethics, and Futures

Required Reading

- No new full course book assigned.

In-Class Focus

- Course synthesis: writing world history without flattening difference, agency, evidence, or power.
- Discussion of historiography-paper projects.
- Reflection on responsible AI use, evidence evaluation, scholarly practice, and professional development.

Assignments

- Final Historiography Paper due Sunday, December 6.
- Submit required AI-use documentation with the final paper.