

**Spring 2026 Special Topics in World History:
Resistance and Rebellion in World History, 1680-1980
10:40-11:35 Monday, Wednesday, Friday MAT 003
Instructor: Aaya Kingsbury—akingsbury1@ufl.edu
Office Hours: Mondays 11:45-1:15 and by appointment, Keene Flint Hall Room 232**

Course Objectives:

At the end of this course, students will be able to:

1. Analyze primary and secondary sources on resistance and rebellion across geographical regions
2. Write a well-rounded essay related to course themes
3. Articulate the role of resistance and rebellion in world history
4. Address the legacies of these key moments in world history

Administrative Information

Students requiring accommodation

Students with learning disabilities must register with the Dean of Students Office by visiting <https://disability.ufl.edu/students/get-started/>. As early as possible, notify the instructor of any accommodations.

UF course evaluation process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals: <http://gatorevals.ua.ufl.edu/students>.

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." For additional information, see: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Plagiarism and Related Ethical Violations

Academic dishonesty such as plagiarism, cheating, academic misconduct (e.g. passing off others' work as your own, reusing old assignments, etc.) will not be tolerated and will result in a failing grade in this course. Students must be especially wary of plagiarism.

The UF Student Honor Code defines plagiarism as follows: "A student shall not represent as the student's own work all or any portion of the work of another.

Plagiarism includes (but is not limited to):

- a. Quoting oral or written materials, whether published or unpublished, without proper attribution.
- b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student."

Plagiarism includes the use of AI programs, such as ChatGPT, Copilot, Copy.ai, or Deep.

For the full Honor Code policy see: <https://policy.ufl.edu/regulation/4-040/>

Readings:

Course readings will be available on Canvas and on Course Reserve through the University Library.

Course Assignments: This course is graded out of 100 points. *ALL DATES AND ASSIGNMENTS ARE SUBJECT TO CHANGE*

Assessment	Date (if Applicable)	Percentage of Grade
Attendance		15%
Participation (Reading Responses)		15%
Midterm Essay Outline and Peer Review		20%
Midterm Essay		20%
Final Presentation		10%
Final Project Paper		20%

Attendance:

Attendance is required for each course meeting. Students are expected to come prepared, having completed the readings.

Excused Absences:

Three absences will automatically be excused without question. Each subsequent absence without proper documentation will result in **5** points off the students' grade.

Class Attendance and Participation:

Attendance and Participation are combined for this course for a total of 30% (15% based on attendance and 15% for participation). Students are expected to respond to reading responses throughout the semester as part of their participation grade.

Midterm Essay Outline and Peer Review:

Students will produce essay outlines based on potential midterm prompts in class. The next class meeting students will provide comments and feedback on their classmates' work.

Midterm Exam:

The midterm exam will take place **Friday February 27th** during regular class time (10:40-11:30). The midterm format will include term identification and an essay portion.

Final Project/Presentations:

Students are required to meet with the instructor for topic approval no later than April 10th.

The final project must include a digital component, such as a StoryMap. Students will choose an example from the class and create a project related to the themes of the course: labor, class, gender, trans-national networks, etc.

Grading Scale:

Percent	Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
0-59	E	0.00

**Week 1—Introduction:
What is a revolution?**

Monday January 12

Review syllabus

What is a revolution? What comes to mind when you think of resistance?

Lecture on the 1680s, contextualize the Glorious Revolution

Weekly Readings:

Primary Source:

The English Bill of Rights:

<https://wisc.pb.unizin.org/ls261/chapter/ch-1-4-the-glorious-revolution-and-the-english-bill-of-rights/>

Secondary Source:

John Miller. “The Fall of James II.” *The Glorious Revolution*. Second edition. Oxon, England: Routledge. <https://www.taylorfrancis.com/chapters/mono/10.4324/9781315841878-5/fall-james-ii-john-miller?context=ubx&refId=c90aaf6a-48e4-4fba-942a-ebba53b5148a>

Wednesday January 14

Discuss the Glorious Revolution

Questions to consider: Is it the first modern revolution? What makes it a revolution?

Friday January 16

Discuss reading assignments

**Week 2—Revolutions of the Enlightenment:
American Revolution**

Monday January 19—No Class, MLK Jr. Day

Weekly Readings:

Primary Sources:

Paul Revere’s Account of the Revolution: <https://www.americanrevolution.org/paul-revere-revolution-account/>

Abigail Adams, “Remember the Ladies:”

<https://www.battlefields.org/learn/primary-sources/abigail-adams-john-adams-remember-ladies>

Diary of Charles Herbert—Chapter 3.

<https://www.americanrevolution.org/american-pow-diary/>

Secondary Source:

Robert G. Parkinson. “Interlude: The Shot Heard Round the World Revisited” in *Creating Race and Nation in the American Revolution*. Chapel Hill: University of North Carolina Press, 2016. 1-16.

<https://ebookcentral.proquest.com/lib/ufl/reader.action?docID=4443619&ppg=104&c=RVBVQg>

Wednesday January 21

Lecture on American Revolution, build up and causes of the revolution
Questions to consider:
How does it differ from the Glorious Revolution? Is it at all the same?

Reading response due Friday 9:30am.

Friday January 23

Discuss readings and the legacy of the American Revolution. Students will participate in a virtual tour of the Museum of the American Revolution. How is the memory and legacy of the Revolution depicted?

**Week 3—Revolutions of the Enlightenment:
French Revolution**

Monday January 26

Lecture on the causes and origins of the French Revolution
Questions to consider: What are some themes that are starting to emerge? What is the role of labor and class in revolutions? What makes a revolution successful?

Weekly Readings:

Primary Sources:

Declaration of Rights of Man:
<https://www.historyguide.org/intellect/declaration.html>

London Times, “The September Massacres:”
<http://oldsite.english.ucsb.edu/faculty/ayliu/research/around-1800/FR/times-9-10-1792.html>

***On Canvas*:**

Jocelyn Hunt. “Why Did the French Revolution Begin?” in *The French Revolution*. United Kingdom: Routledge, 1998. 8-20.

Wednesday January 28

French Revolution in popular media—how is the revolution discussed in various forms of print media?

Friday January 30

Reading Response due Friday 9:30AM.

Discuss readings and questions posed for the week.

**Week 4—Revolutions of the Enlightenment:
Haitian Revolution**

Monday February 2

Origins of the Haitian Revolution and its connections to the American and French Revolutions. Questions to consider: what is the response to the Haitian revolution? How does it compare it to reactions and responses to the previous two revolutions we have discussed so far?

Weekly Readings:

Primary Sources:

“Grievance List (September 1789),” *LIBERTY, EQUALITY, FRATERNITY: EXPLORING THE FRENCH REVOLUTION*, accessed November 3, 2025, <https://revolution.chnm.org/d/338>.

“Saint Domingue: The Freedmen,” *LIBERTY, EQUALITY, FRATERNITY: EXPLORING THE FRENCH REVOLUTION*, accessed November 3, 2025, <https://revolution.chnm.org/d/570>.

“Declaration of the Independence of the Blacks of St. Domingo.” *LIBERTY, EQUALITY, FRATERNITY: EXPLORING THE FRENCH REVOLUTION*, accessed November 3, 2025. <https://revolution.chnm.org/d/605>.

Discontent Spreads from An Historical Account of the Black Empire of Hayti,” *LIBERTY, EQUALITY, FRATERNITY: EXPLORING THE FRENCH REVOLUTION*, accessed November 3, 2025, <https://revolution.chnm.org/d/603>.

Secondary Source:

On Canvas David Brion Davis. “Impact of the Haitian and French Revolutions,” in David Geggus *The Impact of the Haitian Revolution in the Atlantic World*. Columbia: University of South Carolina Press, 2002. 4-8.

Wednesday February 4

What makes the Haitian Revolution unique? What is the role of race and class in this revolution compared to the American and French revolutions?

Friday February 6

Reading Response due 9:30AM.

Discussion on Haiti and course readings.

Week 5:

Wars for Independence in South America: A Case Study of Gran Colombia

Monday February 9—Gran Colombia

Decline of the Spanish Empire in Latin America. The Bourbon Reforms and collapse of imperial authority.

Simon Bolívar and his motivations. Who made up the army under Bolívar? What led to the success of his movement and then its collapse?

Weekly Readings:

Primary Sources:

On Canvas “The Cartagena Manifesto: Memorial Addressed to the Citizens of New Granada by a Citizen from Caracas” in Frederick H. Fornoff, trans. *El Libertador: Writings of Simon Bolívar*. New York: Oxford University Press, 2003. 3-11.

On Canvas “Address to the “Congreso Admirable”: Message to the Constituent Congress of the Republic of Colombia” in Frederick H. Fornoff, trans. *El Libertador: Writings of Simon Bolívar*. New York: Oxford University Press, 2003. 103-108.

Secondary Sources:

On Canvas Matthew Brown, Joanna Crow, and Jonathan Lea. “Financing a Revolution: The Impact of Bolívar’s British Networks in the Independence of Colombia.” Cambridge: Cambridge University Press. *Journal of Latin American Studies* (2024), 56, 389–413
doi:10.1017/S0022216X24000488.

Wednesday February 11—Gran Colombia

Aftermath of independence in South America. Who benefits from colonial independence? Who is left behind?

Friday February 13

Reading Response due 9:30AM

Discussion on independence movements. What are the key factors in forming a strong base for support? How important is international aid in supporting a resistance movement?

Week 6— Resistance and Abolition: the Global Slave Trade

Monday February 16 Slave Trade

Going back in time to establish context and then discuss enslavement across the Atlantic.

Weekly Readings:

Primary Sources:

David Walker. “Appeal.” <https://www.pbs.org/wgbh/aia/part4/4h2931t.html>.

Frederick Douglass. "The Meaning of the Fourth of July."
<https://www.pbs.org/wgbh/aia/part4/4h2927t.html>

Abolition. "Brazil: Five Centuries of Change." Brown University Library: Center for Digital Scholarship. <https://library.brown.edu/create/fivecenturiesofchange/chapters/chapter-4/abolition/>

Secondary Source:

On Canvas Adriana Chira. "Keeping People Put: Enslaved Families, Policing, and the Reemergence of Coffee Planting, 1810-1830. *Patchwork Freedoms: Law, Slavery, and Race Beyond Cuba's Plantations*. Cambridge: Cambridge University Press, 2022. 105-117.

Wednesday February 18 Abolition

Abolition of enslavement in the United States, the Caribbean, and South America.
How did abolition manifest across the Americas? What separated the U.S. from Cuba? Brazil?
What about resistance?

Friday February 20 Scramble for Africa Reading Response due 9:30AM

What happens after abolition? How do colonial powers engage with Africa in new contexts?

Week 7—Midterm Week

Monday February 23

Students will complete their midterm outline essays in class.

Wednesday February 25

Peer review of midterm essay outlines and open discussion regarding the midterm exam.

Friday February 27

Midterm Exam—in class

Week 8—The Mexican Revolution

Monday March 2

The Mexican Revolution and its origins. The main groups and leaders of revolutionary factions in Mexico.

Weekly Readings:

Primary Sources:

Francisco Madero. "Plan de Potosí." From United States Congress, Senate Subcommittee on Foreign Relations, *Revolutions in Mexico*, 62nd Congress, 2nd Session (Washington, D.C.: Government Printing Office, 1913), pp. 730-736, passim.

<https://sourcebooks.fordham.edu/mod/1910potosi.asp>

Secondary Sources:

Gil Joseph and Jürgen Buchenau. "The Violent Climax of the Revolution, 1913-1920." in *Mexico's Once and Future Revolution: Social Upheaval and the Challenge of Rule Since the Late Nineteenth Century*. Durham: Duke University Press, 2013. 55-86. https://ufl-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_walterdegruyter_books_10_1515_9780822377382_005&context=PC&vid=01FALSC_UFL:UFL&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central

Wednesday March 4

How does the Mexican Revolution compare to those discussed in class previously? What is the role of class and labor in the Mexican Revolution? How is it different from that of the American, French, or Haitian Revolutions?

Friday March 6

Reading Response due 9:30AM.

The role of images in the Mexican Revolution. Students will analyze postcards and photographs from the following digital collections as part of class discussion.

<https://digitalcollections.smu.edu/digital/collection/mex/search/searchterm/Ag1996.1039/field/call/mode/exact/conn/and>

https://www.flickr.com/photos/library_of_congress/tags/mexicanrevolution/

Week 9—Easter Rising

Monday March 9

Lecture on what the world looks like post-World War I. How did the Easter Rising come to pass?

Weekly Readings:

Primary Sources:

James Connolly. "Last Statement 1916." Sinn Féin. https://www.sinnfein.ie/wp-content/uploads/2025/05/Last_Statement_Connolly.pdf.

Kilmainham Goal Document Pack 1916. **Documents 1B (6), 1E (16-18), and 1F (20-21).**
<https://www.kilmainhamgaolmuseum.ie/wp-content/uploads/2020/02/Easter-Rising-Document-Pack.pdf>.

The Anglo-Irish Treaty of 1921: House of Commons. House of Commons Library.
<https://commonslibrary.parliament.uk/research-briefings/cbp-9260/>.

Secondary Sources:

Wednesday March 11

Legacies of the Easter Rising. What happens when a rebellion fails?

Friday March 13—NO CLASS

Spring Break March 14—22nd

Week 10—Cuba

Monday March 23

A post-World War II world, decline of empires and the Cold War. Build up to 1959 in Cuba. Who are the revolutionary leaders? What is their motivation for orchestrating the revolution?

Weekly Readings:

Primary Sources:

“A Message from Luis V. Manrara, President of The Truth About Cuba Committee, Inc., to Our Best Friends, the American People, on the Occasion of the Celebration of "Cuba Day" - July 24th, 1967, in Tallahassee, Capital of the Sovereign State of Florida.” Cuban Heritage Digital Collections. Miami: University of Miami.
<https://digitalcollections.library.miami.edu/digital/collection/chc0193/id/1491/rec/6>.

“Cuban Revolution Alters Women's Role: Truck Drivers.” By Marlise Simons; Special to The Washington Post. The Washington Post, Times Herald (1959-1973); Dec 2, 1971; ProQuest Historical Newspapers: The Washington Post. pg. A21.

“Joint [Congressional] Resolution Expressing the Determination of the United States with respect to the Situation in Cuba.” DNSA collection: Cuban Missile Crisis. [United States Congress](#). Unclassified, Resolution. October 3, 1962: 1 pp.

“Castro Speaks at 26 July Ceremonies.” DNSA collection: Cuban Missile Crisis. Non-Classified, Article. July 26, 1962: 21 pp. 1-2.
<https://www.proquest.com/dnsa/docview/1679066729/71A450B9C1FE4106PQ/2?accountid=10920&sourcetype=Government%20&%20Official%20Publications>. 1-2, 4-8.

Secondary Source:

Johanna I. Moya Fábregas. “The Cuban Woman’s Revolutionary Experience: Patriarchal Culture and the State's Gender Ideology, 1950-1976.” [Journal of Women's History](#); Baltimore [Vol. 22, Iss. 1](#), (Spring 2010): 61-84, 203. DOI:10.1353/jowh.0.0134.
<https://www.proquest.com/dnsa/docview/1679066252/EFC1FB48D3BD49DDPQ/3?accountid=10920&sourcetype=Government%20&%20Official%20Publications>.

Wednesday March 25

Bay of Pigs, Cold War tensions—Cuban Missile Crisis, mass exodus of Cubans to Florida.

Friday March 27

Reading response due 9:30AM.

How is Cuba unique? What are its historical foundations for resistance movements?

Week 11—Decolonization and the Cold War: Algeria

Monday March 30

French colonization in Africa—connect back to our discussion on the “Scramble for Africa.” What are the legacies of the French in North Africa? How do we think of the French as an empire compared to the British?

Weekly Readings:

Primary Sources:

On Canvas Selected excerpts from *The New York Times* available on Canvas.

Secondary Sources:

Matthew Connelly. "Rethinking the Cold War and Decolonization: The Grand Strategy of the Algerian War for Independence." *International Journal of Middle East Studies*, May 2001, Vol. 33, No. 2 (May 2001), pp. 221-245. Accessed 18 November 2025.

Frantz Fanon, trans. Richard Philcox, sixtieth ed. "On Violence" in *The Wretched of the Earth*. New York: Grove Press, 2021. 1-23.

Optional Reading:

Malika Rahal. "The Algerian War: Cause Célèbre of Anti-Colonialism." <https://daily.jstor.org/algerian-war-cause-celebre-anticolonialism/>. 8 June 2022. Accessed 18 November 2025.

Wednesday April 1

Continuation of Algeria—what is the international response to the war?

Friday April 3:

Reading Response due 9:30AM

Why is Algeria such a violent conflict? What is the role of newspapers in resistance movements?

Week 12— Decolonization and the Cold War: Nicaragua and Guatemala

Monday April 6

The Somoza family and Nicaragua, rise of Sandinistas
Ronald Reagan and the Cold War

Overview of the time period:

Liliana Finn. "Nicaragua in the Cold War: An Ideological Clash: Sandinistas vs Contras: <https://storymaps.arcgis.com/stories/83e55912e30f42eaac4072e06646e55a>. 24 May 2024. Accessed 19 November 2025.

Weekly Readings:

Primary Sources:

U.S. Counter-Terror Assistance to Guatemalan Security Forces. January 4, 1966. United States Agency for International Development, Secret cable <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB11/docs/doc01.pdf>. Accessed 19 November 2025.

"Death List." March 1966 Central Intelligence Agency, Secret cable. <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB11/docs/doc02.pdf>. Accessed 19 November 2025.

“Guatemalan U.S. Military Relations.” **October 11, 1979. Defense Intelligence Agency, Secret cable** <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB11/docs/doc11.pdf>. Accessed 19 November 2025.

Central Intelligence Agency, “The C.I.A. Advises Nicaraguans How to Sabotage the Sandinista Government,” *SHEC: Resources for Teachers*, accessed November 19, 2025, <https://shec.ashp.cuny.edu/items/show/1579>.

Secondary Sources:

Eline Van Ommen. “Introduction” in *Nicaragua Must Survive: Sandinista Revolutionary Diplomacy in the Cold War*. Oakland, CA: University of California Press, 2014. 1-19.

Virginia Garrard-Burnett. “Guatemala’s Descent into Violence.” In *Terror in the Land of the Holy Spirit: Guatemala Under General Efraín Ríos Montt, 1982-1983*. New York: Oxford University Press, 2009.

Wednesday April 8

Guatemala and the Cold War

Increase in violence

Comparative between Nicaragua and Guatemala. What makes them similar? Different?

Friday April 10

Reading response due 9:30AM

Comparative between Guatemala and Nicaragua. How are they Cold War conflicts? How are they not?

Week 13—Legacies of Resistance and Rebellion: Afghanistan

Monday April 13

The role of Western powers in Afghanistan—a history of attempted intervention and colonization? What about the role of the Soviet Union? Is Afghanistan a Cold War conflict?

<https://www.britannica.com/event/Soviet-invasion-of-Afghanistan>

Required Readings:

On Canvas Selected *New York Times* excerpts addressing the Soviet-Afghanistan issue.

Girardet, Edward. “The Resistance Fronts” in *Afghanistan: The Soviet War*. New York: Croom Helm Ltd, 1985. 69-87.

Wednesday April 15:

What is the role of the U.S. in this? How does Afghanistan connect to our themes regarding labor, class, and rebellion?

Friday April 17

Final reading response due 9:30AM.

Week 14—Final Project Presentations

Monday April 20

Half of the class will present their final project.

Wednesday April 22

The other half of the class will present their final project.