History 130: Introduction to World History

University of Wisconsin-Madison: Fall Semester 2022, traditional classroom – 4 credits

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International Students at UW-Madison, 1951. This university has always been a global crossroads. How will you take advantage of the opportunities for cross-cultural connection while you are part of this community?1

COURSE DESCRIPTION

This course is about the entire world throughout all of history. If that isn’t ambitious enough, we will do the whole thing in four months. Each week, then, covers vast stretches of human experience. To make this intelligible, we will focus on a few individual lives—we will read biographies—a few ordinary people and a few extraordinary.

We will continually return to a deep question—far deeper than can be answered here: the question of the meaning of life and of the human condition. We will learn to see ourselves in the lives and experiences of people entirely unlike ourselves.

1 Want to know more about these students? Here: https://digital.library.wisc.edu/1711.dl/IM7EYP7BSIN6V8D
This course is designed as a sequence of weekly modules roughly united by chronology theme. Each week will include three lectures, one discussion section, and a number of readings (both short primary sources and books) and written response assignments.

Students will join an “affinity group” of peers sharing similar career or personal motivations for taking this course; they will eventually analyze lectures and readings together.

**Instructors:**

Dr. Paul Glen Grant — pgrant@wisc.edu; office hours (5269 Humanities): Mondays, 9-11 and by appointment.

Teaching Assistant: Juan Franco Gomez

Lectures: Mondays, Wednesdays, and Fridays, 11:00-11:50 in 1101 Humanities
Discussion sections: various times and locations – see your enrollment documents!

[Canvas Course URL:](https://canvas.wisc.edu/courses/314922)

This course uses Canvas in combination with MS Teams. I recommend you install Teams on your device for messaging with your affinity group and instructors.

**Course Designations and Attributes:**

- *Breadth: Humanities, Social Science*
- *Counts as Liberal Arts and Science credit in L&S*
- *Level: Elementary*

**Instructional Modality:** Live in classroom (PLEASE WRITE TO DR. GRANT IF YOU ARE IN ISOLATION OR QUARANTINE!)

**Requisites:** none

**How Credit Hours are met by the Course**

*This course consists of fourteen modules, most completed over one week, in a mixture of live meetings and assigned work, and carries the expectation that students will work on course learning activities (reading, writing, attending class, etc.) for about twelve hours per week.*

*The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the courses learning activities (45 hours per credit), which include lectures, discussion, reading, writing, and other student work as described in the syllabus.*

**COURSE LEARNING OUTCOMES**

1. **Define important historical questions.** Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.
2. **Analyze evidence.** Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.

3. **Present original conclusions.** Present original and coherent findings through clearly written, persuasive arguments and narratives.

4. **Connect history and Career.** Processing questions about the past in career-focused affinity groups.

**PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES**

See information about [privacy of student records and the usage of audio-recorded lectures](#).

**Usage of Audio Recorded Lectures Statement**

Lecture materials and recordings for History 130 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university’s policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

**REQUIRED TEXTS**

2. Clint Smith, *How the Word Is Passed* (see instructors for voucher for free copy!)
3. Additional readings will be available on Canvas; these are indicated with an *asterisk.

**ASSIGNMENTS and GRADING SCALE**

Grades are assigned on the basis of accumulation of points over the course of the term (up to 100; see below). In theory, each student could get an A (or could fail). For the most part, you accumulate points through short written work.

**Grading scale:**

Fewer than 60 points = F; 60-70 = D; 70-77 = C; 78-82 = BC; 83-87 = B; 88-92 = AB; 93 or greater = A

**ASSIGNMENT DESCRIPTIONS:**
• **CAREER JOURNALS**

At the end of most weeks, you will compose a response of 100-150 words asking you to connect the historical material in the course with your own life and career goals. It is hard to go wrong with these, so these are the easiest points in the course. However, I do expect your thoughtfulness in connecting the dots. Each journal is worth 1% of your grade.

• **SOURCE ANALYSES**

Every week has you reading original historical sources – some only a few paragraphs, others up to ten pages long. At four points in the semester, you will complete a written exercise guiding you in these readings. Each will be formatted like an open-book quiz and will be open for a full week in Canvas.

• **LECTURE ANALYSES**

You will complete two exercises asking you to break down Dr. Grant’s lecture themes—his message, how he is supporting it, and what he is omitting. Instructions will follow early in the semester. You need to discipline yourself to consistently attend class!

• **ESSAYS**

You will submit two essays, roughly 500 words in length (each worth 5% of your grade). One is on slavery’s long shadow (coinciding roughly with the Clint Smith book and lecture). The other, due at the end of the semester, asks you to write on “Your Country in World History.” Instructions to follow.

• **SPECIALS**

Three special exercises, each worth 4% of your grade, will help you think historically beyond the confines of this course.

1) **Academic Self-Assessment.** In the first week, you will fill out a questionnaire on your academic needs. Partly planning your semester, and partly analyzing the Covid-19 pandemic’s impact upon your academic life.

2) **New Research Symposium Response.** At a few points in the semester we will host guest lecturers. After this series (a “symposium”), you analyze two according to instructions to be distributed in class.

3) **Observing the World Cup.** In week thirteen, in affinity groups, you will write about the World Cup of Soccer through the lens of international and cross-cultural history. Details forthcoming closer to the tournament.

• **INQUIZITIVE EXERCISES**
Weekly reading quizzes, integrated with the *Webs of Humankind* textbook. Most are worth 0.5 points (and in most weeks you will complete two). These are essentially guided reading exercises that help you grasp the most important aspects of the textbook.

- **ASSESSMENTS**

You will write two assessments – a mid-term (worth 6%) and a final (10%). Both are open-book and available in Canvas for a full week. There is no in-class final exam. Rather: during Exam Week, you will write a final quiz, in format similar to the source analyses but harder and worth 10% of your grade. It will be open for a week and will close at 11:59 PM on December 19.

**ASSIGNMENTS by POINT VALUE**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Career Journal: weekly discussions in response to instructor’s prompt:</td>
<td>14%</td>
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<tr>
<td>Source Analyses:</td>
<td>20%</td>
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<tr>
<td>Lecture Analyses:</td>
<td>10%</td>
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<tr>
<td>Essays:</td>
<td>10%</td>
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<tr>
<td>InQuizitive Exercises:</td>
<td>13%</td>
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<tr>
<td>Specials:</td>
<td>12%</td>
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<tr>
<td>Mid-term and exam-week assessments:</td>
<td>16%</td>
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<tr>
<td>Subtotal</td>
<td>95%</td>
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<tr>
<td>Also: discussion sections: grade, assigned at teaching assistant’s discretion:</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
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**Grading complaints**

I entertain grading complaints, but I require live discussion. If you wish for me to reconsider a score, you must: 1) Submit a formal request to me (by email), and 2) come to discuss the issue in person, justifying your complaint substantially (as in: explaining your answer/argument). I can be quite generous, but this formality is part of your learning experience.

**ADDITIONAL COURSE GUIDELINES**

1. **Reading & thinking.** This course is more reading-intensive than most 100-level courses. Reading—and thinking critically about your reading—intentionally comprises a substantial proportion of your course grade. The class is far more than time spent listening to lectures; it is most especially your direct engagement with course material and careful thinking about it. Some modules require more reading, some require less. You are responsible for looking ahead at the syllabus and balancing your work.

2. **Written Work.** All assignments are due in Canvas on the day indicated below. Extensions may be possible, but only upon prior discussion with instructors.
3. Email. Please feel free to email us with any questions or concerns. We will make every effort to respond to you within a weekday.

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COURSE SCHEDULE

Reading assignments are to be completed before the class for which they are listed.
* = Reading available on Canvas.

Week 1: September 5-11: Orientation

Meetings:

9/7: Greetings and course introduction
9/9: Making World History Your Own

Readings (to be done by September 11):

Note: readings available on Canvas are indicated with an asterisk (*).

1. *Webs of Humankind* (Henceforth WOH): prefaces to chapters 1+3; chapter 4 entire
2. Clint Smith, prologue
3. *The Story of Sleep and Death* (folktale from Africa)
4. *Ecclesiates* chapter 3
5. *from Lao Tzu*

Assignments (due in Canvas by Monday, Sept. 12, 11:59 p.m.):

1. Journal 1
2. Academic Self-Assessment
3. InQuizitives:
   a. How to use InQuizitive (zero points)
   b. History skills tutorial: primary sources
   c. History skills tutorial: types of evidence
   d. InQuizitive chapter 4

Week 2, September 12-18: Early Civilizations

Meetings:

9/12: Early Civilizations from Nile to Ganges
9/14: The Bog People
9/16: Discussion

Readings (to be done by Sept. 18):
Assignments (due Sept. 19):

1. Journal 2
2. InQuizitives chapters 5 and 6

Week 3, September 19-25: Ancient Eurasia

Meetings:

9/19: India
9/21: China
9/23: Greece

Readings (to be done by Sept. 25):

1. WOH, chapters 7-8
2. Clint Smith, Whitney Plantation
3. *from Confucius

Assignments (due Sept. 26):

1. Journal 3
2. InQuizitives, chapters 7 and 8

Week 4, September 26-October 2: Rome and Christianity

Meetings:

9/26: Rome
9/28: Christianity introduced
9/30: New Research Symposium

Readings (to be done by 10/02):

1. WOH, chapters 9 and 11
2. Clint Smith, Angola Prison
3. Hortensia’s speech (WOH, p. 286)

View:
1. *assorted recent Nigerian Christian music videos

Assignments (due 10/03):

1. Journal 4
2. InQuizitive chapters 9 and 11
3. Source Analysis 1

Week 5, October 3-9: Early Islam

Meetings:

10/03: Islam introduced
10/05: New Research Symposium
10/07: The Indian Ocean

Readings (to be done by 10/09):

1. WOH, chapters 12-13
2. Clint Smith, Blandford Cemetery
3. *Nana Asma’u, “Yearning for the Prophet”
4. *assorted short readings on Jews and Christians in China

View:

1. *assorted recent Muslim music videos

Assignments (due 10/10):

1. Journal 5
2. InQuizitive, chapters 12-13

Week 6, October 10-16: On Islam’s Fringes

Meetings:

10/10: Islam in West Africa
10/12: Medieval Europe
10/14: The English Language

Readings (to be done by October 16):

1. WOH, chapters 14-15
2. Clint Smith, Galveston Island
3. *Abu'l Fazl, the Akbarnama (1590, excerpts)
4. *Abd Ul-Qadir Bada'uni, Selected Histories (1590, excerpts)
5. *assorted short readings on the Black Death
6. *BBC on the *Padmaavat movie controversy

Assignments (due October 17):
1. Journal 6
2. InQuizitive, chapters 14-15
3. Lecture Analysis 1

Week 7, October 17-23: Reconquest and Conquest

Meetings:
10/17: Reconquest
10/19: The Americas to 1500
10/21: The Aztecs and the Flower Wars

Readings (to be done by 10/23):
1. WOH, chapter 16
2. Clint Smith, New York City
3. *The Abencerraje (excerpt)
4. *Flower War source TBA
5. Aztec Wealth (WOH p. 563)

Assignments (due 10/24):
1. Journal 7
2. InQuizitive, chapter 16
3. Mid-Term Assessment

Week 8, October 24-30: The Early Atlantic World

Meetings:
10/24: Atlantic Encounters
10/26: Atlantic Slavery
10/28: Discussing Clint Smith

Readings (to be done by 10/30):
1. WOH, chapters 17-18
2. Clint Smith, Gorée Island
3. A letter from Huejotzingo, Mexico, to the Spanish king
4. *A Nahua (Mexico) reformulation of the birth story of Jesus

Assignments (due 10/31):
Week 9, Oct. 31-Nov. 6: Slavery’s Long Shadow

Meetings:

10/31: Sugar
Special: Clint Smith Lecture, Nov. 1
11/02: Responding to Slavery
11/04: New Research Symposium

Readings (to be done by 11/6):

1. WOH, chapters 19-20
2. *Giuseppe Andreone, “Cane Cutting”
3. *Court Transcripts, the inquisition of Domingos Alvarez

Assignments (due 11/7):

1. Journal 9
2. InQuizitive, chapters 19-20
3. Essay: Clint Smith, How the Word is Passed

Week 10, November 7-13: The Rise of the Citizens

Meetings:

11/7: Capitalism
11/9: Adam Smith, The Wealth of Nations
11/11: Revolutions on Four Continents

Readings (to be done by 11/13):

1. WOH, chapters 21-22
2. *Adam Smith, The Wealth of Nations (1776, excerpts)
3. *Moses Seixas, letter to George Washington (1790)
4. *Four short pieces on Creole nationalism in the Spanish Americas, 1810-1815

Assignments (due 11/14):

1. Journal 10
2. InQuizitive, chapters 21-22
3. New Research Symposium response

Week 11, November 14-20: Healing the World
Meetings:

11/14: The Need for Healing
11/16: Christianity and Islam Adapt
11/18: Secular Religion 1: Nationalism

Readings (to be done by 11/20):

1. WOH, chapters 24-25
2. *Olaudah Equiano, open letter to James Ramsey
3. *Nana Asma’u, “The Journey” and “Be Sure of God’s Truth”
4. *Friedrich Engels, Socialism—Utopian and Scientific (1880, excerpts)

Assignments (due 11/21):

1. Journal 11
2. InQuizitive, chapters 24-25
3. Source Analysis 3

Week 12, November 21-27: Healing the World (cont.)

Meetings:

11/21: Secular Religion 2: Socialism
11/23: World Cup Viewing, time and location TBA
11/25: Thanksgiving Recess—no meeting

No Readings

Assignments (due 11/28):

1. Journal 12

Week 13, Nov. 28-Dec. 4: Industry and Empire

Meetings:

11/28: Industry and Empire
11/30: The Sun Never Sets
12/02: Two World Wars

Readings (to be done by 12/4):

1. WOH, chapters 26-27
2. *Mohandas Gandhi, Hind Swaraj (excerpts)
3. Mohandas Gandhi on Satyagraha, (in Webs of Humankind)

Assignments (due 12/5):

1. Journal 13
2. InQuizitive, chapters 26-27
3. Lecture Analysis 2
4. World Cup Observations

Week 14-15, December 5-14: The Last Hundred Years

Meetings:

12/5: Badger lecture—Fritz Oppenheimer’s WWI Diary
12/7: Twentieth Century Genocides
12/9: Freedom and Justice: Decolonization and Ideology
12/12: Neoliberalism
12/14: The Last 25 Years (final meeting)

Readings (to be done by 12/11):

1. WOH, chapters 28-29
2. *Fritz Oppenheimer’s WWI Diary (excerpts)
3. *Madhav Sadashiv Golwalkar, We: or Our Nationhood Defined (1933, excerpts)

Readings (to be done by 12/14):


Assignments (due 12/12):

1. Journal 14
2. InQuizitive, chapters 28-29

Assignment due 12/14:

1. Source Analysis 4

Exam Week:

Open-book exam open on Canvas until December 19 at 11:59 PM.