

History 130: Introduction to World History

University of Wisconsin-Madison: Fall Semester 2021, traditional classroom – 4 credits

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Queen Njinga of Angola, 1582-1663. More than any other person I have ever read about, Njinga reinvented herself repeatedly—and yet there were also real external limits on her individual autonomy. This is the story of the human condition: we have choices, we have limits, we live, and we die. History is the study of choices, limits, life, and death.

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, will cover 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.

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:

Paul Grant, PhD
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Office: 5269 Mosse Humanities Building (also by video conference using Teams)

Office hours: Fridays, 9-11 a.m.

Teaching Assistants:

Lindsay Ehrisman — lehrisman@wisc.edu

Michael Hayata — hayata@wisc.edu

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Lectures: Mondays, Wednesdays, and Fridays in 145 Birge Hall

Discussion sections: various times and locations – see your enrollment documents!

Canvas Course URL: <https://canvas.wisc.edu/courses/272818>

This course uses Canvas in combination with MS Teams. I recommend you access lectures through a laptop-sized screen or larger, and that you install Teams on your device for messaging with your Teaching Assistant.

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 class consists of fifteen modules, most completed over the course of 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, 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

1. Robert Edgar, *Josie Mpama/Palmer: Get Up and Get Moving* (Ohio University Press, 2020)
2. Beverly Mack and Jean Boyd, *One Woman's Jihad: Nana Asma'u, Scholar and Scribe* (Indiana University Press, 2000)

3. Linda Heywood, *Njinga of Angola: Africa's Warrior Queen* (Harvard University Press, 2019)
4. Tabitha Kanogo, *Wangari Maathai* (Ohio University Press, 2020)
5. Galawdewos, *The Life of Walatta-Petros*, CONCISE EDITION, translated and edited by Wendy Laura Belcher and Michael Kleiner (Princeton University Press, 2018)
6. Yaa Gyasi, *Transcendent Kingdom* (Alfred Knopf, 2020)
7. 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:

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

ASSIGNMENT DESCRIPTIONS:

- **COVID QUESTIONNAIRE / COURSE INTRODUCTION EXERCISE**

In the first week, you will fill out a questionnaire on your experience with the Covid-19 pandemic, combined with a course introduction, worth 5% of your grade. This is a significant exercise because I think the question is of great importance - *I want you to think about your place in world history.*

- **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.

- **50-WORD LECTURE RESPONSES**

(10, spread across the semester). This is an exercise designed to help you grow as writers. You will (either alone or with others) craft a one-sentence response and analysis to the week's lecture. This sentence must be 50 words in length while being grammatically coherent. Here is the catch: not 49 words, and not 51 words. You may work on this together in groups, but it will be graded individually – you will upload it into a drop box in Canvas.

- **SOURCE ANALYSES**

Most weeks have you reading historical sources – some only a few paragraphs long, one book-length (*The Life of Walatta-Petros*). 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.

- **BIOGRAPHICAL ESSAY QUIZZES**

You will submit four exercises (essay quizzes, each worth 6% of your grade) on the biographical books on Wangari Maathai, Josie Mpama, Nana Asma'u, and Queen Njinga. Each will consist of a few analytical questions connecting the specifics of each person's life with the broader themes of the course.

- **SYMPOSIUM RESPONSE**

In mid-October I will yield the stage to graduate students in history, presenting the freshest historical research during the regularly scheduled lecture hours. At the end of that week, you will write a response in Canvas, similar in format to the Source Analyses. I (Dr. Grant) will grade those – not the graduate students.

- **GO BIG READ ASSIGNMENTS**

Go Big Read is a University-wide program designed to foster broad conversation over the course of an academic year. Dozens of learning communities on campus and several formal courses assign the book in tandem. This year's book is a novel, *Transcendent Kingdom*, which we will read at the beginning of the term. You will have two assignments: an early-semester response to the book (formatted like the source analyses), and a late-semester response to the author's lecture (November 3).

- **FINAL WEEK EXERCISE**

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 the end of the scheduled exam slot – at 12:05 PM on December 21.

ASSIGNMENTS by POINT VALUE

Covid Questionnaire and Course Introduction Quiz:	5%
Career Journal: weekly discussions in response to instructor's prompt: 14 x 1% =	14%
50-word Lecture responses: 10 x 1% =	10%
Source Analyses: 4 x 6% =	24%
Biographical Essays: 4 x 6% =	24%
Symposium Response: 1 x 4% =	4%
Go Big Read assignments: 2 x 2% =	4%
Exam-week Quiz: 1 x 10% =	10%

Also: discussion sections: 5%, assigned at teaching assistant's discretion

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. 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 upon prior discussion with instructor.

3. Email. Please feel free to email me with any questions or concerns. I will make every effort to respond to your emails within a day.

COURSE SCHEDULE

Reading assignments are to be completed before the class for which they are listed.

* = Reading available on Canvas.

This course is unashamedly anthropocentric: we treat humans as the center of the story. We also privilege the present—spending as much time on the last century as on the first 99% of history.

PART 1: Most of Human History

WEEK 1: SEPTEMBER 8-12: Greetings

9/8 Greetings

9/10 Course Introduction

Readings:

1. Begin reading *Transcendent Kingdom* – we will move quickly on this one and will need to be finished by September 18!

Written work:

1. Journal 1
2. Covid and You Questionnaire

WEEK 2, September 13-19: The Human Condition

9/13 Crane lecture: the Human Condition

9/15 BY ZOOM, 12:00-1:00: "Roundtable on Transcendent Kingdom": Presentation with the African Studies Program: <https://africa.wisc.edu/event/gobigread-transcendent-kingdom/>

9/17 Badger lecture: the Bog People

Readings:

1. Finish *Transcendent Kingdom* by September 18!
2. *from Ecclesiastes
3. *The Story of Sleep and Death (folktale from Africa)

Written work:

1. Journal 2
2. Fifty-Word Analysis 1

WEEK 3, September 20-26: Human Denominations

9/20 Crane lecture: early civilizations

9/22 Badger lecture: early South Asia

9/24 Human Denominations

Readings:

1. Tabitha Kanogo, *Wangari Maathai*, first half
2. *from the Code of Hammurabi
3. *from the Upanishads

Written Work:

1. Essay questions (in quiz format) on *Transcendent Kingdom*
2. Journal 3
3. Fifty-Word Analysis 2

Week 4, September 27-October 3: How We Use The Past

9/20 Crane lecture: early civilizations continued

9/22 Badger lecture: early China

9/24 How we use the past

Readings:

1. Tabitha Kanogo, *Wangari Maathai*, second half
2. *from Lao Tzu
3. *from Confucius
4. *BBC, “Padmaavat: Why a Bollywood epic has sparked fierce protests” (25 January 2018)
5. *Xi Jinping, “On the 20th Anniversary of Hong Kong's Return to China” (2017)

Written Work:

1. Journal 4
2. Fifty-Word Analysis 3
3. Source Analysis 1

PART 2: The Abrahamic Religions

Week 5, October 4-10: Abrahamic Religions pt. 1

10/4 Crane lecture: the West Asian Cradle

10/6 BY ZOOM, 12:00-1:00: “Making Christianity African in Precolonial Ghana”: Paul Grant, presentation with the African Studies Program: <https://africa.wisc.edu/event/paulglengrant/>,

10/8 Badger lecture: Pentecostalism

Readings:

1. Galawdewos, *The Life of Walatta-Petros* (first half)
2. *Jews and Christians in China
3. *Christians and Muslims in India

Written Work:

1. Journal 5
2. Biographical Analysis 1 (Maathai)

Week 6, October 11-17: Abrahamic Religions pt. 2

10/11 Crane lecture: Islam

10/13 Badger lecture: In the Court of Akbar the Great

10/15 Introducing Queen Njinga

Readings:

1. Galawdewos, *The Life of Walatta-Petros* (second half)
2. *Abu'l Fazl, *the Akbarnama* (1590, excerpts)
3. *Abd Ul-Qadir Bada'uni, *Selected Histories* (1590, excerpts)
4. *Kyai Haji Abdurrahman Wahid, "God Needs No Defense" (2012)

Written Work:

1. Journal 6
2. Fifty-Word Analysis 4

Week 7, October 18-24: New Research Symposium

This week's lectures are by graduate students in history at the UW-Madison on their recent discoveries. Students will write a response at the end of the week, which Dr. Grant will read (not the speakers!).

10/18 Presentation 1 (TBA)

10/20 Presentation 2 (TBA)

10/22 Presentation 3 (TBA)

Readings:

1. Linda Heywood, *Queen Njinga* (first third)

Written Work:

1. Journal 7
2. Fifty-Word Analysis 5
3. Symposium Response

PART 3: The Last Millennium

Week 8, October 25-31: Accelerating Globalization

10/25 Crane lecture: Europe's Expansion

10/27 Badger lecture: Two villages in conquered Mexico

10/29 The English Language: an archive of globalization

Readings:

1. Linda Heywood, *Queen Njinga* (second third)
2. *A letter from Huejotzingo, Mexico, to the Spanish king
3. *A Nahuatl (Mexico) retelling of the birth story of Jesus

Written Work:

1. Journal 8
2. Fifty-Word Analysis 6
3. Source Analysis 2

Week 9, November 1-7: The Atlantic World

11/1 Crane lecture: Atlantic Slavery

11/3 Badger lecture: Sugar

11/5 Discussion

Readings:

1. Linda Heywood, *Queen Njinga* (final third)
2. *Cane Cutting
3. *Olaudah Equiano, excerpts from *Narrative*

Written Work:

1. Journal 9
2. Fifty-Word Analysis 7

Week 10, November 8-14: Breaking the World

11/8 Crane Lecture: Revolutions on Four Continents

11/10 Badger Lecture: The Wealth of Nations

11/12 Breaking the World

Readings:

1. Beverly Mack and Jean Boyd, *One Woman's Jihad*, 1-95
2. *Adam Smith, *The Wealth of Nations* (1776, excerpts)
3. *Moses Seixas, letter to George Washington (1790)

Written Work:

1. Journal 10
2. Fifty-Word Analysis 8
3. Biographical Analysis 2 (Njinga)

Week 11, November 15-21: Healing the World

11/15 Healing the World

11/17 Crane lecture: Nationalism

11/18 Crane lecture: Socialism

Readings:

1. Nana Asma'u, writings TBA from Beverly Mack and Jean Boyd, *One Woman's Jihad*
2. *Four short pieces on Creole nationalism in the Spanish Americas, 1810-1815
3. *Friedrich Engels, *Socialism—Utopian and Scientific* (1880, excerpts)

Written Work:

1. Journal 11
2. Source Analysis 3
3. Response to Yaa Gyasi lecture

Week 12, November 22-28: Industry

NO WORK WEEK: We meet for Monday and Wednesday Lectures. We do not meet for Discussion Sections, and no reading or writing is assigned

11/22 Crane lecture: Industrial changes

11/24 Badger lecture: Industrial changes through one textile mill in England

11/26 No class

PART 4: The Last Century

Week 13, November 29-December 5: Two World Wars

11/29 Crane lecture: Two World Wars

12/01 Badger lecture: Two World Wars through one person's eyes

12/03 Genocides

Readings:

1. Robert Edgar, *Josie Mpama* (first half)
2. *Mohandas Gandhi, *Hind Swaraj* (1909, excerpts)
3. *Madhav Sadashiv Golwalkar, *We: or Our Nationhood Defined* (1933, excerpts)

Written Work:

1. Journal 12
2. Fifty-Word Analysis 9
3. Biographical Analysis 3 (Nana Asma'u)

Week 14, December 6-12: Freedom and Justice

12/6 Crane lecture: Freedom and Justice – the Cold War and decolonization

12/8 Badger lecture: Apartheid

12/10 Liberalism Triumphant

Readings:

1. Robert Edgar, *Josie Mpama* (second half)
2. *Sayyid Qutb, "Islam the Religion of the Future" (excerpts)
3. *Jawaharlal Nehru, "A Tryst with Destiny" (1947)
4. *Margaret Thatcher, "Shaping a New Global Community" (1990)

Written Work:

1. Journal 13
2. Fifty-Word Analysis 10
3. Source Analysis 4

Week 15, December 13-15: The Rest of Your Lives

12/13 The Last Quarter Century

12/15 The Rest of Your Lives

12/17 No Class

No Readings Assigned

Written Work:

1. Journal 14
2. Biographical Analysis 4 (Josie Mpama)

Exam Week:

Open-book exam open on Canvas until Dec. 21 at 12 PM.