

## History 130: Introduction to World History

University of Wisconsin-Madison: Spring Semester 2022, 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  
[pgrant@wisc.edu](mailto:pgrant@wisc.edu)

Office: 5269 Mosse Humanities Building (also by video conference using Teams)  
Office hours: Fridays, 9-11 a.m.

Teaching Assistant: Selenay Aydin — [saydin@wisc.edu](mailto:saydin@wisc.edu)

Lectures: Mondays, Wednesdays, and Fridays, 12:05-12:55 in 1641 Mosse Humanities  
Discussion sections: various times and locations – see your enrollment documents!

**Canvas Course URL:** <https://canvas.wisc.edu/courses/295113>

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 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, 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. J. R. McNeill, *The Webs of Humankind: A World History* (Combined Volume, Seagull edition) (W. W. Norton, 2021)
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. 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!

- **BIOGRAPHICAL ANALYSES**

You will submit two exercises (essay quizzes, each worth 5% of your grade) on the biographical books on 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.

- **SPECIALS**

Three special exercises, each worth 4% of your grade, will add breadth to the course.

- 1) Your Covid Experience as World History. In the first week, you will fill out a questionnaire on your experience with pandemic. 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*.

- 2) New Perspectives Symposium Response. At five points early in the semester we will host guest lecturers. After this series (a “symposium”), you analyze four of the five according to instructions to be distributed in class.
- 3) Quantifying the Transatlantic Slave Trade. In week nine, in affinity groups, you will use the international Slave Voyages database to explore recent research through different disciplinary angles.

- **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. (tThere 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 May 9

### **ASSIGNMENTS by POINT VALUE**

|                                                                                  |     |
|----------------------------------------------------------------------------------|-----|
| Career Journal: weekly discussions in response to instructor’s prompt: 14 x 1% = | 14% |
| Source Analyses: 4 x 5% =                                                        | 20% |
| Lecture Analyses: 2 x 5% =                                                       | 10% |
| Biographical Analyses: 2 x 5% =                                                  | 10% |
| InQuizitive Exercises: multiple per week, worth a combined -                     | 13% |
| Specials: 3 x 4% =                                                               | 12% |
| Mid-term and exam-week assessments: 1 x 6% and 1 x 10% =                         | 16% |

|          |     |
|----------|-----|
| Subtotal | 95% |
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|                                                                                |    |
|--------------------------------------------------------------------------------|----|
| Also: discussion sections: grade, assigned at teaching assistant’s discretion: | 5% |
|--------------------------------------------------------------------------------|----|

|               |             |
|---------------|-------------|
| <b>Total:</b> | <b>100%</b> |
|---------------|-------------|

### 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 instructor.

3. Email. Please feel free to email me with any questions or concerns. I 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: January 25-30: Orientation

#### Meetings:

- |          |                                   |
|----------|-----------------------------------|
| 1/26:    | Greetings and course introduction |
| 1/26-27: | discussion sections               |
| 1/28:    | Making World History Your Own     |

#### Readings:

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. \*The Story of Sleep and Death (folktale from Africa)
3. \*Ecclesiastes chapter 3

#### Assignments (due in Canvas by Monday, Jan. 31, 11:59 p.m.):

1. Journal 1
2. Covid and You Questionnaire
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, January 31-February 6: Early Civilizations

### Meetings:

- 1/31: Crane lecture—Early Civilizations from Nile to Ganges
- 2/2: Badger Lecture—The Bog People
- 2/2-3: discussion sections
- 2/4: Beaver lecture—Biography in World History (introducing *Njinga of Angola*)

### Readings (to be done by Feb. 6):

- 1. WOH, chapters 5-6
- 2. Linda Heywood, *Njinga of Angola*, chapter 1
- 3. \*from the Code of Hammurabi
- 4. \*from the Upanishads
- 5. \*Two readings for next week's New Perspectives Symposium

### Assignments (due Feb. 7):

- 1. Journal 2
- 2. InQuizitives chapters 5 and 6

## Week 3, February 7-13: The World to 200 (part 1)

### Meetings:

- 2/7: New Perspectives Symposium #1
- 2/9: Crane lecture—China, Persia, and Greece to CE
- 2/9-10: discussion sections
- 2/11: New Perspectives Symposium #2

### Readings (to be done by Feb. 13):

- 1. WOH, chapters 7-8
- 2. *Njinga of Angola*, chapter 2
- 3. \*from Lao Tzu
- 4. \*from Confucius
- 5. "The Great Learning" (WOH p. 248)

### Assignments (due Feb. 14):

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

## Week 4, February 14-20: The World to 200 (part 2)

### Meetings:

2/14: Crane lecture—The Roman Empire  
2/16: Badger lecture—Christianity 101  
2/16-17: discussion sections  
2/18: New Perspectives Symposium #3

Readings (to be done by 2/20):

1. WOH, chapters 9 and 11
2. *Njinga of Angola*, chapter 3
3. Hortensia's speech (WOH, p. 286)
4. \*Luke 2, Matthew 5-7
5. \*Possible Assigned Reading for Next Week's New Perspectives

View:

1. \*assorted recent Nigerian Christian music videos

Assignments (due 2/21):

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

## Week 5, February 21-27: the world to 1500 (part 1)

Meetings:

2/21: Crane lecture—Eurasia to 1500 CE  
2/23: Badger lecture—Islam 101  
2/23-24: discussion sections  
2/25: Badger lecture / New Perspectives Symposium #4—The Fall of Constantinople and the Reconquest of Spain

Readings (to be done by 2/27):

1. WOH, chapters 12-13
2. *Njinga of Angola*, chapter 4
3. *One Woman's Jihad*, "Yearning for the Prophet" (pages 137-156)
4. \*Jews and Christians in China
5. \*Xi Jinping, "On the 20th Anniversary of Hong Kong's Return to China" (2017)
6. \*Possible Assigned Reading for Next Week's New Perspectives

View:

1. \*assorted recent Muslim music videos

Assignments (due 2/28):

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

## Week 6, February 28-March 6: the world to 1500 (part 2)

### Meetings:

- 2/28: Crane lecture—The Indian Ocean world
- 3/2: Badger lecture—Medieval Mediterranean (Selenay Aydin):
- 3/2-3: discussion sections
- 3/4: Badger lecture / New Perspectives Symposium #5: from the Reconquista to the Sea

### Readings (to be done by March 6):

1. WOH, chapters 14-15
2. *Njinga of Angola*, chapter 5
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 March 7):

1. Journal 6
2. InQuizitive, chapters 14-15
3. Lecture Analysis 1

## Week 7, March 7-13: the world to 1500 (part 3)

### Meetings:

- 3/7: Crane lecture—the Americas to 1500
- 3/9: Badger lecture—The Aztecs and the Flower Wars
- 3/9-10: discussion sections
- 3/11: Beaver lecture—Today's Medieval daydreams

### Readings (to be done by 3/13):

1. WOH, chapter 16
2. *Njinga of Angola*, chapter 6
3. \*Flower War source TBA
4. Aztec Wealth (WOH p. 563)

### Assignments (due March 14—PLAN AHEAD IF YOU ARE TRAVELLING!):

1. Journal 7
2. InQuizitive, chapter 16

### 3. Mid-Term Assessment

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## SPRING RECESS, March 12-20

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## Week 8, March 21-27: The Atlantic World to 1800 (part 1)

### Meetings:

- 3/21: Crane lecture—the Atlantic World
- 3/23: Badger lecture—two villages in conquered Mexico
- 3/23-24: discussion sections
- 3/25: Beaver lecture—Rethinking Early America

### Readings (to be done by 3/27):

- 1. WOH, chapters 17-18
- 2. Njinga of Angola, chapter 7
- 3. A letter from Huejotzingo, Mexico, to the Spanish king
- 4. \*A Nahua (Mexico) reformulation of the birth story of Jesus

### Assignments (due 3/28):

- 1. Journal 8
- 2. InQuizitives chapters 17 & 18
- 3. Source Analysis #2

## Week 9, March 28-April 3: The Atlantic World to 1800 (part 2)

### Meetings:

- 3/28: Crane lecture—Atlantic slavery
- 3/30: Badger lecture—Sugar
- 3/30-31: discussion sections
- 4/1: Responding to Atlantic slavery

### Readings (to be done by 4/3):

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

### Assignments (due 4/4):

- 1. Journal 9

2. InQuizitive, chapters 19-20
3. Biographical Analysis 1 (Njinga)

## Week 10, April 4-10: Breaking the World

### Meetings:

- 4/4: Crane Lecture: Revolutions on Four Continents
- 4/6: Badger Lecture: *The Wealth of Nations*
- 4/6-7: discussion sections
- 4/8: Beaver Lecture: Renewal and Revolution in Islam and Christianity

### Readings (to be done by 4/10):

1. WOH, chapters 21-22
2. Beverly Mack and Jean Boyd, *One Woman's Jihad*, chapters 1-2
3. \*Adam Smith, *The Wealth of Nations* (1776, excerpts)
4. \*Moses Seixas, letter to George Washington (1790)
5. \*Four short pieces on Creole nationalism in the Spanish Americas, 1810-1815

### Assignments (due 4/11):

1. Journal 10
2. InQuizitive, chapters 21-22
3. Slave Voyages database exercise

## Week 11, April 11-17: Healing the World

### Meetings:

- 4/11: Crane Lecture—nationalism and socialism
- 4/13: Badger Lecture—Equiano and Dan Fodio: two Nigerian religious innovators
- 4/13-14: discussion sections
- 4/15: Beaver Lecture—Utopianism

### Readings (to be done by 4/17):

1. WOH, chapters 24-25
2. \*Olaudah Equiano, open letter to James Ramsey
3. Beverly Mack and Jean Boyd, *One Woman's Jihad*, chapters 3-4
4. Nana Asma'u, "The Journey" and "Be Sure of God's Truth" from *One Woman's Jihad*
5. \*Friedrich Engels, *Socialism—Utopian and Scientific* (1880, excerpts)

### Assignments (due 4/18):

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

## Week 12, April 18-24: Industry and Empire

### Meetings:

- 4/18: Crane lecture—Industrial changes
- 4/20: Badger lecture—Industrial changes through one textile mill in England
- 4/20-21: discussion sections
- 4/22: Beaver lecture—the English language as an archive of globalization

### Readings (to be done by 4/24):

- 1. WOH, chapters 26-27
- 2. Beverly Mack and Jean Boyd, *One Woman's Jihad*, chapters 5-6
- 3. \*Mohandas Gandhi, *Hind Swaraj* (excerpts)

### Assignments (due 4/25):

- 1. Journal 12
- 2. InQuizitive, chapters 26-27
- 3. Lecture Analysis 2

## Week 13, April 25-May 1: Two World Wars

### Meetings:

- 4/25: Crane lecture—Two World Wars
- 4/27: Badger lecture—Two World Wars through one soldier's eyes
- 4/27-28: discussion sections
- 4/29: Beaver lecture—Genocides in world history

### Readings (to be done by 5/1):

- 1. WOH, chapters 28-29
- 2. \*Madhav Sadashiv Golwalkar, *We: or Our Nationhood Defined* (1933, excerpts)
- 3. \*Jawaharlal Nehru, "A Tryst with Destiny" (1947)

### Assignments (due 5/2):

- 1. Journal 13
- 2. InQuizitive, chapters 28-29
- 3. Biographical Analysis 2 (Nana Asma'u)

## Week 14, May 2-8: Freedom and Justice

### Meetings:

- 5/2: Crane lecture—Freedom and Justice (the Cold War and decolonization)
- 5/4: Badger lecture: Neoliberalism
- 5/4-5 discussion sections (final ones)
- 5/6: Beaver Lecture—the rest of your lives (final meeting)

Readings (to be done by 5/8):

- 1. \*Sayyid Qutb, “Islam the Religion of the Future” (ca. 1952, excerpts)
- 2. \*Thomas Sankara, speech against neocolonialism at UN (1984)
- 3. \*Margaret Thatcher, “Shaping a New Global Community” (1990)

Assignments (due 5/9):

- 1. Journal 14
- 2. Source Analysis 4

## Exam Week:

Open-book exam open on Canvas until May 9 at 11:59 PM.