

History 130: Introduction to World History

University of Wisconsin-Madison: Spring Semester 2023, 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—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.

Instructors:

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

Teaching Assistants:

Francisco Hernandez Moleres — hernandezmol@wisc.edu; office hours (4272 Humanities): Tuesdays, 10-12.

Ethan Cramer — ecramer@wisc.edu; office hours (4272 Humanities): Wednesdays, 1:30-3:30.

Lectures: Mondays, Wednesdays, and Fridays, 12:05-12:55 in 2650 Humanities

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

Canvas Course URL: <https://canvas.wisc.edu/courses/345693>

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 180 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

1. J. R. McNeill, *The Webs of Humankind: A World History* (Combined Volume, Seagull edition) (W. W. Norton, 2021), including access to quizzes (which is sometimes sold separately)
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**

Six times during the semester, 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!

- **ESSAY**

You will an essay, roughly 500 words in length (worth 5% of your grade), responding to the Clint Smith book and lecture. Instructions to follow.

- **ChatGPT assessment**

This is the first semester since the release of an artificial intelligence tool of unprecedented capacity for writing. You have the opportunity to help us figure out how to use this tool in the history classroom. Two assignments will follow, one early in the semester and one late, each worth 2.5%. Instructions to follow. I look forward to your insights!

- **SPECIALS**

Two 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 goals and needs. Partly planning your semester, and partly analyzing the Covid-19 pandemic's impact upon your academic life.
- 2) New Research Symposium Response. In week seven we will host guest lecturers. After this series (a "symposium"), you analyze two according to instructions to be distributed in class.

- **INQUIZITIVE EXERCISES**

Weekly reading quizzes, integrated with the *Webs of Humankind* textbook. Most are worth 1 point (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 May 8.

ASSIGNMENTS by POINT VALUE

Career Journal: 100-150 words in response to instructor's prompt: 6 x 1% =	6%
Source Analyses: 4 x 5% =	20%
Lecture Analyses: 2 x 5% =	10%
Clint Smith Essay: 1 x 5% =	5%
ChatGPT Exercise: 2 x 2.5% =	5%
InQuizitive Exercises: multiple per week, worth a combined -	25%
Specials: 2 x 4% =	8%
Mid-term and exam-week assessments: 1 x 6% and 1 x 10% =	16%
Subtotal	95%
Also: discussion sections: grade, assigned at teaching assistant's discretion:	5%
Total:	100%

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.

3. Late Work. Late Work is generally not accepted. There are two exceptions:

- InQuizitives. Although a weekly due date is posted, InQuizitives remain open until the semester's end. You may always return to an older quiz to improve your score!
- Amnesty Drop Box. Emergencies happen. A special drop box is available (found in Canvas under "Assignments," in "Special Assignments." You may use this up to three times in the semester, and no more. Assignments submitted in the Amnesty Drop Box will be graded at the semester's end and with no feedback.
 - Advice: you have three submissions available; use them for higher-value assignments.
 - Title your submission! It might not be clear what missing assignment you are submitting.
 - Essay Quizzes should be submitted as Word Documents.
 - Some prompts might not be available after the assignment closes. Plan ahead and write down the questions in advance.

4. Email. Please feel free to email us with any questions or concerns. We will make every effort to respond to you within a weekday.

COURSE SCHEDULE

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

* = Reading available on Canvas.

Discussion Sections meet every week, including the first.

Week 1: January 24-30: Orientation

Meet:

- | | |
|-------|-----------------------------------|
| 1/25: | Greetings and course introduction |
| 1/27: | Making World History Your Own |

Read (by 1/29):

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. **Ecclesiastes* chapter 3

Write (due in Canvas by Monday, Jan. 30, 11:59 p.m.):

1. Journal 1
2. InQuizitives:

- a. How to use InQuizitive (zero points)
- b. History skills tutorial: primary sources (0.5 points)
- c. History skills tutorial: types of evidence (0.5 points)
- d. InQuizitive chapter 4 (1 point)

Week 2, January 30-February 6: Early Civilizations

Meet:

1/30: Early Civilizations from Nile to Ganges
2/01: The Bog People
2/03: Early South Asia

Read (by 2/5):

1. WOH, chapters 5-6
2. Clint Smith, Monticello Plantation
3. *from the Code of Hammurabi
4. *from the Upanishads

Write (due 2/6):

1. InQuizitives chapters 5 and 6
2. Academic Self-Assessment
3. Journal 2

Week 3, February 6-13: Ancient Eurasia

Meet:

2/06: China and the Confucian World
2/08: Persia and the Hellenistic World
2/10: The Roman World

Read (by 2/12):

1. WOH, chapters 7-8
2. Clint Smith, Whitney Plantation
5. *from Confucius
6. *from Lao Tzu
3. “The Great Learning” (WOH p. 248)
4. *Luke 2, Matthew 5-7

Write (due 2/13):

1. InQuizitives, chapters 7 and 8

Week 4, February 13-20: Abrahamic Religions

Meet:

- 2/13: The Abrahamic Religious Vision
- 2/15: Christianity
- 2/17: Islam

Read (by 2/19):

- 1. WOH, chapters 9 and 11
- 2. Clint Smith, Angola Prison
- 3. *excerpts from the Sunnah
- 4. *various South Asian religious encounters

View:

- 1. *assorted recent Nigerian Christian music videos
- 2. *Qur'an 1 – external link to sung verse

Write (due 2/20):

- 1. InQuizitive chapters 9 and 11
- 2. ChatGPT exercise 1 (due on paper in lecture, 2/20)

Week 5, February 20-27: Abr. Religions + Maturing Webs

Meet:

Abrahamic Religions Unit:

- 2/20: Christian and Muslim Texts
- 2/22: Translation in Christianity and Islam

Maturing Webs Unit:

- 2/24: Eurasia

Read (by 2/26):

- 1. WOH, chapters 12-13
- 2. Clint Smith, Blandford Cemetery
- 3. *Nana Asma'u, "Yearning for the Prophet"
- 5. *assorted short readings on Jews and Christians in China
- 6. *Xi Jinping, "On the 20th Anniversary of Hong Kong's Return to China" (2017)

View:

1. *assorted recent Muslim music videos

Write (due 2/27):

1. InQuizitive, chapters 12-13
2. Source Analysis 1
3. Journal 3

Week 6, February 27-March 6: Maturing Webs

Meet:

- 2/27: The Indian Ocean World
- 3/1: West Africa
- 3/3: Medieval Europe

Read (by March 5):

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)

View (by March 5):

1. *BBC on the *Padmaavat* movie controversy

Write (due March 6):

1. InQuizitive, chapters 14-15
2. Lecture Analysis 1

Week 7, March 6-13: New Research Symposium

NOTE: next week (March 13-17) is Spring Break. If you will be travelling, submit your work early!

Meet:

- 3/06: Lecture TBA (to be announced)
- 3/08: TBA
- 3/10: TBA

Read (to be done by 3/12):

1. WOH, chapters 17-18
1. Clint Smith, New York City

2. Aztec Wealth (WOH p. 563)

Write (due 3/13):

1. InQuizitives chapters 17 & 18
2. Mid-Term Assessment
3. Journal 4

Week 8, March 13-20: Spring Recess (no meetings or work)

Week 9, March 20-27: Re/Conquest

Meet:

- 3/20: Re/Conquest
- 3/22: Two Villages in Conquered Mexico
- 3/24: Atlantic Slavery

Read (by 3/26):

1. WOH, chapters 19-20
2. Clint Smith, Gorée Island
3. *The Abencerraje (excerpt)
4. *A letter from Huejotzingo, Mexico, to the Spanish king
5. *A Nahua (Mexico) reformulation of the birth story of Jesus

Write (due 3/27):

1. InQuizitive, chapters 19-20
2. Source Analysis #2

Week 10, March 27-April 3: Atlantic Encounters

Meet:

- 3/27: Atlantic Encounters
- 3/29: Approaching Capitalism
- 3/31: Sugar

Read (by 4/2):

1. WOH, chapters 21-22
2. *Guiseppe Andreone, "Cane Cutting"
3. Adam Smith, *The Wealth of Nations* (1776, excerpts)
4. *Olaudah Equiano, open letter to James Ramsey
5. *Moses Seixas, letter to George Washington (1790)

View:

*Clint Smith Lecture (was November 2022, Memorial Union) (link in Canvas)

Write (due 4/3):

1. InQuizitive, chapters 21-22
2. New Research Symposium Response
3. Journal 5

Week 11, April 3-10: An Atomized World

NOTE: This week includes Jewish and Christian holy days. Due dates are extended to next Wednesday.

NOTE: If you need to miss discussion for a religious observance, write to your TA in advance.

Meet:

- 4/3: Revolutions on Four Continents
- 4/5: Adam Smith, *The Wealth of Nations*
- 4/7: An Atomized World

Read (by 4/12):

1. WOH, chapters 23-24
2. *Four short pieces on Creole nationalism in the Spanish Americas, 1810-1815
3. *Nana Asma'u, "The Journey" and "Be Sure of God's Truth"
4. *Friedrich Engels, *Socialism—Utopian and Scientific* (1880, excerpts)

Write (due 4/12):

1. InQuizitive, chapters 23-24
2. ChatGPT exercise 2 (due on paper in lecture, 4/12)

Week 12, April 10-17: Remaking Community

NOTE: This week doubles as our "mental health week." We meet as usual, but you have no assignments.

Meet:

- 4/10: Christianity and Islam Adapt
- 4/12: Secular Religion 1: Nationalism
- 4/14: Secular Religion 2: Socialism

No readings or assignments

Week 13, April 17-24: World on Fire

Meet:

- 4/17: Industry and Empire
- 4/19: Two World Wars
- 4/21: Two World Wars through One Man's Eyes

Read (by 4/23):

1. WOH, chapters 25-26
2. *Mohandas Gandhi, *Hind Swaraj* (excerpts)
3. Mohandas Gandhi on Satyagraha, (in *Webs of Humankind*)
4. *Fritz Oppenheimer's WWI Diary (excerpts)
5. *Rosa Luxemburg, "What Does the Spartacus League Want?"

Write (due 4/24):

1. InQuizitive, chapters 25-26
2. Source Analysis 3

Week 14, April 24-May 1: The Last Century

Meet:

- 4/24: Global Cold War
- 4/26: Radical Anticolonialism: M.S. Golwalkar and Sayyid Qutb
- 4/28: Neoliberalism

Read (by 4/30):

1. WOH, chapters 27-28
2. *Madhav Sadashiv Golwalkar, *We: or Our Nationhood Defined* (1933, excerpts)
3. *Jawaharlal Nehru, "A Tryst with Destiny" (1947)
4. *Sayyid Qutb, "Islam the Religion of the Future" (ca. 1952, excerpts)
5. *Thomas Sankara, speech against neocolonialism at UN (1984)
6. *Margaret Thatcher, "Shaping a New Global Community" (1990)

Write (due 5/1):

1. InQuizitive, chapters 27-28
2. Essay: Clint Smith, *How the Word is Passed*

Week 15, May 1-5: World History and Your Future

Meet:

- 5/1: The English Language
- 5/3: Globalization from Below
- 5/5: World History and Your Future

Read (by 5/5):

1. WOH, chapter 29

Write (due 5/5) (due on Friday, not the following Monday as usual):

1. Journal 6
2. InQuizitive, chapter 29
3. Lecture Analysis 2
4. Source Analysis 4 (available until May 8)

Exam Week:

Open-book exam open on Canvas until May 8 at 11:59 PM.