

History 130: Introduction to World History

University of Wisconsin-Madison: summer 2023, online asynchronous – 3 credits

Paul Glen Grant, PhD: pgrant@wisc.edu



International Students at UW-Madison, 1962. 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 weeks. Each week, then, will cover vast stretches of human experience. To make this intelligible, we focus on how global encounters will shape your career.

Each week will include four pre-produced video lectures, and a number of readings (primarily in the textbook, with reading quizzes), along with response assignments—some by video, most written.

Canvas Course URL: <https://canvas.wisc.edu/courses/356280>

Course Designations and Attributes:

¹ Want to know more about these students? Here: <https://digital.library.wisc.edu/1711.dl/CXAW3C4J7QMTQ8E>

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

Instructional Modality: Online, Asynchronous (in weekly modules)

Requisites: *none*

How Credit Hours are met by the Course

This class consists of four modules, to be completed over four weeks. and carries the expectation that students will work on course learning activities (mainly reading and writing) for about 33 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.

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 solely 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 TEXT

J. R. McNeill, *The Webs of Humankind: A World History* (Volume 2, Seagull edition) (W. W. Norton, 2021), including access to quizzes.

NOTE: The course fee includes access to a digital version of the textbook, including reading quizzes. **You do not need to buy anything!**

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 and quizzes on the textbook.

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

- **CAREER QUESTIONNAIRE**

In the first week, you will fill out a questionnaire on your global competencies—what skills you have, and what skills you need. *I want you to approach this course strategically, looking for how you can best improve yourself.*

- **CAREER JOURNALS**

In each module (that is, eight times during the course), 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.

- **LECTURE RESPONSES**

Twice a week you will submit a video response to the lectures, in response to a specific prompt. In most cases these are big moral questions without easy answers. I want you to think through complexity and speak in your own words.

- **MAP and CHART ANALYSES**

All maps are arguments. Each week, I will select three maps (or charts) from the textbook and ask you to comment on them. Instructions to follow.

- **INQUIZITIVES**

Each chapter in the textbook comes with a special kind of (untimed) quiz. Most are worth 2% (two shorter ones are worth 1% each) for 30% of your grade. These will remain open until the end of the term (to allow you to go back to improve your score if you wish).

- **ESSAYS**

At the end of each week, you will submit mini-essays of about 600 words (each worth 10% of your grade) on the implications for your career of some of the week's themes.

ASSIGNMENTS by POINT VALUE

Career Questionnaire:	2%
Journal: semi-weekly responses to instructor's prompt: 8 x 1% =	8%
Lecture responses: 8 x 1% =	8%
Map/chart analyses: 4 x 3% =	12%
InQuizitives: (14 x 2%) + (2 x 1%) =	30%
Weekly Essays: 4 x 10% =	40%

Grading complaints

I entertain grading complaints, but I require live discussion (by video conference). If you wish for me to reconsider a score, you must: 1) Submit a formal request to me (by email), and 2) discuss the issue live (by video conference), 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. Work load. Week one requires more work. Week four requires less. You are responsible for looking ahead at the syllabus and balancing your work.
2. Reading & thinking. Reading and thinking critically about your reading intentionally comprises a substantial proportion of your course grade. This course treats history not as a list of dates and names but as messages from the past by which we interpret the present.
3. Due Dates. All assignments are due in Canvas on the day indicated below. No late work is accepted, except the Inquizitives (which remain open until July 16).
4. Artificial Intelligence. AI can be a great tool for first drafts, but it must be treated carefully, in case of "hallucinations" or false information—you need both to fact check and to revise for the specific details of the assignment. If you use Artificial Intelligence (ChatGPT or other) in your writing, you must submit BOTH the original, as it was returned to you, AND your revised version.

COURSE SCHEDULE

WEEK 1, June 19-25: Global Commerce

Four Lectures –in Canvas

Read: *Webs of Humankind*, chapters 16, 17, 18, and 20 (note: chapter 19 is next week)

Submit (by June 25)

- Career Questionnaire
- Journals 1 and 2
- Lecture Responses 1 and 2
- Map Analysis 1
- Inquizitives to assigned book chapters + Inquizitive training on maps and sources (will remain open until July 16)
- Essay 1: Global Commerce (prompt in Canvas)

WEEK 2, June 26-July 2: An Atomized World

Four Lectures (in Canvas)

Read: *Webs of Humankind*, chapters 19, 21, 22, and 23

Submit: (by July 2)

- Journals 3 and 4
- Lecture Responses 3 and 4
- Map Analysis 2
- Inquizitives to assigned chapters (will remain open until July 16)
- Essay 2: An Atomized World (prompt in Canvas)

WEEK 3, July 3-9: The Amorality of Technology

Four Lectures –in Canvas

Read: *Webs of Humankind*, chapters 24-27

Submit (by July 9):

- Journals 5 and 6
- Lecture Responses 5 and 6
- Map Analysis 3
- Inquizitives to assigned chapters
- Essay 3: The Amorality of Technology (prompt in Canvas)

Week 4, July 10-16: A Shrinking World

Four Lectures –in Canvas

Read: *Webs of Humankind*, chapters 28-29

Submit (by July 16):

- Journals 7 and 8
- Lecture Responses 7 and 8
- Map Analysis 4
- Inquizitives to assigned chapters
- Essay 4: A Shrinking World (prompt in Canvas)