

HISTORY130: 130 - 001

(World History: Asian Commodities and European Empires)

4 Credits (meeting in-person)



The Family of the Duke of Penthièvre in 1768, also known as *The Cup of Chocolate*. Jean-Baptiste Charpentier the Elder, 1768, oil on canvas, Château de Versailles.

Instructor: Dr. Mou Banerjee, mbanerjee4@wisc.edu

Lectures: Mon/Wed 2:30PM - 3:45PM/ **Classroom:** HUMANITIES 1111

Dr. Banerjee's Office hours: Wednesday at Humanities 5103, from 10.30 AM-12.30 noon.

Teaching Assistants: Srotaswini Bhowmick (sbhowmick2@wisc.edu) and Sagarika Naik (snaik6@wisc.edu)

Sections: Tuesdays.

Credit Hours: The credit standard for this 4-credit course is met by an expectation of a total of 180 hours of student engagement with the course's learning activities (at least 45

hours per credit or 12 hours per week), which include regularly scheduled meeting times (75 minutes per class session, 2 sessions per week – which is a total of 150 minutes per week), section discussions, guided individual research, dedicated online time, reading, writing, field trips, individual consultations with the instructor and TA, and other student work as described in the syllabus.

Syllabus: This syllabus is subject to change at the discretion of the instructor.

Course Requirements:

This course is a historical introduction to the European empires of the modern age - those created by the English, the Dutch and the French in South and South-East Asia between 1600 and 1950. The rationale for the creation of these empires, which have influenced global historical events for the last three hundred years, was the need for commerce and desire for luxury goods available in Asia.

We will explore how a variety of commodities, from spices to narcotics, spurred the creation of vast colonies in Asia by European trading companies, often through the use of brutal and coercive violence. We will talk about Cotton, Opium, Tea, Indigo, Sugar and Nutmeg, and how these objects have left their mark on the world as we know it today.

We shall examine the encounters between the western colonizing powers, and Asian cultures, mediated through imperial politics. And we will discover how these interactions influenced the realities of colonial politics in the global South and defined ecological and economic relations in the modern global age. **In effect, what we will do in this world-history course is trace the rise of modern capitalism.**

Course Learning Objectives:

The main objective of the course is to help you think and write critically. We will do this through close reading of primary sources and secondary material, as well as through writing assignments – weekly discussion posts and one final paper. In the written assignments, we shall work on identifying and engaging with historical arguments through examination and contextualization of evidence such as primary sources and through critiques of academic monographs or articles.

Each week will include two lectures, one discussion section, and several readings (both short primary sources and books).

At the end of this course, students will KNOW or be able TO:

1. Identify and engage with arguments about world history, including the histories of Non-Western civilizations and cultures.
2. Evaluate the evidentiary and theoretical bases of various historical conversations about the making of the modern world.
3. Present original conclusions about world history. Present original and coherent findings through clearly written, persuasive arguments and narratives.

Books:

Some of the important books from which the readings for the course have been taken are listed below. You might borrow them from Memorial Library - most are available online as eBooks through the UW-Madison library system. These books and other relevant readings are also posted on Canvas in the “Files” section, and **the students are expected to consult them to gain a sense of this course.**

Though full books are uploaded to Files and linked in course Modules, students are only expected to read the sections and chapters assigned in the syllabus.

The main background readings are from the monographs listed below:

1. Pomeranz, Kenneth. *The Great Divergence: Europe, China, and the Making of the Modern World Economy*. Princeton: Princeton University Press, 2000. Online link: <https://www-fulcrum-org.ezproxy.library.wisc.edu/concern/monographs/kw52j850s>
2. Bose, Sugata. *Asia after Europe: Imagining a Continent in the Long Twentieth Century*. Cambridge, Massachusetts; London, England: The Belnap Press of Harvard University Press, 2024. Online link: <https://www-degruyter-com.ezproxy.library.wisc.edu/document/doi/10.4159/9780674296565/html#contents>
3. Beckert, Sven. *Empire of Cotton: A Global History*. New York: Alfred A. Knopf, 2014.
4. Davis, Mike. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*. New York: Verso, 2001. Online link: <https://www-fulcrum-org.ezproxy.library.wisc.edu/concern/monographs/cz30pt14c>

5. Derks, Hans. *History of the Opium Problem: The Assault on the East, ca. 1600-1950*. Vol. 105. Brill, 2012. <http://www.jstor.org/stable/10.1163/j.ctv4cbhdf>.
6. Rimner, Steffen. *Opium's Long Shadow: from Asian Revolt to Global Drug Control*. Cambridge, Massachusetts: Harvard University Press, 2018.
7. Rappaport, Erika Diane. *A Thirst for Empire: How Tea Shaped the Modern World*. Princeton, New Jersey: Princeton University Press, 2017. Online link: <https://www-degruyter-com.ezproxy.library.wisc.edu/document/doi/10.1515/9781400884858/html#contents>
8. Nadri, Ghulam. *The Political Economy of Indigo in India, 1580-1930: a Global Perspective*. Leiden, Netherlands; Boston, [Massachusetts]: Brill, 2016. Online link: <https://ebookcentral.proquest.com/lib/wisc/detail.action?pq-origsite=primo&docID=4585055>.)
9. Mintz, Sidney. *Sweetness and Power: The Place of Sugar in Modern History*. New York: Viking, 1985.
10. Ghosh, Amitav. *The Nutmeg's Curse: Parables for a Planet in Crisis*. Chicago: The University of Chicago Press, 2021. Online link: (<https://www-degruyter-com.ezproxy.library.wisc.edu/document/doi/10.7208/chicago/9780226815466/html#contents>)
11. Kling, B. B. *The Blue Mutiny: The Indigo Disturbances in Bengal, 1859-1862*. University of Pennsylvania Press. Online link: <http://www.jstor.org/stable/j.ctv513101>.
12. Amrith, Sunil. *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants*. Cambridge, Massachusetts: Harvard University Press, 2013. Online link: <https://ebookcentral.proquest.com/lib/wisc/detail.action?pq-origsite=primo&docID=3301333>.

Digital Database for Consultation on Final Paper:

1. Global Commodities: Trade, Exploration and Cultural Exchange. URL: <https://www-globalcommodities-amdigital-co-uk.ezproxy.library.wisc.edu/Introduction/TheCommodities>
2. "Commodities in World History, 1450-1950" A Project of the UCSC Center for World History. URL: <https://cwh.ucsc.edu/commodities-in-world-history-1450-1950-a>

[project-of-the-ucsc-center-for-world-history/#:~:text=The%20commodities%20surveyed%20here%E2%80%94coffee,limited%20local%20or%20regional%20markets.](#)

Students will be evaluated based on:

Participation - 15%

Attendance – (Class Lectures + Sections) – 10% + 10% = 20%

Class + Section Conduct – 5% + 5% = 10%

Class Prep (Discussion Board posts) - 12 x 2.5 = 30% (Only the 10 highest scores of your discussion posts will be considered for awarding the final grade)

Final paper - 25%

Total: 75% + 25% = 100%

Technology-free space: For this semester, our lectures will be a technology-free zone (for students). With the exception of relevant accommodations which will require a note to the instructor from the McBurney Center, this means that students will take notes by hand, not on electronic devices. Electronic devices should be put away during class. This policy is grounded in research that shows that students who take notes by hand exhibit better comprehension and retention of course materials, engage in more effective summarizing, and are subject to fewer distractions.

If you have accommodation that requires you to take notes on an electronic device, please be aware that your screen is visible to those around you and will be distracting to them if you engage in non-course-related online activity. If I or the TAs notice students surfing the net or engaging in otherwise disruptive behavior in the classroom, it will be factored into your participation grades.

You are allowed to bring your electronic devices to the sections, but the usage will be at the discretion of your TA.

Relevant Research on Benefits of Hand-written Notetaking:

<https://www.scientificamerican.com/article/why-writing-by-hand-is-better-for-memory-and-learning>.

[https://www.learningscientists.org/blog/2024/7/18-1.](https://www.learningscientists.org/blog/2024/7/18-1)

[https://pmc.ncbi.nlm.nih.gov/articles/PMC6302751/.](https://pmc.ncbi.nlm.nih.gov/articles/PMC6302751/)

Use of AI/Chat GPT: Among the most important goals of this class is to teach you to think, analyze sources, and write convincingly about them. These are invaluable skills that will serve you no matter what your major or what you want to do with your life.

The use of artificial intelligence (AI) tools and applications (including, but not limited to, Chat-GPT, DALL-E, and others) for course assignments and assessments does not support the learning objectives of this course and is prohibited. I will consider this cheating and the grounds for failing an assignment. Using them in any way for this course is a violation of the course's expectations and will be addressed through UW–Madison's academic misconduct policy, specifically UWS 14.03(1)b (b) Uses unauthorized materials or fabricated data in any academic exercise.

This course is designed to help you realize your full potential by becoming a stronger reader, writer, speaker, and thinker. You will not develop these skills if you are outsourcing them to AI, which incidentally still makes false claims and exhibits bias of various kinds.

Please read the new research emerging from MIT about the multiple negative ways in which using AI affects our brains:

[https://time.com/7295195/ai-chatgpt-google-learning-school/.](https://time.com/7295195/ai-chatgpt-google-learning-school/)

[https://www.media.mit.edu/publications/your-brain-on-chatgpt/.](https://www.media.mit.edu/publications/your-brain-on-chatgpt/)

Attendance: Attendance and participation are mandatory **both in lectures and in sections**. It is essential to approach the course material and your classmates with respect and an academic mindset and attitude.

Absences: You are allowed 2 excused absences (including class and section) but you should always inform the instructor or TA in advance through email about an absence so we can keep our records straight. Any other absences will only be approved at the professor's discretion, in cases of health (doctor's note is necessary) or family emergency or due to religious observances. Absences due to routine schedule conflicts (job interviews, exams in other classes, etc.) will not result in excused absences. If you are late to class, and enter after attendance has been recorded, it is your responsibility to get in touch with the instructor or TA to make sure that you are counted as present for the day. Excessive lateness will count as absences at the instructor's discretion.

If I am late for class, please wait for fifteen minutes, or ask your TA for directions, unless you are informed otherwise.

You should, ideally, finish your readings for the week by Sunday evening, before the first lecture for the week. Life being an inexact, unideal chain of events, I would strongly encourage you to complete the readings by Tuesday morning before section at the least - the readings and the lectures together will help you form an idea about the topic of the week, which you need to write your discussion posts.

In section, we will use the Jigsaw Method.

Instructions:

1. We will divide the class into study groups. Each group will be assigned a part of the week's readings. Do your assigned reading before class. You and your group should be prepared to explain it to the group of your classmates who have not done this reading. Identify a total of two different (and fairly short) passages from your readings that fit into two distinct categories:
 - *I agree with this or can relate to it.*
 - *I disagree with this or have doubts about it.*
 - I have a question about this.
1. Form home groups. Meet with the others who did the same reading (Group A, B, C or D).
2. Introduce yourself, then take turns (max. 3 minutes each) sharing the passages you have identified.
3. As a group, discuss the following questions:
 - *How would you describe the articles?*
 - What are the most important themes of your reading?
 - *What did you find most interesting?*
 - What insights and lessons can we take away from these readings?
1. Full-class discussion:
2. Share your jigsaw group's thoughts (the instructor will randomly ask one person from each group to sum up).

Working Norms for Discussion

Norms

Online Working Agreements

Presume positive intentions

Engage respectfully

Listen attentively

Aim for equal participation

Respect boundaries

Provide evidence

Use names to address each other

Be ok with silence

Start & end on time

Beginning with the second week of classes, you will perform a debriefing exercise – your TA will ask members of the class what they found to be the most compelling or instructive issue in their assigned readings, and you will have a short discussion of what students took away from the week’s readings.

In section, you will also write the first draft of your discussion post and do peer review of each other’s writing. Let us engage in discussion, but also let us be constructive, kind, collegial.

If you are absent for more than 3 class or section days without informing me or your TA through email, you automatically fail the class.

Reading Guide:

1. Critical reading - active engagement with texts - is essential to your academic success and intellectual growth. Research has shown that students who read deliberately retain more information and retain it longer.

2. Ask these essential questions of the text and summarize your own answer in a few sentences in your notes. Ask yourself - what is the reading about? What kind of themes run through this reading? What does the reading tell us about the interactions between commodities, cultures and human beings? When and how do these interactions turn violent with the advent of modern capitalism? What has been the long-term effects of the rise of modern capitalism on the commodity we are investigating for this particular week?

Reading with these questions in mind and taking notes as well as marking up relevant quotes from the texts will help you to write your discussion-board posts easier and quicker and also help you prepare for your final paper.

3. For more reading strategies -

<https://guides.library.harvard.edu/sixreadinghabits>.

<https://www.cornellcollege.edu/registrar/academics-registration/study-tips/reading-textbooks.shtml>.

How to Read Academic Texts:

Boyle, Casey. "Something like a reading ethics."

URL: <https://caseyboyle.net/2016/01/16/something-like-a-reading-ethics/>.

How to take notes in college:

1. <https://learningcenter.unc.edu/tips-and-tools/effective-note-taking-in-class/>.
2. <https://academicresourcecenter.harvard.edu/note-taking>.

Discussion Board Posts Rubric:

Your responses should be critically and historically reflective and exhibit your intimate understanding of the readings. You should post to the Discussion Board every week, concentrating on critically analyzing the readings, and writing 400 words. Please do not write summaries. I want thoughtful critiques and opinions, and you should always quote or cite from the readings to substantiate your arguments. You are strongly encouraged to reply to and engage with the opinions of your peers, both in class and in the Discussion threads. **Discussion responses should be written and posted by 11.59 pm every Friday every week to Canvas.**

If you fail to post by the deadline, you lose the week's points. If you fail to post for 4 weeks you automatically fail the class.

Only the ten highest scores of your discussion posts will be considered for awarding the final grade.

2. **Final Paper - 25 %** – Write paper on any aspect of any one of the commodities that we discuss during the semester. You should focus on a unique historical aspect of that commodity, and the ways in which the commodity influenced the social and economic relationship between the colony and the world.

Your final paper has a strict word limit of 1500 words, including footnotes. You should use Times New Roman/Garamond/Georgia/Cambria in 12-point font. Citations are mandatory, and you should use the MLA or Chicago Manual of Style for citatory practices. I have a zero-tolerance policy on plagiarism, so if you are unclear on any aspect of writing the paper, please schedule a meeting with me before submission, and we can have a discussion on your draft. Your evidence and citations should be from legitimate academic sources – scholarly monographs, primary archival sources, historical digital databases, including newspaper and photograph archives, etc.

In your final paper, the thesis should be stated clearly in the introduction and should be convincing. Introduction should provide a clear “road map” i.e., at least three distinct analytical points that support the thesis. Subsequent paragraphs should develop analytical points, subordinating narrative to argument.

There should be an explicit evaluation of relevant historiography and evidence should be gathered from both primary sources (use College or Memorial Library and look at digital databases). Your paper should reflect an accurate understanding of historical evidence and examples, deployed skillfully in support of the analysis. There should be unmistakable evidence of significant research effort.

You should carefully edit and revise your paper so that there are very few if any spelling or grammatical errors.

Your conclusion should succinctly summarize your findings from your research.

I expect polished, exciting essays. Barring extremely urgent and unforeseen medical or personal circumstances, in which case, please contact me as soon as you can, **extension of the deadline for the final essay will not be possible given the tight deadlines for submission of final grades to the registrar.**

You lose 1/3 of the grade for each day of delay in submission of coursework if the instructor is not informed in advance and has given an extension, so more than three days of delay means an automatic 0%.

Final submissions: December 12th, 11.59 PM (uploaded to Canvas)

HELP WITH WRITING ASSIGNMENTS:

1. Consulting with your TAs:

In case of any difficulties, students are expected to work with their TAs WF on the Final Papers.

Here are the questions you should reflect on and be prepared to answer when you are meeting your TA to discuss their feedback on your drafts, which will help you to revise your work and rewrite your papers before your final submissions to me:

1. What do you like most about this draft?
2. What did you find most difficult about writing this assignment?
3. List some aspects of this draft to which you would like me to pay special attention when I comment on your paper.
4. Anything else you need me to know?

TAs cannot give extensions for assignments. Please respect their time, their expertise and their suggestions. Any complaint of disrespect will invite strict censure from me.

2. The History Lab: If you want more help to improve your chances of writing an excellent paper, you are also strongly encouraged to consider visiting The History Lab: <https://history.wisc.edu/undergraduate-program/the-history-lab/>

Grade Cutoffs:

92-100% A

87-91.9% AB

82-86.9% B

77-81.9% BC

72-76.9% C

67-71.9% D

0-66.9% F

Learning and Life:

These are unusual times, to say the least. I am fully committed to making sure that you learn everything you were hoping to learn from this class. I will do whatever I can to help you. You never owe me personal information about your health (mental or physical). You are always welcome to talk to me about things that you are going through, though please remember I am a mandated reporter, and I cannot promise confidentiality. If I cannot help you, I can find someone who can. If you need extra help, or if you feel like you are behind or not understanding the course material, do not suffer in silence! Talk to me. I will collaborate with you. I promise. I hope that you will learn from this course and that you will enjoy your time in my classroom. But primarily, I want you to stay healthy, balanced, and grounded.

Let us make a pact to be kind to ourselves and to each other.

Readings (posted to Canvas):

Week 1: Introduction

1. Bose, Sugata. *Asia after Europe: Imagining a Continent in the Long Twentieth Century*. Cambridge, Massachusetts; London, England: The Belnap Press of Harvard University Press, 2024. "Introduction."

Week 2: Empire of Cotton

1. Beckert, Sven. *Empire of Cotton: A Global History*. New York: Alfred A. Knopf, 2014. Introduction and Chapter 2.
2. Gorvett, Zaria. "The Ancient Fabric that No One Knows how to Make." BBC, March 17 2021. URL: <https://www.bbc.com/future/article/20210316-the-legendary-fabric-that-no-one-knows-how-to-make>.
3. Anderson, Anna Elise. "A Brief History of Chintz." *Architectural Digest*, June 2, 2023. URL: <https://www.architecturaldigest.com/story/chintz-explained>.
4. <https://www.europeana.eu/en/stories/what-is-chintz>.
5. <https://www.europeana.eu/en/galleries/10848-what-is-chintz>.

6. Examples of Muslin

clothing: <https://www.vandaimages.com/results.asp?txtkeys1=muslin>.

Week 3: Cotton and Indian Poverty

1. Beckert, Sven. *Empire of Cotton: A Global History*. New York: Alfred A. Knopf, 2014. Chapter 8.
2. Davis, Mike. "India: The Modernization of Poverty," Chapter 10. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*. New York: Verso, 2002.

Week 4: The English East India Company and Opium

1. Derks, Hans. *History of the Opium Problem: The Assault on the East, ca. 1600-1950*. Vol. 105. Brill, 2012. <http://www.jstor.org/stable/10.1163/j.ctv4cbhdf>. Chapter 6, "Tea for Opium Vice Versa" and Chapter 7, "Indian Profits."
2. Thampi, Madhavi. Indian Soldiers, Policemen and Watchmen in China in the Nineteenth and Early Twentieth Centuries. *China Report*, 35(4), 403-437. 1999. <https://doi.org/10.1177/000944559903500401>.

Week 5: Opium: Global Narcotic

1. Rimner, Steffen. *Opium's Long Shadow: from Asian Revolt to Global Drug Control*. Cambridge, Massachusetts: Harvard University Press, 2018. Chapters 1 and 2.
2. Hergé. *Tintin: The Blue Lotus*. London: Methuen Children's Books, 1984.

Recommended Watch:

1. *Guns and Gulaabs*. Netflix: <https://www.netflix.com/title/81313531>.
2. *Detective Byomkesh Bakshy*. Amazon Prime: https://www.amazon.com/gp/video/detail/amzn1.dv.gti.50abea87-7a43-d3a9-cd57-4a718ab8477d?autoplay=0&ref=atv_cf_strg_wb.

Recommended Read: Kaufman, Jonathan. *The Last Kings of Shanghai: the Rival Jewish Dynasties That Helped Create Modern China*. New York: Viking, an imprint of Penguin Random House LLC, 2020.

Week 6: Spill the Tea!

1. Rappaport, Erika Diane. *A Thirst for Empire: How Tea Shaped the Modern World*. Princeton, New Jersey: Princeton University Press, 2017. Introduction, Chapters 2 and 3.
2. Bhadra, Gautama. *From an Imperial Product to a National Drink: The Culture of Tea Consumption in Modern India*. India: Tea Board India, Department of Commerce, 2005.

Week 7: Indian Tea and the World.

1. Rappaport, Erika Diane. *A Thirst for Empire: How Tea Shaped the Modern World*. Princeton, New Jersey: Princeton University Press, 2017. Chapters 5 and 9.

Recommended Read: Goodwin, Jason. *The Gunpowder Gardens: Travels through India and China In Search of Tea*. London: Chatto & Windus, 1990.

Week 8: The Color Blue

1. Nadri, Ghulam. *The Political Economy of Indigo in India, 1580-1930: a Global Perspective*. Leiden, Netherlands; Boston, [Massachusetts]: Brill, 2016. Chapters 3 and 4.
2. Bojer, Thomas Stege. "The History of Indigo Dyeing and How It Changed the World." URL: <https://medium.com/@tsbojer/the-history-of-indigo-dyeing-and-how-it-changed-the-world-35c8bc66f0e9>.
3. "Indigo: The Color of India." URL: <https://www.ethicalconsumer.org/fashion-clothing/indigo-colour-india>.
4. Gandhi, G. (2008). *The Colour Blue*. India International Centre Quarterly, 35(1), 1–9. <http://www.jstor.org/stable/23006282>.

Week 9: Indigo and Christianity in India

1. Kling, B. B. *The Blue Mutiny: The Indigo Disturbances in Bengal, 1859-1862*. University of Pennsylvania Press. <http://www.jstor.org/stable/j.ctv513101>. Chapter 1, "Seeds of Contention," and Chapter 9, "Nil Darpan."
2. Long, James. *The History of the Nil Durpan, with the State Trial. Reprinted from the "Englishman."* India: n.p., 1861. "Address of Rev. James Long to the Court." Pg. 34-36.

Week 10: Sugar: A New System of Slavery

3. Mintz, Sidney. *Sweetness and Power: The Place of Sugar in Modern History*. New York, New York: Penguin Books, 1986. Chapter 4, "Power."
4. Tinker, Hugh. *A New System of Slavery; the Export of Indian Labor Overseas, 1830-1920*. New York: Published for the Institute of Race Relations by Oxford University Press, 1974. Chapters 3 and 4.
5. Sharma, Lal Bihari and trans. Rajiv Mohabir. "I even regret night: Holi songs of Demerara." Pg. 35, 37, 41, 43.
6. Bahadur, Gaiutra. *Coolie Woman: The Odyssey of Indenture*. Chicago: University of Chicago Press, 2014. Chapter 3, "The Women's Quarters."

Week 11: The Lands of Spices

1. "Trader Flows: Early 18th Century East Indies Trade."
URL: <https://blogs.loc.gov/maps/2024/05/trader-flows-early-18th-century-east-indies-trade/>.
2. "The Flavors that Shaped the World."
URL: <https://www.bbc.com/future/bespoke/made-on-earth/the-flavours-that-shaped-the-world/>.
3. Amrith, Sunil. *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants*. Cambridge, Massachusetts: Harvard University Press, 2013. Chapter 2, "The Vast Sea's Emporium."
4. Czarra, Fred. *Spices: A Global History*. London: Reaktion, 2009. Chapters 3 and 4.

First Draft of Final Papers due to Writing Fellows by 11.59 PM, November 7th. Please upload them to Canvas.

Week 12: The Nutmeg's Curse

5. Dhont, Frank, and Ben Kiernan. "Genocide in the Spice Islands: The Dutch East India Company and the Destruction of the Banda Archipelago Civilization in 1621." Chapter. In *The Cambridge World History of Genocide*, edited by Ned Blackhawk, Ben Kiernan, Benjamin Madley, and Rebe Taylor, 186–214. Cambridge: Cambridge University Press, 2023.
6. Ghosh, Amitav. *The Nutmeg's Curse: Parables for a Planet in Crisis*. Chicago: The University of Chicago Press, 2021. Chapter 3 and 7.

Week 13: No classes, sections or discussion posts due. Thanksgiving Break.

Week 14: The Great Divergence

2. Pomeranz, Kenneth. "Luxury Consumption and the Rise of Capitalism." Chapter 3, Pg.114-165. *The Great Divergence: Europe, China, and the Making of the Modern World Economy*. Princeton: Princeton University Press, 2000.

Week 15: Last week of Class

No Class or sections. Students work on final papers. Instructor and TA are available for meetings on Monday the 8th and Tuesday the 9th of December.

End of Fall Semester, 2024. Submission of Final Paper, December 12th, 11.59 PM.

Care Networks at UW-Madison

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)

- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for Hist. 142 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.

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student

responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. McBurney Disability Resource Center: <https://mcburney.wisc.edu/>