

INDIANA STATE UNIVERSITY
Department of History

Studies in World Civilization to 1500

HIST 101

Multiple sections of HIST 101 are offered every semester by the Department of History. While large sections are occasionally made available, most classes are limited to forty-five students in order to facilitate more meaningful discussions of primary sources. Online sections of this course are also offered.

COURSE DESCRIPTION AND GOALS

HIST 101 is designed to introduce you to the human experience from its earliest beginnings to the dawn of the modern era, with consideration of civilizations in Africa, the Middle East, India, China, Europe, and Central and South America. In doing so, we will discuss the major components of cultural diversity among the civilizations, as well as the shared values or structures that they hold in common. The course will make use of lectures, textbook/source readings, films, and your own independent analysis of these materials to construct a historical view of the people and forces that gave shape to the premodern world, and to consider the diverse character of the civilizations that arose. In doing so, the course endeavors to sharpen your sensibilities to the world's diverse cultures and your ability to think critically about the things you read, watch, hear, and subsequently discuss with your professor and fellow students—an important skill which you will use throughout the rest of your life.

In fulfilling the Global Perspectives and Cultural Diversity requirement for the Foundational Studies Program, this course seeks to contribute to your ongoing acquisition and honing of a vital range of skills. Specifically, the course aims to promote your ability to:

1. Demonstrate knowledge of cultures and worldviews; **(GPCD LO 1)**
2. Identify social, economic, political, and environmental inter-relationships between cultures and worldviews; **(GPCD LO 2)**
3. Use multiple lenses such as race and ethnicity, gender, social class, regional culture, and religion to evaluate one's culture in comparison to those studied; **(GPCD LO 3)** and
4. Articulate how the social construction of culture and worldviews shapes contemporary social and political issues. **(GPCD LO 4)**

This course fits into the larger goals of Foundational Studies, which, upon completion, should promote your abilities to:

1. Locate, critically read, and evaluate information to solve problems; **(FS LO 1)**
2. Critically evaluate the ideas of others; **(FS LO 2)**

3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history); **(FS LO 3)**
4. Demonstrate an appreciation of human expression through literature and fine and performing arts; **(FS LO 4)**
5. Demonstrate the skills for effective citizenship and stewardship; **(FS LO 5)**
6. Demonstrate understanding of diverse cultures within and across societies; **(FS LO 6)**
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context; **(FS LO 7)**
8. Demonstrate an understanding of the ethical implications of decisions and actions; **(FS LO 8)**
9. Apply principles of physical and emotional health to wellness; **(FS LO 9)**
10. Express themselves effectively, professionally, and persuasively both orally and in writing. **(FS LO 10)**

And finally, the program—and therefore this course—are also designed to help you achieve the following applied learning requirements:

1. Development of critical thinking skills **(ALR 1)**
2. Development of information literacy skills **(ALR 2)**
3. Development of writing skills (by including a graded writing component). **(ALR 3)**

This course thus seeks to help you develop these important skills by way of historical study. History offers a unique way to understand the world. It is a path to knowledge that engages in a creative and critical exploration of the past in order to illuminate the patterns, complexities, and contingencies that shape the human experience. As a result, History encompasses not only the individuals and groups whose interactions spark change over time but also the economic, political, social, cultural, scientific, religious, gender, and geographic forces, among others, that influence their behavior. Historians seek to understand the past by emphasizing the importance of context, establishing cause and effect, determining connections between individuals and events, applying cross-cultural analyses, and weighing different perspectives, all while carefully relying on documented source material to arrive at well-supported conclusions. Because of this distinct approach, the study of History provides students with the opportunity to build valuable critical thinking skills based on the analysis of evidence and construction of argument. At the same time, it encourages students to think beyond the constraints of contemporary viewpoints. The application of an historical perspective to any problem means taking account of its long-term causes and considering the long-term implications of any solution. A student whose knowledge of the world and its development is informed by an understanding of historical time, context, and perspective is someone who can connect the present with the past, who has acquired a sense of the richness and diversity of the human experience, and who, therefore, is prepared to be an informed and engaged citizen.

With this in mind, it is expected that by the end of the course a diligent and engaged student will have met and mastered the following content objectives:

1. A discernment of the **principal hallmarks of civilization** (e.g., writing, urban life, social stratification, division of labor, public building endeavors, state support systems, *et al.*) and their manifestations around the globe between 8000 BCE and 1500 CE (*GPCD LO 1, 3, 4; FS LO 6*).
2. Knowledge of the **fundamental social innovations** resulting from the rise of civilization, (e.g., patriarchy, private property, state formation, social stratification, economic sophistication, *et al.*) and the enduring effects these developments have had on human history to our own day (*GPCD LO 1-4; FS LO 6, 7, 8*).
3. An awareness of the **key turning points** in world history up to 1500 CE, including the spread of agriculture, establishment of settled societies, rise of multi-ethnic world empires, democratic political innovations, proliferation of universal religions, and early globalizing forces of trade and conquest (*GPCD LO 1-4; FS LO 2, 7, 8*).
4. A familiarity with the origins, spread, influence, and interactions of the world's major **religious and philosophical traditions** in their varied polytheistic, animistic, dualistic, henotheistic, monotheistic, and rationalistic forms from the prehistoric era to the onset of the early modern period (*GPCD LO 1-4; FS LO 2, 3, 4, 6, 7, 8*).
5. A grasp of the beginnings of **globalization**, with special regard to the ways in which early civilized peoples interacted with one another—directly or indirectly—through trade, migration, cultural diffusion, conquest, conversion, exploration, and colonization (*GPCD LO 1, 2; FS LO 2, 3, 4, 7*).
6. A recognition of the **ancient roots of democracy**, with attention to its contextual origins in the practical need ancient peoples had for the effective means of resolving crises unique to their respective societies (*GPCD LO 2-4; FS LO 1, 3, 5, 7, 8*).
7. An appreciation for both **unity and diversity across the whole of human experience**, along with the ability to draw meaningful comparisons between the present and the past (*GPCD LO 1, 3, 4; FS LO 3, 4, 6, 7, 8*).

Likewise, upon course completion the successful student will have sharpened the following set of applied learning skills:

1. **Objective analysis** of a variety of cultural traditions regardless of their perceived legacies to our own society, particularly with regard to their own experiences with issues of race, gender, class, and religion (*ALR 1; GPCD LO 1, 3, 4; FS LO 2, 3, 4, 6, 7*).
2. Understanding the importance of **historical context** by evaluating how the people, places, and events covered in this course were representative of their own eras (*ALR 1; GPCD LO 1, 3, 4; FS LO 2, 3, 6, 7*).

3. **Effective communication** skills honed by means of in-depth discussions and a developmental written assignment requiring students to back up original assertions with evidence drawn from specific primary sources (*ALR 1, 3; GPCD LO 1; FS LO 2, 3, 10*).
4. **Investigative research** skills featuring the use of several types of information and data technologies, likewise developed through the primary source paper assignment (*ALR 2, 3; GPCD LO 1, 2; FS LO 1, 2, 3, 6, 7, 10*).
5. An insight into **the work of historians**, particularly with regard to how renewed analyses of primary sources can yield new discoveries about ancient societies (*ALR 1; GPCD LO 3, 4; FS LO 1, 2, 3, 6, 7*).

TEXTS

Peter Stearns, *World History in Brief*, Vol. I to 1450, 6th ed. (New York: Pearson, 2007)

This textbook contains chapters devoted to all of the major regions of early civilization, including the Middle East, Africa, Europe, South and East Asia, and the Americas, with discussion of both the distinctive qualities of civilization, as well as characteristics that were transmitted, shared, or adopted by multiple civilizations. Chapters thematically present political, economic, cultural, religious, and social issues, the latter with specific emphasis on gender relations and forms of social hierarchy, contributing to GPCD LO 1, 2, 3 and FS LO 6-7.

Peter Stearns, Stephen Gosch, and Erwin Grieshaber, eds., *Documents in World History*, Vol. I to 1500, 5th ed. (New York: Pearson, 2008)

This textbook features a carefully selected set of historical documents and texts from each of the regions we are studying and from the time periods of 3000 BC to 1500 AD and pertaining to cultural development and identity, the rise of world religions, early political structures and related issues, the place of women in ancient societies, social values as expressed in various legal codes, etc., thereby contributing to GPCD LO 1, 2, 3. In addition to expanding students' knowledge of various cultures and worldviews, the analysis of the primary sources assigned from this collection serves to hone students' critical thinking abilities (FS LO 1-2; ALR 1) and deepens their appreciation for the nuanced importance of historical context. In many cases these sources are to be found in electronic format, either as posted PDF files, weblinks, library e-reserves, or archived in JSTOR articles. The use of such materials will sharpen students' information literacy skills (ALR 2). When offered online, the course naturally makes more intensive use of technology, including Blackboard discussion forums, e-textbooks, and additional electronic caches of primary source materials.

GUIDELINES

As a university student, you are an heir to the traditions and expectations of higher education dating back to the Middle Ages and beyond. Much is expected of you in this course by way of *actively* learning about the diverse cultures of the premodern world. Class lectures, readings, assignments, films, and discussions are all meant to facilitate that learning process, but the crucial task of integrating the available knowledge into a coherent view of global history ultimately resides with *you*. It is your professor's duty to help you reach that goal, and also, of course, to evaluate your level of success in this endeavor.

Regular attendance is essential for success in a history course. Attendance will be taken and will be taken into consideration for borderline course grades. Absences are naturally understandable for medical or other dire personal reasons, but the student should consult with the professor as soon as possible to keep from falling behind the rest of the class. It is possible to receive a short extension on written work, provided there is a good reason (usually medical) that the regular date or deadline was missed; otherwise, late work will be penalized at a rate of a full grade per day.

While there will be no assignments or examinations for which a laptop will be explicitly required, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct ("The Sycamore Standard") and it conforms to the provisions of its use as laid out in this syllabus. Generally speaking, laptops should only be used in the classroom for note-taking and (if condoned by the professor) a brief search for information relevant to the discussion at hand. Please do not log into non-course related sites or e-mail during class; those who do will be asked to turn off their computers. In the case of a subsequent distraction, the student will be asked to refrain from bringing her/his laptop to class for the remainder of the semester. Failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

All course materials, including grades, will be posted on Blackboard (<http://blackboard.indstate.edu>), so students should become familiar with this platform. In addition, students will turn in the Primary Source Paper and Final Examination via Blackboard's SafeAssign portal.

Making use of the SafeAssign portal further familiarizes students with the online transfer of information (ALR-2), ameliorated in this case by anti-plagiarism tools useful not only to faculty on the lookout for academic dishonesty but also to students with lingering questions about what constitutes plagiarism.

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services (Gillum Hall, Room 202A, tel. 237-2301). The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, please notify your instructor immediately. Look for evacuation procedures posted in your classroom.

The issue of academic freedom is naturally of core importance in a college class. The following comes from the American Association of University Professors' statement on academic freedom: "Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject." Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty. For further details, feel free to consult the full text of the AAUP statement: <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>.

Academic integrity is a cornerstone of academic life. As stated on ISU's website (<http://www.indstate.edu/academicintegrity>), "All students are expected to maintain professional behavior, which includes the highest standard of integrity and honesty." Students are encouraged to visit this site for guidelines on academic integrity and plagiarism. The penalty for academic dishonesty, including plagiarism, can include a failing grade on the assignment, a failing grade in the class, and/or referral to Student Judicial Programs. Academic dishonesty includes, but is not limited to: plagiarism, cheating, fraud, using another person's material as one's own, and/or knowingly allowing another person to use one's own work as their own. If a student enrolled in this course engages in any form of academic dishonesty, the professor will report the incident as stipulated in the Code of Conduct, and will assign an appropriate penalty, at minimum a failing grade for the assignment. For more information, please see the Student Code of Conduct available on the web at: <http://www.indstate.edu/academicintegrity/studentguide.pdf>. So do the right thing: Do the work yourself, and give credit where credit is due. It's that simple.

EVALUATION

Examinations

There will be two examinations in this course. The first (worth 25%) will be a traditional in-class event comprised of extended essay questions. A review sheet will be distributed the week before the exam, and a review session will be offered to those interested. The second exam (also worth 25%) will be in take-home format, which will in essence amount to a six- to seven-page paper responding to a broad overarching question regarding the global perspective of the course. The specific question will be made available well ahead of the last week of class, and the finished essay should be submitted via the SafeAssign portal on Blackboard by 12:00pm on Tuesday, **December 15th**.

The Midterm Examination typically features a choice among several broad-based questions that allow students to apply knowledge garnered from the lectures, textbook, primary sources, and class discussions; one example being: "In our primary source discussions, we have encountered several different responses (including Mesopotamian, Egyptian, Hebrew, Persian, Hindu, and Buddhist) to humanity's search for meaning, particularly with regard to religion and philosophy. Compare and contrast two of these systems, paying particular attention to the following issues: What documents you are discussing? What

societies do they hail from? What 'big questions' do they attempt to address, and what answers do they provide? Finally, what is culturally distinctive about those answers, and how were they influenced by contextual factors?" The Final Examination typically casts a similarly wide net, asking students to compose a well-documented paper on an encompassing theme. As a survey of world history, this course has emphasized both distinctiveness and cohesiveness within the human experience. With regard to commonalities, it is well worth remembering that although we live in an increasingly interconnected world ourselves, globalizing forces were by no means unknown to the pre-modern era. That being so, identify and discuss the significance of at least three manifestations of such globalizing forces in world history up through the 16th century CE, with particular emphasis on the period covered since the midterm examination. Think broadly in terms of cultural, religious, economic, political, or even climatic factors, but be sure to include enough specific details to justify your choices." In both cases, such an approach gives students the opportunity to reflect upon and demonstrate their newly acquired knowledge of various cultures and worldviews, as well as their appreciation for the complex interrelationships binding them together (GPCD LO 1-2; FS LO 3, 6; ALR 1, 3).

Quizzes

There will be five quizzes during the semester focusing on the assigned readings from the source reader and the two films. Together they will account for 10% of the course grade.

Participation

The level of participation in class discussions of *Documents in World History*, "Spartacus," and "Empire of Faith," along with the quality of responses to the occasional extemporaneous question about the day's assigned textbook readings, will account for 15% of your overall grade. (Specifically, each general class discussion will be worth 100 points, with attendance counting for 50, and the rest assigned according to the frequency and quality of contributions.) So be sure to read the material on time, and if you have questions, by all means, *ask* them. Those students who simply cannot bring themselves to speak in public may (with the professor's consent) write a two-page paper on the scheduled chapter or film instead, due on the day of the relevant discussion. Those taking advantage of this alternative, however, are nevertheless expected to attend class discussions.

Placing such emphasis on the importance of clear, persuasive communication is in accord with FS LO 10. The ways in which specific GPCD and FS learning objectives are met via each particular discussion are noted in the course schedule below.

Primary Source Paper

There is one traditional writing assignment for this course. Worth 25% of the course grade, this five-page paper will consist of a detailed analysis of one particular primary source drawn from *Documents in World History*. Specifically, you should try to make as much sense of this source as you can (whether it be a law code, an epic poem, a travel account, or whatever) by placing it within its proper historical context. The short editorial introduction that accompanies each

source will get you started, but you will need to dig much deeper in order to discover its real significance. To that end, you should find a relevant monograph (a scholarly book—usually published by a university press—focused on your chosen source or at least the era/region whence it hails) and use it to illuminate the context and meaning of the source in question. (If procuring a monograph proves impossible, students do have the option of using three scholarly articles via JSTOR instead.) Be sure to support your analysis with specific illustrations drawn from your chosen source and, of course, with information garnered from the textbook and especially the monograph you select. You may use whatever citation style you are most comfortable with, or simply cite sources parenthetically; the important thing is to give credit to the sources that are consulted. Direct quotations will certainly strengthen your argument, but do use some restraint here; one or two long excerpts are fine, but anything longer than three lines of typing needs to be single-spaced and indented as a block quote.

We will observe three deadlines for this assignment:

1. A paper proposal will be due in class on Tuesday, **September 22nd**. This one-page statement should list the source you have chosen, the title of the monograph (or three articles) you have selected, the location and availability of that book, and a few preliminary observations and questions drawn from the source that you hope to address in the final version of the paper.
2. One-on-one consultations will be scheduled with the professor **between October 27th and November 3rd**. With the aim of keeping the assignment on track, each student should come to this five-minute meeting prepared with the *Documents* reader itself, the monograph (or articles) to be used in explicating the chosen primary source, as well as a detailed plan as follows: After re-stating the source under consideration and the title of the selected monograph, the proposal should feature a carefully composed opening paragraph containing a thesis statement and a “roadmap” for the rest of the paper. It should then set forth an outline featuring at least three core issues arising from the student’s consideration of the primary source *and* the planned resolution of those issues using the chosen monograph (or articles)—with specific page references. Those students either failing to show up for this meeting or not fulfilling the aforementioned requirements will be required to schedule an immediate follow-up consultation with the professor, to which (in addition to the materials noted above) each will bring an entire first draft of the paper. Failure to comply will result in one full grade deduction for the paper, regardless of its finished quality.
3. The paper itself should be submitted via SafeAssign on Blackboard by 12:00pm on Tuesday, **November 24th**. Papers submitted after this time will be penalized one full grade per day (with exceptions granted for genuinely extenuating circumstances).

One important tip: if you would like help polishing your writing style, the best resource on campus is the ISU Writing Center, staffed by dedicated faculty and graduate students ready to offer assistance: Root Hall A-274 , tel. 237-3274, <http://isu.indstate.edu/writing>. If you are not able to take advantage of this on-campus option, there are various other online resources that may prove useful; contact the professor for details.

The Primary Source Paper assignment, with its pronounced emphases on developmental writing, critical thinking, bibliographical research, original analysis, and polished expression of ideas directly addresses ALR 1-3 and FS LO 2, 10.

Extra Credit Option

There is one extra credit opportunity, with the potential of adding up to 2% to a student's overall course grade. This option revolves around the search for good historical fiction for the period covered by this course. In short, this is the chance to be rewarded for reading novels like Mary Renault's *Fire from Heaven* (about Alexander the Great) or even Lindsey Davis' *Silver Pigs* (about murder and mystery in Roman Britain). Those interested must write up an annotated bibliography featuring the following information: when/why you read the book; a short summary of each work; and a personal recommendation as to its worth (i.e., whether you would recommend it to a future section of HIST 101 as a course supplement—and *why* or *why not*). There is no minimum number of works, but the higher the number and the higher the quality of the annotations, the more extra credit the project will garner. The project will be due (for those who choose to do it) on **December 8th**.

Thus, your grade is reckoned as follows:

Exam I	25%
Exam II	25%
Quizzes	10%
Participation	15%
<u>Paper</u>	<u>25%</u>
TOTAL	100%

*“If we do only what is asked of us, we are slaves.
The moment we do more, we are free.”*

Cicero

SCHEDULE

DISC = Discussion

Documents = Stearns, *Documents in World History*

IAHS = Internet Ancient History Sourcebook (<http://www.fordham.edu/halsall/ancient/asbook.html>)

The schedule's broad chronological and geographical scope clearly reflects the goal of familiarizing students with a range of cultures and worldviews (GPCD LO 1), and also resonates with the program's interest in promoting awareness of diverse cultures (FS LO 6). The schedule presented here is derived from the Fall 2009 semester, but naturally varies from term to term according to the instructor and occasional changes of approach. Requiring students to access several additional primary sources via the Internet Ancient History Sourcebook further sharpens their information literacy skills (ALR 2).

BEGINNINGS

Textbook: Chs. 1-3

The "Beginnings" unit introduces students to deep structures associated with "civilization," including the rise of organized polities, the causes of economic stratification and poverty, the division of labor, various approaches to dispute resolution, and—perhaps most importantly—the origins and persistence of patriarchy. In-depth attention to how the Neolithic revolutions (8000-3000 BCE) wrought enduring changes to the relationship between the genders provides an ideal forum in which students can compare their own culture to that of their predecessors (GPCD LO 3). The very same point can be made with regard to the opportunity to analyze how one ancient but fundamental social transformation continues to influence contemporary issues (GPCD LO 4).

Aug 27	Introduction to World History
Sep 1	<i>Homo sapiens</i> and Culture Hearths
Sep 3	"Civilization" Defined and Debated
Sep 8	Gender Revolutions: Origins of Patriarchy
Sep 10	Mesopotamia: Land between the Rivers
Sep 15	Egypt: Gift of the Nile
Sep 17	Israel: One God, Many Legacies

Sep 22	DISC & QUIZ: Documents 1,3,4,6
	<i>Epic of Gilgamesh</i>
	<i>Genesis</i>
	<i>Book of the Dead</i>
	<i>Hymn to Zarathustra</i>

Paper proposal is due.

The discussion of these primary sources allows students to compare and contrast ancient worldviews and religions, with special emphasis on how those views were shaped by geography, gender, social class, and interaction with other cultures. Key questions are asked, with the intention of spurring comparison-contrast considerations of the sources and the societies from which they sprang (as well as their cultural heirs): e.g., "What is the nature of the divine in this tradition? What

is the nature of the relationship between that divine entity and humanity? What afterlife, if any, is promised? What features of this tradition might its adherents or potential converts find particularly appealing? What problems did each leave unresolved?" In addition to resonating well with FS LO 1, 2, 5, 6, 7, 8, 10 and ALR 1, the resulting discussion effectively facilitates the achievement of GPCD LO 1-4, with the particular benefit that an appreciation for the historical roots of the Hebrew (Judeo-Christian) tradition may well lead to a deeper and more nuanced understanding of contemporary social, political, and religious issues around the globe.

CLASSICAL CIVILIZATIONS

Textbook: Chs. 4-7

In examining the "classical" civilizations of China, India, Greece, and Rome, this unit highlights the manifestations and transformations of earlier civilized norms in increasingly sophisticated societies. The special attention given here to gender relations in the Indian and Greek worlds, the rise of social class structures in India, China, and Rome, as well as the spread of "universal" religious and philosophical systems across Eurasia will help students attain GPCD LO 3.

Sep 24 China: Seeking Order in the Mandate of Heaven
 Sep 29 India: Rival Routes to Nirvana

Oct 1 **DISC & QUIZ: Documents 19-22**
 Bhagavad Gita
 Four Noble Truths of the Buddha
 Kautilya's Ruling Advice
 Laws of Manu
 Mahabharata
 Asoka's Rock Pillar Edicts
 Confucian Analects
 Dao de Jing

This discussion takes up the thread of universalist religious and philosophical traditions, now set more specifically in their Asian context. As with the earlier discussion, drawing attention to the historical roots of Hinduism, Buddhism, Confucianism, and Daoism provides students with the opportunity to examine the immediate cultural circumstances influencing the articulation of these traditions, as well as the ways in which political leaders made use of these systems (GPCD LO 1, 2, 3; FS LO 3, 4, 6, 7, 8; ALR 1).

Oct 6 Greece: In Search of Troy
 Oct 8 Greece: Sparta, Athens, and the Roots of Democracy
 Oct 13 **MIDTERM EXAM**
 Oct 15 FILM: "Spartacus" (vis-à-vis primary sources on Roman slavery)
 Oct 20 FILM: "Spartacus" (vis-à-vis primary sources on Roman slavery)

- Oct 22 **DISC & QUIZ: "Spartacus" and IAHS Sources**
Plutarch on Crassus
Florus' Epitome
Appian's Civil Wars
Orosius' Historiae

In highlighting a particular episode in Roman history and the various ways in which it has been represented through time, this discussion drives home the importance of viewing events in their proper historical context. Special attention is given to evaluating the ways in which this modern American film both echoes and differs from Roman contemporaries' portrayals of the Spartacan slave rebellion (GPCD LO 3, 4; FS LO 1, 2, 3, 4, 7, 8; ALR 1).

- Oct 27 Rome: On the Banks of the Tiber Paper consultations.
 Oct 29 Rome: *Res publica* Paper consultations.
 Nov 3 Rome: *Imperium* Paper consultations.

THE POSTCLASSICAL WORLD

Textbook: Chs. 8-15

The "Postclassical World" unit segues from the classical empires of Han China and Augustan Rome to the medieval worlds of Islam, Europe, and Africa, and finally to the transoceanic voyages of the fifteenth and sixteenth centuries. The intercultural encounters and aftershocks that marked this era (e.g., the spread of Christianity and Islam, the Crusades, the Mongol, Inca, and Aztec conquests; the voyages of Zheng He; the spice trade, and the exploits of the Spanish conquistadors) provide an ideal forum in which to address and explore FS LO 6, 8, as well as all four GPCD LOs.

- Nov 5 Late Antiquity: The Roman World Transformed
 Nov 10 Islam: Vision of the Final Prophet
 Nov 12 Islam: A New World Order
 Nov 17 FILM: "Empire of Faith" (vis-à-vis primary sources on Islamic society)
- Nov 19 **DISC & QUIZ: Documents 26-29**
Quran
Hadith
al Mawardi
Ibn Battuta's Travels

Of perhaps greatest relevance to the contemporary world, this discussion introduces students to the origins and early development of Islam, with added attention to its spread and influence throughout Eurasia. The excerpts from the Quran and hadith draw special attention to gender relations, providing students with new (and sometimes surprising) perspectives on the role of women within Islamic history and tradition (GPCD LO 1-4; FS LO 3, 4, 6, 7, 8; ALR 1).

- Nov 24 Africa: Wonders beyond the Sahara Paper is due.
 Nov 26 **THANKSGIVING**
 Dec 1 Medieval Europe: Crucible, Splendor, Disaster, Recovery

Dec 3 **DISC & QUIZ: Documents 18,24,31,47,48**
Chinese and Roman Travelers on the Silk Road
Herodotus and Sima Qian
Marco Polo in Hangzhou
Secret History of the Mongols
Mongols in Asia and Europe

Tying together the core themes of diversity and unity across the human experience, this discussion examines important globalizing forces in the Eurasian world prior to the great transoceanic voyages of the fifteenth and sixteenth centuries. This effectively illustrates that although we tend to associate "globalization" with our own age, such integrating forces are much older and have often been fostered by surprising agents (GPCD LO 2; FS LO 6, 7; ALR 1).

Dec 8 Americas: Pyramids of Stone and Blood Extra credit option is due.
Dec 10 1421: The Year China Decided *Not* to Conquer the World
Dec 15 **FINAL EXAM due via SafeAssign by 12:00pm.**

ENJOY YOUR BREAK!