

SYLLABUS

Fall 2019

HIST 1311: Hist Of Civilization I

The Silk Road in World History until 1500 CE

Professor Katrina Yeaw

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Office: 604B, Stabler Hall

Phone: 501-569-8153

Hours: TTH 12:30-1:30 PM, and by appointment

The Silk Road was a network of trade routes that connected regions from China to Central Asia, the Middle East, and Europe. It was on the Silk Roads that East and West first encountered each other through trade and conquest, leading to the spread of ideas, cultures and religions. From the rise and fall of empires to the spread of Buddhism and the advent of Christianity and Islam this class reveals the ways in which the West has always been inextricably linked to the East.

Through the framework of the Silk Road, this course will explore the emergence of the first cities in Mesopotamia and the birth of empires in Greece, Persia, Rome and Constantinople, as well as the arrival of Christian soldiers during the Crusades, pillaging by the Mongols, the transmission of the Black Death that set the groundwork for the emergence of the modern world.

GOALS

1. Introduce you to the history of the Silk Road from 140 BCE to 1500 CE.
2. Inspire you to reflect on the way that the appetite for foreign goods brought East and West together, driving economies and the growth of nations.
3. Motivate you to explore issues that have shaped world history including the spread of world religions, commerce, commodities, trade, travel, slavery, disease, cultural contact, conquest, and empire building.
4. Teach you to think like historians and use the tools of historians to evaluate the past.
5. Encourage you to hone your reading and writing skills

Technology Requirements:

A computer, reliable internet, and access to Blackboard

Required Text:

Frankopan, Peter. *The Silk Roads: A New History of the World*. First American ed. New York: Alfred A. Knopf, 2016.

Optional Texts:

Maalouf, Amin. *Samarkand: A Novel*. New York: Interlink Books, 2003.

Additional readings will be available through Blackboard.

GRADE REQUIREMENTS

1. Writing Skills Assignments	10%
2. 2 Short Papers	30%
3. Weekly Quizzes	30%
4. Final Essay	20%
5. Participation	10%

GRADE BREAKDOWN

100% - 90%	A
89% - 80%	B
79% - 70%	C
69%-60%	D
Below 59%	F

ASSIGNMENTS

The assignments for this class are designed to help students meet the goals of this course. Students will develop their writing and analytical skills and deepen their knowledge of the history of the Silk Road by writing three short primary source papers, a final review paper, and weekly quizzes during the semester.

Assignments, quizzes and papers will be available on Blackboard (BB).

All assignments are due on **Sundays at 11:59 PM**.

PARTICIPATION

Attendance at all class meetings is essential. Nevertheless, I recognize that we are all human and that legitimate things do come up. Consequently, everyone gets two free, unexcused absence for whatever they might need. After your first unexcused absence, each additional absence will lower your participation grade. Any student who misses more than 6 classes will receive a failing grade for participation, and likely for the course. I will also excuse absences on account of health, family emergencies, and the like with proper documentation. If there are issues that might prevent you from attending classes or completing assignments, please communicate the issue to me as soon as possible. Please do not simply disappear.

Tardiness is disruptive to the learning environment, so I ask that all students do their best to arrive on time. Any student arriving after I take attendance will be counted as absent for the day.

Any students who will be absent due to any predictable reason (for athletic events, club activities or travel, etc.) should communicate this information to me before the Sept. 1 so we may discuss suitable arrangements. Any student who is unable to attend classes or to participate in any assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work.

INFANTS/CHILDREN IN CLASS POLICY

Caretakers with infants 6 months of age or younger, or who are exclusively breastfeeding may bring an infant to class. For an older infant or child(ren), I understand that on occasion it may not be possible to find childcare. In these cases, a parent or caregiver may bring an older infant or child(ren) to class. If you need to bring your older infant or child(ren), (1) please contact me ahead of time to notify me of the situation. (2) Please bring an age appropriate (near) silent activity to keep your little one distracted. (3) Please sit near the door so you may step outside in the event that your little one needs some extra attention. I appreciate everyone helping to make the classroom an inclusive learning environment. If you have any questions or concerns, feel free to speak to me in person.

SEXUAL MISCONDUCT

UALR and its faculty are committed to supporting survivors of sexual misconduct, harassment, or assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role it is to coordinate the University's response to sexual misconduct. If you would like to report confidentially, students can contact [UA Little Rock Counseling Services](#) at (501) 569-3185.

STUDENTS WITH DISABILITIES

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501.569.3143 (V/TTY) or 501.683.7629 (VP). For more information, please visit the [DRC website](#).

UA LITTLE ROCK NON-DISCRIMINATION POLICY

UA Little Rock adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, religion, sexual orientation, veteran's status, or disability, to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned, and any person (student, faculty, or staff member) who violates this policy will be subject to disciplinary action.

Harassment that is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment.

It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. Any person who believes he or she has been discriminated against should contact the Office of Human Relations to obtain assistance and information concerning the filing of a complaint. At the same time the university prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Non-discriminatory affirmative action equal opportunity policies apply to recruitment, hiring, job classification and placement, work conditions, promotional opportunities, demotions/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, housing and university-sponsored programs.

QUIZZES

Every week (with the exception of week 10 and week 12) there will be a quiz that covers the material from the week. It will cover the required lectures, relevant geography, and readings including primary sources. Each quiz will be made up of about ten questions (true-false, multiple-choice, short answer and essay). Once you open a quiz, you will have fifteen minutes to finish. You may take the quiz a total of **two** times and **I will average the two scores**. There are a total of 11 quizzes of which your lowest score will be dropped. These quizzes are NOT **“open book”** or **“open computer”** quizzes. Quizzes will go up on Blackboard at 8AM on Friday and are due **Sunday at 11:59PM**.

WRITING SKILLS ASSIGNMENTS

During the first three weeks of class, you will have the opportunity to work on your reading and writing skills through three assignments: How to Identify and Read Primary Sources, Constructing a Thesis Statement, and The Basic Outline of a Paper.

For these early exercises, you are to read a text or texts and think about particular questions asked about the reading. The first assignment will help you learn to identify and read a primary source. The second assignment will help you to write a thesis statement, which is a statement that provides the central argument of your paper. It should briefly answer the question being asked, highlighting your main points and main conclusions.

For the first short paper, you will be outlining your paper utilizing “The Basic Outline of a Paper” template before writing your full paper for the following week. This assignment will help you focus on your thesis statement, topic sentences and evidence. It is due Feb. 10 at 11:45 PM. A complete version of the first paper will be due Feb. 17 at 11:45 PM.

SHORT PAPER GUIDELINES

Over the course of the semester, you will have six opportunities to write a short primary source paper based on the readings for this class. Primary sources are those created during the period

under investigation and could include documents, state papers, laws and legal treatises, speeches, travel accounts, census data, diaries, memoirs, autobiographies, literary works and photos.

Of those six opportunities, you must write **short paper #1** as well as **one additional papers of your choice** for a total of **two papers**. We will be doing several assignments are the beginning of the semester to prepare you for writing primary source papers.

The **primary source short papers** are essays analyzing historical sources we will read for class, drawing on context from class lectures and other assigned readings as appropriate. These papers give you an opportunity to think like a historian: how do we use the raw material of history – documentary sources in this case – to learn something about the past? These short papers should reflect careful analysis of the readings and should demonstrate that you have done *all* the readings for that day and are familiar with other relevant course readings. You should **NOT** use outside sources.

The goal of this paper is to use what you have learned in the course in order to make a clear and original argument that answers the question for the week, utilizing your primary source (or sources) as your central piece of evidence. Your paper should have an arguable thesis that is clearly stated in your introduction. *This assignment is meant to be analytical, not only narrative, so make sure not to submit only a summary of each document.* **Each paper should be between 750-1000 words** (three to four double-spaced pages). **Please provide a word count at the end of the paper.** Along with each paper, you are required to submit a **paper checklist** in which you check off that you have completed all the tasks and sign and date the bottom.

The most common reason students do not pass this course is failing to complete all the papers.

FINAL REVIEW ESSAY

For the final assignment of this paper, you must write a final review essay that answers the following question: What is the significance of the Silk Road in world history until 1500? Like your primary source papers, your paper should have an arguable thesis that is clearly stated in your introduction. In constructing your argument, you should utilize the readings from this class, including at least **five primary sources**. You should **NOT** use outside sources. **Each paper is between 1200-1400 words** (about five double-spaced pages). **Please provide a word count at the end of the paper.** Along with each paper, you are required to submit a **paper checklist** in which you check off that you have completed all the tasks and sign and date the bottom.

EXTRA CREDIT ESSAY

For those who wish to improve their final grade, you may write an additional extra credit essay on the novel *Samarkand* by Amin Maalouf. Like other assignments, the goal of this paper is to use what you have learned in the course in order to make a clear and original argument that answers the question: In the novel *Samarkand*, Omar Khayyam interacts with a number of

historical figures (Vizir Nizam al-Mulk, Malik-shah, Hassan al-Sabbah, etc.). Choose one of these figures. How does the novel depict this person? Your paper should have an arguable thesis that is clearly stated in your introduction. The paper should be between **750-1000 words** (three to four double-spaced pages). **Please provide a word count at the end of the paper.** Along with each paper, you are required to submit a **paper checklist** in which you check off that you have completed all the tasks and sign and date the bottom.

CITATIONS

In general, it is NEVER acceptable to submit a history paper that does not have citations AND bibliography. History essays, by their very nature, are based in part on information that is not your own. You must give appropriate credit to the source of the information, and you must tell your reader where the information came from. All papers for this class should include footnotes or endnotes fully citing any reading that you quote or to which you refer, and a bibliography in either **Chicago Style or MLA**. For more information on citing sources correctly, please go to https://www.chicagomanualofstyle.org/tools_citationguide.html. There is also additional information under the “Resources” tab.

PLAGIARISM

College and University regulations regarding academic dishonesty, as set forth in the UALR student handbook and other University documents and publications, will be strictly enforced in this class. Any student caught in the act of cheating will be assigned a grade of zero points (F) for the assignment in question. You will also forfeit the opportunity to rewrite the assignment. If written work does not appear to be your own, you will be questioned about it and appropriate action will be taken. If you are unclear about what constitutes academic dishonesty, please ask me. There will be no exceptions to this policy.

GRADING:

Written assignments will be evaluated on five criteria: 1) thesis, 2) evidence, 3) idea development, 4) structure and organization, and 5) grammar and spelling.

An “A” paper is an absolutely excellent and outstanding paper. It is full of original, thoughtful and exciting ideas with a sharp thesis. It consistently, clearly and effectively communicates its purpose to its audience in all areas. It has crisp writing, solid development, and is coherent in terms of organization and style. The reader is never confused. Inspire me!

A “B” paper is a good paper with strong ideas and a thesis to guide it. All the basic requirements of the assignment are met and the facts are correct. It has deficiencies in no more than two of the five areas outlined above. For example, it may lack some coherence in terms of organization or the thesis might need further development. Overall, a “B” paper is a good one, in which the writer basically got their ideas across.

A “C” is a fair paper and the writer has clearly engaged with the topic. There is an attempt to support a thesis. However, a “C” has minor deficiencies in three or more areas or a major deficiency in any of the five areas that reduces clarity. It may contain inaccuracies or contradictions or the organization makes the writer’s ideas difficult to follow. A “C” paper shows potential but still needs significant work for that potential to be realized.

A “D” is a paper which the writer has barely met the requirements of the assignment. The paper has major problems with the thesis, evidence and/or style and fails to communicate its purpose to the audience. For example, the thesis is absent or very unclear or the writing is confusing. The writer has made some attempt to engage with the question asked but the paper reads like a very rough draft.

A F paper fails to meet the requirements of the assignment

RE-WRITE POLICY

I allow rewrites for students who regularly attend class and have met all assignment deadlines. In order to be eligible to submit a rewrite, your original assignment must meet the minimum word count. These re-writes will be due two weeks after I return the original assignments. (I will post specific dates as we go along.) The point of re-writes is not to earn you a few extra points on your grade – it is to help you learn from mistakes and improve your analytical, critical thinking, and writing skills. If you plan to re-write your assignments you must meet with me (during my office hours or by appointment) to ensure that you understand what you need to do to correct your mistakes and improve your skills. I will not accept re-written assignments from students who have not met with me about their original assignments.

LATE ASSIGNMENTS

Late assignments will not be accepted except in emergency circumstances, so please put all due dates on your calendar and plan to finish them well before the deadline, to prevent last-minute computer problems, not completing an assignment due to illness, etc. Please contact me immediately if you experience an emergency situation that may hinder your ability to submit an assignment on time. **I will only consider requests for extensions that are received before the assignment deadline.** My schedule is full, and I plan ahead for time to grade each assignment so that I can return it to you quickly. After I have completed grading the entire class’s work on a particular assignment, I will not grade any additional submissions. That being said, I will count any written assignment submitted before I start grading as on time. There is no grace period on quizzes. I encourage students to submit all written assignments as google docs since you may continue to revise your paper until I grade it.

PEER TUTORING

For those requiring additional assistance, there is a peer tutor, who supports students enrolled in all the sections of History of Civilization I.

Cole Mcnew Email: crmcnew@ualr.edu

He holds regular office hours at one of the students' labs at the department:

Mondays, 9:00 AM – 10:00 AM
Wednesday, 9:00 AM – 10:00 AM
Thursdays, 3:00 PM – 4:00 PM

BLACKBOARD STUDENT SUPPORT

All technical issues must be addressed to Blackboard Student Support.

Website: <http://ualr.edu/blackboard>

Email: bbhelp@ualr.edu

Phone number: 683.7622 (regular business hours); 626.3318 (extended hours)

Tutorials are available for students from the On demand Learning Center provided by Blackboard at <http://ondemand.blackboard.com/students.htm>.

COMMUNICATION

The best way to reach me is through my UALR email account (keyeaw@ualr.edu). I check and respond to email several times a day during weekdays (i.e. Monday-Friday, 9-5). If I have not responded to e-mail within 24 hours during the week, please try again.

NETIQUETTE

In the current situation, a great deal of communication is done over email. I ask that students to please review the syllabus before shooting off an email since many of your questions can be answered there. If you cannot find the answer, your email should be polite and professional. If you do not have much experience with professional emails, I would suggest reading this article [“How to Email Your Professor \(without being annoying AF\)”](#)

A few general guidelines:

Professional and brief.

Identify yourself by including your full name, course number, and section number.

Put the subject of your email in the subject line (Project Proposal).

Use a standard font and size, such as Times New Roman, size 12.

Use complete sentences and proper grammar.

Tone/Syntax

Use a formal salutation (Dear Professor) and signature (Sincerely).

DO NOT use informal language or slang words you might use when talking to a friend ("what's up," "things," "hey," "stuff").

DO NOT use emoticons (smiley faces), excessive punctuation (!!!!), or informal acronyms ("lol,"

"gtg," "brb," "ttyl").

Tone refers to your attitude and tone of voice. Adopt a formal tone as you would when contacting an employer.

DO NOT try to be overly friendly or humorous.

DISCLAIMER

1. The syllabus can be altered or amended by the professor at her discretion
2. Grades are not negotiable.

First Assignment: Tweet the instructor (@katrinayew) your cutest animal photo by Aug. 20 at 8:00 AM. Include the hashtags #historypets #SilkRoadUALR

SCHEDULE

WEEK 1: Introduction to the Course

Aug 20: Introduction to the Course

Reading(s): Syllabus (BB)

How to Email Your Professor (without being annoying AF) (BB)

Twitter assignment (Complete before class on Aug 20):

1. If you do not have a twitter account, sign up for twitter and download the app on your phone.
2. Enter your handle in a Google spreadsheet:

https://docs.google.com/spreadsheets/d/1XstejzyK4nSbWXgla1LjBzoR0w3M1IP0ad_dCykqOtk/edit?usp=sharing

3. Using the spreadsheet, please follow each other.

Aug 22: Silk Roads and Reading Primary Sources

Reading(s):

Strayer and Nelson, "Silk Roads: Exchange across Eurasia" in *Ways of the World*, 284-291. (BB)

Khater, "How to Read a Primary Source," 1-6. (BB).

Primary Source: Strayer and Nelson, "A Greek Historian on Persia and Egypt" in *Ways of the World*, 137-138. (BB)

Assignments:

How to Identify and Read Primary Sources (BB).

Quiz #1

Due Aug 25 at 11:59 PM

WEEK 2: Background on Empires along the Silk Road

Aug 27: Persians and Greeks

Reading(s): Strayer and Nelson, "Empires and Civilization in Collision: The Persians and the Greeks" in *Ways of the World*, pp 106-116. (BB)

Aug 29: Roman and Chinese

Reading(s): Strayer and Nelson, "Comparing Empires: Roman and Chinese" in *Ways of the World*, pp 117-131. (BB)

Review materials under "Resources" on Blackboard on Chicago Style

Assignments:

Quiz #2

Due Sept 2 (Monday) at 11:59 PM

WEEK 3: The Creation of the Silk Road

Sept 3: The Creation of the Silk Road

Reading(s): Frankopan, *The Silk Roads*, 3-27. (BB)

Review Geography Terms and Maps on Blackboard (BB)

Sept 5: Perceptions of Outsiders in the Ancient World

Reading(s): A Brief Guide to Writing the History Essay (BB)

Writing Tips: Thesis Statements: <http://www.cws.illinois.edu/workshop/writers/tips/thesis/>

Reading(s): Strayer and Nelson, "Perceptions of Outsiders in the Ancient World" in *Ways of the World*, 137-145. (BB)

Assignments:

Writing a Thesis Statement (BB)

Question: How would you compare the perceptions of outsiders in the three accounts?

Quiz #3

Due Sept 8 at 11:59 PM

WEEK 4: The Road of Faiths

Sept 10: Introduction to World Religions: Buddhism, Zoroastrianism, Judaism and Christianity

Reading(s): Strayer and Nelson, *Ways of the World*, pp 159-162, 165-168, 172-180. (BB)

Sept 12: The Road of Faiths

Frankopan, *The Silk Roads*, 28-45.

Assignments:

“The Basic Outline of a Paper” for Paper # 1

Essay Question: How would you compare the perceptions of outsiders in the three accounts?

Quiz #4

Due Sept 15 at 11:59 PM

WEEK 5: Road to a Christian East

Sept 17: Nomadic People in the West and the Sogdian Traders

Reading(s): Fernandez-Armesto, *The World*, 186-190. (BB)

Étienne de la Vaissière, Sogdians in China:

http://www.silkroadfoundation.org/newsletter/december/new_discoveries.htm

Sept 19: Road to a Christian East

Frankopan, *The Silk Roads*, 45-61.

Assignments:

Short Paper #1

Essay Question: How would you compare the perceptions of outsiders in the three accounts?

Due Sept 22 at 11:59PM

WEEK 6: The Road to Revolution

Sept 24: The Road to Revolution

Frankopan, *The Silk Roads*, 62-77.

Sept 26: The Life of the Prophet

Reading: Strayer and Nelson, *Ways of the World*, 399-406. (BB)

Benjamin, “Illustrations, Photographs and other Visual Material,” 58-60. (BB)

Assignments:

Short Paper Option #2

Question: What do these images reveal about Muslims’ understanding of their prophet?

Quiz #5

Due Sept 29 at 11:59 PM

WEEK 7: The Road to Concord

Oct 1: The Road to Concord

Frankopan, *The Silk Roads*, 77-98.

Oct 3: An Outsider's View of Islam

Maas, "Islam" in *Readings in Late Antiquity*, 399-401 (15.3.15-15.3.18) (BB)

Assignments:

Short Paper Option #3

Question: How did Jews and Christians react to the spread of Islam?

Quiz #6

Due Oct 6 at 11:59 PM

WEEK 8: The Road of Furs

Oct 8: The Road of Furs

Frankopan, *The Silk Roads*, 99-113.

Oct 10: Dynasties in the Middle East

Bentley, Ziegler and Streets-Salter, *Traditions & Encounters*, 367. (BB)

(Read Turkish Empires in Persia, Anatolia and India)

Assignments:

Quiz #7

Due Oct 13 at 11:59 PM

WEEK 9: The Slave Road

Oct 15: The Slave Road

Frankopan, *The Silk Roads*, 114-131.

Oct 17: Markets and Commerce

Ibrahim ibn Ya'cub, *Ibn Fadlan and the Land of Darkness*, 162-168. (BB)

Assignments:

Short Paper Option #4

Question: From Ibrahim ibn Ya'cub's writing, what do we learn about long distance trade during this period?

Quiz #8

Due Oct 20 at 11:59 PM

WEEK 10: The Road to Heaven

Oct 22: Crusades

Bentley, Ziegler and Streets-Salter, "Crusades" in *Traditions & Encounters*, 422-424. (BB)

Oct 24: The Road to Heaven

Frankopan, *The Silk Roads*, 132-153.

Assignments:

No Assignments this week

WEEK 11: Heaven and Hell

Oct 29: Views of the Other: Christians and Muslims

Usamah Ibn Munqidh (1095-1188): Autobiography, excerpts on the Franks

<https://sourcebooks.fordham.edu/source/Usamah2.asp>

The Siege and Capture of Jerusalem, The March to Jerusalem, 2. Version of Raymond d'Aguiliers

<https://sourcebooks.fordham.edu/source/cde-jlem.asp>

Note: During the Middle Ages, the term *Frank* was used as a synonym for *Western European*. In Medieval Latin literature, the term *Saracen* was synonymous with *Muslim*.

Oct 31: The Mongols

Bentley, Ziegler and Streets-Salter, *Traditions & Encounters*, 368-378. (BB)

(Read from "The Mongol Empire" until "After the Mongols")

Assignments:

Short Paper Option #5

Question: How did the Muslims and Christians view each other during the period of the Crusades?

Quiz #9

Due Nov 3 at 11:59 PM

WEEK 12: The Road to Hell

Nov 5: The Road to Hell
Frankopan, *The Silk Roads*, 154-170.

Nov 7: The Road to Hell continued...
Frankopan, *The Silk Roads*, 154-170.

Assignments:
No Assignments

WEEK 13: The Road to Hell continued...

Nov 12: Perspectives on the Mongols
Strayer and Nelson, "Perspectives on the Mongols" in *Ways of the World*, pp 488-495. (BB)

Nov 14: Class Cancelled

Assignments:
Short Paper Option #6
Answer one of the following questions:

1. How might you counteract the view of many that the Mongols were simply destructive barbarians?
2. How would you describe the core values of Mongol culture? (Consider the leaders' goals, their attitudes towards conquered peoples, the duties of rulers, views of political authority, and the role of women)

Quiz #10

Due Nov 17 at 11:59 PM

WEEK 14: The Road to Death and Destruction

Nov 19: The Road to Death and Destruction
Disease! Crash Course World History: <https://youtu.be/1PLBmUVYYeg>
Frankopan, *The Silk Roads*, 171-196.

Optional: Boccaccio, Giovanni. *The Decameron of Giovanni Boccaccio*. Translated by John Payne. New York: Walter J. Black, Inc., 2007, 16-25.

Nov 21: Looking Towards the Modern World
Reading(s): Frankopan, *The Silk Roads*, 193-196.

Please bring an outline for your essay with a strong thesis for your final review essay.

Final Break: November 25 – December 1

Assignments:

Extra Credit Paper:

Samarkand, Book 1 and Book 2

Amin Maalouf, *Samarkand*, pp 1-152.

Question: In the novel *Samarkand*, Omar Khayyam interacts with a number of historical figures (Vizir Nizam al-Mulk, Malik-shah, Hassan al-Sabbah, etc.). Choose one of these figures. How does the novel depict this person?

Extra Credit Geography Quiz

Due Dec 1 at 11:59PM

Final Review Essay

Question: What is the significance of the Silk Road in World History until 1500?

Due: Review Finals Schedule

PRIMARY SOURCES

Boccaccio, Giovanni. *The Decameron of Giovanni Boccaccio*. Translated by John Payne. New York: Walter J. Black, Inc., 2007, 16-25.

D'Aguiliers, Raymond. "The Siege and Capture of Jerusalem: The March to Jerusalem." Internet Medieval Source Book, last modified April 17, 2019.

<https://sourcebooks.fordham.edu/source/cde-jlem.asp#raymond1>

Herodotus. "The Histories" in *Ways of the World : A Brief Global History with Sources*, edited by Robert W. Strayer and Eric W. Nelson Second Edition, Combined ed. Boston: Bedford/St. Martin's, 2013, 138-140.

Ibn Munqidh, Usamah. "Autobiography, excerpts on the Franks." Internet Medieval Source Book, last modified April 17, 2019. <https://sourcebooks.fordham.edu/source/Usamah2.asp>

- Ibn Ya'cub, Ibrahim. "Ibrahim ibn Ya'cub on Northern Europe in 965" in *Ibn Fadlan and the Land of Darkness: Arab Travellers in the Far North*, translation by Paul Lunde and Stone Caroline. London: Penguin Books, 2012, 162-168.
- Juvaini. "The History of the World Conqueror" in *Ways of the World : A Brief Global History with Sources*, edited by Robert W. Strayer and Eric W. Nelson Second Edition, Combined ed. Boston: Bedford/St. Martin's, 2013, 492-493.
- Khan, Chinggis. "Letter to Changchun" in *Ways of the World : A Brief Global History with Sources*, edited by Robert W. Strayer and Eric W. Nelson Second Edition, Combined ed. Boston: Bedford/St. Martin's, 2013, 491.
- "Muhammad and Archangel Gabriel" in *Ways of the World : A Brief Global History with Sources*, edited by Robert W. Strayer and Eric W. Nelson Second Edition, Combined ed. Boston: Bedford/St. Martin's, 2013, 401.
- Of Rubruck, William. "Journey to the Land of the Mongols" in *Ways of the World : A Brief Global History with Sources*, edited by Robert W. Strayer and Eric W. Nelson Second Edition, Combined ed. Boston: Bedford/St. Martin's, 2013, 496-497.
- Tacitus. "Germania" in *Ways of the World : A Brief Global History with Sources*, edited by Robert W. Strayer and Eric W. Nelson Second Edition, Combined ed. Boston: Bedford/St. Martin's, 2013, 140-142.
- "The Battle of Badr" in *Ways of the World : A Brief Global History with Sources*, edited by Robert W. Strayer and Eric W. Nelson Second Edition, Combined ed. Boston: Bedford/St. Martin's, 2013, 404.
- "The Chronicle of Novgorod" in *Ways of the World : A Brief Global History with Sources*, edited by Robert W. Strayer and Eric W. Nelson Second Edition, Combined ed. Boston: Bedford/St. Martin's, 2013, 494-495.
- "The Destruction of Idols" in *Ways of the World : A Brief Global History with Sources*, edited by Robert W. Strayer and Eric W. Nelson Second Edition, Combined ed. Boston: Bedford/St. Martin's, 2013, 406.
- "The Night Journey of Muhammad" in *Ways of the World : A Brief Global History with Sources*, edited by Robert W. Strayer and Eric W. Nelson Second Edition, Combined ed. Boston: Bedford/St. Martin's, 2013, 402.

“The Secret History of the Mongols” in *Ways of the World : A Brief Global History with Sources*, edited by Robert W. Strayer and Eric W. Nelson Second Edition, Combined ed. Boston: Bedford/St. Martin's, 2013, 489-490.

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