

Term Information

Effective Term Spring 2024
[Previous Value](#) [Spring 2018](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Faculty would like add the TCT theme to this class. Also updating the prereq for the new GE.

What is the rationale for the proposed change(s)?

This class is a good fit for the TCT theme

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3375
Course Title	Mongol World Empire: Central Eurasia, 1000-1500
Transcript Abbreviation	Mongol Empire
Course Description	This course will address the social, cultural, and political history of medieval Central Eurasia, focusing on the Mongol Empire and its legacy.
Previous Value	This course will address the social, cultural, and political history of medieval Central Eurasia, focusing on the Mongol Empire and its legacy. Sometimes this course is offered in a distance-only format.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

Prereq or concur: English 1110.xx, or permission of instructor.

Exclusions

Previous Value

Not open to students with credit for 544.

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0106

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors); Traditions, Cultures, and Transformations

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will be introduced to the social, cultural and political history of medieval Central Eurasia.
- Students will develop critical thinking skills while engaging with primary sources.

Content Topic List

- Pastoral Nomadism
- Genghis Khan
- Qublai Khan
- Marco Polo
- Yuan China
- Golden Horde
- Chaghatai Khanate
- Il-Khanate
- Bubonic Plague

COURSE CHANGE REQUEST
3375 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/05/2023

Sought Concurrence

No

Attachments

- History 3375 GE Form TCT 1.18.2023.docx: GE Form

(Other Supporting Documentation. Owner: Getson, Jennifer L.)

- Syllabus, Mongols, History 3375.doc: Syllabus

(Syllabus. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	01/24/2023 03:31 PM	Submitted for Approval
Approved	Soland, Birgitte	01/24/2023 07:44 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/05/2023 09:54 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/05/2023 09:54 PM	ASCCAO Approval

THE MONGOL WORLD EMPIRE

CENTRAL EURASIA, 1000–1500

SEMESTER

History 3375
Days and Time
Location

INSTRUCTOR

Professor Scott Levi
levi.18@osu.edu

OFFICE HOURS

Days and Time
Location
Phone Number

IMPORTANT DATES

First Day of Classes	Date	Paper Bibliography Due	Date
Map Quiz	Date	Paper Due	Date
Mid-Term Exam	Date	Last Day of Classes	Date
Spring/Autumn Break	Date	Final Exam	Date

COURSE DESCRIPTION AND OBJECTIVES

At the beginning of the thirteenth century, a small and obscure nomadic people emerged from their isolated homeland in the steppe north of China and forged the largest contiguous empire in the history of the world. The architect of this empire was the young Mongol warrior Temuchin, who rose from a youth full of challenges and disappointments to unite the disparate and warring Turco-Mongol tribes. In the year 1206, Temuchin was elevated to the position of Chinggis Khan (“Oceanic Ruler”) and he announced the “Mandate from Heaven” — the Mongols were destined to conquer the world, and Chinggis Khan and his heirs were destined to rule it. A strategic genius, Chinggis Khan expertly exploited his enemies’ weaknesses and used his nomadic troops’ superior speed, mobility, and military skills to great advantage. Sedentary peoples were offered the options of total submission or total annihilation, and one by one the great cities of Eurasia toppled. Within just a few decades, Mongol rule extended over the peoples of China, Eastern Europe and the Islamic Middle East.

While the Mongol Empire is long gone, the traditions and culture of the Mongol peoples have had a profound and undeniable impact on the trajectory of world history. The destruction of the Mongol conquests was overwhelming, but that relatively short period of trauma was followed by a lengthy recovery under the Pax-Mongolica: the Mongol Peace. For several decades, Eurasia witnessed an unprecedented rise in the movement of people and a corresponding rise in the transcontinental exchange of commodities, scientific knowledge, religious and cultural traditions, and even disease pathogens. In the fifteenth century, as Europe emerged from the Black Death into the Renaissance, the Europeans’ new-found appreciation for the intoxicating spices, silks, and other riches of the East developed into an unquenchable thirst, and efforts to obtain these exotic luxuries led to the voyages of Columbus and Vasco da Gama, and the Age of Discovery.

This course introduces students to the social, cultural, and political traditions of medieval Central Eurasia, paying special attention to the multi-faceted, occasionally turbulent, but never dull interactions of pastoral-nomadic and sedentary peoples. The course will help students to develop their critical thinking skills as they engage a wide variety of primary sources that offer valuable insights into the ways that the Mongol Empire transformed the medieval world and how its legacy continues to shape our world today.

General Education (GE)

This course fulfills the Legacy GE category of **Historical Studies** and **Diversity: Global Studies** OR the new GE Theme: **Traditions, Cultures, and Transformations**.

Legacy GE: Historical Studies**Goal:**

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course will fulfill the Legacy GE: Historical Studies in the following ways:

Students will read closely a range of primary sources to discover how the rise of the Mongol Empire impacted cross-cultural and transregional mobility across Eurasia, and how it shaped medieval Eurasian history (ELO 1). Students will examine the origins of several issues that are of contemporary relevance, including the medieval globalization of knowledge and its legacy in China, the Middle East, and Europe; the role that the Mongols played in the spread of the Bubonic Plague during the 14th century and its impact on how societies experience and respond to global pandemics; and the ways that the Mongol conquests continue to shape Chinese political thought today (ELO 2). Students will produce an original research paper that critically examines primary and secondary sources and evaluates their interpretations (ELO 3).

Legacy GE: Diversity: Global Studies**Goal:**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes (ELOs):

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course will fulfill the Legacy GE: Diversity: Global Studies in the following ways:

As a history of the Mongol Empire – the largest contiguous empire in the history of the world – this course exposes students to the political, economic, and cultural exchanges of

multiple Eurasian peoples and cultures. Students will be immersed in studies of Chinese, Indian, Central Asian and Middle Eastern societies and exchanges in terms of populations, regions, languages, cultures, technologies, scientific knowledge, and much more.

A key objective of this course is for students to learn how today's nation states are constructs that took shape over time, and that they are products of historical processes of cross-cultural, transregional interactions. In terms of the course material, students will examine diversity in the shaping of contemporary national identities in Russia, China, India, Central Asia and the Middle Eastern countries.

GE Theme: Traditions, Cultures, and Transformations

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

This course will fulfill the current GE Theme: Traditions, Cultures, and Transformations in the following ways:

ELO 1.1. The class develops student's critical and logical thinking in a number of ways. Students read primary sources and analyze them for bias and reliability in class-based discussions. Students complete a substantial research project that requires them to conduct original research and incorporate a critical analysis of at least one primary source. The paper requires students to use both primary and secondary sources and to critically analyze those sources as they explore in a deep and meaningful way how the Mongol Empire influenced various Eurasian societies and shaped broader historical developments. Students are also required to complete two tests to demonstrate their comprehension of required readings and other course materials.

ELO 1.2. Students learn to think critically about the origins of the pastoral-nomadic way of life, the complicated and symbiotic relationships of pastoral nomads with sedentary agricultural societies, and the defining features of pastoral-nomadic states and their similarities with and differences to sedentary states and empires. Throughout the semester, students learn to read and interpret a range of different primary sources (in English translation), including travel accounts, ambassadorial reports, diplomatic exchanges, official histories, religious literature, court registers, and more. Students subject those records to in-depth scholarly analysis, and they learn how to understand the sources in the historical context of their authorship and apply critical thinking to evaluate them for bias and reliability.

ELO 2.1. Students explore different approaches to the material through the interdisciplinary study of the medieval Mongols and the empire that they established. Students will study various types of historical literature as well as art, architecture, archeological evidence, and the history of science and technology. Students will examine how specialists have interpreted these sources in their efforts to explain the history of the Mongol Empire and its historical legacy, and they will examine how more recent research has led scholars to challenge some interpretations in favor of others.

ELO 2.2. The research paper encourages students to reflect on what they studied in class and to integrate what they have learned with new material that they find in their own independent research. Students are provided with a list of recommended topics to pursue, but they are also permitted to move beyond that list and choose a topic that they find particularly appealing or that may align with interests that they have developed in other courses. The class discussions model self-critical reflection on how we read and analyze sources and how we adjudicate among competing interpretations.

ELO 3.1. Students will complete required readings that examine the ways that environmental factors shaped the cultural lives of pastoral nomadic communities. Students will learn how nomadic societies differed from sedentary societies in the areas of economic structures and institutions, religious beliefs, gender roles, science and technology. Students will learn how nomadic states were able to deploy these differences to their advantage in creating and maintaining an imperial power. These readings will be addressed and complemented with lectures and discussions, and reinforced in examinations. The same principles will be explored in the students' research papers.

ELO 3.2. Course materials cover technological advancements and the transmission of technologies, including, for example, the invention and transmission of gunpowder in China, metal casting techniques in the Middle East, and the development of mobile gunpowder weapons all over, but especially in Europe, as a product of the Mongol Empire. New military technologies revolutionized military effectiveness, propelling the creation of new technologies, both defensive and offensive, and reshaping politics and diplomacy across the world.

ELO 3.3. Course materials first examine the early pastoral-nomadic Mongol peoples as a peripheral East Asian sub-culture to the north of the dominant Chinese culture. The materials then examine the transformation of the Mongols to a dominant force that establishes a new status as rulers of China, Russia, Central Asia, and the Islamic Middle East.

ELO 3.4. By extending the temporal parameters of the course back to 1000 and forward to 1500, students will explore the changes and continuities that pastoral nomadic communities experienced over five centuries. Changes include the introduction of new political ideologies, the introduction of new religious traditions, the rise to a position of dominance across much of Eurasia, new technologies, and cataclysmic effects of the Bubonic Plague. Continuities include a striking level of equity in gender roles, an established set of cultural values, and a willingness to embrace innovations when it provides an advantage to do so.

ELO 4.1. Course materials examine, compare, and contrast institutions, organizations, cultural traditions, and societies in medieval eastern Europe, China, Central Asia, and the Islamic Middle East. Students examine disparities in Mongolian interactions with peoples in these societies, and they examine the impact that the Mongol conquests and Mongol rule in the aftermath of the conquests had on the various peoples of these societies.

ELO 4.2. Course provides a particularly valuable venue for students to explore the ways that categories such as race, ethnicity, and gender, as well as bondage and servitude, are experienced differently in different societies. Pastoral nomadic societies are typified by a considerably greater degree of equity between the genders, for example. Course materials examine cases of women rulers of the Mongol Empire who were as successful as men, for example. The Mongol Empire was an extraordinarily vast multi-ethnic realm that recognized the validity of many different religious traditions (Ogedei Khan famously declared that “the religions of my people are like the five fingers on my hand”). Still, the Mongols used difference to their advantage by assigning educated elite to positions of authority over populations of different ethnic or religious identities.

REQUIRED COURSE TEXTS (ADDITIONAL REQUIRED READINGS ON CARMEN)

Ruth W. Dannel, *Chinggis Khan: World Conqueror* (Boston, 2010).

Christopher Dawson, *The Mission to Asia* (Toronto, 1980).

Timothy May, *The Mongol Conquests in World History* (London, 2012).

Morris Rossabi, *The Mongols and Global History* (New York, 2011).

Marco Polo, *Travels of Marco Polo*, tr. by Ronald Latham (London, 1958).

COURSE WEBSITE/CARMEN

This course has a webpage on Carmen. Students should check the website regularly for readings, announcements, course resources, and other information.

ASSIGNMENTS AND GRADING

Map Quiz:	10%
Mid-Term	30%
Term Paper	30%
Final	30%

GRADING SCALE

A	92.5–100	B-	80–82	D+	67.5–69.5
A-	90–92	C+	77.5–79.5	D	60–67
B+	87.5–89.5	C	72.5–77	E	59.5 and below
B	82.5–87	C-	70–72		

Note: the instructor reserves the right to consider improvement in determining final grades.

MAP QUIZ

In the first week of the semester, I will provide you with a list of geographical terms and a blank map. You will be required to locate ten of these terms on an identical blank map in class.

EXAMINATIONS

Examinations will consist of a combination of multiple choice, short identifications and essay questions that you will be required to answer in class. Essay questions will be graded based upon how well your answer communicates in writing what you have learned. If you have to miss an exam because of illness or a verifiable emergency, you must contact me before the exam. Make-up exams will be given only in cases of serious illness or other documented emergency, and will consist entirely of essay questions. To make-up any exam, you will have to take it during one of the regularly scheduled exam sessions offered by the Department of History.

TERM PAPER ASSIGNMENT

For this course you are required to submit a well-crafted research paper of approximately ten pages, due in class on the date specified in the syllabus below. The course focuses attention on Mongolian traditions and cultures, and the transformations that were brought about by the rise of the Mongol Empire and its spread across the Eurasian landmass.

For your paper, you are encouraged to select one of the topics provided below. Each of these provides an opportunity to engage deeply with the social, cultural, and political traditions of the Mongol Empire. Alternatively, you may propose a different topic, but your topic must engage Mongolian traditions, culture, and the transformation brought about by the Mongol Empire, and your topic must receive the instructor's approval. If you wish to proceed in this way, once you have determined a subject that interests you, you should consult the relevant recommended readings and compile a proposal and bibliography. Your proposal is due in class on the date specified on the syllabus below. Please note that papers must incorporate a critical analysis of at least one primary source. Additional instructions will be distributed in class.

Learning how to express one's ideas clearly is an important goal of any education. For this reason, paper grades will be based not only on content, but also on grammar and your correct

use of formal writing style. Papers should be typed and double-spaced in 12-point font, and they should make proper use of footnotes or endnotes, a title page and a bibliography. Useful resources include: Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (5th ed.) and the OSU Writing Center (<http://cstw.osu.edu/writingCenter/>). Please note that papers will drop one full grade for each class period that they are late.

SUGGESTED PAPER TOPICS

1) *Religion and Empire*

How did the Mongols use religion to establish and maintain their empire? Discuss the Mongols' own Shamanistic belief system, as well as the faith of the conquered peoples.

2) *Gender and Society in Pastoral-Nomadic Central Eurasia*

Characterize the gender relations and social structure of medieval Mongolia. How did this pastoral-nomadic society differ from its sedentary neighbors?

3) *The Conquering Mongols*

What is the "nomadic advantage" and how did the Mongols employ it as they carved out their Eurasian empire? What did the Mongols learn from predecessors, and how did they adapt to new challenges?

4) *European Travelers and Mongol History*

Refer to the memoirs of Marco Polo and William of Rubruck. How reliable are their accounts of the Mongol Empire? What are their strengths and weaknesses? How can historians use travel accounts to achieve an improved understanding of Mongol history?

5) *The Mongol Legacy*

The Mongol Empire rapidly grew to become the largest empire in the history of the world. It then fragmented into regional components that were eventually conquered themselves. Is there a legacy of the Mongol Empire? If so, what is it?

CLASS PARTICIPATION AND ATTENDANCE

Attendance and active participation in class discussion is required for this course. The lectures for this course augment the required readings, and exam questions will be taken from both. If you miss a class, it is your responsibility to find out what you have missed and to collect lecture notes and information regarding any changes to the syllabus from other students. Chronic absences, more than two, may result in a penalty of one full letter grade.

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Plagiarism is representing someone else's words or ideas as your own. It is a form of academic dishonesty and it is not tolerated. Plagiarism includes, but is not limited to: handing in someone else's work as your own; taking credit for ideas that are not your own; including in

your work phrases, sentences, paragraphs or any text from a book, article, or web site without marking the text as a quotation and citing the source; and paraphrasing text from a source (i.e., taking an idea from a source while not quoting it exactly) without citing the source. Any student found to have plagiarized on any assignment may receive a failing grade for the semester. Additionally, the instructor will notify the Committee on Academic Misconduct. See http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm for further discussion of plagiarism.

STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

IMPORTANT REGISTRATION INFORMATION

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

THE HISTORY MAJOR AND MINOR

Please note: If you are, have, or are planning to take two or more history courses at the 2000-level or above, and are currently neither a history major nor a history minor, you may earn a history minor with relatively little additional coursework. Only 12 credit hours (four 2000-and-above courses, at least two of which must be at the 3000 level or higher) are required for the history minor and six of these hours may overlap with general education requirements. Please see <http://history.osu.edu/undergrad/minor> for additional details see Raymond Irwin (irwin.8@osu.edu) with specific questions. Your major advisor will also be able to add the minor for you.

RESERVE CLAUSE

The professor reserves the right to make changes in the syllabus when necessary or beneficial to meet the objectives of the course, to compensate for missed classes or schedule changes, or for similar legitimate reasons. Students will be notified of any such changes to the syllabus in adequate time to adjust to those changes.

SYLLABUS

Part I Tradition and Culture in the Steppe

- WEEK 1**
Aug. 21, 23
Reading:
- Introduction to the Course
 - The Mongol Empire: Literary Traditions, Sources, and Foundations
- May, Intro, 7–23
Rossabi, 1–23
- WEEK 2**
Aug. 28, 30
Reading:
- Pastoral-Nomadic Traditions and Culture
 - Central Asian Religion and Culture in Antiquity
- Golden, “Nomads and Sedentary Societies,” 1–37 (Carmen)
Rossabi, 25–41
- WEEK 3**
Sept. 4, 6
Reading:
- The Peoples and Geography of Medieval Central Eurasia
 - **Map Quiz: Wednesday, Sept. 4**
 - Video Presentation: “Mongol: The Rise of Genghis Khan” (pt. 1)
- May, ch. 1, 27–57
Dawson, vii–xxxv
- WEEK 4**
Sept. 11, 13
Reading:
- Political Traditions: Temuchin and the Unification of the Tribes
 - Video Presentation: “Mongol: The Rise of Genghis Khan” (pt. 2)
- Dunnell, 1–37
Rossabi, 43–68
- WEEK 5**
Sept. 18, 20
Reading:
- Creating Traditions: Chinggis Khan and the Mandate from Heaven
 - Chinggis Khan’s Final Years
- May, ch. 5, 130–57
Dunnell, 38–72
Rossabi, 68–90
- WEEK 6**
Sept. 25, 27
Reading:
- Governing the Mongol Empire
 - **No Class: Friday, Sept. 27**
- May, ch. 6, 158–71
Dunnell, 73–92
Rossabi, 90–94

WEEK 7
Oct. 2, 4
 Reading: • Ogedei’s Qaghanate and the Mongol Invasion of Europe
 • Video Presentation
 Rossabi, 95–98, 123–28
 Christian, “Mongol Empire,” 409–27 (Carmen)

WEEK 8
Oct. 9, 11
 • **Mid-Term Exam: Wednesday, Oct. 9**

Part II

Eurasian Transformations

WEEK 9
Oct. 16, 18
 Reading: • Great Qaghans and the Transformation of Mongol Imperial Culture
 • World Conquerors
 May, ch. 7, 172–98
 Dawson, 89–220 (“The Journey of William of Rubruck”)
 Rossabi, 121–22

WEEK 10
Oct. 23, 25
 Reading: • Yüan China: Qublai Khan and the Middle Kingdom
 • The Evolving World of Marco Polo
 May, ch. 4, 109–29
 Marco Polo, 74–112 (Carmen)
 Rossabi, 128–64
 Rossabi, “Khubilai Khan,” 22–75 (Carmen)

WEEK 11
Oct. 30, Nov. 1
 Reading: • Il-Khanate: Assassins and the Mongol Conquest of the Middle East
 • Chaghatai Khanate: Mongols Transform Themselves
 • **Paper Proposal and Bibliography Due: Friday, Nov. 1**
 May, ch. 2, 59–80
 Rossabi, 98–115

WEEK 12
Nov. 6, 8
 Reading: Golden Horde: Russia under the Mongol Yoke
 Crusaders and Slave-Kings: Holy War in the Middle East
 May, ch. 9, 211–31
 Rossabi, 115–20
 Halperin, “Golden Horde,” 33–60 (Carmen)

WEEK 13
Nov. 13, 15
 Reading: • Plague and Revolution: The End of the Pax Mongolica
 • **No Class: Friday, Nov. 15**
 May, ch. 8, 199–210
 Rossabi, 165–80

WEEK 14
Nov. 20, 22
 Reading: • Tamerlane: The Last Great Nomadic Empire
 • The Mongol Legacy
 May, ch. 3, 81–106; ch. 10, 232–56
 Dunnell, 93–105

WEEK 15
Nov. 27, 29
Reading:

- Video Presentation, Nov. 27
- **Paper Due: Wednesday, Nov. 27**
- **No Class: Thanksgiving Break, Friday, Nov. 29**

WEEK 16
Dec. 4

- Final Exam Review

OFFICIALLY SCHEDULED FINAL EXAM
Date and Time

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

This course focuses attention on Mongolian traditions and cultures, and the transformations that were brought about by the rise of the Mongol Empire and its spread across the Eurasian landmass. It requires students to engage deeply with the social, cultural, and political traditions of medieval Eurasia, paying special attention to the multi-faceted, occasionally turbulent, but never dull interactions of pastoral-nomadic and sedentary peoples. The course helps students develop their critical thinking skills as they critically analyze a wide variety of primary sources that offer valuable insights into the ways that the Mongol Empire transformed the medieval world and how its legacy continues to shape our world today.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	The class develops student's critical and logical thinking in a number of ways. Students read primary sources and analyze them for bias and reliability in class-based discussions. Students complete a substantial research project that requires them to conduct original research and incorporate a critical analysis of at least one primary source. The paper requires students to use both primary and secondary sources and to critically analyze those sources as they explore in a deep and meaningful way how the Mongol Empire influenced various Eurasian societies and shaped broader historical developments. Students are also required to complete two tests to demonstrate their comprehension of required readings and other course materials.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students learn to think critically about the origins of the pastoral-nomadic way of life, the complicated and symbiotic relationships of pastoral nomads with sedentary agricultural societies, and the defining features of pastoral-nomadic states and their similarities with and differences to sedentary states and empires. Throughout the semester, students

	learn to read and interpret a range of different primary sources (in English translation), including travel accounts, ambassadorial reports, diplomatic exchanges, official histories, religious literature, court registers, and more. Students subject those records to in-depth scholarly analysis, and they learn how to understand the sources in the historical context of their authorship and apply critical thinking to evaluate them for bias and reliability.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students explore different approaches to the material through the interdisciplinary study of the medieval Mongols and the empire that they established. Students will study various types of historical literature as well as art, architecture, archeological evidence, and the history of science and technology. Students will examine how specialists have interpreted these sources in their efforts to explain the history of the Mongol Empire and its historical legacy, and they will examine how more recent research has led scholars to challenge some interpretations in favor of others.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self- assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	The research paper encourages students to reflect on what they studied in class and to integrate what they have learned with new material that they find in their own independent research. Students are provided with a list of recommended topics to pursue, but they are also permitted to move beyond that list and choose a topic that they find particularly appealing or that may align with interests that they have developed in other courses. The class discussions model self-critical reflection on how we read and analyze sources and how we adjudicate among competing interpretations.

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data</i>
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	<i>on immigration (Assignment #1)</i>
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	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
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<p>ELO 2.1 <i>Identify, describe, and synthesize approaches or experiences.</i></p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u><i>Lecture</i></u> <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students’ access to people with expertise in a variety of areas.</i></p> <p><u><i>Reading</i></u> <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><u><i>Discussions</i></u> <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they’ve found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><i>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize</i></p>
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	<p><i>and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie’s talk on how a single story can perpetuate stereotypes, and Claire Wardle’s talk on how diversity can enhance citizenship.</i></p>
<p>ELO 2.2 <i>Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</i></p>	<p><i>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</i></p> <p><i>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans– including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>Students will complete required readings that examine the ways that environmental factors shaped the cultural lives of pastoral nomadic communities. Students will learn how nomadic societies differed from sedentary societies in the areas of economic structures and institutions, religious beliefs, gender roles, science and technology. Students will learn how nomadic states were able to deploy these differences to their advantage in creating and maintaining an imperial power. These readings will be addressed and complemented with lectures and discussions, and reinforced in examinations. The same principles will be explored in the students' research papers.</p>
<p>ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>Course materials cover technological advancements and the transmission of technologies, including, for example, the invention and transmission of gunpowder in China, metal casting techniques in the Middle East, and the development of mobile</p>

	<p>gunpowder weapons all over, but especially in Europe, as a product of the Mongol Empire. New military technologies revolutionized military effectiveness, propelling the creation of new technologies, both defensive and offensive, and reshaping politics and diplomacy across the world.</p>
<p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p>	<p>Course materials examine the early pastoral-nomadic Mongol peoples as a peripheral East Asian sub-culture to the north of the Chinese dominant culture. The materials also examine the transformation of the Mongols to a dominant status as rulers of China, Russia, Central Asia, and the Islamic Middle East.</p>
<p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p>	<p>By extending the temporal parameters of the course back to 1000 and forward to 1500, students will explore the changes and continuities that pastoral nomadic communities experienced over five centuries. Changes include the introduction of new political ideologies, the introduction of new religious traditions, the rise to a position of dominance across much of Eurasia, new technologies, and cataclysmic effects of the Bubonic Plague. Continuities include a striking level of equity in gender roles, an established set of cultural values, and a willingness to embrace innovations when it provides an advantage to do so.</p>
<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>Course materials examine, compare, and contrast institutions, organizations, cultural traditions, and societies in medieval eastern Europe, China, Central Asia, and the Islamic Middle East. Students examine disparities in Mongolian interactions with peoples in these societies, and they examine the impact that the Mongol conquests and Mongol rule in the aftermath of the conquests had on the various peoples of these societies.</p>
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>Course provides a particularly valuable venue for students to explore the ways that categories such as race, ethnicity, and gender, as well as bondage and servitude, are experienced differently in different societies. Pastoral nomadic societies are typified by a considerably greater degree of equity between the genders, for example. Course materials examine cases of women rulers of the Mongol Empire who were as successful as men, for example. The</p>

	<p>Mongol Empire was an extraordinarily vast multi-ethnic realm that recognized the validity of many different religious traditions (Ogedei Khan famously declared that “the religions of my people are like the five fingers on my hand”). Still, the Mongols used difference to their advantage by assigning educated elite to positions of authority over populations of different ethnic or religious identities.</p>
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