

Term Information

Effective Term Autumn 2023
Previous Value Autumn 2020

Course Change Information

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

Updating course to new GE with the MMI theme. Also updating prereq for the new GE.

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

Course is a good fit for the MMI 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	3376
Course Title	The Silk Road: Cross-Cultural Exchanges in Eurasian History
Transcript Abbreviation	Silk Road
Course Description	A study of the commercial and cultural relations among Chinese, Indian, Iranian, and Roman/Islamic civilizations.
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
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

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: English 1110.xx, or permission of instructor.

Exclusions

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

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); Migration, Mobility, and Immobility

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 great commercial and cultural exchanges that took place in Central Asia from antiquity to the modern age.
- Students will analyze the nature and mechanisms of the trade and artistic, religious, cultural, scientific and technological exchanges that took place along the "Silk Road."
- Students will examine the links among dynamic, sophisticated civilizations, as well as the merchant groups, soldiers, state actors, and pastoral-nomadic peoples who mediated these exchanges.

COURSE CHANGE REQUEST
3376 - Status: PENDING

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

Content Topic List

- Caravan Trade
 - Central Asia
 - China
 - Middle East
 - Central Asia
 - Buddhism
 - Islam
 - Eastern Christianity
 - Global economic impact
- No

Sought Concurrence

Attachments

- History 3376 GE Form MMI.docx: GE FOrM
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- Syllabus, Silk Road, History 3376.doc: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	01/24/2023 03:43 PM	Submitted for Approval
Approved	Soland, Birgitte	01/24/2023 07:44 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/05/2023 09:55 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 09:55 PM	ASCCAO Approval

THE SILK ROAD

CULTURAL EXCHANGES AT THE HEART OF EURASIAN HISTORY

SEMESTER

History 3376
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

This course introduces students to the cultural exchanges that took place in Central Asia—at the heart of the Eurasian landmass—from antiquity to the modern age and, in doing so, it places human migration and mobility at the center of world history. Students will learn of the great variety of groups to pass into, and through, Central Asia as they mediated these exchanges: caravan traders, merchant diasporas, pastoral nomads, official ambassadors, soldiers, slaves, missionaries, wandering mendicants, and more. Students will examine the indigenous cultures and economies of the Chinese, Indian, European, Iranian, and broader Islamic civilizations as they analyze the nature and mechanisms of the commercial, artistic, religious, cultural, scientific and technological exchanges that took place along the routes known since the late nineteenth century as the “Silk Road.”

The course is not in any sense a survey of Eurasian history. It focuses on a set of major themes, not chronologies of dynastic, administrative, or military history, except in so far as these topics contribute to our understanding of the ways that human movements across the Eurasian landmass propelled the Silk Road exchange. The study of these commercial and cultural exchanges exposes vibrant links among dynamic, sophisticated, and geographically distant civilizations. Considerable attention will be directed to the merchant groups, soldiers, state actors, slaves, pastoral-nomads, and other peoples who mediated these exchanges.

General Education (GE)

This course fulfills the Legacy GE categories of **Historical Studies** and **Diversity: Global Studies** OR the new GE Theme: **Migration, Mobility, and Immobility**.

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 cross-cultural and transregional mobility shaped Eurasian history from antiquity to the modern era (ELO 1). Students will examine the origins of several issues that are of contemporary relevance, including the spread of Islam from Arabia into Central Asia and China; the invention of paper and its revolution impact on record keeping and state centralization; and the invention of gunpowder weaponry, its gradual advancement, and its role in the rise of imperialism, the early modern colonial empires, and their legacies 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 Eurasian transregional historical integrations, 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 millennia-long processes of cross-cultural, transregional interactions. In terms of the course material, students will examine diversity in the shaping of contemporary national identities in China, India, Central Asia and the Middle Eastern countries.

GE Theme: Migration, Mobility, and Immobility

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 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 explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.
4. Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

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 advanced, 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. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.
- 3.2. Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.
- 4.1. Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.
- 4.2. Describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

This course will fulfill the current GE Theme: Migration, Mobility, and Immobility 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 in class-based discussions. Students complete a substantial research project that requires them to incorporate a critical analysis of at least one primary source. The paper requires students to explore in a deep and meaningful way the movement of religious and cultural traditions (e.g. Buddhism, Islam), technologies (e.g. paper, weaponry), and disease (e.g. the Bubonic Plague) across the Silk Road, the social mechanisms and economic systems that different groups of people employed to orchestrate those exchanges, and the ways that those exchanges influenced various 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 first learn to think critically about the origin of the Silk Road concept, its scholarly utility, and its application and occasional misappropriation from the late 19th century. Throughout the semester, students learn to read and interpret a range of different primary sources (in English translation), including travel accounts, ambassadorial reports, slave narratives, commercial registers, legal records, 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 people and peoples whose trans-Eurasian movements propelled the exchanges that affected societies across Eurasia and shaped their historical evolution. Students will engage in the study of a variety of historical texts, religious theologies, archeology, and the history of technology. Students will examine how specialists have interpreted those texts, and they will examine how new 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 Central Asian environmental factors shape the migration of pastoral nomadic communities, and the roles that those communities as well as merchant groups, soldiers, religious missionaries, and other mobile groups have historically played in the movement of knowledge, technologies, cultural traditions, etc. among Eurasian societies. 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. The required readings introduce students to various modes of mobility, including pastoral nomadism, travel by caravan, enslavement and forced migration to a foreign land, deployment to a foreign land as a part of a military, and travel to a foreign land as part of an ambassadorial mission. In all cases, the required readings and primary source documents that the students study focus on the transfer of knowledge, technology, culture, material goods, wealth, etc., and the ways that those transregional movements affect individuals and societies and shape historical developments over time.

ELO 4.1. Course materials cover the transmission of technologies, including, for example, the invention and transmission of paper (in China), gunpowder (China), metal casting techniques (Middle East), and mobile gunpowder weapons (all over, but especially in Europe). The mass production of paper following the 8th century revolutionized how state kept records, which gradually led to greater levels of centralization. New military technologies revolutionized

military effectiveness, propelling the creation of new technologies, both defensive and offensive, and reshaping politics and diplomacy across the world. Students also explore religion and society, studying, for example, the movement of Buddhism from India to Central Asia and then eastward to China, the ways that various societies received Buddhism and how it shaped attitudes, beliefs, and behaviors in various Eurasian societies.

ELO 4.2. Students examine a variety of ways that scholars have employed the Silk Road as a concept to explain Eurasian mobility. These include the notion that caravan traders alone drove the cross-cultural, transregional interactions that constituted the Silk Road exchange; the (deeply flawed) assumption that indigenous nomadic peoples were empty vessels incapable of transmitting culture and/or technology; and the assumption that the Silk Road was principally a mechanism for the movement of Chinese merchandise to Europe. Students use their own reading in scholarly literature and primary sources to critique these notions and representations, which leads them to a more complicated, holistic, and historically accurate understanding of the ways that mobile peoples shaped historical change over time.

REQUIRED COURSE TEXTS

- Johan Elverskog, *Buddhism and Islam on the Silk Road* (Philadelphia: University of Pennsylvania Press, 2013).
- Valerie Hansen, *The Silk Road: A New History with Documents* (Oxford: Oxford University Press, 2017).
- Peter Hopkirk, *Foreign Devils on the Silk Road* (Amherst: University of Massachusetts Press, 1984).
- Xinru Liu, *The Silk Road in World History* (Oxford: Oxford University Press, 2010).
- James Millward, *The Silk Road: A Very Short Introduction* (Oxford: Oxford University Press, 2013).

COURSE WEBSITE

This course has a webpage on Canvas where students will find additional readings assigned below. Students should check the website regularly for readings, announcements, course resources, and other information.

ADDITIONAL USEFUL RESOURCES

- Perry-Castañeda Library Map Collection, University of Texas: <http://www.lib.utexas.edu/maps/>
- Mongol Empire map: <http://www.lacma.org/khan/map.htm>
- Middle East maps: <https://cmes.uchicago.edu/page/maps-middle-east>
- Hephthalite Empire: http://www.worldhistorymaps.info/images/Hephthalites_500ad.jpg
- Kushan Empire: <http://www.wfld.com/persians/shapur1.1.htm>
(map itself from the WorldHistoryMaps.info collection)
- Visual Culture Collaboration: <http://michellesmithcollaboratory.umd.edu/maps>
(maps of China and Silk Road)
- Mapping the Silk Road: <http://mappingthesilkroad.net/local/resources/type?tid=12>
- International Dunhuang Project: <http://idp.bl.uk/>
- Fordham Internet history sourcebook: <http://www.fordham.edu/Halsall/ancient/asbook05.asp>
(hundreds of primary documents in translation, although Eurocentric)
- Stanford's Silk Road: <http://virtuallabs.stanford.edu/silkroad/SilkRoad.html>

Silk Road Seattle: <http://depts.washington.edu/silkroad/>

Penn's Secrets of the Silk Road: <http://www.penn.museum/silkroad./home.php>

Omniglot Language Guide: <http://www.krysstal.com/langfams.html#indoeuro>
(helpful for the concept of language families)

Timeline for history of China: http://www-chaos.umd.edu/history/time_line.html

ASSIGNMENTS AND GRADING

Map Quizzes:	10%
Term Paper	30%
Mid-Term	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 assigning final grades.

MAP QUIZZES

This is a course about people (and peoples) on the move. As such, the readings and class discussions will require a familiarity with Eurasian geography. Students will take two map quizzes during the semester. The format for both will be the same. I will provide you with a list of geographic terms and a blank map. You will be required to locate ten of these terms on an identical blank map in class. Each quiz is worth 5 percent of your grade.

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. Sample exam questions include the following.

- 1) Identify the major groups that played a role in the historic Silk Road cultural exchange. Provide examples that demonstrate how these peoples contributed to the dissemination of a language, a religion, scientific knowledge, a technological innovation, or other cultural artifact.
- 2) Describe the rise of Buddhism and its spread from India through Central Asia to China. Who was responsible for its transmission? What factors facilitated its transmission? How was it received by people in China?
- 3) What role(s) did states play in encouraging, or discouraging, commercial and cultural exchanges along the so-called “Silk Road?” Please provide specific examples to support your points.

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 required readings introduce students to various modes of mobility, including pastoral nomadism, travel by caravan, enslavement and forced migration to a foreign land, deployment to a foreign land in service to one's state as part of a military, and travel as part of an ambassadorial mission. For your paper, you are encouraged to select one of the topics provided below. These topics are designed to help you reflect on what you have learned from your engagement with the required course materials on Eurasian mobility, and the ways that migrants and other mobile peoples have shaped the trajectory of world history.

Alternatively, you may propose a different topic, but your topic must also engage the subject of mobility in a meaningful way and 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. Those materials are 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) *Trade*

Providing specific examples, examine how the need to exchange goods led to various types of cross-cultural interactions across space and time. How does trade connect disparate peoples and propel cultural exchange?

2) *Religion*

Many religions passed along the Silk Road. Choose one and explain how it was transmitted from one society to another. What led people to adopt it as their own? In what ways did the tradition itself change as it moved from one society to another?

3) *Technology*

What are some of the many technologies to have been transmitted along Central Asia's overland caravan routes? What were the mechanisms of transmission? How did these technologies change peoples' lives and their societies?

4) *Nomads*

Scholarship has long focused attention on long distance caravan traders as the primary agents of cultural exchange along the Silk Road. Recognizing that there were multiple types of agents involved in the Silk Road exchange (caravan traders, soldiers, pilgrims, migrants, etc.), examine the role of the nomadic peoples that occupied the vast Inner Asian steppe. What made them particularly important? Why has that importance generally gone unrecognized?

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.

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

- WEEK 1**
Aug. 23, 25
 Reading
- Introduction to the Course
 - History, Geography, and Mobility
- Herodotus, *The Histories*: <http://classics.mit.edu/Herodotus/history.html> (Book 4)
 Valerie Hansen, *The Silk Road*, Introduction
 James Millward, *The Silk Road*, Introduction and ch. 1
- WEEK 2**
Aug. 30, Sep. 1
 Reading:
- Defining the Silk Road: Making Sense of a Neologism
 - Prehistory: Ancient Civilizations in Motion
- Daniel Waugh, “Richthofen’s ‘Silk Roads’”
 David Christian, “Silk Roads or Steppe Roads?”
 Valerie Hansen, *The Silk Road*, ch. 1
 James Millward, *The Silk Road*, ch. 2
- WEEK 3**
Sep. 6, 8
 Reading:
- Horses, Camels, and Eurasian Mobility
 - **Map Quiz 1: Wednesday, September 6**
 - The People In-between: Early Pastoral Nomadic Societies
- Valerie Hansen, *The Silk Road*, ch. 2
 Nicola di Cosmo, *Ancient China and its Enemies*, chs 1 and 2
 David Anthony, *The Horse, the Wheel and Language*, ch. 5
- WEEK 4**
Sep. 13, 15
 Reading:
- Nomadic Empires: from the Scythians to the Xiongnu
 - Ancient China and its Neighbors: Strategies for Peace and War
- Valerie Hansen, *The Silk Road*, ch. 3
 Edwin Pulleyblank, “Early Contacts between Indo-Europeans and Chinese”
 Xinru Liu, *The Silk Road in World History*, ch. 1
 Richard Foltz, *Religions of the Silk Road*, ch. 2
 Han Histories: <https://depts.washington.edu/silkroad/texts/hantxt1.html>
- WEEK 5**
Sep. 20, 22
 Reading:
- Religious Promiscuity in Central Asia and the Marketplace for Ideas
 - The Sogdian Merchant Diaspora
- Valerie Hansen, *The Silk Road*, chs. 4 and 5
 Susan Whitfield, *Life Along the Silk Road*, ch. 1, “The Merchant’s Tale”
 Xinru Liu, *The Silk Road in World History*, ch. 2
- WEEK 6**
Sep. 27, 29
 Reading:
- Merchandise in Motion: Silk and Paper, Rubies and Gold
 - Tang China Reaches to the West
- Valerie Hansen, *The Silk Road*, ch. 6
 Xinru Liu, *The Silk Road in World History*, ch. 3
 Richard Foltz, *Religions of the Silk Road*, ch. 3

- WEEK 7**
Oct. 4, 6
 Reading: • Dunhuang: Finding Wealth and Beauty in the Search for Nirvana
 • No Class: Thursday, October 6 (Research Day)
 Johan Elverskog, *Buddhism and Islam on the Silk Road*, Introduction and ch. 1
 Xinru Liu, *The Silk Road in World History*, ch. 4
 Xuanzang (Hsuan-tsang), *Record of the Western Regions*, selections
- WEEK 8**
Oct. 11, 13
 Reading: • **Mid-Term Exam: Wednesday, October 11**
 • **Autumn Break: Friday, October 13**
 Johan Elverskog, *Buddhism and Islam on the Silk Road*, chs 2 and 3
- WEEK 9**
Oct. 18, 20
 Reading: • Islamic Expansion to the Oxus and the Indus
 • **Paper Proposal and Bibliography Due: Wednesday, October 18**
 • Mystics, Monks, and Missionaries in the Steppe
 • **Map Quiz 2: Wednesday, October 20**
 Valerie Hansen, *The Silk Road*, ch. 7
 Johan Elverskog, *Buddhism and Islam on the Silk Road*, chs 4 and 5
- WEEK 10**
Oct. 25, 27
 Reading: • Song China and ‘Abbasid Baghdad: A World (not so far) Apart?’
 • The Mongol Empire: A World United
 Valerie Hansen, *The Silk Road*, ch. 8
 Xinru Liu, *The Silk Road in World History*, chs 5 and 6
- WEEK 11**
Nov. 1, 3
 Reading: • Marco? Polo!
 • Culinary Adventures Along the Silk Road
 Marco Polo, *The Travels*, selections
 John Larner, *Marco Polo and the Discovery of the World*, selections
- WEEK 12**
Nov. 8, 10
 Reading: • $10\text{KNO}_3 + 8\text{C} + 3\text{S} = \text{Boom!}$
 • Globalizing Medieval Knowledge: the Roots of the Renaissance
 Millward, *The Silk Road*, chs 3 and 4
 Beckwith, *Warriors of the Cloisters*, selections
 Levi, “Asia in the Gunpowder Revolution,”
- WEEK 13**
Nov. 15, 17
 Reading: • The Maritime “Spice Road”
 • The Early Modern Silk Road
 • **Paper Due: Friday, November 17**
 Millward, *Eurasian Crossroads*, ch. 3
 Scott Levi, *The Bukharan Crisis*, Introduction and chs 1 and 2

WEEK 14 • **Thanksgiving Break, No Classes November 22, 24****Nov. 22, 24**Reading: Peter Hopkirk, *Foreign Devils on the Silk Road*, chs 1–8**WEEK 15** • Indiana Jones, the Great Game, and the Theft of History**Nov. 29, Dec. 1** • Creating a Myth: the Archeology of the Silk RoadReading: Peter Hopkirk, *Foreign Devils on the Silk Road*, chs 9–16**WEEK 16** • The Myth Becomes Reality: China's "Silk Road" of the Future**Dec. 6**Reading: Millward, *The Silk Road*, ch. 6

Kim Younkyoo and Fabio Indeo, "The New Great Game in Central Asia post-2014: the US New Silk Road Strategy and Sino-Russian Rivalry"

Wang Jisi, "Marching Westwards': The Rebalancing of China's Geostrategy"

Lan Xinzhen, "Silk Road Resurrection"

OFFICIALLY SCHEDULED FINAL EXAM

Date and Time

GE Theme course submission worksheet: Migration, Mobility, & Immobility

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 (Migration, Mobility, & Immobility)

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 is about the historical Silk Road and the ways that caravan traders, ambassadors, missionaries, nomads, slaves, soldiers, and other peoples moved through Central Asia and exchanged merchandise, ideas, technologies, religious traditions, disease pathogens, and more as they did. The course illustrates how human mobility has linked the histories of China, India, Europe, Iran, and other societies on the Eurasian periphery. It places human migration and mobility at the center of world history.

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 in class-based discussions. Students complete a substantial research project that requires them to incorporate a critical analysis of at least one primary source. The paper requires students to explore in a deep and meaningful way the movement of religious and cultural traditions (e.g. Buddhism, Islam), technologies (e.g. paper, weaponry), and disease (e.g. the Bubonic Plague) across the Silk Road, the social mechanisms and economic systems that different groups of people employed to orchestrate those exchanges, and the ways that those exchanges influenced various societies and shaped broader historical developments. Students are also required to complete two tests to demonstrate their comprehension
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students first learn to think critically about the origin of the Silk Road concept, its scholarly utility, and its application and occasional misappropriation from the late 19th century. Throughout the semester, students learn to read and interpret a range of different primary sources (in English translation), including travel accounts, ambassadorial reports, slave narratives, commercial registers, legal records, 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 people and peoples whose trans-Eurasian movements propelled the exchanges that affected societies across Eurasia and shaped their historical evolution. Students will engage in the study of a variety of historical texts, religious theologies, archeology, and the history of technology. Students will examine how specialists have interpreted those texts, and they will examine how new research has led scholars to challenge some interpretations in favor of others.

<p>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.</p>	<p>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.</p>
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Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p><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 on immigration (Assignment #1)</i></p>
	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> 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.</p> <p><u>Reading</u> 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.</p> <p><u>Discussions</u> 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.</p> <p>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 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.</p>
<p>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.</p>	<p>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.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>
	<p>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. 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 The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</p>

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 explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 4: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

	Course activities and assignments to meet these ELOs
ELO 3.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.	Students will complete required readings that examine the ways that Central Asian environmental factors shape the migration of pastoral nomadic communities, and the roles that those communities as well as merchant groups, soldiers, religious missionaries, and other mobile groups have historically played in the movement of knowledge, technologies, cultural traditions, etc. among Eurasian societies. 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 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.	The required readings introduce students to various modes of mobility, including pastoral nomadism, travel by caravan, enslavement and forced migration to a foreign land, deployment to a foreign land as a part of a military, and travel to a foreign land as part of an ambassadorial mission. In all cases, the required readings and primary source documents that the students study focus on the transfer of knowledge, technology, culture, material goods, wealth, etc., and the ways that those transregional movements affect individuals and societies and shape historical developments over time.
ELO 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.	Course materials cover the transmission of technologies, including, for example, the invention and transmission of paper (in China), gunpowder (China), metal casting techniques (Middle East), and mobile gunpowder weapons (all over, but especially in Europe). The mass production of paper following the 8th century revolutionized how state kept records, which gradually led to greater levels of centralization. New military technologies revolutionized military effectiveness, propelling the creation of new technologies, both defensive and offensive, and reshaping politics and diplomacy across the world. Students also explore religion and society, studying, for example, the movement of Buddhism from India to Central Asia and then eastward to China, the ways that various societies received Buddhism and how it shaped attitudes, beliefs, and behaviors in various Eurasian societies.

ELO 4.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations

Students examine a variety of ways that scholars have employed the Silk Road as a concept to explain Eurasian mobility. These include the notion that caravan traders alone drove the cross-cultural, transregional interactions that constituted the Silk Road exchange; the (deeply flawed) assumption that indigenous nomadic peoples were empty vessels incapable of transmitting culture and/or technology; and the assumption that the Silk Road was principally a mechanism for the movement of Chinese merchandise to Europe. Students use their own reading in scholarly literature and primary sources to critique these notions and representations, which leads them to a more complicated, holistic, and historically accurate understanding of the ways that mobile peoples shaped historical change over time.