

**SUMMER 2019
MID E 3773-090
SILK ROAD: PAST AND PRESENT**

SYLLABUS

Instructor: Dr. Ewa Wasilewska, Middle East Center

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Website: www.ewas.us

Time: Online

Location: Online

Course description:

The most famous highway of antiquity, the Silk Road, has never lost its importance as one of the most strategic areas in the world. While many ancient cities and stops on the Silk Road no longer enjoy their days of glory, many new ones have emerged and become destinations themselves. Central Asia's enormous reserves of oil and gas make this region more than desirable for all major world powers and as volatile as it was in the past. Though natural resources and commodities traded along this Road have changed, the importance of the heartland controlled by nomads and/or those of nomadic traditions has remained constant. "Whoever controls the Heartland controls the world" as Halford Mackinder, a founder of the so-called Geopolitics (1904, "The Heartland Theory") stated many years ago. Since then this axiom has been adjusted and modified by others but its main message is the same: whoever controls the ancient road(s) from China, through Central Asia and the Middle East, to Europe controls the world.

This course will introduce students to this Heartland, its history and archaeology, its people and their customs, and its strategic importance in the world.

Disclaimer:

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking.

Course Objectives:

At the end of this course students will:

1. Acquire knowledge and understanding of geopolitics of Eurasia and its historical outline focusing on the last two thousand years.
2. Be able to make basic chronological, political, economic and cultural connections between all parties involved throughout the region.
3. Be able to identify and discuss mobility issues of the region as impacting the global community.
4. Be introduced to the mosaic of people and cultures from the earliest written records to the present day.
5. Learn about origins of such important groups of people as the Indo-Europeans, Altaic, Semites, and the Chinese.
6. Acquire knowledge and understanding of great nomadic empires that controlled the world in the past.

7. Be able to identify and discuss the potential indefensibility of the region where long-lasting governments are more of an anomaly than of a rule.
8. Understand the region's crucial position in world politics and its importance in the strategic planning of American foreign policy.

Content Overview:

This course will introduce students to one of the most interesting and controversial subjects in the social sciences and humanities – nomadic migrations occurring over the millennia in Eurasia. The concept of “nomadism” and its different forms in the region will be explained and discussed within geographical, historical, socio-economic, political and cultural contexts during the last six thousand years but especially focusing on the modern era. Relevant data from China, Central Asia, Mongolia, Siberia, the Middle East, India, and Europe will be presented and discussed.

Teaching and Learning Methods:

This course is an online course. Some students believe that online courses are much easier than classroom learning but... You should be well organized, have a lot of self-discipline, and often be self-directed in order to be successful in online learning. Remember, this is the 3000-level class so it is expected that you spend at least 9 hours per week on this class (i.e., 3 hours per every credit hour).

Course Communication:

The student-teacher communication will be mainly via the internal Canvas email. Check your email frequently – no less than three (3) times a week. You can also contact me via my personal email address, which is Mruczek@aol.com. Remember, I don't use my U of U email address. It is YOUR responsibility to check the Canvas email as well as to provide the University of Utah with your private email address if you are not using the U email address. Sending me your private email address will not do you any good because it is very difficult and time consuming for me to keep and figure out all private addresses of many students whom I teach.

Communication with the Instructor:

I will check the class email as well as my personal email on regular basis. The response time will be no more than 48 hours but usually I respond within 12 hours. If you don't hear from me within 48 hours, it means I didn't get your message so send it again or contact me through other means. Face-to-face interaction with me is also possible by scheduling an appointment on campus; live meetings can be arranged via phone or Skype.

Navigating Canvas:

Most of the information can be navigated by using the “Tabs”/navigation links on the left-hand side of the Canvas screen. **Most information and materials are found in the “MODULES” section**, and are also broken down into a convenient week-by-week format. If you do NOT see any readings, powerpoints (as pdfs), or materials that are in the syllabus, contact me immediately so I can address the issue.

If you need support for learning Canvas, check this website:

http://support.instructure.com/index.php/Getting_Started_for_Students

Don't contact me as I am not very good with any technical explanations.

Electronic or Equipment Failure:

Electronic or equipment failure is NOT an acceptable excuse for late or absent assignments. You must maintain a working computer/Internet needed to participate in this course. Keep your flash-drive ready to back up your assignments BEFORE you lose any data as the result of a computer malfunction. Avoid submitting your assignments at the last minute – remember Murphy’s Law! Know your options in case of electronic or equipment failure – use campus lab computers, check public libraries, and have as many friends as possible with working computers/Internet. Remember, your urgency is not my emergency!

Technological Help Through the U of U:

Canvas support: http://support.instructure.com/index.php/Main_Page#

UOnline:

Email: info@uonline.utah.edu

Phone: 801-585-5959

Campus IT Help Desk:

Phone: 801-581-4000

Deadlines:

Deadlines will be strictly enforced. Late work will not be accepted. However, unexpected things happen so if you have a legitimate excuse, let me know in advance, if possible. Legitimate excuses must be documented and verifiable. In case you have one, I will accept the late assignment at *my discretion* after I verify your excuse. Depending on circumstances, I may or may not grant you full credit, limited credit or no credit at all. I will post course content and/or assignments at least one week in advance so you can plan accordingly.

Overview of Assignments:

This course is designed to maximize your learning experience by posting essay questions requiring systematic and in depth-thinking on specific topics covered in class.

For a basic guideline how to write an essay and/or a reflection paper check http://www.ehow.com/way_5184362_tips-writing-reflection-paper.html

Your essays must demonstrate not only acquired knowledge but also your ability to analyze, synthesize and think both critically and creatively. Always pay attention to organization of your answers, chronological outline, logic (make sure you understand the concept before you start “connecting” words), and your audience (pretend that I know very little about the topic). The writing must be very clear.

Suggestions – before writing your final answer:

1. Study your notes and readings. Use stickers or yellow marker to mark points and information you want to use later. You may want to give them “titles.”
2. Prepare three or more points that you think will constitute a core of your answer.
3. Pull out all necessary dates that you will use in your answer to set up a sort of a chronological outline.
4. Make sure that you know and understand all definitions.
5. Prepare an outline (general parts of your outline: introduction, discussion, conclusions).
6. Write your answer as you remember and understand it – don’t worry about details at this point, just make sure that your answer makes sense and “flows.”

7. Go back to your notes and readings – pull out all information that you can use and add it to your core making sure that your answer still makes sense. Correct any mistakes you might have made when doing #6. If you are getting lost – see if breaking your answer into sections would help.
8. Edit. Reading your answer loudly may help you to catch problems.
9. Turn it in and hope for the best.

Writing is a very important part of this course because this is the main communication between students and the instructor. You won't be graded on your writing skills but... Remember, if you don't use proper English (includes spelling, syntax, grammar, etc.), I will not be trying to guess what you are trying to say. You will have at least one week for each assignment so, if you need help, ask for it. The University of Utah offers a lot of assistance to all students so use its resources, especially the University Writing Center at <http://www.writingcenter.utah.edu/> (801-587-9122). It is for FREE!

All assignments must be uploaded to Canvas as a file in **Microsoft Word format or PDF** (avoid any other formats for many different reasons) – **ON TIME**.

NO PLAGIARISM OR CHEATING IN ANY SHAPE OR FORM!!!

Discussions:

There is a discussion section under the *Introductions* module for your comments on readings, lectures, current affairs, etc., and questions regarding assignments.

All students are encouraged to participate in these discussions but such participation is not required. This would be your opportunity to communicate with other students, share ideas, and learn even more, this time from your peers. Since you will be sharing information and ideas, make sure that you will NEVER copy and paste anything from these discussions, either yours or somebody else's, because this will be classified as plagiarism by both plagiarism checking software and me. In simple terms, I don't want for students to have the same answers, or even the same sentences and phrases when submitting an assignment. This means you have to formulate your answers in as individualistic manner as possible that would reflect your and your opinion only, written in your style of writing. This is VERY important.

I will be monitoring these discussions adding my comments, explanations, etc. When participating in these discussions you must remain respectful of all classmates and the instructor at all times: no shouting, no swearing, no name calling, etc.

NO PLAGIARISM OR CHEATING IN ANY SHAPE OR FORM!!!

Grading:

This a Summer semester so I suspect that some of you might be travelling or getting really stressed trying to finish all courses to graduate before Fall 2018. Thus, I have decided to reveal all assignments to you at the beginning of the semester giving you a chance to work on them when it is most convenient for you. However, I will not be accepting any early submissions. All assignments must be submitted only during the scheduled times (I grade on a curve so I need all "comparative material").

There are 7 assignments in this class. Their distribution is connected with specific modules/lectures as posted on Canvas. One assignment is worth 10% of your grade, the rest is 15% each. All should be ca. 3 pages (each). Remember, more is always better

than less in my courses! This format should cut on your possible stress and keep you current on all readings.

I may or may not offer an extra credit assignment at the end of the semester – it depends on the performance of all students in class.

Each exam assignment will be graded using the Letter-Grade scale (“A” as the highest, “E” as the lowest [no-pass] grade). The final grade will be calculated accordingly by setting up values of the Letter-Grade scale using the 4-Point scale. Please, don’t be concerned with the Canvas calculations of your grades – they are quite confusing so after each exam/assignment, I will be sending you an email with your grade as based on the letter and 4 point scales.

<u>Letter Scale</u>	<u>4 Point Scale</u>
A	4
A-	3.7
B+	3.3
B	3
B-	2.7
C+	2.3
C	2
C-	1.7
D+	1.3
D	1
D-	0.7
E	0

Expectations:

Descriptive answers and papers or “just” summaries of readings will receive “C” or less. A “perfect” answer or paper will be analytical and written in precise and non-colloquial English, void of “empty” statements. Each assertion must be supported with specific examples from the class material or, if outside sources are used, proper references are a must.

NO PLAGIARISM OR CHEATING IN ANY SHAPE OR FORM!!!

Required Readings:

Millward, James A. (2013): *The Silk Road. A Very Short Introduction.* Oxford University Press.

You would love this book... from its price (\$12.00 or less on Internet), its length (152 pages) to its content!

My advice... read the whole book before anything else listed as required readings and you won’t have any problems in this class. Don’t try to memorize any names – just keep on reading! Everything will make more and more sense with each week of other required readings. This book would also serve as a good point of reference when working on your essays.

This little book “... succeeds in giving the general audience a view of world history through the lens of biology, technology, commerce, and culture. A must read for any

aspiring enlightened global citizens.” – Yo-Yo Ma, Grammy Award-winning recording artist; artistic director, *The Silk Road Project*.

All required articles, chapters from different books, etc., are listed under specific topics discussed during the semester. All of them are available at Marriott Library Reserve Desk through electronic reserve or as hard copies. All electronic copies will be online and linked to or provided via Canvas. Hard copies are available only through the Reserve Desk at Marriott Library.

Disclaimer: *The selected readings are basis for understanding of general issues in the area, not an update on its politics, etc. However, I have also included some updated brief news regarding recent events or analysis.*

Suggestion: Due to © not all readings are available as electronic reserve. You may want to consider buying a used copy (an average cost per each is ca. \$8.00 to \$10.00) of the following books:

Barfield, Thomas J: *The Nomadic Alternative*. Prentice Hall. London. 1993.

Franck, Irene M. & David M. Brownstone: *The Silk Road: A History*. Facts on File Publications: New York. 1986.

Grousset, René: *The Empire of the Steppes. A History of Central Asia*. Rutgers University Press: New Brunswick, New Jersey, and London. 1999 (sixth edition). Any edition would work – just check for specific topics.

Required – Instructor’s PPTs (as pdfs):

Each week is associated with a specific PPT (see your modules). The content of these PPTs is copyrighted. These PPTs are very inclusive and detailed – some students love them, others hate them! Use them wisely since they provide you with both outline and content of specific “meetings.” Under no circumstances plagiarize any part of them. I remember them very well and will disqualify your assignment immediately (for more about plagiarism see the end of this syllabus). I am very strict with students who plagiarize. This is the reason why the red warning is repeated through the whole syllabus.

NO PLAGIARISM OR CHEATING IN ANY SHAPE OR FORM!!!

Optional Readings:

These are readings that you may find helpful but they are not required. They are listed on the syllabus and additional readings are included in PPTs. In most cases they will help you to organize your thoughts, etc. Just glance through them when in doubt.

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WEEKLY SCHEDULE OF TOPICS AND DATES:

WEEK # 1 (starting with May 13, 2019)

Course information.

Eurasia: defining the region. Geopolitics.

Readings for Week # 1:

Required:

For introduction to geography and geopolitics of the area see:

Bond, I. (2017): The EU, The Eurasian Economic Union and One Belt, One Road. Can they work together? In *Centre For European Reform. March*. Pp. 1-13.

Frankopan, P. (2017): Conclusion. The New Silk Road. In *The Silk Roads. A New History of the World*. Vintage Books. 2017. Pp. 492-505.

Major, John (2013): Geographical Setting of the Silk Roads. In *Asia Society*. <http://asiasociety.org/countries/trade-exchange/geographical-setting-silk-roads?page=0,0>

Sachs, J.D. (2017): Eurasia is on the rise. Will the US be left on the sidelines? In *Boston Globe*. 04.09.2017. <https://www.bostonglobe.com/opinion/2017/04/09/eurasia-rise-will-left-sidelines/RjCjzDf8edwngjW0MfzL6M/story.html>

Waugh, Daniel. C. (2008): The Silk Roads and Eurasian Geography. In *Silk Road*. Seattle. August 2008. <http://depts.washington.edu/silkroad/geography/geography.html>

Update:

Greer, T. (2018): One Belt, One Road, One Big Mistake. China's signature foreign-policy project is a failure that the U.S. shouldn't copy. In *Foreign Policy*, Dec. 6, 2018 <https://foreignpolicy.com/2018/12/06/bri-china-belt-road-initiative-blunder/>

Optional:

For Mackinder's heartland theory in modern politics see:

Harper, T. (2017): Towards an Asian Eurasia: Mackinder's heartland theory and the return of China to Eurasia. In *Cambridge J. of Eurasian Studies*. Pp. 1-27.

For the importance of the region in politics of oil and energy see:

Amineh, Mehdi P. & Henk Houweling (2005): II. Caspian Energy: Oil and Gas resources and the Global Market. In *Central Eurasia in Global Politics. Conflicts, Security, and Development*. Mehdi Parvizi Amineh & Henk Houweling, eds. Brill: Leiden Boston. Pp. 77-92.

Wasilewska, Ewa: Lecture #1.

Assignment #1: "Whoever controls the Heartland [and Pivot] controls the world." (Mackinder 1904)

Available: 11:59 p.m., Friday, May 17, 2019.

Deadline: 11:59 p.m., Saturday, June 1, 2019.

WEEK # 2 (starting with May 20, 2019)

Eurasia: defining the people. Genetics.

Readings for Week # 2:

Bennett, Case & Frederika A. Kaestle (2006): Reanalysis of Eurasian Population History: Ancient Evidence of Population Affinities. In *Human Biology*. 78. Pp. 413-440.

This is an excellent article referring to many groups that are a part of this module. Don't worry about technical aspects of this article – focus on ethnic/linguistic groups who are mentioned and their geographical distributions at different times. You will “hear” many of their names again in the future.

Lorenzo, M. (2018): Gene Mapping: Why It Matters How Many Times Ancient Man Mated with Denisovans. In *Inquisitr*. <https://www.inquisitr.com/4831331/gene-mapping-why-it-matters-how-many-times-ancient-man-mate-with-denisovans>

Pruitt, S. (2018): Early Humans Slept Around with More than Just Neanderthals. In *History*. <https://www.history.com/news/denisovans-interbreeding-discovery>

Zerjal, Tatiana et al (2003): The Genetic Legacy of the Mongols. In *American Journal of Human Genetics*. March 72 (3). Pp. 717-721.
<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1180246>

An excellent website on the National Geographic Genographic Project:
<https://genographic.nationalgeographic.com>

Updates:

Massimo Mezzavilla, et al. (2014): Genetic landscape of populations along the Silk Road: Admixture and migration patterns. In *BMC Genetics*.

<http://bmccgenet.biomedcentral.com/articles/10.1186/s12863-014-0131-6>

This is a difficult but a short article mostly for students already interested in genetics.

Wasilewska, Ewa: Lecture # 2.

WEEK # 3 (starting with May 27, 2019)

Eurasia: defining the people. Languages and scripts.

Readings for Week# 3:

For a short introduction to linguistic “options” see:

Slezak, M. (2013): European and Asian languages have one mother tongue. In *New Scientist*. <https://www.newscientist.com/article/dn23496-european-and-asian-languages-have-one-mother-tongue>

This short summary is based on an article entitled “Ultraconserved words point to deep language ancestry across Eurasia” published by Mark Pagel et al in *Proceedings of the National Academy of Sciences of the United States* 2013 at <http://www.pnas.org/content/early/2013/05/01/1218726110>

Read it at your own risk or pleasure!

For an overview of ethnic groups living in Central Asia and their complicated and complex relationships with (or within) China see:

Hyer, Eric (2006): China's Policy towards Uighur Nationalism. In *Journal of Muslim Minority Affairs*. 26(1). Pp. 76-86.

Millward, J. A. (2018): What It's Like to Live in a Surveillance State? In *The New York Times*. Feb. 3, 2018. <https://www.nytimes.com/2018/02/03/opinion/sunday/china-surveillance-state-uighurs.html>

Peyrouse, S. (2016): Discussing China: Sinophilia and sinophobia in Central Asia. In *Journal of Eurasian Studies* 7 (2016) pp. 14-23.

Rall, Ted: Tajiks Don't Live in Tajikistan. In *Silk Road to Ruin. Is Central Asia the New Middle East?* NBM. 2006. Pp. 97-108.

The Hui. China's other Muslims. In *The Economist*. Oct. 6th, 2016.

<https://www.economist.com/news/china/21708274-choosing-assimilation-chinas-hui-have-become-one-worlds-most-successful-muslim>

For understanding of importance and principles underlying writing see the source listed below. This is a website so check different links such as, Types of Writing, Differences between Writing and Languages.

<http://www.omniglot.com/writing/definition.htm>

For basic information about and lists of different language groups used in Eurasia browse through

<http://www.krysstal.com/langfams.html> (has info. about how they work)

<http://www.ethnologue.com> (with maps)

For basic information about various ancient scripts, etc., see:

<http://www.ancientscripts.com>

For classification of and bibliography on different languages see:

MultiTree: A Digital Library of Language Relationships.

<http://multitree.linguistlist.org/search>

Wasilewska, Ewa: Lecture # 3.

WEEK # 4 (starting with June 3, 2019)

Eurasia: defining the time. Connecting points in the history of the region (Europe, the Middle East, Central Asia, Mongolia, and China).

Disclaimer: This is just an outline designed to help you of NOT getting lost with the events occurring in different parts of Eurasia at different points of time. Whenever you get lost with time and space go back to this lecture!

Readings for Week # 4:

A more thorough glance through Millward's book!

Wasilewska, Ewa: Lecture # 4.

Assignment #2: "Who is who in Eurasia and why does this matter?"

Available: 11:59 p.m., Friday, June 7, 2019.

Deadline: 11:59 p.m., Saturday, June 15, 2019.

WEEK # 5 (starting with June 10, 2019)

Defining nomadism: different land, different forms of nomadism.

Readings for Week 5:

Barfield, Thomas J: 1. Introduction (pp. 1-18). 4. The Good Shepherds: Pastoral Tribes of Southwest Asia (pp. 93-130). 5. The Horse Riders: Nomads of the Eurasian Steppe (pp. 131-179). In *The Nomadic Alternative*. Prentice Hall. London. 1993.

Castillo, Jorge Silva: Nomadism through the ages. In *A Companion to the Ancient Near East*. Daniel C. Snell ed. Malden MA: Blackwell. 2005. Pp. 126-140.

Renfrew, Colin: Pastoralism and Interaction: Some Introductory Questions. In *Ancient Interactions: East and West in Eurasia*. Katie Boyle, Colin Renfrew & Marsha Levine, eds. McDonald Institute for Archaeological Research. Cambridge. 2002. Pp. 1-9.

Helpful – from Introduction to Typology but not a scientific source although based on scientific sources:

Richey, S. W. (2014): The Nomadic Horse Peoples of Central Asia. At <http://www.horsenomads.info/introduction.html>

Updates:

Recknagei, Charles (2015): Warning: In Turkmenistan, Don't Change A Horse's Name Ever. <http://www.rferl.org/content/turkmenistan-dont-change-horse-names/27438392.html>

This is the Qishlog Ovozi blog on Central Asia, which includes all sorts of updates. This one is very interesting because it points out to not only to the importance of horses in nomads' lives but also to close control of everything in Turkmenistan as well as departure from traditional use of, for example, horsemeat.

Shayakhmetova, Z. (2019): Nomad Culture, ethno-sports key drawing tourists to Central Asia, Says Nomad Games Organiser. In *The Astana Times. Bringing Kazakhstan to the World*. <https://astanatimes.com/2019/01/nomad-culture-ethno-sports-key-to-drawing-tourists-to-central-asia-says-nomad-games-organiser/>

Wasilewska, Ewa: Lecture #5.

Assignment #3: Two themes to select from.

Available: 11:59 p.m., Friday, June 14, 2019.

Deadline: 11:59 p.m., Saturday, June 22, 2019.

WEEK # 6 (starting with June 17, 2019)

The Indo-European mystery: in search of the homeland and its people. From the East to the West or...?

Readings for Weeks # 6:

Balter, M. (2015): Mysterious Indo-European homeland may have been in the steppes of Ukraine and Russia. In *Science*. <http://www.sciencemag.org/news/2015/02/mysterious-indo-european-homeland-may-have-been-steppes-ukraine-and-russia>

Mallory, J. P.: 1. The Discovery of the Indo-Europeans (pp. 9-23). 6. The Indo-Europeans Homeland Problem (pp.143-185). In *In Search of Indo-Europeans: Language, Archaeology and Myth*. Thames & Hudson: London. 1991.

Rolle, Renate: Royal Tombs and Hill Fortress: New Perspectives on Scythian Life. In *The Golden Deer of Eurasia. Perspectives on the Steppe Nomads of the Ancient World*. Joan Aruz, Ann Farkas, and Elizabetta Valtz Fino, eds. The Metropolitan Museum of Art: New York. 2006. Pp. 168-181.

Wayland-Barber, Elizabeth: 1. Mystery Mummies (pp. 17-21). 2. A Man with Ten Hast (pp. 22-45). 3. Plus Three Women and a Baby (pp. 46-69). In *The Mummies of Ürümchi*. W.W. Norton & Company: New York and London. 1999.

Optional articles:

Chunxiang Li, et al. (2014): Analysis of ancient human mitochondrial DNA from the Xiaohu cemetery: insights into prehistoric population movements in the Tarim Basin, China. In *BMC Genetics* at <http://bmccgenet.biomedcentral.com/articles/10.1186/s12863-015-0237-5>

This article is very informative but requires basic knowledge of genetics. However, it also provides simple background information regarding population movements in the area.

A journalistic reference to this article:

Killgrove, Kristina (2015): DNA Reveals These Red-Haired Chinese Mummies Come from Europe and Asia. In *Forbes/Science* at <http://www.forbes.com/sites/kristinakillgrove/2015/07/18/these-red-haired-chinese-mummies-come-from-all-over-eurasia-dna-reveals/>

Swancer, Bencer (2014): The Mysterious European Mummies of China. At *Mysterious Universe* at <http://mysteriousuniverse.org/2014/10/the-mysterious-european-mummies-of-china/> A very tourist summary with too much focus on the Celts but good pictures.

Wasilewska, Ewa: Lecture # 6

Assignment #4: The Mystery of Indo-Europeans.

Available: 11:59 p.m., Friday, June 21, 2019.

Deadline: 11:59 p.m., Saturday, June 29, 2019.

WEEK # 7 (starting with June 24, 2019)

The Hsiung-nu and their impact on the rise of China Proper. The Silk Road.

Readings for Weeks 7 and 8:

Barfield, Thomas: Steppe Empires, China, and the Silk Route: Nomads as a Forces in International Trade Politics. In *Nomads in the Sedentary World*. Anatoly M. Khazanov and André Wink, eds. Curzon Press. 2001. Pp. 234-249.

Boulnois, Luce: Ch.1. Serica (pp. 33-45). Ch. 2. The Land of Silk. (pp. 47-58). In *Silk Road. Monks, Warriors & Merchants on the Silk Road*. W.W. Norton & Company, Inc.: New York. 2006.

Christian, David (2000): Silk Roads or Steppe Roads? The Silk Roads in World History. In *Journal of World History*, Vol. 11, Number 1, Spring 200, pp. 1-26.

Di Cosmo, Nicola. Those Who Draw the Bow. The Rise of the Hsiung-nu Nomadic Empire and the Political Unification of the Nomads. In *Ancient China and Its Enemies. The Rise of Nomadic Power in East Asian History*. Cambridge University Press. 2002. Pp. 161-205.

Franck, Irene M. & David M. Brownstone: On the Road. (pp. 7-32). 8. A Second Flowering (pp. 185-216). In *The Silk Road: A History*. Facts on File Publications: New York. 1986.

Williams, A.R. (2016): Discoveries May Rewrite History of China's Terra-Cotta Warriors. In *National Geographic*. October 16.
https://news.nationalgeographic.com/2016/10/china-first-emperor-terra-cotta-warriors-tomb/?_ga=2.79453271.2115904472.1523219103-946743359.1521000126

Wasilewska, Ewa: Lecture #7 & 8.

WEEK # 8 (starting with July 1, 2019)

The Hsiung-nu and their impact on the rise of China Proper. The Silk Road.

Readings: see # 7

Wasilewska, Ewa: Lecture #7 & 8.

Assignment #5: "Pastoralists created [the Silk Roads] and continued to play a vital role in functioning of the Silk Roads, the largest single network of exchanges on earth before the sixteenth century."

Available: 11:59 p.m., Friday, July 5, 2019.

Deadline: 11:59 p.m., Saturday, July 20, 2019.

WEEK # 9 (starting with July 8, 2019)

The Altaic empires of the steppe. Challenging the "border" phenomenon.

Readings for Weeks 9 and 10:

Craig, E. (2017): Why Genghis Khan's tomb can't be found. In *Travel* at <http://www.bbc.com/travel/story/20170717-why-genghis-khans-tomb-cant-be-found>

Grousset, René: The Ephthalite Huns. The Huns in Europe: Attila (pp. 69-79).2. The Early Middle Ages: T'u-chüeh, Uigur, and Khitan (pp. 80-140). II. The Jenghiz Khananite Mongols (pp. 189-325). 11. Tamerlane (pp. 409-465). In *The Empire of the Steppes. A History of Central Asia*. Rutgers University Press: New Brunswick, New Jersey, and London. 1999 (sixth edition).

Shagdar, B. (2000); Chapter 7. The Mongol Empire in the Thirteenth and Fourteenth Centuries. West-West Relations. In *The Silk Roads. Highways of Culture and Commerce*. Editor: Vadim Elisseeff. Berghahn. Pp. 127-144.

Sinor, D. & S.G. Klyashtorny (1996):14. The Türk Empire. In *History of Civilizations of Central Asia. The crossroad of civilizations: A.D. 250 to 750*. Vol. III. Editor: B. A. Litvinsky. Pp. 327-347.

Wasilewska, Ewa: Lecture #9 & 10.

WEEK # 10 (starting with July 15, 2019)

The Altaic empires of the steppe. Challenging the “border” phenomenon.

Readings: see # 9

Wasilewska, Ewa: Lecture #9 & 10.

Assignment #6: Nomadic empires have usually been feared instead of being admired. Their contributions to the history of world civilizations have often been overlooked.

Available: 11:59 p.m., Friday, July 19, 2019.

Deadline: 11:59 p.m., Saturday, July 27, 2019.

WEEK # 11 (starting with July 22, 2019)

Monotheism, henotheism, and polytheism of the Heartland. Ancient traditions and modern delivery.

Readings for Weeks # 11 & 12:

Foltz, Richard C.: 2. Religion and Trade in Ancient Eurasia (pp. 23-360). 3. Buddhism and the Silk Road (pp. 37-59). 4. A Refuge of Heretics: Nestorians and Manicheans on the Silk Road (pp. 61-87). The Islamization of the Silk Road. (pp. 89-109). In *Religions of the Silk Road. Overland Trade and Cultural exchange from Antiquity to the Fifteenth Century*. St. Martin’s Press: New York.

Frye, Richard N.: Zoroaster’s Cult. In *The Heritage of Central Asia. From Antiquity to the Turkish Expansion*. Markus Wiener Publishers: Princeton. 1998. Pp. 67-74.

Gignoux, Ph. & B.A. Litvinsky (1996): 17. Religions and Religious Movements – I. Litvinsky, B.A. & M.I. Vorobyova-Desyatovskaya (1996): 18. Religions and Religious Movements – II. In *History of Civilizations of Central Asia. The crossroads of civilizations: A.D. 250 to 750*. Vol. III. Editor: B.A. Litvinsky. Co-editors: Zhang Guan-da and R. Shabani Samghabadi. UNESCO Publishing. Pp. 394-442.

Wu, Hongyu (2004): Lotus Blooming under the Cross: Interaction between Nestorian Christianity and Buddhism in China. In *Silk Road Exchange in China*. Editor: Katheryn Linduff. Sini-Platonic Papers, 142. Pp. 27 – 37.

Wasilewska, Ewa: Lecture #11 & 12.

Week # 12 (starting with July 29, 2019)

Monotheism, henotheism, and polytheism of the Heartland. Ancient traditions and modern delivery.

Readings: See #11.

Assignment #7: The religions of Silk Road “not only co-existed, but also interacted, and competed for adherents.”

Available: 11:59 p.m., Friday, July 26, 2019.

Deadline: 11:59 p.m., Friday, August 2, 2019.

ADA Statement:

“The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.” (www.hr.utah.edu/oeo/ada/guide/faculty)

Faculty Responsibilities:

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from a class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.” (www.admin.utah.edu/ppmanual/8/8-12-4.html)

Academic Misconduct:

Please familiarize yourself with the University of Utah CODE OF STUDENT RIGHTS AND RESPONSIBILITIES (“STUDENT CODE”) at

<http://www.admin.utah.edu/ppmanual//8/8-10.html>

The following is an excerpt from this CODE explaining specific actions that won’t be tolerated in this class.

“2. “Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

a. “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

b. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

c. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as

one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

d. "Fabrication" or "falsification" includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results."

The following sanctions will be imposed in this class for a student engaging in academic misconduct:

1. A failing grade for a specific assignment, paper, exam, etc., without possibility to re-write it, re-take it, etc. The instructor will make an attempt (through an email and/or a note on the assignment/exam/paper, etc.) to contact a student to discuss the student's conduct before granting an "E." It is the student's responsibility to respond to the instructor.
2. The second offense will be sanctioned with a failing grade for the whole course. In such a case, the following rule of the University of Utah **CODE OF STUDENT RIGHTS AND RESPONSIBILITIES** is applicable and will be followed: "If the faculty member imposes the sanction of a failing grade for the course, the faculty member shall, within ten (10) business days of imposing the sanction, notify in writing, the chair of the student's home department and the senior vice president for academic affairs or senior vice president for health sciences, as appropriate, of the academic misconduct and the circumstances which the faculty member believes support the imposition of a failing grade."
3. For more information concerning sanctions for academic misconduct (additional sanctions might be imposed) and your rights and procedures to appeal these sanctions please refer to the aforementioned **CODE**.

If you need more information and/or explanations please don't hesitate to contact the instructor.

Non-Contract Note:

This syllabus is not a binding legal contract. It may be modified by the instructor when the student is given a reasonable notice of the modification.