

Making of the Modern World 12: Classical and Medieval Traditions

Winter 2014, MWF 12-12.50pm, Solis 107

Lecturer: Ben Van Overmeire

Office Location: MMW TA Suite

Office Hours: W 10-12pm

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MMW 12 TAs: Joel Palhegyi, Ben Smuin, Johnathan Abreu, Lance Mylonakis, Kyle Lincicome, Rosana Womack, Lindsey Nielson, Hannah Smith

Course Description

This course will survey a huge period of global history. It will do this selectively, by focusing on the following questions:

1. What were the large states that emerged during this time? What were their political and social structures? What made them so successful? We will be looking at the Roman, Chinese, Persian, Japanese, and Ethiopian political structures, among others.
2. How were the early world religions (Buddhism, Christianity, Islam, Hinduism) incorporated in the management of these political structures? How did they offer a challenge to them?
3. How do artistic products (literature and visual arts) demonstrate this interaction of religious beliefs and politics? Every week, we will look at various literary and artistic productions, and consider the context in which they emerged. Moreover, in the course of this quarter we will have a chance to look at major works of literature (the *Aeneid*, a corpus of Tang dynasty poetry, the *Bhagavad Gita*, and other select works) to examine the interaction of art, power, and religion in detail.

Websites

Syllabus and information: <http://roosevelt.ucsd.edu/mmw/courses/mmw12.html>

Piazza website (cf. your TA's Policy Statements for an explanation of Piazza, and how we are going to use it in this course)

E-readings: available at reserves.ucsd.edu. Password: **bvo12**

Required Course Texts. These are available at the Groundworks Book Store (located at Student University Center, close to the Bike Shop and Hi Thai)

1. Andrea, Alfred and James Overfield. *The Human Record: Sources of Global History*. 7th ed. Vol. 1. New York: Houghton Mifflin, 2009.

2. Bentley, Jerry and Herbert Ziegler. *Traditions & Encounters: A Global Perspective on the Past*. Combined Edition. 5th ed. New York: McGraw Hill, 2011.
3. Lunsford, Andrea. *Easy Writer*. 4th ed. New York: Bedford/St. Martin's, 2010.
4. *The Bhagavad-Gita: Krishna's Counsel in Time of War*. Trans. Barbara Stoler Miller, trans. New York: Bantham, 1986.
5. Vergil. *Aeneid*. Trans. Charles Billson. Mineola: Dover, 1995.
6. Graham, Angus C. (trans.). *Poems of the Late T'ang*. New York: New York Review Book Classics, 2008 [1965].
7. E-Readings: available at reserves.ucsd.edu. Password: **bvo12**

Grade Allocation

Midterm Exam: 20%

Final Exam: 35%

Writing Assignments: 35%

Section: 10%

Students with Disabilities

Students with disabilities requesting accommodations for this course need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) to me prior to eligibility for requests. Advance receipt of AFAs is necessary for the scheduling and provision of reasonable accommodations. After you have met with me, contact the MMW's OSD Academic Liaison, Vilaya Roberts, and present your current AFA letter to her. Per protocol, I will be copied on all e-communication between the OSD liaison and student. For additional information, contact the OSD by phone 858.534.4382, by TTY 858.534.9709, by email at < osd@ucsd.edu >, or use the OSD website < <http://disabilities.ucsd.edu> >.

Consideration for the Learning Environment

The "Golden Rule" is the best guide here. Avoid any action that may potentially disturb the learning environment, such as talking in lecture, using your laptop for purposes other than note-taking which may distract neighbors and limit your own attention to the work at hand, etc. Lecture is not mandatory so only attend if you are willing and able to respect the learning environment. In case of doubt, simply consider if an action contributes to the *purpose* and *benefit* of the class as a whole. If it does not, avoid it. Here, civility counts. If this is too difficult, stay home. Turn off cell phones to prevent disrupting the class. Exceptions will be readily made for on-call emergency personnel, active duty military, parents with child-care needs, or other *critical* issues. If you need clarification on "critical," please speak with me.

Contact and Correspondence

I love teaching and am delighted to speak with students whether this be in class, during office hours, or anywhere we may bump into one another. If you wish to contact me by email, note that this medium is best used for scheduling appointments or for other brief communication. I will not use email for any substantive questions about course material. For the latter, visit office hours or schedule an appointment so that we can properly address the matter. I will answer all appropriate correspondence within three (3) business days (barring emergencies). For all correspondence by email, adhere to a standard courteous format such as the following:

Dear Professor/Mr./Ms./Dr. [Last Name]
 [Your message, such as: "I would like to schedule an appointment to discuss camels. Do you have time this week?"]
 Sincerely,
 Your Name
 Your Class [MMW 12] and TA's Name

Standards of Academic Integrity

Each student is responsible to observe the UCSD rules concerning academic integrity. These can be found at:

< <http://senate.ucsd.edu/manual/appendices/app2.htm> >. It is required that all work submitted will be a student's own. It is forbidden to submit the work of another as one's own or to submit one's own work from another class (since you may not receive credit for work submitted in another course for which you have already received credit). Any student found to have violated the university's academic integrity standards will be subject to penalties ranging from failing the assignment or course to suspension and expulsion from the university. If you need clarification about the topic of plagiarism and strategies to avoid it, about proper citation and the evaluation of sources for credibility, or about any other related issue, consult your professor, TA, or MMW11-13 Academic Coordinator Jackie Giordano. Ignorance of these standards will not be accepted as justification for their violation so be sure to understand and abide by them. Useful information about academic integrity matters can be found on UCSD's Academic Integrity Office's website: <http://www.ucsd.edu/current-students/academics/academic-integrity/plagiarism.html>

Course Schedule

1. The Art of Becoming Greek: Hellenization
 - a. 01/06 Course Introduction
 - b. 01/08 What is Hellenization?
 - i. **Traditions & Encounters (TE)** pp. 196 ("Macedonians and the Coming of Empire") to 208.
 - ii. **Human Record (HR)** pages 1-7, 113-16, 149-54, 191-94.
 - c. 01/10 Breeding Rebellion: *Maccabees*

- i. **e-readings:**
 1. L. Levine. "Hasmonean Jerusalem: A Jewish City in a Hellenistic Orbit." (2001);
 2. **E-reading:** *Maccabees*. Introduction + 1 *Maccabees* chapters 1 to 4 and chapter 8; 2 *Maccabees*, chapters 4, verse 7 to chapter 6 verse 12 and chapters 7-8; *Daniel* chapters 1-3, 11-12;
2. Glory of Rome
 - a. 01/13 Augustus and the dawn of Empire
 - i. **TE** ch 11, pp. 211-226; **HR** 155-160;
 - ii. **e-reading:** *Gospel of Luke* chapter 2; *Acts* chapter 18:1-17, chapter 19 verse 21 - 41, and chapter 21 verse 30 to chapter 22 verse 29.
 - b. 01/15 Glorifying the Empire: the *Aeneid*
 - i. **The Aeneid**, Introduction, books 1, 2, 4, 6
 - ii. **E-reading:** Orlin. "Augustan Religion"
 - c. 01/17 Glorifying the Blood: What is Christianity?
 - i. **TE** ch 11, pages 226 ("Judaism and Early Christianity") to 229; **TE** ch 12, pages 240 ("Spread of Christianity") to 242; **HR** 197-203
3. Persia, Ethiopia, and the Caucasus
 - a. 01/20 Christianity and Empire
 - i. **TE** chapter 12, pages 243-244 (including "St. Cyprian on Epidemic Disease in the Roman Empire") and pages 246-252; **HR** 203-207;
 - b. 01/22 **Shah and Priest in Persia**
 - i. **TE** ch. 7, pages 135-45; **TE** 12, pp. 242 ("Spread of Manichaeism") to 243; **HR** 80-82 (Struggle Between Good and Evil");
 - ii. **e-reading:** Ferdowsi. Excerpts from *Shahnameh*.
 - iii. **Explanatory Note:** This is a Persian epic from the 10th century which tells of pre-Muslim Persian history from the origins of Persian culture to the Arab/Muslim conquest; the excerpts are about Shah (=King) Ardeshir, the founder of the Sassanid dynasty which lasted from the 3rd century CE to the 7th century CE
 - c. 01/24 **Between Persia and Rome: The Caucasus and Ethiopia**
 - i. **HR** 207-209, 345-349;
 - ii. **e-reading:** Kaplan. "Ezana's Conversion Reconsidered."
4. Hinduism and India **Paper 1 Due**
 - a. 01/27 South Asian society and religion
 - i. **TE** ch. 9, pp. 172 ("Emergence of Regional Kingdoms") to 178 and 181-185; **HR** 290-93.
 - b. 01/29 Krishna's Counsel in Time's of War: OBEY
 - i. **The Bhagavad-Gita**
 - c. 01/31 What was Han China?

- i. **TE** ch. 8, pp. 156-66 (For a refresher on Confucianism, which was covered in MMW11, I recommend reading the earlier portion of ch 8.); **HR** 30-37, 126-39.
- 5. Buddhism and China I: Setting the Stage
 - a. 02/03 **Midterm**
 - b. 02/05 What was Mahāyāna Buddhism?
 - i. **TE** ch 12, pp. 244-246; **HR** 1183-90.
 - ii. **e-reading:** *The Lotus Sutra* (excerpts)
 - c. 02/07 The Clash of Civilizations: Buddhism enters China
 - i. **HR** 139-42, 294-301
 - ii. **e-reading:**
 - 1. Hui-yuan: "A Monk Does Not Bow to An Emperor"
 - 2. Orzech. "The Scripture on Perfect Wisdom for Humane Kings Who Wish to Protect Their State".
- 6. Buddhism and China II: Splendor of the Tang
 - a. 02/10 Empress as Bodhisattva: Wu Zetian and the Tang dynasty
 - i. **TE** ch. 14, pp. 281-86; **HR** 262-270, 297-300.
 - b. 02/12 Lamenting the Loss: Du Fu, Li Shangyin
 - i. **Poems of Late Tang:** poetry of Du Fu and Li Shangyin
 - c. 02/14 Exporting China: the case of Japan
 - i. **TE** ch. 14, pp. 298 ("Chinese influence in East Asia") to 302; **HR** 251-262;
 - ii. **e-reading:** Holcombe. "Trade-Buddhism."
- 7. God's Latest Word: Islam **Paper 2 Due**
 - a. 02/17 What was Islam?
 - i. **TE** ch. 13, pp. 256-264; **HR** 222-231.
 - b. 02/19 How was it understood?
 - i. **TE** ch. 13, pp. 264-278 and TE ch. 18 pp. 379-385; **HR** 240-46, 280-85, 337-341;
 - ii. **e-reading:** Wiet. "Golden Age of Arab-Islamic Culture."
 - c. 02/21 Alternative approaches
 - i. **HR** 231-234, 237-246;
 - ii. **e-reading:**
 - 1. Ahmed. "Women and Gender in Islam."
 - 2. Rumi. Excerpts from *Mystical Poems*.
- 8. The Rise of Central Asia
 - a. 02/24 Central Asia before Islam: Buddhist/Hellenistic Gandhara
 - i. **TE** 239-240
 - ii. **e-reading** Rhi. "Bodhisattvas in Gandhāran Art."
 - b. 02/26 Islam in Central Asia
 - i. **TE** 15, pp. 307 ("Introduction of Islam to N. India") – 309 and **TE** 17, pp. 354-58; **HR** 270-74, 237-239, 285-89;
 - ii. **e-reading:** Frederick. "Rediscovering Central Asia."
 - c. 02/28 The Rise of the Turks
 - i. **TE** 17, pp. 354-58;

- ii. **e-reading:** Lambton. "The Dilemma of Government in Islamic Persia."
- 9. From Rags to Riches: The Rise of the West
 - a. 03/03 The Center of Civilization: Byzantium
 - i. **TE** ch. 16, pp. 328-332 and 337-340; **HR** 302-308;
 - ii. **e-reading:** Herrin. "The Church of Hagia Sophia."
 - b. 03/05 On the Margins: the Medieval West
 - i. **TE** ch. 16, pp. 332-337 and 340 ("Western Europe: A Rural Society.") to 346; **HR** 310-312;
 - ii. **e-reading:** excerpts from Einhard, *Life of Charlemagne*.
 - c. 03/07 The West Rises
 - i. **TE** ch. 19, 392-409; **HR** 312-324.
- 10. Collapses and Opportunities: Crusaders and Mongols **Paper 3 Due**
 - a. 03/10 Disaster 1: Crusades and the Decline of Byzantium
 - i. **TE** ch. 19, 409 ("Medieval Expansion of Europe") to 412; **HR** 324-331, 274-280.
 - ii. **e-reading:** Chevedden. "A New Synthesis"
 - b. 03/12 Disaster 2: Mongols and the Unification of Eurasia
 - i. **TE** 358-366; **HR** 383-397
 - c. 03/14 Course conclusion: A Globalizing World

Final Exam: Wednesday, March 19, 11.30-2.30pm

Bibliography

- Ahmed, Leila. "Elaboration of the Founding Discourses." *Women and Gender in Islam*. New Haven: Yale UP, 1992. 79-101. Print.
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- Coogan, Michael D et. al, eds. *The New Oxford Annotated Bible with the Apocryphal/Deuterocanonical Books*. Oxford : Oxford UP,2001. Print.
- Einhard. *Life of Charlemagne*. Read chapters 1-3; 15-29.
<http://www.fordham.edu/halsall/basis/einhard.asp>
- Ferdowsi, Abolqasem, *Shahnameh: The Persian Books of Kings*. Trans. Dick Davis. New York: Viking, 2006. Print.
- Herrin, Judith. "The Church of Hagia Sophia." *Byzantium: The Surprising Life of a Medieval Empire*. London: Allan Lane, 2007. Web.
- Holcombe, Charles. "Trade-Buddhism: Maritime Trade, Immigration, and the Buddhist Landfall in Early Japan." *Journal of the American Oriental Society* 119.2 (1999). 280-92. *Jstor*. Web.
- Hui Yuan: "A Monk Does Not Bow Down Before a King". *Sources of Chinese Tradition*. Ed. William de Bary and Irene Bloom. Vol. 1. New York : Columbia UP, 1999. 426-429. Print.
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- Rumi, Jalal ad-Din. *Mystical Poems of Rūmī: First Selection Poems 1-200*. Trans. A.J. Arberry. Persian Heritage Series 3. Chicago: Chicago UP, 1968. Starr, S.

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Lambton, A.K.S. "The Dilemma of Government in Islamic Persia." *British Institute for Persian Studies* 22 (1994): 55-66. *Jstor*. Web

Wiet, Gaston. "Golden Age of Arab-Islamic Culture." *Baghdad: Metropolis of the Abbasid Caliphate*. Chapter 5. 64-82. Print.

