

HST 100: Global History to 1500
Fall 2016 (SLN 81263)
MW 3:05-4:20 PM
Computing Commons 212 ([Tempe - CPCOM212](#))
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“The farther back we look, the farther ahead we can see.” Winston Churchill¹

This course covers the history of the human species from its origins on the African continent up to the new interconnections of human populations initiated by the Voyages of Discovery around the year 1500. “Global” implies history at its most encompassing, but we will meet the challenge of these vast temporal and geographical expanses of history by taking a thematic approach. We will look at the evidence for human evolution and the development of particular cultural features that moved *Homo sapiens* beyond the sociability exhibited by other primates to the intensely complex modes of language, food production, habitation, and travel that have helped make humans the only truly global species. In this way, we can examine human societies of all types, in both the Old World and the New, whether they remained hunter-gatherers or organized into empires, including the largest land empire in human history, that of the Mongols in the 13th century.

The goals of the course are to develop a sense of the deep roots of modern culture: the roles of migration and settlement, trade and empire, language and religion, which have acted to unite (and divide) peoples for the last hundred millennia. You will be asked to do small individual and group investigations into such questions as the cultivation of certain food products, textile production, writing and other modes of communication, the histories of certain world cities. Most importantly, you will learn *how to think historically* and appreciate the value of doing so: how understanding the surface landscape of present-day society can come by looking deep into its historical roots.

¹ I have borrowed this quote from Michael E. Smith’s blog, *Wide Urban World*, <http://wideurbanworld.blogspot.com/>, accessed 04/14/2014. And I have placed this footnote on the first page of the syllabus to give you an example of why we footnote and how. We footnote to acknowledge our intellectual debts, and we use a standardized format so that the information is readily intelligible to other readers.

We will pay attention specifically to material culture for several reasons. First, the materiality of the earth, the climate, the foodstuffs and animals with which humans interacted are all subject to historical understanding due to advances in the sciences. A focus on material goods also allows us to study the foundations of pre-modern economies and develop frameworks for cross-cultural comparison. Our main research project—a comparison of some aspect of the Mongol Empire with another part of the world—will likewise focus around material objects.

Course Objectives:

- To learn to think like a historian, to *be* a historian in everyday habits of thinking: to continually ask the questions “Where did this come from?”, “Why here?”, “Why now?”, and know how to frame a plan to answer these questions persuasively.
- To learn the basic precepts of a global approach to history—that is, to be able to work on multiple scales of perspective, from local to regional to hemispheric.
- To learn how to navigate the vast world of information we all live in now, from bricks-and-mortar libraries to the Internet. This includes development of effective modes of learning, particularly with respect to navigating geography and chronology.
- To learn how to read critically. For *primary sources*, that means learning how to *situate* your source, place it in a particular perspective in order to ascertain its biases, historical value, and unique voice. For *secondary sources*, reading critically means learning how to distinguish between evidence and assertion, and to assess competency in the use of both.
- To develop habits for clear, logical written expression that can convey not simply information but *persuasive argument*. Good writing and good thinking go hand-in-hand and this course will emphasize both.

Textbook and Lectures:

The **textbook**, Felipe Fernandez-Armesto, *The World: A History Vol. 1*, 3rd Edition, is assigned as *general background reading*. You will each be building up a general body of knowledge about global history in the period before 1500, and the textbook serves three purposes: (1) to offer us a general narrative of that history (a “story line” we can follow); (2) to provide the basic facts (when? where? who?) that we always need to ground historical analysis on; and (3) to provide interpretive summaries (maps, charts, tables) to help us organize the information we are learning. **Lectures** serve a completely different purpose, which is to offer us the opportunity to examine key issues in close detail and *debate* issues of historical fact or interpretation; the additional readings you have each week (usually short articles and primary sources) focus on topics to be covered in lecture. **The assigned readings should always be done by the beginning of the week, so that you can come to lecture primed to take good notes and ask good questions.**

Research Projects:

You will do some writing almost every week this semester, except when we have exams. (Well, that’s writing, too.) The reason to regularize the work is to make it normative. In fact, you all already write every week: every text message you send, every posting on Facebook is writing. We want to work to make that writing more deliberative, more directed toward a particular goal. Your major writing project for this semester will be a research project on the Mongol Empire that will be written in several stages. The objective is for you to learn how historians craft their interpretations by actually

following a historian in his/her tracks. As preliminaries to that work, you will do short projects on the three topics below, drawing on the MacGregor book, exploring their histories in the pre-modern world:

- a foodstuff
- a textile product
- a language or script

Grading: My policy on grading is that a B signifies adequate work: following instructions, completing the tasks assigned. An A is reserved for work that exceeds expectations and shows exceptional skill and creativity. Lower grades signal inadequate grasp of concepts or failure to complete elements of the assignment. The final course grade will be assessed as follows:

Class Participation:	10%
Textbook Quizzes:	5%
Food Assignment:	5%
Textile Assignment:	5%
Language Assignment:	5%
Midterm Exam:	15%
Mongols Project – part 1:	5%
Mongols Project – part 2:	5%
Mongols Project – part 3a (outline):	5%
Mongols Project – part 3b (essay):	20%
Final Exam:	20%

Writing Center: History, more so than many other disciplines, depends for its exposition on narrative, and so, on writing. Although increasingly History draws on a variety of sources to create “Big Data”—much of which is best presented in graphic form—our central task remains to synthesize evidence and present it as a reasoned *argument*. Good historical thinking and good historical writing thus go hand-in-hand. You are strongly encouraged, therefore, to make use of all additional resources that the university provides to strengthen your command over your writing skills. The benefits will pay off not simply in this class, but every other endeavor of your life that demands that ability to marshal evidence and persuade others. Here’s the link to the **Writing Center**, which offers both walk-in and online tutoring: <https://tutoring.asu.edu/writing-centers>.

POLICIES:

Attendance – Regular attendance is crucial to the success of the course. Because we only meet twice a week, absences and tardiness are especially consequential. Missed assignments must be made up by the next class period; thereafter, the grade will drop one full grade for *each day* late. **In fairness to other members of the class, extensions cannot be granted.**

Classroom Etiquette – Because we are gathered as a group to engage both in lectures and class discussion, it is vital that we maintain an atmosphere conducive to total participation. Therefore, the following rules will be observed in class:

- 1) Computers, notepads, and **smart phones** are allowed only for active note-taking or accessing the readings. Persons using their Internet devices for other purposes will be asked to turn them off.

- 2) Private conversation disturbs other students' ability to concentrate on the lectures and discussion; **disruptive talkers will be asked to leave the room.**
- 3) Bathroom trips and early departures are equally disruptive. Please notify the instructor in advance if you will have to leave early.

E-mail Etiquette – E-mails to the instructor should not be used in lieu of asking questions in class. Any question that can be asked in class *should* be asked in class. We always spend a few minutes at the beginning of class taking care of “business” issues. Questions about assignments, etc., should be asked then. (If you're late to class, ask one of your fellow students what you missed.) This syllabus and the fuller information on our Blackboard have been designed precisely to give you as much information about the structure and expectations of the course as possible. So, before you zap off an e-mail to the instructor, ask yourself: (1) Did I check the syllabus first? (2) Did I check Blackboard? (3) Have I asked a fellow classmate? (4) Can this wait to be asked in the next class meeting? By not overloading the instructor with excessive e-mails, you help insure that I'll have time to answer urgent or personal matters when I need to. **A final point: remember that all e-mails to the Instructor should be considered “professional correspondence.” Monitor your language, check your spelling and grammar, and strive to conform to all standards of professional discourse.**

Written Work – All papers should conform to basic guidelines of neatness, orthography, standardized formatting (including numbered pages), etc. **I do not accept submission of papers via e-mail; all work should be submitted either in class (when instructed) or via the “Assignments” function on Blackboard. ALWAYS keep a copy as backup.**

Academic Honesty – No ethic is more important to the historian's integrity than scrupulous use of, and **documentation of, sources used. Improper use of others' work (whether obtained from printed, electronic, or oral sources) is a violation of academic standards and will result in an automatic failing grade for the course.** We will spend class time discussing the nature of **plagiarism** and proper methods of citation. Additional information can be found on Blackboard under “Academic Honesty.” Students are encouraged to bring their questions about this matter to the instructor.²

Late Papers – See under “Attendance” above.

Student Support and Disability Accommodations – ASU offers support services through Counseling (<http://students.asu.edu/counseling>), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/>). If you are a student in need of special arrangements we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

IMPORTANT DATES:

WEEK 3, Monday, September 5: LABOR DAY, no class

WEEK 4, September 12-16: one-on-one meetings with Dr. Green and Ms. Groat

WEEK 5: end of 1st Academic Status reporting period

² See also Charles Lipson, *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success* (Chicago: University of Chicago Press, 2004).

WEEK 6, Wednesday, September 28: **IN-CLASS MID-TERM EXAM**

WEEK 8: Monday, October 10: no class today (Fall Break)

WEEK 10: end of 2nd Academic Status reporting period

WEEK 11: Wednesday, November 2, [Course Withdrawal Deadline](#)

WEEK 12: Monday and Wednesday, November 7 and 9: online assignment in lieu of regular class

Tuesday, November 8: VOTE!!!

WEEK 14: Mongols essay due, Monday, November 21

FINAL EXAM: Friday, December 9, 2:30 - 4:20 PM

Texts (to be purchased):

main textbook: Felipe Fernandez-Armesto, *The World: A History*, 3rd edition, vol. 1 (Hoboken, NJ: Pearson, 2016), ISBN: 9780134244716. This will be referred to hereafter as *F-A World*. There are two options for purchasing this:

- Option 1 – Purchase Revel Package in ASU Bookstore - **\$100.75**
World History Vol. 1 - 3/e by Fernandez-Armesto – (Loose-leaf book & Revel Access Code), ISBN: 9780134150499
 ISBN: 9780134591827
- Option 2 – Purchase direct access to Revel for *World History Vol. 1 3/e* by Fernandez-Armesto - **\$70**
 To make your direct purchase of Revel for the Fernandez-Armesto eBook, go to [\(insert your Invite Link here\)](#)
 *You can select “Temporary Access” for a 14 day FREE trial. This is helpful if you are waiting for financial aid or scholarship funding.
 *For an additional \$19.95, you can have the full color, loose-leaf book sent to you (free shipping).

additional texts (will be using both throughout the semester):

Neil MacGregor, *A History of the World in 100 Objects*, paperback reprint (New York: Penguin Books, 2013), ISBN: 978-0143124153. This will be referred to hereafter as **HW100**.

Morris Rossabi, *The Mongols and Global History* (New York: W. W. Norton, 2011), ISBN: 978-0-393-92711-5. This will be referred to hereafter as **Rossabi-Mongols**.

WEEKLY SCHEDULE

WEEK 1 (8/22 & 8/24): Course Introduction: When Does the Beginning Begin?

TOPICS:

- origin stories: where did [X] come from?
- what makes us human?
- our seven themes: global parallels in human cultural development
- “Big History,” “Deep History,” and “Global History”
- scales of Time and Space

READINGS: *F-A World*, pp. xvii-xix, xxi

SKILLS:

- the beginning of all knowledge: admitting ignorance
- asking good historical questions
- orienting in time and space

WEEK 2 (8/29 & 8/31): Earth's Climates, Human Origins, and a Restless Spirit**TOPICS:**

- the primate divergence: the origins of *Homo sapiens*; mitochondrial Eve
- *Homo sapiens*'s migrations out of Africa ... and what they found when they got there

READINGS: *F-A World*, chap. 1

Alasdair Wilkins, "How Mitochondrial Eve Connected All Humanity and Rewrote Human Evolution," <http://io9.gizmodo.com/5878996/how-mitochondrial-eve-connected-all-humanity-and-rewrote-human-evolution>

Andrew Lawler, "In Search of Green Arabia," *Science* 345, no. 6200 (29 August 2014), pp. 994-97

María C. Ávila-Arcos, "The Genetic History of the Americas" (video), <https://carta.anthropogeny.org/mediaplayer/play/156412/299567>

HW100: find three objects related to **food (assignment due Wednesday, 9/7 [next week])**

SKILLS:

- reading for historical detail
- assessing value of different kinds of sources

WEEK 3 (9/7): We Are What We Eat: Food in Human History**Monday, September 5: LABOR DAY, no class**

HW100: find three objects related to **food (assignment due Wednesday, 9/7)**

TOPICS:

- food and human society
- agriculture and animal domestication: why is this one of the most important transitions in human culture?

READINGS:

Nicole Boivin, Dorian Q. Fuller, and Alison Crowther, "Old World Globalization and Food Exchanges," in *Archaeology of Food: An Encyclopedia*, eds. M.C. Beaudry & K.B. Metheny (Lanham, MD: Rowman and Littlefield, 2015), pp. 350-356

GDC Team, "How Google Impacts the Way Students Think," <https://globaldigitalcitizen.org/google-impacts-way-students-think>, 12/25/2015

SKILLS:

- "Just Google it!": understanding the genesis of digital knowledge
- note-taking: knowing what to listen/look for as a historian

WEEK 4 (9/12 & 9/14): From Settlers to Farmers to Urbanites: Amplifying Complexity in Bronze Age Cultures and the River Valley Civilizations**September 12-16: one-on-one meetings with Dr. Green and Ms. Groat****TOPICS:**

- scaling up: when a village becomes a city, when a city becomes a civilization
- domesticating animal power: dogs, oxen, horses, camels

READINGS: *F-A World*, chap. 2

HW100: find two objects related to **textiles or other clothing items (assignment due Wednesday, September 14)**

SKILLS:

- evidence and argument
- "For example, ...": the role of "illustrative examples" in historical argumentation

WEEK 5 (9/19 & 9/21): Multiplying Civilizations**TOPICS:**

- Ancient Egypt: Climate, Geography, Power
- writing, bureaucracy and taxes, science and philosophy

READINGS: *F-A World*, chap. 3

Andrew Robinson, *The Story of Writing: Alphabets, Hieroglyphs & Pictograms*, 2nd ed.
(London: Thames and Hudson, 2007), chaps. 3 and 4

HW100: find two objects related to **language (assignment due Wednesday, September 21)**

SKILLS:

- evidence and argument (bis): assessing opposing viewpoints
- reading graphs

WEEK 6 (9/26 & 9/28): The World Before the Year 0: What Has Humankind Wrought?**TOPICS:**

- colonialism and cultural spread
- slavery as a form of energy

READINGS: *F-A World*, chap. 4**Wednesday, September 28: First Exam****SKILLS:**

- learning from feedback
- working with maps, ancient and modern: concepts of visual representation

WEEK 7 (10/3 & 10/5): The World in the Year 0**TOPICS:**

- empires of the Romans, Persia, the Ashoka, and the Han
- the demands of empire: armies, taxes, roads
- the origins of the “Silk Road”

READINGS: *F-A World*, chaps. 5-6**SKILLS:**

- images as sources

WEEK 8 (10/10 & 10/12): The Collapse of the Ancient World**Monday, October 10: no class today (Fall Break)****Mongol Assignment Part 1: online quiz, due by midnight Friday, October 12****TOPICS:**

- did climate play a role in global collapse?
- the decline of Rome and the rise of Islam (Justinianic Plague)

READINGS: *F-A World*, chaps. 7-9

Tim Newfield, “[The Global Cooling Event of the Sixth Century. Mystery No Longer?](http://www.historicalclimatology.com/blog/something-cooled-the-world-in-the-sixth-century-what-was-it),” *HC Blog*,
05/02/2016, <http://www.historicalclimatology.com/blog/something-cooled-the-world-in-the-sixth-century-what-was-it>

SKILLS:

- working with maps, ancient and modern: concepts of visual representation

WEEK 9 (10/17 & 10/19): The Empires of Central and South America**Mongol Assignment Part 2 due Wednesday, October 19****TOPICS:**

- human dispersals throughout North, Central, and South America
- the maize revolution
- Olmec, Chavin, and Teotihuacan civilizations
- the Mayas, Wari³ and Cahokia and the role of climate in history

READINGS: *F-A World*, chaps. 3.6 and 9.1.2

SKILLS:

- [open topic]

WEEK 10 (10/24 & 10/26): The Medieval Empires of Africa, the Indian Ocean, and the Pacific: Desert and Ocean Highways

Outlines for Mongol Report (Part 3) due Wednesday, October 26

TOPICS:

- the peopling of the Pacific
- networks of trade across the Indian Ocean and Africa
- African empires

READINGS: *F-A World*, chaps. 9.6 and 10

Anna Akasoy and Ronit Yoeli-Tlalim, “Along The Musk Routes: Exchanges Between Tibet and The Islamic World,” *Asian Medicine* 3 (2007) 217–40

Hannah Barker, “Egypt and the Black Sea Slave Trade During the Thirteenth Century,” *Bulletin of the American Research Center in Egypt* 199 (2011), 33-35

SKILLS:

- outlining

WEEK 11 (10/31 & 11/2): The Medieval Empires of Eurasia

Revised Outlines for Mongol Report (Part 3) due Wednesday, November 2 (if required)

Extended Office Hours this week

TOPICS:

- did the Medieval Warm Period create unified economic and social conditions throughout the world?
- Christianity and Islam arise out of the remains of the Roman world; the Crusades
- the empires of East Asia

READINGS: *F-A World*, chap. 11

SKILLS:

- [open topic]

WEEK 12 (11/7 & 11/9): The Mongol Empire

Monday and Wednesday, November 7 and 9: online assignment in lieu of regular class

Tuesday, November 8: VOTE!!!

TOPICS:

- explaining the rise of the Mongols: tactics, cunning, or luck?
- making “empire” work: communications, administration, culture
- maps and travelers

READINGS: *F-A World*, chap. 12

³ Note: in *F-A World*, the name of this culture is referred to as “Huari.”

Rossabi-Mongols (you will have completed reading this for the Mongols assignment, but please have it on hand since you will need it to complete the online assignment)

SKILLS:

- contested histories: making sense of conflicting sources

WEEK 13 (11/14 & 11/16): The Black Death: Afroeurasia Succumbs to Its Interconnections

TOPICS:

- how a single-celled organism united half the globe
- plague's spread from China: an interconnected biome of mercantilism
- “the end of the world”: dealing with catastrophic mortality

READINGS: *F-A World*, chap. 13

John Masson Smith, “Mongol Campaign Rations: Milk, Marmots, and Blood?” *Journal of Turkish Studies* 8 (1984), 223-28

Anna Colet, Josep Xavier Muntané i Santiveri, Jordi Ruíz Ventura, Oriol Saula, M. Eulàlia Subirà de Galdàcano, and Clara Jáuregui, “The Black Death and Its Consequences for the Jewish Community in Tàrraga: Lessons from History and Archaeology,” *Pandemic Disease in the Medieval World: Rethinking the Black Death*, inaugural issue of *The Medieval Globe* 1 (Fall 2014), 63-96

SKILLS:

- how to extract “history” from scientific data

WEEK 14 (11/21 & 11/23): Recovery and Loss: Living in a Diseased World
Mongols essay due, Monday, November 21

TOPICS:

- power shifts in the New World: the Aztec and Inka
- aftermath of the Black Death in Eurasia: which societies succumbed, which thrived

READINGS/VIEWING: *F-A World*, chap. 14 (intro & sections 14.1-14.4)

Michael E. Smith⁴ and Maelle Sergheraert, “The Aztec Empire,” in *The Oxford Handbook of Mesoamerican Archaeology*, ed. Deborah L. Nichols (Oxford: Oxford University Press)

James Belich, “The Black Death and the Spread of Europe,” in *The Prospect of Global History*, ed. James Belich, John Darwin, Margret Frenz, and Chris Wickham (Oxford: Oxford University Press, 2016), pp. 93-107

SKILLS:

- assessing demographic arguments in History

WEEK 15 (11/28 and 11/30): Before Columbus: Trade, Colonialism, and Slavery
Before 1492

TOPICS:

- rise of the Turkish and Portuguese Empires: slavery, sugar, and spices
- new maritime technologies
- a united globe

READINGS: *F-A World*, chap. 14 (sections 14.5-14.6)

⁴ **Note:** Mike Smith is on the faculty here at ASU, so if you're really into Mesoamerican culture, plan to take a course with him. His other publications can be found at these two links:

<http://www.public.asu.edu/~mesmith9/Publications.html>; and <https://asu.academia.edu/MichaelESmith>.

SKILLS:

- looking ahead: what historical trajectories might we expect to see unfold in the world beyond 1500?
- studying for final exam: a *celebration* of learning

Final Exam: Friday, December 9, 2:30 - 4:20 PM

BIBLIOGRAPHY: These are not required. They are books that I recommend should you wish to explore further any of the 100s of topics we will cover in class this semester. The world, literally, is your oyster.

Books on Big, Deep, Global, and Environmental History

- David Christian, *Maps of Time: An Introduction to Big History* (Berkeley: University of California Press, 2004)
- John R. and William H. McNeill, *The Human Web: A Bird's-Eye View of World History* (New York, 2003)
- Fred Spier, *Big History and the Future of Humanity* (New York: Wiley-Blackwell, 2010)
- Dan Smail, *Deep History and the Human Brain* (Berkeley: University of California Press, 2009)
- Andrew Shryock and Daniel Lord Smail, eds., *Deep History: The Architecture of Past and Present* (Berkeley: University of California Press, 2011)
- William H. McNeill, Jerry H. Bentley, David Christian, et al., eds., *Berkshire Encyclopedia of World History*, 2nd ed., 6 volumes (Great Barrington, MA: Berkshire Publishing Group, 2011)
- John R. McNeill, ed., *Global Environmental History: An Introductory Reader* (London: Routledge, 2012)
- Merry E. Wiesner-Hanks, general editor, *The Cambridge World History*, 7 vols. in 9 parts (Cambridge: Cambridge University Press, 2015)
- D. R. Wright, *The World and a Very Small Place in Africa* (Armonk, NY, 1997)
- Paul E. Lovejoy, *Salt of the Desert Sun: A History of Salt Production and Trade in the Central Sudan* (Cambridge; New York: Cambridge University Press, 1986)
- John L. Brooke, *Climate Change and the Course of Global History: A Rough Journey* (Cambridge: Cambridge University Press, 2014)
- Peter Clark, ed., *Oxford Cities in World History* (Oxford: Oxford University Press, 2013)
- N. Peregrine and Melvin Ember, eds., *Encyclopedia of Prehistory* (New York: Kluwer Academic/Plenum, 2001-2002)
- Philip D. Curtin, *Cross-Cultural Trade in World History* (Cambridge and New York: Cambridge University Press, 1984)
- Daniel H. Sandweiss and Jeffrey Quilter, eds., *El Niño, Catastrophism, and Culture Change in Ancient America* (Cambridge, MA: Harvard University Press, 2009)
- J. B. Harley & David Woodward, *The History of Cartography*, vol. 1: *Cartography in Prehistoric, Ancient, and Medieval Europe and the Mediterranean* (Chicago: University of Chicago Press, 1987), now available gratis online: http://www.press.uchicago.edu/books/HOC/HOC_V1/Volume1.html
- J. B. Harley & David Woodward, *The History of Cartography*, vol. 2, Book 1: *Cartography in the Traditional Islamic and South Asian Societies* (Chicago: University of Chicago Press, 1992), now available gratis online: http://www.press.uchicago.edu/books/HOC/HOC_V2_B1/Volume2_Book1.html

Primary Source Collections (these will be good to know of for future research projects and teaching archives)

- Dwayne Carpenter, *Alfonso X and the Jews: An Edition of and Commentary on 'Siete Partidas' 7.24 "De los judíos"* (Berkeley, 1986)
- G. R. Crone, *The Voyages of Cadamosto and Other Documents on Western Africa in the Second Half of the Fifteenth Century* (London, 1937)

- S. D. Goitein and Mordechai A. Friedman, eds., *India Traders of the Middle Ages: Documents from the Cairo Geniza: India book, part one* (Leiden: Brill, 2008)
- Omar H. Ali, *Islam in the Indian Ocean World: A Brief History with Documents* (New York: MacMillan Learning, 2016). Note: much of the material here goes past our 1500 cutoff date.
- N. Levtzion and J. Spaulding, *Medieval West Africa. Views from Arab Scholars and Merchants* (Princeton, Marcus Wiener Publishers, 2003)

Specialized Monographs of Interest (in no particular order)

- Adam Rutherford, *A Brief History of Everyone Who Ever Lived: The Story of our Genes* (London: Weidenfeld & Nicolson, 2016)
- David Morgan, *The Mongols*, 2nd edn. (Oxford: Blackwell, 2007)
- Thomas B. Allsen, *Culture and Commerce in Mongol Eurasia* (Cambridge: Cambridge University Press, 2001)
- Hyunhee Park, *Mapping the Chinese and Islamic Worlds Cross-Cultural Exchange in Pre-modern Asia* (Cambridge: Cambridge University Press, 2012)
- S. Frederick Starr, *Lost Enlightenment: Central Asia's Golden Age from the Arab Conquest to Tamerlane* (Princeton: Princeton University Press, 2013)
- Elizabeth Wayland Barber, *Women's Work: The First 20,000 Years – Women, Cloth, and Society in Early Times* (New York: W. W. Norton, 1995)
- Giorgio C. Riello, *Cotton: The Fabric That Made the Modern World* (Cambridge: Cambridge University Press, 2013)
- G. E. R. Lloyd and Nathan Sivin, *The Way and the Word: Science and Medicine in Early China and Greece* (New Haven: Yale University Press, 2002)
- S. Frederick Starr, *Lost Enlightenment: Central Asia's Golden Age from the Arab Conquest to Tamerlane* (Princeton: Princeton University Press, 2013)
- Peter Hopkirk, *Foreign Devils on the Silk Road: The Search for the Lost Treasures of Central Asia* (Oxford: Oxford University Press, 2001)
- Etienne de la Vaissiere, *Sogdian Traders: A History* (Leiden: Brill, 2005)
- Richard W. Bulliet, *The Camel and the Wheel* (Cambridge, Massachusetts: Harvard University Press, 1975)
- Olivia Remie Constable, *Housing the Stranger in the Mediterranean World: Lodging, Trade, and Travel in Late Antiquity and the Middle Ages* (Cambridge: Cambridge University Press, 2003)
- Valerie Hansen, *The Silk Road: A New History* (New York: Oxford University Press, 2012)
- Timothy Brook, *The Troubled Empire: China in the Yuan and Ming Dynasties* (Cambridge, MA: Belknap at Harvard, 2010)
- Anna Andreeva, Erica Couto-Ferreira, Susanne Töpfer, eds., *Childbirth and Women's Healthcare in Pre-modern Societies*, a special issue of *Dynamis: Acta Hispanica ad Medicinae Scientiarumque Historiam Illustrandam* 34, no. 2 (2014)
- Amitov Ghosh, *In an Antique Land: History in the Guise of a Traveler's Tale* (London: Granta, 1992; New York: Vintage, 1994)
- Jeffrey Burton Russell, *Inventing the Flat Earth: Columbus and Modern Historians* (New York: Praeger, 1991)
- John Tolan, *Saracens: Islam in the Medieval European Imagination* (New York: Columbia University Press, 2002)
- Janet L. Abu-Lughod, *Before European Hegemony: The World System, A.D. 1250–1350* (Oxford: Oxford University Press, 1989)
- Carole Hillenbrand, *The Crusades: Islamic Perspectives* (New York: Routledge, 1999)
- Lester K. Little, *Benedictine Maledictions: Liturgical Cursing in Romanesque France* (Ithaca, NY: Cornell University Press, 1993)
- Jonathan P. Berkey, *The Formation of Islam: Religion and Society in the Near east, 600-1800* (New York: Cambridge University Press, 2003)

- Brajadulal Chattopadhyaya, *The Making of Early Medieval India*, 2nd edition (Delhi: Oxford University Press, 2012)
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