I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Group X Indigenous and Global Perspectives</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Silk Road</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
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<td>Credits</td>
<td>3</td>
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II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

| Instructor | Ardeshir Kia |
| Phone / Email | |
| Program Chair | John Douglas |
| Dean | Gerald Fetz |

III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

http://www.umt.edu/facultysenate/gened/GE_Preamble_final.htm

Introduction to the study of the human communities, cultures, and economies in Central and Southwest Asia along the ancient four thousand mile-long Silk Road.

IV. Criteria:

Briefly explain how this course meets the criteria for the group. See:

http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

- Indigenous and/or global courses will familiarize students with the values, histories, and institutions of two or more societies through the uses of comparative approaches.
- This course compares multiple societies over a long period of time, and how their values, histories, and societies impacted the portion of Central and Southwest Asia that was the Silk Road.
- Global perspective courses adopt a broad focus with respect to time, place, and subject matter and one that is transnational and/or multi-cultural/ethnic in nature. Whether the cultures or societies under study are primarily historical or contemporary, courses investigate significant linkages or interactions that range across time and space.
- The course spans over 2,500 years of history of the region of the Silk Road. The societies that had an effect on the history of the Silk Road range throughout Asia, from Japan to Turkey. These cultures are tied together by the theme of their impact on the history and commerce of the Silk Road.

V. Student Learning Goals:

Briefly explain how this course will meet the applicable learning goals. See:

http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

- Place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments.
- It places human behavior and cultural ideas into the wide framework of the cultures of Asia. It shows the interactions and interdependence of many societies along the Silk Road.
- Demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives.
- Each of the societies studies has a unique way of structuring their social, political, and cultural lives.
The course concludes with a look at the countries of the Silk Road during the 21st century, including the current relationship of the U.S. to that region.

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*

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**THE SILK ROAD: ANTH 106**

**FALL 2008**

**T. 5:10 -8:00**

**DR. ARDI KIA; OFFICE PHONE 243-2235**

**OFFICE: OLD JOURNALISM 303**

**OFFICE HOURS: MWF 9:00-12:00**

**Silk Road:**

For more than 2,500 years Central and Southwest Asia has been the focus of ancient east-west trade routes collectively called the Silk Road, and at various points in history, cradles of culture, power, and scholarship. They were the board on which the 19th and 20th century's greatest geopolitical chess march, the "Great Game" between imperial Britain and imperial of Russia. was played.

Together, Central and Southwest Asia form a vast expanse of plain, steppe, and knotted mountain ranges stretching from the Mediterranean Sea in the west to Mongolia in the east, from Siberia in the north to the Persian Gulf in the south. Where Europe and Asia meet on the Eurasian steppes, Central and Southwest Asia create both a bridge and barrier. This region encompasses live former Soviet republics (Kazakhstan, Tajikistan, Uzbekistan, Kyrgyzstan and Turkmenistan), Mongolia, Tibet, the Xinjiang province of China, Afghanistan, Iran, Turkey, Armenia, Georgia, Azerbaijan, Israel and the Arab states of the Middle East. While Southeast Asia historically has been open and accessible, Central Asia until recently was inaccessible and unfamiliar to the outside world, thanks in particular to its isolation within the former Soviet Union and China. Even now, most Americans think of it as a desert wasteland of illiterate nomads. Nothing could be further from the truth. Both Central and Southwest Asia are as geographically diverse as they are historically rich.
Along with formidable deserts, there are fertile valleys of shoulder high pasture within view of some of the highest mountain peaks on the planet. Though the people of Central and Southwest Asia have had distinct cultural identities for centuries, the majority of the countries that this course covers were invented in the nineteenth and twentieth centuries. At the turn of the twenty-first century, Central and Southwest Asia are again at a geopolitical pivot point - within their borders lies a repository of immense natural wealth and a reservoir of potential converts to Islam, nationalism or the free market. This former blank spot on the map is being discovered again - by armies, students, scholars, aid workers, and travelers. Over the centuries, the most significant innovations carried along the Silk Road were high value goods, technology, belief systems, and religious arts of India, China, Persia, Central Asia, and the Middle East. Its famous trade in silk was carried on against incredible odds by great caravans of merchants and animals traveling at a snail's pace over some of the most inhospitable territory on earth. For today's student, it is not only the amazing history and the weight of the cultures that makes the Silk Road so intriguing, but the incredible diversity of societies, economies, and ethnic and linguistic groups to be found along the way.

**Course Objectives:**
The learning objective of this course is to provide students with a broad introductory perspective on the inhabitants, cultures, and economies found along the ancient four thousand mile long Silk Road in Central and Southwest Asia. The countries and cultures found along the Silk Road are studied by examining the diverse historical, cultural, social, economic and political processes that affect them. Upon completion of the course, the student will have a good general understanding of the most important and formative historical events that have occurred in urban and rural environments along Central and Southwest Asia's Silk Road.

**Course Grade:**
- Daily Notes 20%
- Midterm Writing Project 20%
- Final Writing Project 20%
- Final Take Home 20%
- Map Project 10%
- Attendance 10%

**Daily Notes (Journal),** includes a minimum of one page of notes on the lecture, slides and power point presentation, video and other activities in the class. Students are expected to include in their daily notes (journal) their personal feelings and thoughts at the conclusion of each class.

**TEXTBOOK:** LUCE BOULNOIS. *SILK ROAD.* W.W. NORTON, N.Y. 2007
**Course Schedule:**

AUG 26  Introduction

SEP 2   Empress Leizu, China and the Silk Road
Reading: Luce Boulnois' Silk Road. Chapter I, "Serica," pp. 33-47

SEP.9  India and the Silk Road
Reading: Chapter 2, "The Land of Silk." pp. 48-58 & Chapter 3 “Adventures of a Diplomat Explorer: The Opening of the Silk Road to the West." pp. 59-74

SEP 16  State Formation -Achaemenid Empire
Reading: Chapter 4, "The Power of Kingdom Rests with its Horses." pp. 75-87

SEP.23 Parthian Emperor Mithradates II &. the Silk Road

SEP.30 Kushanid Empire &. the Silk Road
Reading: Chapter 7, "Dangers of Erythraean Sea." pp. 121-144

OCT. 7  Sassanid Empire &. the Other Silk Road
Reading: Chapter 8, "The Seven Treasures," pp. 145-177 & Chapter 9, "Silk Princess," pp. 178-190

OCT.14 Rome &: the Silk Road
Reading: Chapter 10, "Transfers." pp. 191-208

Midterm Writing Project Due

OCT. 21  Arab invasion of Central Asia
Reading: Chapter 11, "Transmitters of Faith," pp. 209-234

OCT. 28 Tibet &. the Extension of the Silk Road
Reading: Chapter 12, "Byzantium, Persia, the Turks, and the Soghdians." pp. 234-254 & Chapter 13, "Tang China, Islam, the Turks and Tibet." pp. 255-278

NOV. 4 Turkification of Central Asia, Mongol Invasion &. Devastation of the Silk Road via Land.
Reading: Chapter 14, "The World Marketplace of Sindbad the Sailor." pp. 279-311

NOV. 11 Golden Age of Timurid Culture &. Art
Reading: Chapter 15, "Poliano Oriente. Cloths of Gold and Silk." pp. 311-353 &. Chapter 16, "Tall Tales from Afar." pp. 353-362

NOV. 18 Nishijin and Japanese Silk Industry
NOV. 25  Russian & Chinese occupation of Central Asia, British Colonial Rule & Silk Road via Sea
Reading: Chapter 19, "The Second Silk Road: Exploration, Archeologists, and Reporters." pp. 399-416

DEC. 2  The United States & the New Silk Road
Reading: Chapter 20, "Roads and Bridges, Tourism and Pipelines," pp.411-435
Daily Notes (Journal), Final Writing Project, Final Take Home Exam Due