

# HST 100: Global History to 1500 (2019 Spring - B)

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[**Note 1:** This is the syllabus for an *online course* that is taught in a condensed 7.5 week sequence. I have included here the **Study Materials** for each of the eight Modules; each of these includes a list of **Supplemental** materials, which list works I have drawn on in designing the course, as well as other helpful resources. (Links to password-protected materials have been removed.) If you would like to have a copy of any of the individual assignments, please contact me by e-mail.]

[**Note 2:** One of the important conceptual tools we use in this course is thinking on levels of **scale**, ranging from the local to the hemispheric to the global. This is first introduced in the Overview to Module 1, where I have the students watch these two short videos:

<https://www.youtube.com/watch?v=0fKBhvDjuy0>; and

<https://www.youtube.com/watch?v=FEuEx1jnt0M>.]

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 intercontinental (transatlantic, and soon, transpacific) voyages 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.

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. Second, a focus on material goods also allows us to study the foundations of pre-modern economies and develop frameworks for cross-cultural comparison.

## **Course Objectives:**

At the end of the term, you will be able to:

- formulate questions like a historian, to be a historian in everyday habits of thinking: to continually ask “Where did this come from?”, “Why here?”, “Why now?”, and know how to frame a plan to answer these questions persuasively.
- list the basic precepts of a global approach to history—that is, explain why we work on multiple scales of perspective, from local to regional to hemispheric.
- articulate the value of the different kinds of primary sources used for pre-modern history.
- distinguish between evidence and assertion in secondary sources, and to demonstrate competency in the use of both.
- demonstrate your skill navigating different kinds of information sources for historical study, particularly with respect to geography and chronology.

A note about our readings. Although there are many world history textbooks on the market (you can feel free to acquire a copy on the used book market), for their cost, none were deemed fully suitable for the purposes of this course, with its focus on human migrations, trade, etc. Instead, MacGregor’s *A History of the World in 100 Objects (HW100)* has been selected as our main text because of its focus on the stories that can be elicited from material objects. We’ll be reading about 10 chapters a week. (Don’t worry: they’re usually just 5-6 page each.) However, because it was not written as a course textbook, it is very important that you read the chapters in the order they are listed on the syllabus, which presents them according to our thematic strands.

Because we’re covering such a huge amount of time (a mere 300,000 years!) and literally the whole globe, we’ll use a regularized structure for each module in order to allow our themes to develop sequentially over the course of term. Each module will consist of the following informational materials and assignments:

- a short introductory reading (“Overview”) to “frame” our questions for the module
- Discussion Question 1 (DQ1), which asks you to react to a short assigned reading in an anticipatory mode (“What do I think the big issues will be this week?” “In what direction do the cultures of the world seem to be heading?”)
- main readings:
  - 10 chapters (more or less) from MacGregor HW100, to be read in the order in which they are assigned
  - additional reading(s) that take us deeper into a specific question of the transformations of the period
- a geography quiz, to make sure you’re properly oriented to the places we’ll be talking about in the module
- Discussion Question 2 (DQ2), your substantive writing assignment each week, which will ask you to dive deep into a particular question and then debate it with fellow classmates. In a few cases, you will be asked to do some additional reading/video viewing to help zero in on a particular issue.

One additional assignment, to do on your own schedule, is to prepare a short essay (maximum: 1500 words) describing a type of scientific method that contributes to the work of reconstructing the past beyond the evidence of written documents. Choose from this list:

- ice cores
- palynology
- carbon-14 dating
- aDNA (palaeogenetics)
- dendrochronology (tree-rings)
- optically stimulated luminescence

More detailed instructions will be posted. This assignment is due during the week of Module 7, but can be turned in at any time prior to that date, as it is not tied to a particular module.

Aside from the weekly geography quiz, the only other exam is a FINAL EXAM at the end of term. And yes, it is cumulative.

Note that modules are “launched” sequentially: that is, a new one opens up when you’ve completed the previous one. While in principle they are available for you to do them at your pace, the DQ2 still requires you to respond to fellow classmates, so do keep that in mind.

Remember that the *Methods Assignment - Science in the Service of History* can be done at any time you want; it is not tied to a particular Module.

For Module 8 (the final week), there is neither a Geography Quiz nor a DQ2; just the DQ1 (no follow-up responses required) and the Final Exam.

### **Course Summary:**

#### **Orientation**

Welcome to “HST 100: Global History to 1500”! Start here!

Orientation, page 1: Meet Your Instructor, Textbook Information, Course Tour

Discussion Questions (DQ1 & DQ2) - General Principles

Geography Quizzes - General Principles

#### **Module 1: From Hominins to Humans - Overview**

Module 1, Discussion 1 (DQ1): The World in Your Kitchen

Module 1: Study Materials

Module 1: Geography Quiz

Module 1, Discussion 2 (DQ2): Humans as a Global Species

#### **Module 2: Collocations of Population - Overview**

Module 2, Discussion 1 (DQ1): Naia of Yucatan

Module 2: Study Materials

Module 2: Geography Quiz

Module 2, Discussion 2 (DQ2): How to Domesticate Your Guinea Pig

#### **Module 3: Ancient Empires - Overview**

Module 3, Discussion 1 (DQ1): Climate and Conflict

Module 3: Study Materials

Module 3: Geography Quiz  
 Module 3, Discussion 2 (DQ2): Stored Language

**Module 4: A Global Collapse? - Overview**

Module 4, Discussion 1 (DQ1): Bones Don't Lie  
 Module 4: Study Materials  
 Module 4: Geography Quiz  
 Module 4, Discussion 2 (DQ2): Ships of the Desert

**Module 5: A Medieval Efflorescence - Overview**

Module 5, Discussion 1 (DQ1): The Rhinoceros and the Walrus  
 Module 5: Study Materials  
 Module 5: Geography Quiz  
 Module 5, Discussion 2 (DQ2): The Genizah and the World

**Module 6: Pushing the Limits - Overview**

Module 6, Discussion 1 (DQ1): Virtual Angkor  
 Module 6: Study Materials  
 Module 6: Geography Quiz  
 Module 6, Discussion 2 (DQ2): The Technologies of Empire

**Methods Assignment - Science in the Service of History**

**Module 7: The Black Death and the Great Transition - Overview**

Module 7, Discussion 1 (DQ1): Decoding the Black Death  
 Module 7: Study Materials  
 Module 7: Geography Quiz  
 Module 7, Discussion 2 (DQ2): “The living were hardly able to bury the dead”

**Module 8: Completing the Circle - Overview**

Module 8, Discussion 1 (DQ1): *Romanus Pontifex*: A New Fate for Humankind  
 Module 8: Study Materials  
 Module 8: From the San to Santa Ana-La Florida  
 FINAL EXAM

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## STUDY MATERIALS

**Module 1: From Hominins to Humans**

- **Reading for DQ1:** Amitav Ghosh, “What Nutmeg Can Tell Us About Nafta,” *New York Times*, December 30, 2016, <https://www.nytimes.com/2016/12/30/opinion/sunday/clove-trees-the-color-of-ash.html>.
- 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*. For Module 1, **read** chapters 2 (Olduvai Chopping Tool), 3 (Olduvai Handaxe), 4 (Swimming Reindeer), 5 (Clovis Spear Point), and 14 (Jade Axe)

- Sang-Hee Lee, “Where Do We Come From?,” *Anthropology News* website, September 18, 2018. DOI: 10.1111/AN.972, <http://www.anthropology-news.org/index.php/2018/09/18/where-do-we-come-from/>.
- María C. Ávila-Arcos, “The Genetic History of the Americas” (video), <https://carta.anthropogeny.org/mediaplayer/play/156412/299567>. (21 mins. You can skip the first 1:30 mins, which is just advertising.)
- Ceylan Yeginsu and Carl Zimmer, “‘Cheddar Man’, Britain’s Oldest Skeleton, Had Dark Skin, DNA Shows,” *New York Times*, Feb. 7, 2018, <https://www.nytimes.com/2018/02/07/world/europe/uk-cheddar-man-skeleton-skin.html>.
- “Cheddar Man FAQ,” <https://www.nhm.ac.uk/our-science/our-work/origins-evolution-and-futures/human-adaptation-diet-disease/cheddar-man-faq.html>.

## Supplemental

The following resources are optional; they're my suggestions in case you're curious to learn more about our topics this week.

- David Christian, *Maps of Time: An Introduction to Big History* (Berkeley: University of California Press, 2004)
- 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)
- Nicole Boivin, Rémy Crassard, and Michael D. Petraglia, eds., *Human Dispersal and Species Movement: From Prehistory to the Present* (Cambridge: Cambridge University Press, 2017)
- Patrick Manning, Jan Lucassen, and Leo Lucassen, *Migration History in World History: Multidisciplinary Approaches* (Leiden: Brill, 2010)
- Merry E. Wiesner-Hanks, general editor, *The Cambridge World History*, 7 vols. in 9 parts (Cambridge: Cambridge University Press, 2015)
- John L. Brooke, *Climate Change and the Course of Global History: A Rough Journey* (Cambridge: Cambridge University Press, 2014)
- James Belich, John Darwin, Margret Frenz, and Chris Wickham, eds., *The Prospect of Global History* (Oxford: Oxford University Press, 2016)

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## Module 2: Collocations of Population

- **Reading for Module 2, DQ1:** Traci Watson, “Ancient Bones Reveal Girl’s Tough Life in Early Americas,” *Nature News*, 31 March 2017,

<https://www.nature.com/news/ancient-bones-reveal-girl-s-tough-life-in-early-americas-1.21753>.

- **HW100.** For Module 2, **read chapters 6** (Bird-Shaped Pestle), **8** (Egyptian Clay Model of Cattle), **9** (Maya Maize God Statue), and **10** (Jomon Pot).
- Ian Hodder, “Origins of Settled Life; Göbekli and Çatalhöyük,” *Talks at Google*, Published May 6, 2015, <https://www.youtube.com/watch?v=zKwSg7OyvoE>. This runs for about 52 minutes. **Note:** the DQ2 this week focuses on domestication of crops and animals, and not specifically on the separate issue of the new tendency among some populations to conglomerate in urban communities. That will be the major theme of Module 3. However, do take good notes of this lecture because Hodder is making the very important point that urbanization was likely *not* a result of a sudden “revolution” in domestication of plants and animals. (In the DQ2 prompt, you’ll see that this idea is now being supported from the genetics of the plants and animals themselves.) As you’re watching this, note how much attention Hodder focuses on notions of religion and kin (one of our other seven human traits).
- Greger Larson, “Corn in the USA,” *Nature Plants* 1 (Jan. 2015), 1-2.
- K. Kris Hirst, “Lactose Intolerance and Lactase Persistence: Why 65% of Humans Can’t Drink Milk,” *ThoughtCo*, 01/07/2018, <https://www.thoughtco.com/lactose-intolerance-and-lactase-persistence-170884>

## Supplemental

The following resources are optional; they’re my suggestions in case you’re curious to learn more about our topics this week.

- Vicki Cummings, Peter Jordan, and Marek Zvelebil, eds., *The Oxford Handbook of the Archaeology and Anthropology of Hunter-Gatherers* (Oxford: Oxford University Press, 2014)
- Kaustubh Adhikari, Juan Camilo Chacón-Duque, Javier Mendoza-Revilla, Macarena Fuentes-Guajardo, and Andrés Ruiz-Linares, “The Genetic Diversity of the Americas,” *Annual Review of Genomics and Human Genetics* 2017. 18 (2017), 277–96, <https://www.annualreviews.org/doi/10.1146/annurev-genom-083115-022331>.
- *Nova*, “First Face of America,” Aired February 7, 2018 on PBS: <https://www.pbs.org/wgbh/nova/video/first-face-of-america>. A special devoted to the story of Naia, the 13,000 year-old teenager found in an underwater cave in Mexico. **Note:** if viewed in Arizona, requires a subscription to ArizonaPBS Passport.
- *Hoyo Negro*, the website for the research team studying Hoyo Negro, the underwater Pleistocene era cave where the teenaged girl Naia was found: <http://hoyonegro.ucsd.edu/about.php>.
- 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
- Greger Larson and Dorian Q. Fuller, “The Evolution of Animal Domestication,” *Annual Review of Ecology, Evolution, and Systematics* 45 (2014), 115-136

- Melinda A. Zeder, “The Domestication of Animals,” *Journal of Anthropological Research* 68, no. 2 (Summer 2012), 161-190.
- Laure Ségurel and Céline Bon, "On the Evolution of Lactase Persistence in Humans," *Annual Review of Genomics and Human Genetics* 18 (2017), 297-319.

### Module 3: Ancient Empires

- **Reading for Module 3, DQ1** (specific instructions will be found on the DQ1 page):
  - “Ancient Egyptian Culture, Mummies, Statues, Burial Practices and Artefacts: The early beginnings of Ancient Egyptian culture to just before the First Dynasty,” <https://www.donsmaps.com/egypt1.html>.
  - *Water Conflict*: <http://www.worldwater.org/water-conflict/>; this also has a subsidiary page you'll be using: *Water Conflict Chronology*, <http://www.worldwater.org/conflict/list/>.
- **HW100**. For Module 3, **read chapters 11** (King Den’s Sandal Label), **12** (Standard of Ur), **13** (Indus Seal), **15** (Early Writing tablet), **16** (Flood Tablet), **17** (Rhind Mathematical Papyrus), **18** (Minoan Bull-leaper), **19** (Mold Gold Cape), **20** (Statue of Ramesses II), **21** (Lachish Reliefs), **22** (Sphinx of Taharqo), **33** (Rosetta Stone).
- Eric Cline, “1177 BC: The Year Civilization Collapsed,” <https://www.youtube.com/watch?v=bRcu-ysocX4&feature=youtu.be>.
- Here’s a map shown in Cline’s lecture, indicating the circum-Mediterranean empires around the time of the arrival of the “Sea Peoples”: <https://27a0436a-a-ab15346e-s-sites.googlegroups.com/a/umich.edu/imladjov/maps/SeaPeoples.jpg>.
- Andrew Robinson, *The Story of Writing: Alphabets, Hieroglyphs & Pictograms*, 2nd ed. (London: Thames and Hudson, 2007), chaps. 3 and 4.

## Supplemental

The following resources are optional; they're my suggestions in case you're curious to learn more about our topics this week.

- N. Peregrine and Melvin Ember, eds., *Encyclopedia of Prehistory* (New York: Kluwer Academic/Plenum, 2001-2002)
- John L. Brooke, *Climate Change and the Course of Global History: A Rough Journey* (Cambridge: Cambridge University Press, 2014)
- Fabian Welc and Leszek Marks, “Climate change at the end of the Old Kingdom in Egypt around 4200 BP: New geoarchaeological evidence,” *Quaternary International* 324 (2014), 124-133.
- James C. Scott, *Against the Grain: A Deep History of the Earliest States*. (New Haven: Yale University Press, 2017).
- David W. Anthony, *The Horse, the Wheel, and Language: How Bronze-Age Riders from the Eurasian Steppes Shaped the Modern World* (Princeton: Princeton University Press, 2007). This *Wikipedia* page offers a thorough summary of Anthony’s arguments for the

connections between the horse cultures of the Russian steppe and the spread of Indo-European languages:

[https://en.wikipedia.org/wiki/The\\_Horse,\\_the\\_Wheel,\\_and\\_Language](https://en.wikipedia.org/wiki/The_Horse,_the_Wheel,_and_Language). These ideas continue to be tested by palaeogenetics and linguistics.

- G. Manning, *The Open Sea: The Economic Life of the Ancient Mediterranean World from the Iron Age to the Rise of Rome* (Princeton: Princeton University Press, 2018)
- Michael Dee, David Wengrow, Andrew Shortland, Alice Stevenson, Fiona Brock, Linus Girdland Flink, Christopher Bronk Ramse, “An Absolute Chronology for Early Egypt using Radiocarbon Dating and Bayesian Statistical Modelling,” *Proceedings of the Royal Society A: Mathematical, Physical and Engineering Sciences* 469, no. 2159 (4 September 2013), <https://royalsocietypublishing.org/doi/full/10.1098/rspa.2013.0395>.
- Harappa.com: <https://www.harappa.com/about-us>. This site brings together a variety of resources about this still little-understood society.
- Rita Wright, *The Ancient Indus: Urbanism, Economy, and Society* (Cambridge University Press, 2010)
- Eric H. Cline, *1177 B.C. The Year Civilization Collapsed* (Princeton: Princeton University Press, 2014). This is the extended book form of the lecture you just watched, available as an e-book in the ASU Library.
- Norman Yoffee, ed., *Early Cities in Comparative Perspective, 4000 BCE-1200 CE* (Cambridge: Cambridge University Press, 2015)
- Harvey Whitehouse, *et al.*, “Complex societies precede moralizing gods throughout world history,” *Nature*, published online 20 March 2019, <https://www.nature.com/articles/s41586-019-1043-4>.
  - Some popularizing summaries of the Whitehouse *et al.* study are:
    - Lizzie Wade, “Did judgmental gods help societies grow?,” *Science*, 03/20/2019, <https://www.sciencemag.org/news/2019/03/did-judgmental-gods-help-societies-grow>.
    - Charles Q. Choi, “When Ancient Societies Hit a Million People, Vengeful Gods Appeared,” *LiveScience*, 20 March 2019, <https://www.livescience.com/65039-punishing-gods-rise-with-complex-societies.html>.

## Module 4: A Global Collapse? The End of Ancient Civilizations

- **Reading for Module 4, DQ1:** Kate Meyers Emery, “Restoring Lost Narratives: Early Medieval Muslim Graves in France,” *Bones Don’t Lie*, 03/09/2016, <https://bonesdontlie.wordpress.com/2016/03/09/restoring-lost-narratives-early-medieval-muslim-graves-in-france/>.
- **HW100.** For Module 4, **read chapters 23** (Chinese Zhou Ritual Vessel), [*skip 24*], **25** (Gold Coin of Croesus), **26** (Oxus Chariot Model), **28** (Basse-Yutz Flagons), **29** (Olmec Stone Mask), **31** (Coin with Head of Alexander), **32** (Pillar of Ashoka), **34** (Chinese Han Lacquer Cup), [*skip 35-36*], **38** (Ceremonial Ballgame Belt), **40** (Hoxne Pepper Pot), **41** (Seated Buddha from Gandhara), **42** (Gold Coins of Kumaragupta I), **43** (Silver Plate showing Shapur II), **44** (Hinton St Mary Mosaic), **45** (Arabian Bronze Hand), **46** (Gold Coins of Abd al-Malik). **Optional** this week are the following: **27** (Parthenon Sculpture:



- Centaur and Lapith), **30** (Chinese Bronze Bell), **37** (North American Otter Pipe), **39** (Admonitions Scroll), **47** (Sutton Hoo Helmet), **49** (Korean Roof Tile).
- Nicola Di Cosmo and Michael Maas, “Introduction,” in: *Empires and Exchanges in Eurasian Late Antiquity: Rome, China, Iran, and the Steppe, ca. 250–750*, ed. Nicolà Di Cosmo and Michael Maas (Cambridge: Cambridge University Press, 2018), pp. 1-15. **Read up through p. 9**, to the section beginning “Organization and Contents of the Book.” (You’re welcome to read the detailed descriptions of the chapters that follow, but that section won’t be necessary to respond to the DQ2.)
  - Erik Vance, “Gods of Blood and Stone,” *Scientific American* July 2014:48-55.
  - Tim Newfield, “The Global Cooling Event of the Sixth Century. Mystery No Longer?” *HC Blog*, 05/02/2016, <https://www.historicalclimatology.com/blog/something-cooled-the-world-in-the-sixth-century-what-was-it>.
  - Kyle Harper, “Database of Pestilence in the Roman Empire,” 08/24/2017, <http://www.kyleharper.net/uncategorized/database-of-pestilence-in-the-roman-empire/>. (A fuller version of the same information can be found in this Excel file: [www.kyleharper.net/wp-content/uploads/2017/08/pestilence-database.xlsx](http://www.kyleharper.net/wp-content/uploads/2017/08/pestilence-database.xlsx).)
  - Procopius on the plague in 542: <https://sourcebooks.fordham.edu/source/542procopius-plague.asp>.
  - Max Planck Institute for the Science of Human History, “Origins and Spread of Eurasian Fruits Traced to the Ancient Silk Road,” <https://www.shh.mpg.de/1026595/origins-of-eurasian-fruits-traced-to-silk-road>.
  - For our theme on camels, you have your choice of either of these two essays:
    - Eivind Heldaas Seland, “The Iconography of Caravan Trade in Palmyra and the Roman Near East,” *Scientia Danica Series H. Humanistica* 4, n. 9 (2017), 106-114.
    - Eivind Heldaas Seland, “Camels, Camel Nomadism and the Practicalities of Palmyrene Caravan Trade,” *ARAM* 27 (2015), 45-53

## Supplemental

The following resources are optional; they're my suggestions in case you're curious to learn more about our topics this week.

- Nathanael J. Andrade, *Zenobia: Shooting Star of Palmyra* (Oxford: Oxford University Press, 2018).
- Adam Izdebski and Michael Mulryan, eds., *Environment and Society in the Long Late Antiquity*, a special issue of *Late Antique Archaeology* 12, no. 1 (2016 [for 2018]).
- Kyle Harper, *The Fate of Rome: Climate, Disease, and the End of an Empire* (Princeton: Princeton University Press, 2017). If you prefer a video summation of his arguments, you can find them in this videotaped lecture, “Nature Did It: Romans, Ecology, and the Global History of Infectious Disease,” presented at Harvard University, 20 October 2016, [https://www.youtube.com/watch?v=Fr8\\_icNjjSg&feature=youtu.be](https://www.youtube.com/watch?v=Fr8_icNjjSg&feature=youtu.be).
- Joseph R. McConnell, Andrew I. Wilson, Andreas Stohl, Monica M. Arienzo, Nathan J. Chellman, Sabine Eckhardt, Elisabeth M. Thompson, A. Mark Pollard, and Jørgen Peder

Steffensen, “Lead Pollution Recorded in Greenland Ice Indicates European Emissions Tracked Plagues, Wars, and Imperial Expansion During Antiquity,” *PNAS* 115, no. 22 (2018), 5726-5731.

- Walter Scheidel, “Escape from Rome: the failure of empire and the making of the modern world,” book proposal for Princeton University Press (2016), <https://web.stanford.edu/~scheidel/Escape%20from%20Rome.pdf>.
- Henry Gruber, “Indirect Evidence for the Social Impact of the Justinianic Pandemic: Episcopal Burial and Conciliar Legislation in Visigothic Hispania,” *Journal of Late Antiquity* 11, no. 1 (Spring 2018), 193-215. Although very detailed, this is a good study to read to get a sense of how historians of late antiquity reconstruct fragments of evidence into an assessment of unarticulated catastrophe.
- Teotihuacan Virtual Fieldtrip, an online exploration of the site made by the Teotihuacan Lab here at ASU: <http://vft.asu.edu/VFTTeotihuacan/panos/Teo/Teo.html>.
- For general bibliography on Teotihuacan, curated by the Director of ASU's own Teotihuacan Lab, see: Michael E. Smith, “Resources on Teotihuacan (revised yet again),” *Wide Urban World* (blog), 30 July 2018, <https://wideurbanworld.blogspot.com/2018/07/teotihuacan-was-one-of-major-cities-of.html>.
- George L. Cowgill, *Ancient Teotihuacan: Early Urbanism in Central Mexico* (Cambridge: Cambridge University Press, 2015).
- Valerie Hansen, “The Silk Road: A New History,” lecture delivered at Williams College, 2013, <https://www.youtube.com/watch?v=HOnQN141hzE>.
  - Hansen also has a wonderful book available: Valerie Hansen, *The Silk Road: A New History* (New York: Oxford University Press, 2012); the 2017 re-issue, *The Silk Road: A New History with Documents*, includes fifty-two primary sources in translation.
- Craig Benjamin, *Empires of Ancient Eurasia: The First Silk Roads Era, 100 BCE – 250 CE* (Cambridge: Cambridge University Press, 2018)
- Eivind Heldaas Seland, *Ships of the Desert and Ships of the Sea: Palmyra in the World Trade of the First Three Centuries CE* (Wiesbaden: Harrassowitz, 2016)
- Charles Pellat, “Ibil”, in: *Encyclopaedia of Islam*, 2nd Edition, ed. P. Bearman, Th. Bianquis, C.E. Bosworth, E. van Donzel, W.P. Heinrichs. First published online: 2012. Consulted online on 22 October 2018, [http://dx.doi.org/10.1163/1573-3912\\_islam\\_SIM\\_3020](http://dx.doi.org/10.1163/1573-3912_islam_SIM_3020) (requires subscription). The *Encyclopedia of Islam* is an extraordinary resource, which you should make a habit of consulting for any and every aspect of the history of the Islamic world. (Although the earlier 1st edition remains available, preference should always be given to entries from the 2nd edition or, when they exist, its supplement, the 3rd edition.)
- Nicholas Purcell, “Unnecessary Dependences: Illustrating Circulation in Pre-modern Large-scale History,” in: *The Prospect of Global History*, ed. James Belich, John Darwin, Margret Frenz, and Chris Wickham (Oxford: Oxford University Press, 2016), pp. 65-79. The title is obscure; the essay actually discusses the extensive evidence for the production and circulation of incense and other resins, most of which came from Yemen and all of which demonstrate the intense levels of regional trade in the early centuries of the Common Era.

- Matthew Cobb, “Black Pepper Consumption in the Roman Empire,” *Journal of the Economic and Social History of the Orient* 61 (2018), 519-559.
- Nathanael J. Andrade, *The Journey of Christianity to India in Late Antiquity: Networks and the Movement of Culture* (Cambridge: Cambridge University Press, 2018).

## Module 5: A Medieval Efflorescence

- **Reading for Module 5, DQ1:**
  - (1) “Meet the 800-year-old golden rhinoceros that challenged apartheid South Africa,” *The Conversation*, 09/16/2016, <https://theconversation.com/meet-the-800-year-old-golden-rhinoceros-that-challenged-apartheid-south-africa-64093>.
  - (2) “Lost Norse of Greenland fuelled the medieval ivory trade, ancient walrus DNA suggests,” <https://www.cam.ac.uk/research/news/lost-norse-of-greenland-fuelled-the-medieval-ivory-trade-ancient-walrus-dna-suggests>.
- **HW100.** For Module 5, read chapters 50 (Silk Princess Painting), 52 (Harem Wall-painting Fragments), 55 (Chinese Tang Tomb Figures), 56 (Vale of York Hoard), 57 (Hedwig Glass Beaker), 58 (Japanese Bronze Mirror), 59 (Borobudur Buddha Head), 60 (Kilwa Pot Sherds), 61 (Lewis Chessmen). **Optional:** 51 (Maya Relief of Royal Blood-letting), 53 (Lothair Crystal), 54 (Statue of Tara).
- Valerie Hansen, “Facts About the Silk Road,” <https://blog.oup.com/2012/08/facts-about-the-silk-road/>.
- Ema Baužytė, “Iron production technologies and trade networks in Swahili East Africa,” in *Urban network evolutions: Towards a high-definition archaeology*, ed. Rubina Raja and Søren M. Sindbæk (Aarhus: Aarhus University Press, 2018), pp. 271-276.
- Choose **one or the other** of the following readings on slavery:
  - 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.
  - Marek Jankowiak, “What Does the Slave Trade in the Saqaliba Tell Us about Early Islamic Slavery?,” *International Journal of Middle Eastern Studies* 49 (2017), 169-172.
- Elizabeth Lambourn, “Introduction: A List of Luggage from the Indian Ocean World,” in: *Abraham’s Luggage: A Social Life of Things in the Medieval Indian Ocean World* (Cambridge: Cambridge University Press, 2018), pp. 1-10.

## Supplemental

The following resources are optional; they’re my suggestions in case you’re curious to learn more about our topics this week.

- Sebastian Lüning, Mariusz Gałka, Florencia Paula Bamonte, Felipe García Rodríguez, Fritz Vahrenholt, “The Medieval Climate Anomaly in South America,” *Quaternary*

*International*, Available online 31 October 2018, <https://blog.oup.com/2012/08/facts-about-the-silk-road/>.

- Bastiaan Star, James H. Barrett, Agata T. Gondek, and Sanne Boessenkool, “Ancient DNA Reveals the Chronology of Walrus Ivory Trade from Norse Greenland,” *Proceedings of the Royal Society B*: 285 (2018): 20180978, <https://royalsocietypublishing.org/doi/10.1098/rspb.2018.0978>.
- Eivind Heldaas Seland, “The Persian Gulf or the Red Sea? Two axes in ancient Indian Ocean trade, where to go and why,” *World Archaeology* 43 (2011), 398-409.
- Bryan Douglas Averbuch, “From Siraf to Sumatra: Seafaring and Spices in the Islamicate Indo-Pacific, Ninth-Eleventh Centuries C.E.,” PhD diss., Harvard University, 2013.
- Jeffrey Fleisher, Paul Lane, Adria LaViolette, Mark Horton, Edward Pollard, Eréndira Quintana Morales, Thomas Vernet, Annalisa Christie, and Stephanie Wynne-Jones, “When Did the Swahili Become Maritime?,” *American Anthropologist* 117, no. 1 (2015), pp. 100–115.
- Stephanie Wynne-Jones and Adria LaViolette, *The Swahili World* (New York: Routledge, 2017).
- Bing Zhao, “Chinese-style ceramics in East Africa from the 9th to 16th century: A case of changing value and symbols in the multi-partner global trade,” *Afriques*, 6 (2015), <https://journals.openedition.org/afriques/1836>.
- Kathleen Bickford Berzock, ed., *Caravans of Gold, Fragments in Time: Art, Culture, and Exchange across Medieval Saharan Africa* (Princeton: Princeton University Press, 2019). This is the catalog of [an exhibit](#) currently going on at Northwestern University, which will later move to Toronto and then Washington, DC.
- Sam Nixon, Thilo Rehren & Maria Filomena Guerra. “New Light on the Early Islamic West African Gold Trade: Coin Moulds from Tadmekka, Mali,” *Antiquity* 85 (2011): 1353–1368.
- Sam Nixon, ed. *Essouk-Tadmekka: An Early Islamic Trans-Saharan Market Town* (Leiden: Brill, 2017). On one of the leading gold trading centers in West Africa.
- Nova, *Building the Great Cathedrals* (2010), <https://vimeo.com/23970658>.
- Olivia Remie Constable, “Chess and Courtly Culture in Medieval Castile: The *Libro de ajedrez* of Alfonso X, el Sabio,” *Speculum* 82, no. 2 (2007), 301-347.
- *Dirhams for Slaves* Project, Oxford University, Recorded lectures (audio + slides) from 2015 on the theme: *The Dark Ages’ Dirty Secret? Medieval slavery from the British Isles to the Eurasian steppes and the Mediterranean world*, including eunuchs at Norman court of Sicily, female slaves, etc.: <http://krc.orient.ox.ac.uk/dirhamsforslaves/index.php/en/resources>.
- Ibn Butlān, “How to Purchase a Slave,” partial English translation by Bernard Lewis is reprinted in: Jarbel Rodriguez, *Muslim and Christian Contact in the Middle Ages: A Reader* (Toronto, 2015), pp. 422–29. Ibn Butlan (1001-64 CE) was an Arab Nestorian Christian physician active in Baghdad. Warning: Ibn Butlan trafficks in strong ethnic stereotypes that we would now consider profoundly racist. Also, a section included here describes female slaves in explicitly sexual terms. As we know, this is hardly unusual, given that female slaves were almost always sexually exploited. Still, due caution should be observed.
- Sebastian Prange, *Monsoon Islam: Trade and Faith on the Medieval Malabar Coast* (Cambridge: Cambridge University Press, 2018).

- Paul M. Cobb, *The Race for Paradise: An Islamic History of the Crusades* (Oxford: Oxford University Press, 2014).

## Module 6: Pushing the Limits: Pacific Exploration, Mongol Expansion, and Mesoamerican Renewal

- **Reading for Module 6, DQ1:** Virtual Angkor, <https://www.virtualangkor.com/>.
- **HW100.** For Module 6, **read chapters 62** (Hebrew Astrolabe), **64** (David Vases), **65** (Taino Ritual Seat), **69** (Sculpture of Huastec Goddess), **70** (Hoa Hakananai'a Easter Island Statue), **71** (Tughra of Suleiman the Magnificent), **72** (Ming banknote), **74** (Jade Dragon Cup). **Optional: 66** (Holy Thorn Reliquary), **67** (Icon of the Triumph of Orthodoxy), **68** (Shiva and Parvati Goddess).
- **Expansion into the Pacific:**
  - Terry Hunt and Carl Lipo, *The Statues That Walked*, Nat Geo Live, 13 October 2012 (32 mins), <https://www.youtube.com/watch?v=rut16-Afoya>.
- **The Mongol Empire:**
  - Michal Biran, "Violence and Non-Violence in the Mongol Conquest of Baghdad," in: *Violence in Islamic Thought from the Mongols to European Imperialism*, ed. Robert Gleave and István Kristó-Nagy (Edinburgh: Edinburgh University Press, 2018), pp. 15-31.
- **The Foundation of the Mexica/Aztec Empire:**
  - Michael E. Smith, "The Aztec Empire," in: *The Aztec World*, ed. Elizabeth M. Brumfiel and Gary M. Feinman (New York: Abrams, 2008), pp. 121-136.
  - Aztec Chinampas: the production quality is not good, but this does give a very good summary of how the unique and ingenious system of *chinampas* in Tenochtitlan were constructed and functioned (5 mins): <https://www.youtube.com/watch?v=hew9ZDO1caw>.
  - Here's another--shorter, but with a useful re-enactment (1:30 mins): <https://www.youtube.com/watch?v=9ay78bCwXe8>

## Supplemental

The following resources are optional; they're my suggestions in case you're curious to learn more about our topics this week.

- Tom Hoogervorst, "Tracing Maritime Connections Between Island Southeast Asia and the Indian Ocean World," in: *The Routledge Handbook of Archaeology and Globalization*, ed. Tamar Hodos (New York: Routledge, 2016), pp. 751-767.
- Terry L. Hunt and Carl P. Lipo, "The Last Great Migration: Human Colonization of the Remote Pacific Islands," in: *Human Dispersal and Species Movement: From Prehistory to the Present*, ed. Nicole Boivin, Rémy Crassard, and Michael D. Petraglia (Cambridge: Cambridge University Press, 2017), pp. 194-216.

- Nikki Gass, “How Invasive Rats are Negatively Affecting Tropical Coral Reefs,” Wildlife Conservation, Ecology & Evolution Blog, October 11, 2018, <http://www.pcconservationlab.org/?p=794>.
- Bibliography on the Mongols: the field of Mongol studies has entered a period of resurgence in the past decade. One feature of the field now is that English has become the *lingua franca* of scholars. There is no living researcher competent in *all* the languages encompassed by the Mongol Empire at its height: no one who knows Tangut *and* Vietnamese *and* Persian *and* Chinese *and* ... (the list could go on for quite a while!). So, Mongol studies is actually a field now where you can read broadly even if you only have English. The following is an excellent place to start: Michal Biran, “The Mongol Empire: The State of the Research,” *History Compass*, 11, no. 11 (2013), 1021–33.
  - Some important works that have appeared since Biran’s review came out:
    - Neil Pederson, Amy E. Hessel, Nachin Baatarbileg, Kevin J. Anchukaitis, and Nicola Di Cosmo, “Pluvials, Droughts, the Mongol Empire, and modern Mongolia,” *Proceedings of the National Academy of Sciences (PNAS)*, 111, no. 12 (2014), 4375–4379, doi: 10.1073/pnas.1318677111.
    - Hosung Shim, “The Postal Roads of the Great Khans in Central Asia under the Mongol-Yuan Empire,” *Journal of Song-Yuan Studies* 44 (2014), 405-469.
    - Timothy May, “Commercial Queens: Mongolian Khatuns and the Silk Road,” *JRAS [Journal of the Royal Asiatic Society]*, Series 3, 26, 1-2 (2016), 89–106.
    - Bruno De Nicola, *Women in Mongol Iran: The Khatuns, 1206-1335* (Edinburgh: Edinburgh University Press, 2017)
    - Anne Broadbridge, *Women and the Making of the Mongol Empire* (Cambridge: Cambridge University Press, 2018).
- Richard T. Callaghan, “The Taíno of the Caribbean: Six Thousand Years of Seafaring and Cultural Development,” in: *The Sea in History: The Ancient World*, ed. Christian Buchet, Pascal Arnaud, Philip de Souza (Cambridge: Boydell & Brewer, 2017), pp. 66-77.
- Hannes Schroeder, Martin Sikora, Shyam Gopalakrishnan, Lara M. Cassidy, Pierpaolo Maisano Delsler, Marcela Sandoval Velasco, Joshua G. Schraiber, Simon Rasmussen, Julian R. Homburger, María C. Ávila-Arcos, Morten E. Allentoft, J. Víctor Moreno-Mayar, Gabriel Renaud, Alberto Gómez-Carballa, Jason E. Laffoon, Rachel J. A. Hopkins, Thomas F. G. Higham, Robert S. Carr, William C. Schaffer, Jane S. Day, Menno Hoogland, Antonio Salas, Carlos D. Bustamante, Rasmus Nielsen, Daniel G. Bradley, Corinne L. Hofman, and Eske Willerslev, “Origins and genetic legacies of the Caribbean Taino,” *PNAS* 115, no. 10 (March 6, 2018), 2341-2346.
- Michael E. Smith, *The Aztecs*, 3rd ed. (Hoboken, NJ: Wiley-Blackwell, 2011).
- Michael E. Smith, “Mesoamerican State Formation in the Postclassic Period,” in: *The Cambridge World History*, ed. Benjamin Kedar and Merry Wiesner-Hanks, eds. (Cambridge: Cambridge University Press, 2015), pp. 610-637.
- Michael E. Smith, “City Planning: Aztec City Planning,” In: *Encyclopaedia of the History of Non-Western Science, Technology and Medicine*, 2nd edition, edited by Helaine Selin (New York: Springer, 2008), vol. 1, pp. 577-587.

- William T. Sanders, “Tenochtitlan in 1519: A Pre-industrial Megalopolis,” in: *The Aztec World*, ed. Elizabeth M. Brumfiel and Gary M. Feinman (New York: Abrams, 2008), pp. 67-86
- Christopher T. Morehart and Charles Frederick, “The Chronology and Collapse of Pre-Aztec Raised Field (*chinampa*) Agriculture in the Northern Basin of Mexico,” *Antiquity* 88 (2014), 531–548.
- David Carrasco, *City of Sacrifice: The Aztec Empire and the Role of Violence in Civilization* (Boston: Beacon Press, 2000)

## Module 7: The Black Death and the Great Transition

- **Reading for Module 7, DQ1:** Ewen Callaway, “The Black Death Decoded,” *Nature* 478 (27 October 2011), 444-46.
- **[note:** importantly, there are no objects in *HW100* relating to the Black Death! We already saw signs of Eurasia’s re-establishment of order in Module 6 (chapters 71, 72, and 74) in the decades following the worst initial outbreak. Keep this gap in the physical record in mind as you do the DQ2.]
- Bruce Campbell, “The Great Transition: An Outline Chronology,” in Bruce Campbell, *The Great Transition: Climate, Disease and Society in the Late-Medieval World* (Cambridge: Cambridge University Press, 2016), pp. 3-19.
- Sharon DeWitte and Maryanne Kowaleski, “Black Death Bodies,” *Fragments* 6 (2017), <http://www.pcconservationlab.org/?p=794>.
- Sarah Crespi and Lizzie Wade, podcast interview, “Clues that the medieval plague swept into sub-Saharan Africa ...,” <https://www.sciencemag.org/podcast/clues-medieval-plague-swept-sub-saharan-africa-and-evidence-humans-hunted-and-butchered> (plague section runs from 1:00 to 10:31 mins). This is a more open-ended discussion of a news report by Wade published as: “The Black Death may have transformed medieval societies in sub-Saharan Africa,” *Science*, 03/06/2019, <https://www.sciencemag.org/news/2019/03/black-death-may-have-transformed-medieval-societies-sub-saharan-africa>.
- VIDEO: Daniel Cattier, Juan Gélas, Fanny Glissant, *Slavery Routes*, Episode 1: 476-1375: *Beyond the Desert*, (Paris, 2018), entire (52 minutes).

## Supplemental

The following resources are optional; they're my suggestions in case you're curious to learn more about our topics this week.

- Monica H. Green, ed., *Pandemic Disease in the Medieval World: Rethinking the Black Death*, inaugural issue of *The Medieval Globe* 1, no. 1-2 (Fall 2014), available open-access here: [https://scholarworks.wmich.edu/medieval\\_globe/1/](https://scholarworks.wmich.edu/medieval_globe/1/).
- Monica H. Green, “Climate and Disease in Medieval Eurasia,” *Oxford Research Encyclopedia of Asian History*, ed. David Ludden (New York: Oxford University Press, 2018),

<https://oxfordre.com/asianhistory/view/10.1093/acrefore/9780190277727.001.0001/acrefore-9780190277727-e-6>. This is a general overview of evidence for the infectious diseases malaria, smallpox, leprosy, and plague across Eurasia.

- 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, available here: <https://scholarworks.wmich.edu/tmg/vol1/iss1/5/>.
- 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.
- Gérard Chouin, *et al.*, *Black Death and its aftermaths in Sub-Saharan Africa: A critical exploration of silence*, a special issue of *Afriques*, 9 (Dec. 2018), <https://journals.openedition.org/afriques/2084>.
- Fredrik Charpentier Ljungqvist, Willy Tegeld, Paul J. Krusic, Andrea Seim, Friederike M. Gschwind, Kristof Haneca, Franz Herzig, Karl-Uwe Heussner, Jutta Hofmann, David Houbrechts, Raymond Kontic, Tomáš Kyncl, Hanns Hubert Leuschner, Kurt Nicolussi, Christophe Perrault, Klaus Pfeifer, Martin Schmidhalter, Mathias Seifert, Felix Walder, Thorsten Westphal, and Ulf Büntgen, “Linking European building activity with plague history,” *Journal of Archaeological Science* 98, 81-92. This a great example of how large datasets (in this case, the felling dates of 1000s of trees), can give a new kind of quantitative evidence for human activity. Or, in this case, the lack of it.
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- [For bibliography on the late medieval slave trade, see Module 8.]

## Module 8: Completing the Circle: One World Connected

- **Reading for DQ1:** Pope Nicholas V, *Pontifex Romanus*, a papal bull written in 1455: <http://www.nativeweb.org/pages/legal/indig-romanus-pontifex.html>.
- **HW100.** For Module 8, **read chapters 63** (Ife Head), **75** (Dürer’s Rhinoceros), **77** (Benin Plaque: The Oba with Europeans), **78** (Double-headed Serpent). **Optional:** 76 (Mechanical Galleon). **Then, for our Final Review, read chapters 24** (Paracas Textile), **48** (Moche Warrior Pot), and **73** (Inca Gold Llama, Peru)
- **Video:** *Slavery Routes*, Episode 2: *1375-1620: For All the Gold in the World*. (Note: the video actually runs 52 minutes, and you're welcome to watch all of it. But only the first 32 mins are needed for our discussion in this Module.) You might be interested to look up the [Wikipedia entry for the Jerónimos \(or Hieronymites\) Monastery](#) in the Belem district of Lisbon, which is mentioned at 30:29.

## Supplemental



The following resources are optional; they're my suggestions in case you're curious to learn more about our topics this week.

- Benjamin Lieberman and Elizabeth Gordon, *Climate Change in Human History: Prehistory to the Present* (London: Bloomsbury, 2018). Recommended by climate historians as the best state-of-the-field overview.
- Sam Nixon, “The Rising Trade with Africa,” in: *The Archaeology of Medieval Europe, Volume 2: 1200–1600*, ed. M. Carver and J. Klapste (Aarhus: Aarhus University Press, 2011), pp. 361–69.
- Alejandra C. Ordonez, R. Fregel, A. Trujillo-Mederos, Montserrat Hervella, Concepcion de-la-Rúa, Matilde Arny-de-la-Rosa, “Genetic studies on the prehispanic population buried in Punta Azul cave (El Hierro, Canary Islands),” *Journal of Archaeological Science* 78 (2017), 20-28. A study of remains found on the island of El Hierro (Canary Islands), in the Punta Azul cave, dating from 1015-1210 CE.
- David S. Abulafia, “Neolithic Meets Medieval: First Encounters in the Canary Islands,” in *Medieval Frontiers: Concepts and Practices*, ed. David Abulafia and Nora Berend (Aldershot: Ashgate, 2002), pp. 255-278.
- William D. Phillips, Jr., “Slavery in the Atlantic Islands and the Early Modern Spanish Atlantic World,” *The Cambridge World History of Slavery: Volume 3: AD 1420–AD 1804*, ed. David Eltis and Stanley L. Engerman (Cambridge: Cambridge University Press, 2011), pp. 325-349. This is a useful overview that will allow you to connect the narrative of late medieval slavery we have covered this week with the larger trajectories that will define transatlantic slavery for the next several hundred years.
- Chouki El Hamel, *Black Morocco: A History of Slavery, Race, and Islam* (Cambridge: Cambridge University Press, 2014). This addresses continued practices of slavery within Africa itself after the medieval period.
- Ray Silverman, “Material Biographies: Saharan Trade and the Lives of Objects in Fourteenth- and Fifteenth- Century West Africa,” *History in Africa* 42 (2015), 375-95. This examines the importation of brassware *into* West Africa from Egypt and England after the Black Death (later 14th and 15th centuries), a period when a lot of dispersed household goods were circulating on the secondary market. West Africa had no copper deposits of its own, hence the special local value of these artifacts.
- Paul T. Craddock, S. C. La Niece, and D. R. Hook, “Brass in the Medieval Islamic World,” in *2000 Years of Zinc and Brass*, 2nd edition, ed. P. T. Craddock (London: British Museum Press, 1998), pp. 73-114.
- Gérard Chouin and Olanrewaju Blessing Lasisi, “Crisis and Transformation in the Bight of Benin at the Dawn of the Atlantic Trade,” in: *Power, Political Economy, and Historical Landscapes of the Modern World: Interdisciplinary Perspectives*, ed. Christopher R. DeCorse (Albany: SUNY Press, 2019), pp. 285-306. Suggests that plague may have caused demographic disruptions that in turn shifted the political landscape of West Africa.
- Herman L. Bennett, *African Kings and Black Slaves: Sovereignty and Dispossession in the Early Modern Atlantic* (Philadelphia: University of Pennsylvania Press, 2018). Examines the first century of sustained African-European interaction, showing especially how the Portuguese understood the indigenous political systems they encountered in West Africa.

- Hugh Cagle, *Assembling the Tropics: Science and Medicine in Portugal's Empire, 1450-1700* (Cambridge: Cambridge University Press, 2018).
- David Carrasco, *Religions of Mesoamerica*, 2nd ed. (Long Grove, IL: Waveland Press, 2013)
- Matthew Restall, Lisa Sousa, Kevin Terraciano, *Meso-American Voices: Native-Language Writings from Colonial Mexico, Oaxaca, Yucatan, and Guatemala* (New York: Cambridge University Press, 2005).
- Camilla Townsend, *Annals of Native America: How the Nahuas of Colonial Mexico Kept Their History Alive* (New York: Oxford University Press, 2016).