History Essay - World Civilizations. Final Examination Please write three essays: One from each of the three sections. Each essay is worth one third of the total grade. The essay for Section 3 must be substantially different from the essays in section 1 and 2 and your paper. Write all three essays in one Word document and upload in Canvas. Length: roughly 500­–600 words for a solid answer to each essay is expected. More (not a huge amount!) is permitted. Your essays will be graded on the skill with which you argue a thesis supported with evidence from the textbook, lectures, and especially the primary sources. You are required to use specific evidence from the primary sources; the more the better but cite from at least three primary sources per essay. Essays that do not cite evidence from the primary sources (the editor’s introductions while useful, do not count) can earn at best a C. For sources we have read, you need only cite the author or title, and, if available, the page or section number. Essay Questions Section 1: Material studied since the Midterm – Chinese, Muslim, and Indian Empires 1. Describe Arab Muslims’ attitudes towards and dealings with others, that is, towards: ancient Greek culture; Christians, Jews, and polytheists; as well as the non-Arab peoples they conquered or converted in Africa and Asia. How tolerant of non-Muslims were they from c. 600 to 1500? What important aspects of these other cultures did they absorb into their own or reject? 2A. If the greatest leaders among the Chinese & Mongols, Muslims, and Indians whom we have studied (such as Tang Taizhong, Kublai Khan, Ashoka, Muhammad, Ali, Mansa Musa, …) were put in a room and told to kick out the worse among them, whom would they chose and why? The question’s point: What core leadership principles did they share, which the outlier did not? 2B. [Different approach, similar intent to 2A]. Choose two of the leaders listed in prompt 2A. Adopt the persona of one of them and write a letter in which you critique (evaluate, praise or blame) the other’s principles and/or manner of ruling. Give reasons based on ‘your’ own principles and/or manner of ruling. 3. Idealists as ‘alt-leaders.’ Most civilizations produce idealists who buck the dominant political order, religion, or philosophy. Examples include: among the Chinese, Laozi (Daoism) and Tao Qian’s “The Peach Blossom Spring;” among the Indians, the writer of “Devoting Oneself to Krishna” and Emperor Ashoka’s edicts; and among the Muslims, Jalaluddin Rumi. Do you see any similarities in their approaches to life or belief? Would you agree that they seem to believe peoples’ natural inclinations to be devout, to live, or to love ensure happiness, fulfillment, or blessing better than the formal programs of governments and rituals of religions? Section 2: Material studied since the Midterm – Medieval and Renaissance Europe 4. What, in your view, were the key developments in the history of Europe from the fall of the Roman Empire to 1500 AD? You may choose among political, economic, cultural, religious, and social developments. Illustrate your answer with evidence from primary sources. 5. How would you characterize European Christians’ attitudes towards and dealings with Muslims, Jews, and pagans? How tolerant or intolerant were they? Is there significant variation in the views expressed in the sources we have read? Evidence related to the question is in: Marco Polo’s account of Kublai Khan; Einhard’s of Charlemagne (for example, Charlemagne’s dealings with the pagan Saxons and Muslims/Persians); Pope Urban’s crusade sermon, and Pico della Mirandola’s ‘Renaissance Image of Man.’ 6. Given Castiglione’s description of the ideal noble man and noble woman in his “Courtier,” what would he have made of (chose two): a) Charlemagne as described by Einhard, b) Pope Urban II and the Frankish nobles whom he was urging to go on crusade as described by Robert the Monk, or c) Hildegard of Bingen as related in the case study on her? The question’s point: did Renaissance ideals about what makes a man or woman ‘great’ seem to have changed since the Middle Ages? If so, how significant was that change? 7. In Medieval and Renaissance European civilization, how important was the church? What were the limits on its power and influence? Give specific examples of the church and its members’ roles in making Christianity the dominant religion of Europe and in shaping European culture and politics. Section 3: Of all the civilizations we have studied: the winner is …? Each question asks you to pick a ‘winner’ or ‘favorite’ civilization. When arguing your case draw a brief comparison with one or more other top contenders and explain why yours is better. 8. Which civilization we have studied had the richest culture? What impressed you about it? You should survey the variety, profundity, beauty, or significance of its major accomplishments. You can consider the civilization’s art, architecture, literature and poetry, history writing, philosophy, religion, government and law, science, technology, conquests, etc. Give some examples from the primary sources or images in the textbook or lecture PowerPoints. 9. Which civilization we have studied had the greatest impact on the rest of the world to 1500 [Note, not after 1500, which we have not studied and is a separate question]? You may consider the influence of its art, literature, religion, philosophy, political systems, technology, science, conquests, etc. Give examples of its broad influence to 1500. 10. Which civilization we have studied treated the less powerful members of society – women, commoners, slaves, the poor, foreigners, and other minorities – with the most humanity? Give some concrete comparative examples from the sources. What factors – religious or philosophical beliefs, prosperity, internal stability, or the like – seem to explain the civilization’s relative humanity?