

Polytechnic, Tempe, and West campuses

1.) DATE: <b>01/25/09</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED: Prefix: <b>HIS</b> Number: <b>113</b> Title: <b>History of Eastern Civilization to 1850</b> Credits: <b>3</b>	
CROSS LISTED WITH: Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;	
Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;	
4.) COMMUNITY COLLEGE INITIATOR: <b>DR. VASWATI GHOSH</b> PHONE: <b>602 787 7194</b>	
FAX: <b>602 787 7896</b>	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).	
POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: <b>Social and Behavioral Sciences (SB)</b> Awareness Areas: <b>Select awareness area...</b>	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECHIS prefix <input type="checkbox"/> Elective	
Effective date: <b>2009 Fall</b> Course Equivalency Guide	
Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: <b>JANICE MILLER</b>	Chair/Director Signature: <i>Janice Miller</i>

AGSC Action:      Date action taken:       Approved       Disapproved

Effective Date:

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] Criteria			
A Social and Behavioral Science [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
X	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course comps 2, 4, 5, 7, 8, 9, 11, 12, 14, 15, 16, 17 Syllabus weeks 1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 14, 16 Murphey text 1, 2, 3, 4, 5, 6, 7, 8, 10 Spodek text 3, 4, 5, 7, 8
X	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:	Course comps 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 17 Syllabus weeks 1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 14, 16 Murphey text 1, 2, 3, 4, 5, 6, 7, 8 Spodek text 3, 4, 5, 7, 8, 9, 10, 11
		<ul style="list-style-type: none"> <li>• anthropology</li> <li>• economics</li> <li>• cultural Geography</li> <li>• history</li> </ul>	
X	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Course comps 2, 3, 4, 5, 7, 8, 10, 11, 14, 17 Syllabus weeks 1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 14, 16 Murphey text 1, 2, 3, 7, 8, 9 Spodek text 2, 3, 5, 7, 8
X	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Course comps 1, 4, 7, 8, 9, 10, 11, 13, 14 Syllabus weeks 4, 5, 6, 8, 9, 10, 12, 13, 16 Murphey text 3, 4, 5, 6, 7, 8 Spodek text 1, 3, 5, 7, 8

ASU--[SB] Criteria

The following types of courses are excluded from the [SB] area even though they might give some consideration to social and behavioral science concerns:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.

Course Prefix	Number	Title	Designation
HIS	113	HISTORY OF EASTERN CIVILIZATION TO 1850	SOCIAL AND BEHAVIORAL

Explain in detail which student activities correspond to the specific designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Course is designed to advance basic understanding and knowledge about human interaction.	The course provides a deep understanding of complex human interactions in ancient Asian cultures, as well as knowledge of political theories, statecraft, literature, language, philosophy, and culture in early Mesopotamia, Egypt, India, China, Vietnam, Korea, and Japan. The course provides students with a historical and social perspective of the conflicts and fusion of the Aryan and pre Aryan people in early India; early evolution of the Chinese state and the creation of a centralized imperial system; classical Japan and the impact of Korea and China on Japanese civilization, as well as conflict and assimilation of Islam and indigenous cultures in South Asia.	Course comps 2, 4, 5, 7, 8, 9, 11, 12, 14, 15, 16, 17 Syllabus weeks 1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 14, 16 Murphey text 1, 2, 3, 4, 5, 6, 7, 8, 10 Spodek text 3, 4, 5, 7, 8
Course content emphasizes the study of social behavior such as that found in: HISTORY	The course is a survey of the rich and diverse history of the ancient eastern world. Students gain an understanding of social behaviors in the history of Asian civilizations by studying the development of philosophy, mathematics, medicine, religion, astronomy, art, architecture and culture in the classical East and its impact on the Western World.	Course comps 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 17 Syllabus weeks 1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 14, 16 Murphey text 1, 2, 3, 4, 5, 6, 7, 8 Spodek text 3, 4, 5, 7, 8, 9, 10, 11

<p>Course emphasizes: b. the distinct methods of inquiry of social and behavioral sciences.</p>	<p>Ancient Eastern Civilization is brought alive through biographical portraits of King Ashoka, Buddha, Mahavira, Confucius, Mencius, Muhammad, and Han Emperor Wu Di. The theory and practices of social enquiry are further augmented through a comparative analysis of traditional Asian societies in comparisons with the Western traditions such as 'law, crime, and punishment,' through Qin Legalism in ancient China and Mauryan Empire in ancient India. Throughout the course students are engaged in the methods of historical enquiry by analyzing films such as 'Indus: An Unvoiced Civilization', in which they interpret historical data to evaluate the dynamics behind the development of urban design and space in the ancient city of Dholavira around 2,500 B.C.</p>	<p>Course comps 2, 3, 4, 5, 7, 8, 10, 11, 14, 17 Syllabus weeks 1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 14, 16 Murphey text 1, 2, 3, 7, 8, 9 Spodek text 2, 3, 5, 7, 8</p>
<p>Course illustrates use of social and behavioral science perspectives and data.</p>	<p>This course meets the criteria for social and behavioral studies by utilizing the tools and methodologies for historical analysis by studying relevant primary sources such as excerpts from the ancient text of Kautilya's Arthashastra and Kalidas's Shakuntala during the golden age of the Gupta Empire in 320 C.E. Students are provided with the opportunity of experiencing from the data derived from on-site visits to a non-Western religious or cultural place such as a Hindu Temple, or a Gurdawara (for Sikhism, an offshoot of Hinduism), or Iskon (Offshoot of Hindu Temple) or a Buddhist temple, or a Japanese shrine, or a Chinese temple, or a Mosque, and submit their reflections of the social, religious and cultural perspectives. Student learning is transported beyond the classroom into the community, where they benefit in terms of building global awareness and multicultural perspectives.</p>	<p>Course comps 1, 4, 7, 8, 9, 10, 11, 13, 14 Syllabus weeks 4, 5, 6, 8, 9, 10, 12, 13, 16 Murphey text 31 4, 5, 6, 7, 8 Spodek text 1, 3, 5, 7, 8</p>

## JUSTIFICATION FOR SOCIAL AND BEHAVIORAL SCIENCE DESIGNATION

HIS 113 - History of Eastern Civilizations to 1850 meets all the criteria designated by ASU to train students in the survey and historiography of the ancient non-Western world. The course provides a deep understanding of complex human interactions in eastern cultures, as well as knowledge of political theories, statecraft, literature, language, philosophy, and culture in the rich and enduring civilizations of Mesopotamia, Egypt, India, China, Vietnam, Korea, and Japan. The class provides the students with a historical and social perspective of the conflicts and fusion of the Aryan and pre Aryan people in early India; early evolution of the Chinese state and the creation of a centralized imperial system; classical Japan and the impact of Korea and China on Japanese civilization. This course meets the criteria for social and behavioral studies by utilizing the tools and methodologies for historical analysis by studying relevant primary sources such as excerpts from the ancient text of Kautilya's Arthashastra and Kalidas's Shakuntala during the golden age of the Gupta Empire in 320 C.E. The key element of the course is to provide students with a global perspective of history of Asian civilizations and an awareness of the immense contribution to mathematics, medicine, religion, astronomy, art, and architecture by the classical East to the West. Throughout the course students are provided with a deep understanding of social behavior through instances such as comparative analysis of traditional Asian societies in comparisons with the Western traditions such as 'law, crime, and punishment,' through Qin Legalism in ancient China, and Mauryan Empire in ancient India.

**Official Course Description: MCCCDCD Approval: 09/27/94****HIS113 19946-99999**

LEC 3 Credit(s) 3 Period(s)

**History of Eastern Civilizations to 1850**

An examination of the characteristics and development of civilizations, religions and philosophies of the Middle East, India, Far East, and Southeast Asia. From ancient times to the mid-nineteenth century.  
Prerequisites: None.

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**MCCCDCD Official Course Competencies:****HIS113 19946-99999 History of Eastern Civilizations to 1850**

1. Identify and locate on a map the principal geographic features, countries, and capitals of Asia. (I, II, III, IV)
2. Describe the general social, political, and economic characteristics of the ancient Middle East. (I)
3. Compare and contrast the writing and religious system of Mesopotamia with that of Egypt. (I)
4. Discuss and describe the conflict and blending between the Aryan and pre Aryan peoples of the Indian subcontinent. (I)
5. Examine the early development of the Chinese state and discuss the impact of geography on the Chinese civilization. (I)
6. Examine and describe the role of imperialism in the early Middle East with emphasis on the Hittite, Assyrian, and Persian empires. (II)
7. Discuss the development of recognizable states in India and the challenges posed by foreign invasion. (II)
8. Describe, discuss, and explain the development of various religious beliefs and their impact on Indian society. (II)

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9. Discuss and identify the role of trade in southeast Asia and its import on the various societies. (II)
10. Examine, discuss, and compare the major philosophies of China. (III)
11. Examine the development of a centralized imperial system in China and discuss the challenges of internal rebellion and external invasion to the social order. (III)
12. Examine, discuss, and identify the major steps in the early development of Korea. (III)
13. Examine, compare, and contrast the creation myths of Korea and Japan and their impact on each society. (III)
14. Identify, examine, and discuss the early development of Japan and the impact of the Shogunate. (III)
15. Recognize, identify, and discuss the various elements in the development of the Islamic faith. (IV)
16. Examine, discuss, and explain the interaction between the Indian states and the British empire. (IV)
17. Examine the interaction between the Chinese and the barbarian peoples and the impact this has on the culture and civilization of China. (IV)
18. Identify and discuss the isolationist tendencies which appeared in Japan and Korea and their impact on government and society. (IV)

19. Examine, discuss, and explain the expansion of Islamic power in Asia and Asia Minor. (IV)

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### MCCCD Official Course Outline:

#### **HIS113 19946-99999 History of Eastern Civilizations to 1850**

- I. Early civilization in the Asian world
  - A. Background
    - 1. Early man
    - 2. Tribalism and the supernatural
  - B. From primitive to agricultural society
    - 1. Domestication of animals
    - 2. Beginnings of agricultural
    - 3. The development of villages and towns
    - 4. Irrigation and growing social complexity
  - C. Mesopotamia: the fertile land between the rivers
    - 1. The land and the people
    - 2. The cities and the social system
    - 3. Religion, ethics, laws, and writing
    - 4. Historical developments in early summer
  - D. The later period in Mesopotamia
    - 1. Rise and decline of the Akkadian state
    - 2. The era of the Guti and the third dynasty of Ur
    - 3. The Amorite period and Hammurabi
  - E. Egypt: the black land
    - 1. Early settlements in the Nile valley
    - 2. The unification movement in Egypt
    - 3. The old kingdom and the Feudal Age
    - 4. The middle kingdom and the age of the Hyksos
    - 5. The era of the New Kingdom
  - F. Egyptian culture and religion
    - 1. Egyptian writing system
    - 2. Religion and the after life in Egypt
  - G. The Indian subcontinent: the geographic setting
  - H. The beginnings of Indian civilization
    - 1. Civilization in the Indus valley
    - 2. The age of Aryan intrusion
    - 3. Vedic civilization and Aryan expansion
  - I. The land and the people
    - 1. The geographic setting
    - 2. The area of early Chinese civilization
    - 3. Early inhabitants of China
  - J. Foundations of Chinese civilization
    - 1. The early period
    - 2. The Chou dynastic period
    - 3. The eastern Chou period and the warring states



4. The powerful state of Ch'in
  5. Social and economic changes
- II. Ancient imperial development
- A. Imperialism in the ancient world
  - B. Hittite civilization
    1. The nature and development of Hittite power
    2. Hittite society and the decline of the empire
  - C. The Neo-Babylonian era
    1. Babylon and the Assyrians
    2. The glory and downfall of New-Babylonia
  - D. The Persian empire
    1. The Medes and the rise of Persia
    2. The Persian religious system
    3. The late Persian empire
    4. The administration of the Persian state
    5. Greece and Macedonia
    6. Alexander the conqueror
    7. Impact and results of the Macedonian conquest
    8. Political changes from Alexander to the Sassanids
    9. The Sassanids: the revitalized east
  - E. The admixture of religion and the social order
    1. Problems of acquiring information
    2. Society and religion intertwined
  - F. India: from the Vedic Age to the Gupta Empire
    1. Foundation of the Magadhan state
    2. Struggles with the western peoples
    3. The early social system
    4. The height and decline of Magadhan Empire
    5. Age of the foreigners
    6. Social changes during the Maurya-Scythian Era
  - G. The Gupta, Huns, and Arabs
    1. The Gupta Empire
    2. The Huns and the Hindu kingdoms
    3. Appearance of the Arabs
  - H. Major religious movements in early India
    1. Early Indian religious beliefs
    2. Mahavira and Jainism
    3. Sautama Buddha
    3. Religion during the Gupta Empire and its successors
  - I. The lands and the early peoples
    1. The geographic setting
    2. The peoples
    3. Trade patterns
  - J. The early empires of southeast Asia
    1. The empire of Funan and its neighbors
    2. The Mon State of Dvaravati and Thaton
    3. The Champese state
    4. The Srivijayan empire

5. The Sailendra Dynasty in Java and Srivijaya
6. The Cambodian religion
7. Champa and Vietnam
8. The rise and decline of Pagan Burma

### III. The roots of the modern states

- A. Classical Chinese philosophy
  1. The path and Confucius
  2. Taoism, the way
  3. Some other important philosophical concepts
- B. The early Chinese imperial period
  1. China under the Ch'in Dynasty
  2. The reign of the Han Dynasty
  3. The era of Disunity and Barbarian invasions
  4. Han society and culture
- C. The golden age of China
  1. The era of the Sui Dynasty
  2. The great T'ang Dynasty
  3. The era of Sung supremacy
  4. Social and economic changes
- D. Korea during the early period
  1. The semi-mythical era of Choson
  2. The latter days of Choson
  3. Chinese rule in Korea
  4. Korean life and society in the south
- E. Era of the three kingdoms of Korea
  1. Development of the three kingdoms
  2. Korguryo: the land in the north
- F. Korea as a unified state
  1. The era of dominance by Silla
  2. The Korea of the age of Koryo
- G. Effects of Geography
- H. Japan in pre-historic times
- I. The early historical period of Japan
  1. The age of myth and legend
  2. The era of Yamato power
  3. The age of Nara Japan
  4. Heian Japan: the era of the Fujiwara
- J. The Feudal age in Japan
  1. Decline of the court nobility
  2. The Kamakura Shogunate
  3. The Mongol invasions and their impact
  4. The Ashikaga Shogunate
  5. Era of the warring states

### IV. Islamic and other challenging factors in Asian development

- A. Geographic background
- B. The people and their life styles
- C. The city of Mecca
- D. The rise and spread of Islam

1. The era of Muhammed
  2. The spread of Islam
  3. Problems within the Islamic world
  4. The Umaiya Calphs
  5. Umaiya rule and conquests
- E. The Middle Ages of Islam
1. The era of the Abbasids
  2. The era of turmoil
- F. Islam: the faith of Muhammed
1. Theology of the Islamic faith
  2. Impact of Islam on the west
- G. The period of Moslem dominance
1. The Indian dark ages
  2. The Turks and Afghans
  3. The empire of the Mughals
  4. The era of the Mughal emperors
- H. British involvement in India
1. The early period of European intrusion
  2. The British enter the Indian scene
  3. Britain and France struggle for India
  4. Britain moves toward dominance in India
  5. Rule of the East India Company
  6. British government in India
- I. The Indian empire of Great Britain
1. Expansion and reform
  2. The Sepoy mutiny of 1857
- J. The Mongol era in China
1. The early Mongol peoples
  2. Ginghis Khan the conqueror
  3. Continuing Mongol conquests
  4. The Yuan Dynasty of China
  5. Downfall of the Yuan dynasty
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- K. The Ming Dynasty period
1. The early Ming emperors
  2. Problems of the Ming dynasty
  3. Cultural developments under the Mings
  4. Downfall of Ming dynasty
- L. The Manchu rule in China
1. The Manchus come to power
  2. China under the Manchus
- M. The impact of the west on China
1. Early European contact
  2. Catholic missionary efforts in China
  3. Western traders and merchants
- N. The renunciation and consolidation of Japan
1. The process of reunification
  2. The Tokugawa rise to power
- O. Tokugawa Japan

1. Tokugawa political and control system
2. The bureaucracy and the fiscal structure
3. Society and culture in Tokugawa Japan

P. Korea under the Yi dynasty

1. Social and political organization
2. Culture during the Yi period
3. The problems of factionalism and invasions
4. Decline, decay, and foreign pressures

Q. The era of the Ottoman Turk

1. Beginnings of Ottoman power
2. Foundations of the empire
3. Structure of the Ottoman empire
4. Decline of the Ottoman empire

R. The era of Persian power

1. The Safawid dynastic period
2. The rise of the Qajar dynasty

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**Syllabus for HIS 113: HISTORY OF EASTERN CIVILIZATIONS to 1850**  
**Paradise Valley Community College**

**Instructor: Dr. Vaswati Ghosh**

**email:- [vaswati.ghosh@pvmail.maricopa.edu](mailto:vaswati.ghosh@pvmail.maricopa.edu)**

***IMPORTANT:- If you are sending me an email, please make sure to write "HIS 113 student", in the subject line, so I know that you are one of my students from my HIS 113 class.***

**Office Location: M 291**

**Office Phone # 602 787 7194**

**Office Hours: Mondays & Wednesdays 11:00 AM to 1:00 PM, Tuesdays and Thursdays 1:30 PM to 2:30 PM.**

**TEXTBOOKS:**

Rhoads Murphey. *A History of Asia*, Fifth Edition, Longman Publication.

Howard Spodek, *The World's History*, Third Edition, Vol. I: Prehistory to 1500, Pearson/Prentice Hall.

**COURSE DESCRIPTION:** Survey of characteristics and development of civilizations of India and the Far East from ancient times to the mid-nineteenth century. The focus of the course would be on the developments in political theories, statecraft, literature, language, philosophy, and culture in the ancient Non-Western world of Mesopotamia, South Asia, and Southeast Asia; the sociocultural progress, conflicts and blending between Aryan and pre Aryan people in early classical India; early evolution of the Chinese state and a creation of a centralized imperial system; religion and cultural interactions in early Southeast Asia; classical Japan and the impact of Korea and China on Japanese civilization. Prerequisites: None.

**COURSE COMPETENCIES:** Upon completion of this course, students will be able to:

1. Identify and locate on a map the principal geographic features, countries, and capitals of Asia.
2. Describe the general social, political, and economic characteristics of the ancient Middle East.
3. Compare and contrast the writing and religious system of Mesopotamia with that of Egypt.
4. Discuss and describe the conflict and blending between the Aryan and pre Aryan peoples of the Indian subcontinent.
5. Examine the early development of the Chinese state and discuss the impact of geography on the Chinese civilization.
6. Examine and describe the role of imperialism in the early Middle East with emphasis on the Hittite, Assyrian, and Persian empires.
7. Discuss the development of recognizable states in India and the challenges posed by foreign invasion.
8. Describe, discuss, and explain the development of various religious beliefs and their impact on Indian society.
9. Discuss and identify the role of trade in southeast Asia and its import on the various societies.
10. Examine, discuss, and compare the major philosophies of China.
11. Examine the development of a centralized imperial system in China and discuss the challenges of internal rebellion and external invasion to the social order.
12. Examine, discuss, and identify the major steps in the early development of Korea.
13. Examine, compare, and contrast the creation myths of Korea and Japan and their impact on each society.
14. Identify, examine, and discuss the early development of Japan and the impact of the Shogunate.
15. Recognize, identify, and discuss the various elements in the development of the Islamic faith.
16. Examine, discuss, and explain the interaction between the Indian states and the British empire.

17. Examine the interaction between the Chinese and the barbarian peoples and the impact this has on the culture and civilization of China.
18. Identify and discuss the isolationist tendencies which appeared in Japan and Korea and their impact on government and society.
19. Examine, discuss, and explain the expansion of Islamic power in Asia and Asia Minor.

**COURSE REQUIREMENTS:** Students are expected to read the textbooks, read the instructor's introductions on each module, post answers to the instructor's questions on the Discussion Board for every module, watch the films on religion and culture of ancient eastern civilizations, and perform satisfactorily on all tests and complete written projects. There would be 3 Exams, and one research paper, and an onsite visit to a non-western cultural or religious assignment.

**COURSE OUTLINE:**

You are required to complete your readings for each section as stated below before coming to class:-

**WEEK ONE:**

INTRODUCTION: THE ANCIENT NEAR EAST

Read: Spodek, Part 1

The Dry Bones Speak and Settling Down

**WEEK TWO:**

Read Spodek, Part 2, 3

River Valley Civilization: "The Gift of the Nile"

**WEEK THREE:**

Read Spodek, Part 3, 5

Dawn of Empires: Mesopotamia and the Fertile Crescent

The Persian Empire

**WEEK FOUR:**

Read Murphey, 'Introduction – 'Monsoon Asia as a Unit of Study',

Geography, Population, and Economic structure in Monsoon Asia

**WEEK FIVE:**

Read Murphey, chapter 3 'The Traditional Societies of Asia'

**WEEK SIX:**

Read Murphey: chapter 2, 'Asian Religions and Their Cultures' and Spodek, Part 4: The Rise of World Religions, and Spodek, Part 4, 11: Islam

**WEEK SEVEN:**

**Exam One**

**WEEK EIGHT:**

Read Murphey: chapter 4, 'The Civilizations of Ancient India' and Spodek, Part 2, 3: River Valley Civilizations, and Spodek, Part 3, 8: Indian Empires

**WEEK NINE:**

Read Murphey: chapter 5, 'The Civilization of Ancient China' and Spodek, Part 2, 4: A Polycentric World: The Shang Dynasty and The Zhou Dynasty

**WEEK TEN:**

Read, Murphey: chapter 5, 'The Civilization of Ancient China' and Spodek, Part 3, 7: China The Qin Conquest and The Han Dynasty, Culture, Achievements

**WEEK ELEVEN:**

**Exam Two**

**WEEK TWELVE:**

Read Murphey: chapter 6, 'Medieval India' and 'chapter 10 Mughal India

The Islamic Advance into India and South India, and The Cholas, Vijaynagar

**WEEK THIRTEEN:**

Read Murphey, chapter 7, Early and Medieval Southeast Asia'

Eastward Spread of Islam, Vietnam, Malaya, Indonesia and the Philippines

**WEEK FOURTEEN:**

Read Murphey: chapter 8, China: A Golden Age, and Spodek, Part 3, 7: China  
The Splendor of the Tang and The Song Achievements

**WEEK FIFTEEN**

Exam Three

**WEEK SIXTEEN**

Read Murphey, chapter 9, 'Early, Classical, and Medieval Japan'  
Heian Culture, Murasaki Shikibu, The Kamakura Period, Ashikaga Japan  
Research assignment

**CLASS REQUIRMENTS:**

1. IN THIS CLASS ALL STUDENTS ARE EXPECTED TO WORK IN GROUPS. Throughout the semester, the class would be divided into groups of 4. The instructor will form new groups so that all students have the opportunity to participate equally and develop their skills on leadership and teamwork. The intension is to promote an in-depth knowledge of the subject through critical thinking and "cause and effect", by utilizing active, collaborative, and problem based learning strategies. Remember the most learning takes place when the students are actively engaged with the course.
2. Students are expected to read and complete their homework after every class, so that they can be prepared for the class review/discussion that will take place at the beginning of each class. The instructor will call upon students to answer questions in order to review and assess learning.
3. ATTENDANCE: Attendance to every class is important as grades are allotted for class participation. The Instructor will pass around an attendance sheet for you to sign in everyday when you come to class. You are expected to sign the attendance sheet within the first 10 minutes of the beginning of the class. If you are not present when the sheet is being passed around, then you will miss your attendance. Students must stay in class throughout the class period. No attendance and points will be given to tardy students or students who leave during the class time without informing the instructor.
4. The instructor is willing to make reasonable accommodations for limitations due to any disabilities. Please see me before or after class to discuss any special needs that you may have. Student Services in the College: Please make sure to utilize the tutoring, advising, financial aid, student life, personal and career counseling services in the college.

**REQUIREMENTS FOR THE ON-SITE VISIT TO A NON-WESTERN CULTURAL OR RELIGIOUS CENTER:-**

1. Choose to visit any one place of worship (or more) if you wish near where you live. It could be a Hindu Temple, or a Gurdawara (for Sikhism, an offshoot of Hinduism), or Iskon (Offshoot of Hindu Temple) or a Buddhist temple, or a Japanese shrine, or a Chinese temple, or a Mosque.
2. Visit any of the above religious institution and witness a ceremony of worship.
3. Write a detailed report, giving your reflection of the ceremony, the language used, the mode or method of worship used, the presence or absence of idols, explanation of idols or symbols used, the dress and manner of the worshippers, the ambiance of the temple or shrine, architecture, images, partaking of food and so on. Lastly, what did you learn about the religion and the people who were present?
  1. The report should be typed, double spaced atleast 1000 words, as well as provide address of the place you visited, you can also upload pictures in the report.
  2. A synopsis of the report should also be posted on the Discussion Board for the class to read, comment or questions about your visit.

Please submit your assignment by the deadline to receive your points. The intention of the above activity is to help you learn from beyond the classroom through the community. Research has shown that such learning is usually long term and has enormous benefits in terms of building global awareness and multicultural perspective for students.

### AN ASSIGNMENT FOR THE CLASS

For the section on Indus Valley Civilization, the class is required to watch an excellent film on the 'Indus: The Unvoiced Civilization' through a streaming video that is available through our college library. Please read the instructions very carefully below before you click on the link at the bottom of the message. After you have watched the film you must submit a two page answer to the question mentioned below:-

1. The databases in the Library are for use by Paradise Valley Community College students, faculty, and staff.
2. Remote access to the databases requires your 13-digit bar code number(not your social security number) and the last four digits of your telephone number you gave Admissions & Records which is located on the back of your PVCC ID card. If you have problems logging in call the Library Circulation desk at 602-787-7200. Community borrowers do not have remote access to the databases but are welcomed to use them at the PVCC Library.
3. All students, faculty, or staff not having a PVCC ID will need to obtain one through Admissions & Records and College Safety if wanting to check out Library materials or to have remote use of the databases.
4. If you would like to learn how to search the databases please go to the following tutorial: Searching the Library databases  
<<http://www.pvc.maricopa.edu/library/Camtasia%20Tutorials.htm>>
5. If you are having problems accessing PVCC's databases -- Try accessing the "Maricopa District Community Colleges databases"  
<<http://www.dist.maricopa.edu/its/databases.html>> .
6. If you still are having problems please call 602-787-7200 for assistance or Ask a Librarian 24/7  
<<http://www.pvc.maricopa.edu/library/forms/ask.html>>, here!
7. Then go to the 'Subjects Folder' on the upper left hand corner and click on 'Social Sciences'
8. Go down to the list of films and then click on the 'Indus Valley'
9. Watch the film, make notes as you watch the film and answer the question below at the end of the film.

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<http://ezproxy.pvc.maricopa.edu/login?url=http://www.fmgondemand.com/PortalPlaylists.aspx?cid=1093&inst=collection1093>

***Question:- Discuss the salient features of the Indus Valley. Utilize examples from the film 'The Indus Valley' on the section on the Dholavira site to explain why you would consider the Indus Valley to be an outstanding civilization of its time?***

#### GRADING POLICY

3 Exams x 100 Points = 300 Points

A = 450 - 500

1 Research Paper = 100 Points

B = 400 - 449

Onsite visit to an Eastern Cultural or Religious Center  
= 100 Points

Total = 500 Points

C = 350 - 399

D = 300 - 349

F = 0 - 299



The final grade is contingent upon the student's completion of all assignments: exams, research papers, and onsite visit. IMP:- If you are receiving Financial Aid, please check with the Financial Aid office about your grade requirements.

The current syllabus could be changed at the discretion of the instructor. Any changes would be announced in class and should be considered adequate notification to all class enrollees, whether present or not. It is the student responsibility of remaining informed of all class matters.



**A HISTORY OF**

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**ASIA**

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FIFTH EDITION

**RHOADS  
MURPHEY**

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THE  
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THIRD EDITION

VOLUME I: PREHISTORY TO 1500

HOWARD SPODEK

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