

1.) DATE: 3/1/2021	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) PROPOSED COURSE: Prefix: HIS Number: 113 Title: History of Eastern Civilizations to 1850 Credits: 3 CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: .	
4.) COMMUNITY COLLEGE INITIATOR: VASWATI GHOSH PHONE: 602-787-7194 EMAIL: vaswati.ghosh@paradisevalley.edu	
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 checked="" 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) 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: Select core area... Awareness Areas: Global Awareness (G)	
6.) REQUIRED DOCUMENTATION <input checked="" type="checkbox"/> Cover Form <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books	
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECHSTprefix <input type="checkbox"/> Elective Current General Studies designation(s): H, HU, SB Requested Effective date: 2021 Fall Course Equivalency Guide Is this a multi-section course? Yes Is it governed by a common syllabus? Yes	
Chair/Director: TY WELBORN, HISTORY IC CHAIR Chair/Director Signature:	

AGSC Action: Date action taken: Approved Disapproved

Effective Date: **2021 Fall**

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>This course focuses on the study of history of non-Western world that balances a global approach with attention to the unique character and development of ancient civilizations in the East. The course provides an indepth understanding of how distinctive cultures, as well as religious, intellectual and political life evolved in ancient Mesopotamia, Egypt, India, China, Japan and Korea (See syllabus, Rationale Statement, Course Competencies, and Course outline.)</p>
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	<p>The key element of the course is to provide students with a global perspective of history of ancient civilizations in Asia , Southeast Asia and the Middle East, and a awareness of the immense contribution to philosophy, politics and culture from classical Mesopotamia, China, India, Japan and Korea to the West. (See syllabus, Course Competencies, and Course outline.)</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”</p>	

Course Prefix	Number	Title	Designation
HIS	113	History of Eastern Civilizations to 1850	Global Awareness (G)

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)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
Criterion 1	History of Eastern Civilizations to 1850 focuses on the diverse cultures in ancient civilizations in Asia, Southeast Asia and the Middle East. It also provides a deeper understanding of early Asian religions and its impact on the non-western world with a global perspective.	Module 1 covers ancient Mesopotamia, its land, religion and people. Modules 2 & 6 deals with Hinduism, Buddhism, Shintoism, Confucianism and Islam. Modules 3, 4, 10 covers Indian history, culture and people from 6 th century BC to Indus Valley Civilization, Aryan Civilization, Mauryan Dynasty, Gupta Dynasty, Delhi Sultanate and the Mughals. Modules 5, 8 & 9 do the same for China and Japan. Also, see attached syllabus, course competencies, course outline and course activities.
Criterion 2 c.	The entire course material is devoted to the non-Western world covering religious, cultural, historical, social, political, art and architecture of ancient civilizations in Middle East, Asia and Southeast Asia.	Course Competencies: 2, 3, 4, 8, 10, 13, 14, 15, 17, 18, 19 primarily focuses on the ancient religions, society, political developments in Mesopotamia, China, Middle East, India, Korea and Japan. The syllabus, course modules 2, 3, 4, 5, 6, 7, 8, 9, 10 and the textbooks compare and contrast diverse cultures in the ancient non-western world. Additional activities include watching and writing movie review on Asian history, culture as well as attending a non-Western religious or cultural center/event and write a report.



MARICOPA

COMMUNITY COLLEGES

History of Eastern Civilizations to 1850

Course: **HIS113**

Lecture **3** Credit(s) **3** Period(s) **3** Load

Course Type: **Academic**

First Term: **2009 Fall**

Load Formula: **S**

Final Term: **Current**

Description: 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

Requisites: None

Course Attributes:

General Education Designation: Global Awareness - [G]

General Education Designation: Historical Awareness - [H]

General Education Designation: Humanities and Fine Arts - [HU]

General Education Designation: Social and Behavioral Sciences - [SB]

MCCCD Official Course Competencies

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)
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)

MCCCD Official Course Outline

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
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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`and 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
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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. Koguryo: 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 Umayyad Caliphs
 5. Umayyad 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
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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. Genghis Khan the conqueror
 3. Continuing Mongol conquests
 4. The Yuan Dynasty of China
 5. Downfall of the Yuan dynasty
- 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
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- R. The era of Persian power
1. The Safawid dynastic period
 2. The rise of the Qajar dynasty
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MCCCD Governing Board Approval Date: **9/27/1994**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

Syllabus

HIS 113: HISTORY OF EASTERN CIVILIZATIONS to 1850

Instructor: Dr. Ms. Vaswati Ghosh

Contact Information:- Office Phone# 602 787 7194

Office Location: M 291, email:- vaswati.ghosh@pvmail.maricopa.edu

IMPORTANT:- *The best way to contact me is by 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 134 class.*

Timeline for receiving your reply by email from your Instructor

*Please allow atleast 24 hours to receive my reply to your email message during the week days. Emails sent on Friday afternoons will be answered by the following Monday afternoon. **PLEASE REMEMBER THAT INSTRUCTOR WILL REPLY TO THE SAME EMAIL ADDRESS THAT YOU SENT THE MESSAGE FROM.** So, please make sure that you keep one email address specifically for this course. If you do not receive a reply to your email message after 48 hours, please feel free to contact me by my office phone as well.*

COURSE DESCRIPTION: Survey of characteristics and development of civilizations of Mesopotamia, Egypt, India, the Far East from ancient times to the mid-nineteenth century. The focus of course would be on the development of various religious beliefs and their impact in Middle East and Asia; rise of temples, priests and kings in Ancient Egypt; the sociocultural progress, conflicts and blending between Aryan and pre Aryan people in early India; early evolution of the Chinese state and a creation of a centralized imperial system; classical Japan and the impact of Korea and China on Japanese civilization.

MCCCD OFFICIAL COURSE COMPETENCIES:

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)
 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)

OBJECTIVES:

To be familiar with major events in ancient Non-Western history.

To be able to identify and explain general social, religious, political, and economic characteristics of Mesopotamia, ancient Egypt, classical India, and early China and Japan.

To be able to discuss and explain developments and interactions in Non-Western population and culture.

To become acquainted with the tools and methodologies utilized in historical study.

TEXTS:

Rhoads Murphey. *A History of Asia, 8th Edition.*

D. Brendan Nagle. *The Ancient World: Reading in Social and Cultural History, 8th Edition.*

Vernon O. Egger. *A History of the Muslim World to 1405, The Making of a Civilization.*

COURSE REQUIRMENTS: Students are expected to read the textbooks, the course handouts, perform satisfactorily in all tests and complete 2 Project Assignments.

COURSE OUTLINE:

Module One: Early Civilization in the Middle Eastern World

- Land, People and Religion in Mesopotamia, Hittite and Persian empires
- The Valley of the Nile: Rise of Egypt
- Palaces and Kings in ancient Egypt
- Daily Life in Egypt and the Ancient Middle East
- TEST

Module Two: Ancient Religions and Their Cultures

- Hinduism
- Buddhism in India and its spread Eastward
- Confucianism
- Shinto
- TEST

Module Three: The Traditional Societies of East Asia and South East Asia

- Social Hierarchies
- The Family
- The Status of Women
- Sexual Customs
- Education, Literacy, and the Printed Word
- PROJECT

Module Four: The Civilizations of Ancient India

- The Indus Civilizations
- The Aryans
- The Rise of Empire: Mauryan India
- The Guptas and the Empire of Harsha
- Women in Ancient India
- TEST

Module Five: The Civilization of Ancient China

- The Shang Dynasty
- The Zhou Dynasty
- The Qin Conquest
- The Han Dynasty and Han Achievements
- TEST

Module Six: Development of the Islamic World

- Muhammad and the Rise of Islam
- The Expansion of Islam
- Architecture, science and philosophy in the Islamic World
- PROJECT

Module Seven: Medieval India

The Islamic Advance into India
The Delhi Sultanate
Notable Sultans: Ala-ud-din Khalji
South India, The Cholas
TEST

Module Eight: China: A Golden Age

The Splendor of the Tang
Chang'an in an Age of Imperial Splendor
Cultural Brilliance and Political Decay
The Song Achievement
TEST

Module Nine: Early Japan and Korea

Japan, Heian Culture
Murasaki Shikibu
The Kamakura Period
Ashikaga Japan
Ties between Japan and Tomb Builders
TEST

Module Ten: Mughal India and Central Asia

The Mughals in India
Akbar, the Man
The Reign of Aurangzeb: Repression and Revolt
Central Asia
TEST

GRADING POLICY:

8 Tests x 100 pts = 800 points	A = 800 - 1000
2 Project Assignments x 100 pts = 150 points	B = 600- 799
Class Attendance= 50 points	C = 400 - 599
Total= 1000 Points	D = 200 – 399
	F = 0 - 199

Timeline for receiving your grades and feedback from your Instructor

Please allow one week to receive your grades and feedback from instructor for each assignment.

All grades are available to the students through the 'Grades' link on the left navigation bar of Canvas homepage.

All assignments completed by 11:55 PM of the due date. (50% points deducted for late postings. The only exception is when documentation is provided).

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 students, whether present or not. It is the student responsibility of remaining informed of all class matters.

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.

Statement of Students Rights and Responsibilities: Students are responsible to read and understand the District Wide Scholastic Standards found in the current Student Handbook. Pay particular attention to the technology screen, 2.5.2 Student Disciplinary Code, Article III, Paragraph 15.

Special Accommodations: Students with disabilities, who believe they may need special accommodations, please visit the Disability Resource Office in the KSC (Kranitz Student Center) Building, in order to receive the appropriate accommodations for this class.

Phone [602-787-7171](tel:602-787-7171). [If you Disability Resources assistance to take this course, you can contact them at 602-787-7171, or Click Here \(Links to an external site.\) to visit their page.](#)

Title IX /sexual assault, sexual harassment, dating/domestic violence, stalking will not be tolerated or shown in class unless specified in the syllabus. Information on Disability and sexual harassment is found here: [Mandatory DRS and TITLE IX Syllabus](#)

[StatementsLinks to an external site.](#) [Links to an external site.](#)

PROJECT ASSIGNMENTS (MUST COMPLETE BOTH)

A) Watch a Bollywood Film on Indian History from the list provided at the end syllabus and write a detailed review connecting it to the historical content you have learnt in your class.

AND

B) VISIT AN EASTERN CULTURAL, RELIGIOUS, or ARTS CENTER *on-site visit report of Eastern religious/cultural center*

The course activities are excellent opportunities for you to learn and understand Asian culture, religion and heritage. The best learning is always done outside the classroom from the community.

1. Choose to visit any a place of worship, or cultural or art center of Asia 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, or if you are in Phoenix, you can visit the Museum of Asian Art. Your visit must be to a non-western center. If you choose any

other site than what is mentioned below, you must check with me, before you plan your visit. Without Instructor permission of your chosen site, you will not get the points for your extra-credit.

2. Visit any of the above institution and witness a ceremony of worship, and take a tour of the premises. You must take lots of pictures (with permission, if needed). Your pictures must demonstrate proof of your visit, that could include a picture of purchased ticket, or your profile in front of the entrance to the center or place of visit.
3. Write a detailed report of atleast 1000 words, 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, museum, images, partaking of food and so on. Lastly, what did you learn about the religion/culture/heritage of Asia from your visit?
4. You are also expected to take pictures of place you visited. Please make sure to request permission to take photographs of your visit, the ceremony or of the building, interiors and so on.
5. Please submit your assignment by the deadline to receive your points. The deadline is mentioned in the Course Schedule. You can get upto 40 points as extra-credit for this activity. But you must submit a written report and upload photographs of your visit that demonstrates that you visited the center to get points.
6. Please read the websites below for information on religious events that might be of interest to you. You can also try calling them up or visiting them directly. All institutions are open to the public. Take a camera with you, as pictures are required for this project.
7. You are welcome to search for any other institution not listed below). But you must check with me before you plan to attend a center not listed below. Without prior approval/permission from the Instructor, you will not get points for the assignment.

a) Attending a prayer ceremony at Phoenix Ekta Mandir, Hindu Temple

<http://www.ektamandirarizona.org/> (Links to an external site.) [\(Links to an external site.\)](#)

b) Iskon

<http://www.iskconphoenix.com/> (Links to an external site.) [\(Links to an external site.\)](#)

c) Phoenix Gurdwara for the Sikhs from India

<http://gurunanakdwara.org/> (Links to an external site.) [\(Links to an external site.\)](#)

<http://www.sikhnet.com/people/phoenix-arizona-sikhs-enhance-awareness-their-community> (Links to an external site.) [\(Links to an external site.\)](#)

d) Arizona Buddhist Temple

<http://www.azbuddhisttemple.org/> (Links to an external site.) (Links to an external site.)

e) Buddhist Temple, Waddell, AZ

f) Japanese Friendship Garden, Phoenix

<http://www.japanesefriendshipgarden.org/index.html>(Links to an external site.) (Links to an external site.)

(Links to an external site.)g) Sujnana religious and charitable foundation. The temple is located at 615 S. Beck, Tempe, AZ 85281

g) Phoenix Art Museum to view their Asian Collection and Sikh Religion and cultural exhibit. It is free for students, so make sure to carry your PVCC student ID.

<http://www.phxart.org/collection/asianmain.php> (Links to an external site.) (Links to an external site.)

List of Bollywood movies about Asian history



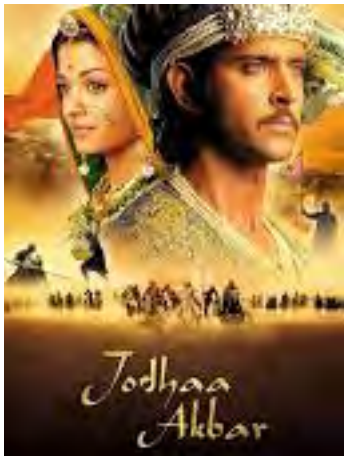
About Rani of Jhansi and Dalhousie's Doctrine of Lapse



About the Maratha Ruler Bajirao in India after Shivaji



About the Indus Valley Civilization in 2500BC



About the Mughal Emperor Akbar



About the Marathas



About the war between the Marathas and the Mughals



About the British Rule in India 1850s.



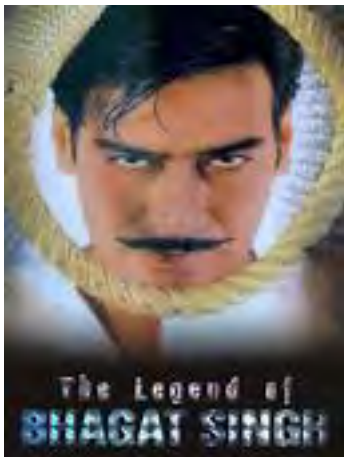
About the British rule in the Indian Subcontinent



About King Ashoka of the Mauryan Dynasty



About Indian Revolutionaries fighting against British Rule



About Indian Revolutionary Fighting against British Rule

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HIS 113 - History of Eastern Civilizations to 1850 - Rationale Statement: Social and Behavioral Sciences

HIS 113 - History of Eastern Civilizations to 1850 meets all the criteria designated by ASU for courses that train students in the theories and methods of social sciences. Through the utilization of historical methodology, the course provides a comprehensive examination of the various religious beliefs and their impact in ancient Non-Western world; the rise of ancient civilizations in Mesopotamia and Egypt; the sociocultural progress and conflicts in classical India; early evolution of the Chinese state and a creation of a centralized imperial system; ancient Japan and the impact of Korea and China on Japanese civilization. A primary objective of the course is to help students become acquainted with the tools and methodologies utilized in historical study in particular and in social sciences in general.

HIS 113 - History of Eastern Civilizations to 1850 – Rationale Statement: Humanities

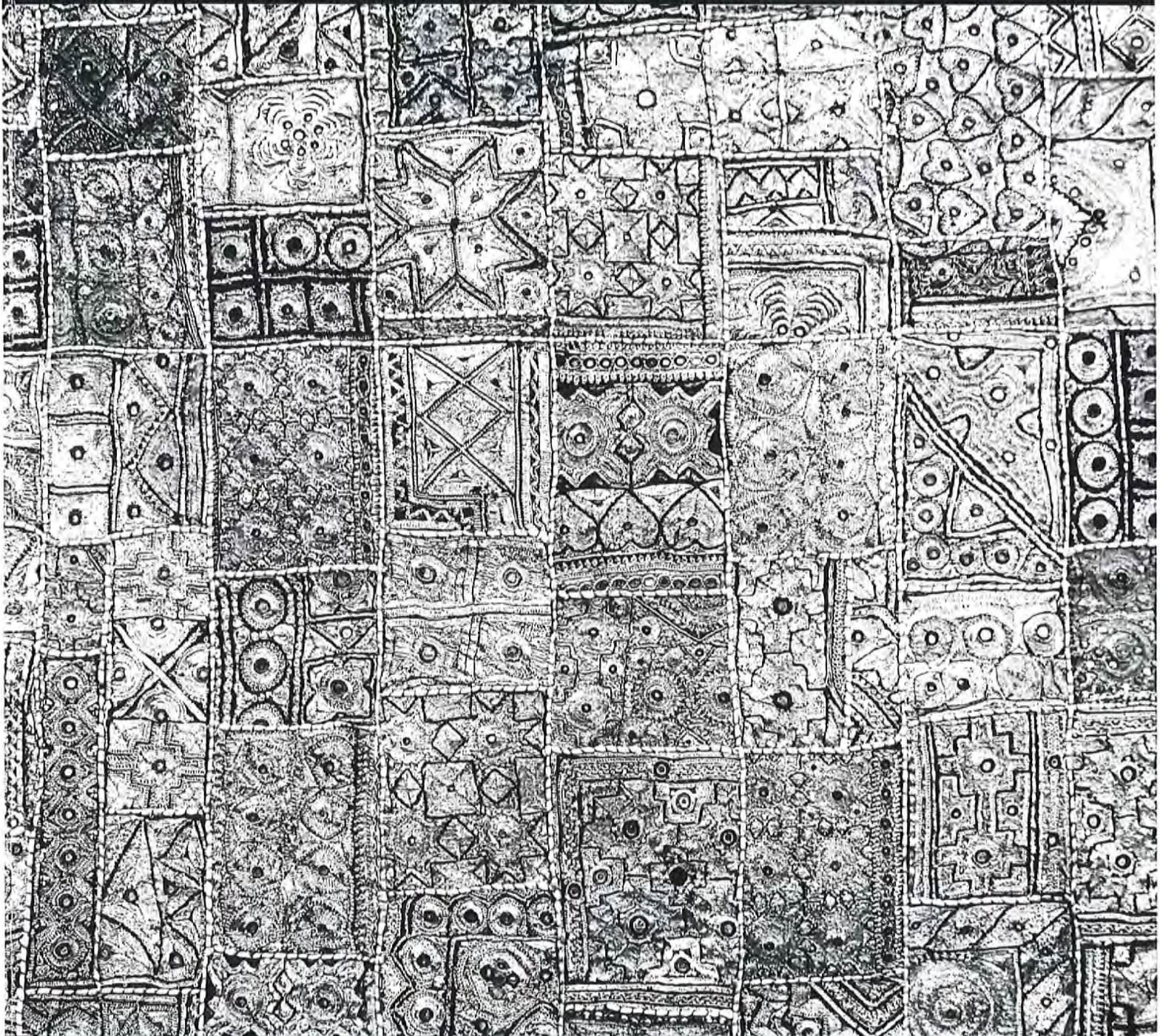
HIS 113 - History of Eastern Civilizations from ancient times to mid-nineteenth century meets all the criteria designated by ASU for courses that train students in diverse cultures through the study of the rich sociocultural developments and political conflicts in ancient Mesopotamia, Egypt, India, China, Japan and Korea. The focus of the course is to identify and trace the vast advances in political theories, statecraft, literature, language, religion, philosophy, art, architecture and culture in Non-Western world. The key element of the course is to help students reach a historical perspective and cultural diversity in early Asia and the Middle East.

HIS 113 - History of Eastern Civilizations to 1850 – Rationale Statement: Global Awareness

HIS 113 - History of Eastern Civilizations to 1850 provides an indepth study of history of non-Western world that balances a global approach with attention to the unique character and development of ancient civilizations in the East. The course provides a better understanding how distinctive cultures, as well as how religious, intellectual and political life in ancient Mesopotamia, Egypt, India, China, Japan and Korea. The key element of the course is to provide students with a global perspective of history of ancient civilizations in Asia and the Middle East, and an awareness of the immense contribution to philosophy, politics and culture by the classical East to the West.

A History of ASIA

8th Edition



Rhoads Murphey with Kristin Stapleton

ROUTLEDGE



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A History of the Muslim World to 1405 *The Making of a Civilization*



Vernon O. Egger

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EIGHTH EDITION



D. BRENDAN NAGLE

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