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: ; 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:

☑ 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
☑ Cover Form
☑ Course Syllabus
☑ Course Description
☑ Criteria Checklist for the area
☑ Table of Contents from the textbook required and list of required readings/books

7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
☑ DECHST prefix  □ 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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td></td>
<td>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 in-depth 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.)</td>
</tr>
</tbody>
</table>

1. Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

2. The course must match at least one of the following descriptions: (check all which may apply):

   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.**

   b. The course is a language course for a contemporary non-English language, and has a significant cultural component.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>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.</th>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>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.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>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 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
</tbody>
</table>

**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 6th 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.
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
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’ai 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

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

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:

COURSE REQUIREMENTS: 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
2 Project Assignments x 100 pts = 150 points
Class Attendance= 50 points
Total= 1000 Points

A = 800 - 1000
B = 600- 799
C = 400 - 599
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. 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

**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.)

b) Iskon

http://www.iskconphoenix.com/ (Links to an external site.)

c) Phoenix Gurdwara for the Sikhs from India

http://gurunanakdwara.org/ (Links to an external site.)

http://www.sikhnet.com/people/phoenix-arizona-sikhs-enhance-awareness-their-
community (Links to an external site.)
d) Arizona Buddhist Temple

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

e) Buddhist Temple, Waddell, AZ

f) Japanese Friendship Garden, Phoenix

http://www.japonesefriendshipgarden.org/index.html(Links to an external site.)

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.)

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

PLEASE TAKE A PRINTOUT OF THIS PAGE FOR YOUR FUTURE REFERENCE.
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.
<table>
<thead>
<tr>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Images xi</td>
</tr>
<tr>
<td>List of Maps xv</td>
</tr>
<tr>
<td>List of Documents xvii</td>
</tr>
<tr>
<td>Preface xix</td>
</tr>
<tr>
<td>Acknowledgments xxi</td>
</tr>
<tr>
<td>Author's Note to the Reader xxiii</td>
</tr>
<tr>
<td>About the Author xxv</td>
</tr>
<tr>
<td>A Note on the Spelling of Asian Names and Words xxvii</td>
</tr>
<tr>
<td>Map: Monsoon Asia xxix</td>
</tr>
<tr>
<td>Chronology xxxi</td>
</tr>
</tbody>
</table>

| Introduction: Monsoon Asia as a Unit of Study 1 |
| Geography 1 |
| Population Densities 2 |
| Common Cultural Patterns 4 |
| The Study of Monsoon Asia 7 |

| 1 Prehistoric Asia 9 |
| Early and Paleolithic Cultures 9 |
| The Neolithic Revolution 11 |
| Origins of Civilization in India 12 |
| The Indus Civilization 13 |
| The Aryans 17 |
| Agricultural Origins in Southeast Asia 18 |
| Peoples and Early Kingdoms of Southeast Asia 19 |
| Prehistoric China 20 |
| Korea and Japan 22 |
| Early Asian Commercial and Cultural Networking 24 |

| 2 Asian Religions and Their Cultures 25 |
| Hinduism 25 |
| Jainism and Buddhism in India and Buddhism's Spread Eastward 29 |
| A Closer Look: Gautama Buddha 29 |

| 3 The Societies of Asia 44 |
| Social Hierarchies 45 |
| The Family 47 |
| Sexuality 49 |
| The Status of Women 51 |
| Gender, Sexuality, and Family in Southeast Asia 53 |
| Education, Literacy, and the Printed Word 54 |
| Material Welfare 56 |

| 4 The Civilization of Ancient India 62 |
| The Rise of Empire: Mauryan India 62 |
| The Maurya Dynasty 64 |
| Pataliputra and the Glory of Mauryan India 65 |
| Kushans and Greeks 67 |
| Southern India and the City of Madurai 68 |
| Ceylon 69 |
| The Guptas and the Empire of Harsha 70 |
| Women in Ancient India 72 |
| The Indian Heritage 73 |
| Reading Across Cultures: The Divine Couple and the Human Family 30 |
| Confucianism 33 |
| Daoism 36 |
| Judaism and Christianity in Monsoon Asia 58 |
| Islam in Asia 38 |
| Shintō 41 |
| Asian Religions: Some Reflections 41 |

vii
The Gupta Legacy in the Bay of Bengal Region 75

5 Ancient China 76
The Origins of China 76
The Shang Dynasty 77
The Zhou Dynasty 79
A Closer Look: Confucius, the Sage 82
The Qin Conquest 83
Qin Authoritarianism 85
The Han Dynasty 87
A Closer Look: Cities in Ancient China 95
Reading Across Cultures: Han Civilization in Vietnam 96
Han Achievements 96

6 Medieval India 98
Early Islamic Influence in Northern India 98
The Islamic Advance into Northern India 99
The Delhi Sultanate 100
A Closer Look: Notable Sultans: Ala-ud-din Khalji 102
Southern India 105
The Cholas 108

7 Early and Medieval Southeast Asia 112
The Setting 112
Origin of Peoples 113
Indianized Southeast Asia 113
Medieval Pagan and Thai Ayudhya 115
A Closer Look: "Zomia": A New Concept in Political Geography 117
Cambodia, Laos, and Vietnam 117
A Closer Look: Angkor: City of Monumental Splendor 119
Malaya, Indonesia, and the Philippines 121
Reading Across Cultures: Borobudur 123
The Eastward Spread of Islam 124
Reading Across Cultures: Conversions to Islam 125
Melaka and the Entry of the West 126

8 China: A Golden Age 128
Reunification in China 128

The Splendor of the Tang 129
Cultural Brilliance and Political Decay 132
A Closer Look: Chang'an in an Age of Imperial Splendor 132
The Song Achievement 135
The Southern Song Period 140
The Mongol Conquest and the Yuan Dynasty 143
Chinese Culture and the Empire 146

9 Early Japan and Korea 148
Japan 148
Ties with Korea and the Tomb Builders 149
The Link With China 152
Heian Culture 158
A Closer Look: Murasaki Shikibu (Lady Murasaki) 158
Pressures on the Environment 161
The Kamakura Period 162
Ashikaga Japan 163
Maritime Contacts Between Japan and the Continent 165
Korea 166

10 Central Asia and Mughal India 172
Central Asia and Its Relations With India and China 172
Reading Across Cultures: Women in Asia 176
Iran: A Brief History 177
The Mughals in India 178
Babur and the New Dynasty 178
A Closer Look: Akbar, the Man 180
The Reign of Aurangzeb: Repression and Revolt 183
A Closer Look: Commerce at the Mughal Port of Surat 188

11 China's Ming and Early Qing Dynasties 191
The Founding of the Ming 191
A Closer Look: Hongwu: The Rebel Emperor 192
The Ming "Tributary System" 193
Ming Maritime Expeditions 195
Reading Across Cultures: Piracy in Southeast Asia 196
Ming Prosperity and Conservatism 198
Commerce and Culture 199
A Closer Look: Imperial Beijing: Axis of the Ming World 205
Ming Factionalism and Decline 206
The Manchu Conquest 209
China Under the Manchus 209
Qing Prosperity and Population Increases 213

12 Tokugawa Japan 220
The Tokugawa Unification 220
Reading Across Cultures: Japanese Overseas Trade in the Tokugawa Era 226
A Closer Look: Edo and the “Floating World” 228
A Closer Look: Hokusai, Master Artist 229
Foreign Pressures for Change 230

13 The European Advance Into Asia 233
Independent Development 233
The European Adoption of Asian Technology 234
Portuguese Motives for Expansion 235
The Spanish in the Philippines 236
Trading Bases in Asia 237
Reading Across Cultures: The Manila Galleon Trade 238
“Christians and Spices” 241
A Closer Look: Matteo Ricci: Missionary to the Ming Court 242
The Russian Advance in Asia 244
Japan’s “Christian Century” 244
The Dutch in Asia 247
The English in Asia 248
The English in Seventeenth-Century India 251

14 British India 253
The Mughal Collapse 253
Westerners in India 255
English Territorial Bases in India 256

15 The Triumph of Imperialism in Asia 282
The New Imperialism 282
The Decline of the Qing 284
The Opium War 288
China Besieged 289
Chosôn Korea in Decline 294
Japan Among the Powers 296
A Closer Look: Itô Hirobumi: Meiji Statesman 299
Colonial Regimes in Southeast Asia 300
Imperialism and Americans in Asia 303
Imperialism and Cultural Change 306
Reading Across Cultures: Imperialism and Asia 306
The Legacy of Western Control 308

16 Nationalism and Revolution in China and India 310
The Fall of the Qing, 1860–1911 311
The 1911 Revolution and Afterwards 315
A Closer Look: Prominent Figures in the May Fourth Movement 318
China in the 1920s and 1930s 320
A Closer Look: Shanghai: The Model Treaty Port 323
India Under Colonial Rule 324
The Beginnings of Indian Nationalism 329
Reading Across Cultures: The Rise of Asian Nationalism 332
Enter Gandhi  333
India Moves Toward Independence  334

17 Japan and the Struggle for
Asia, 1894–1945  339
Popular Rights and Imperialism in the Meiji Era  340
Taishō Democracy and Its Fate  340
Japan’s Economy and Military  343
Reading Across Cultures: The Interwar Years  344
The War in China  345
A Closer Look: Chongqing: Beleaguered Wartime Capital  349
The Rise of Southeast Asian Nationalism  350
The Outbreak of the Pacific War  354
Burma and India  357

18 Revival and Revolution in
Japan and China  361
The Revival of Japan  361
A Closer Look: Tokyo and the Modern World  370
China in Revolution  372
A Closer Look: Jiang Qing and the Gang of Four  381
Taiwan  387
Hong Kong  388
China, Taiwan, and Overseas Chinese  390

19 Korea and Southeast Asia: Decolonization, Cold War, and After  391
Korea Under Japanese Rule  392
Division and War  393
Korea Since 1960  394
Southeast Asia Since World War II  398
Vietnam  399
Bloody Cambodia  404
Laos: The Forgotten Country  406
Reading Across Cultures: The Rediscovery and Restoration of Angkor  406
Burma, Thailand, Malaya, and Singapore  407
Indonesia  411
A Closer Look: Indonesian Nationalism  414
The Philippines  414
Regional Cooperation in ASEAN  417

20 South Asia: Independence, Political Division, and Development  419
Partition and Independence  419
Bangladesh and Pakistan  423
Afghanistan  426
Sri Lanka  427
Nepal  429
India After Independence  430
A Closer Look: Female Leaders of South Asia  437
Indian and South Asian Achievements and Shortcomings  438
Reading Across Cultures: India and the Global Market  440

21 Asia in the Twenty-First Century  445
Population Growth and Mobility  445
Economic Trends in Contemporary Asia  446
Urbanization  447
Environmental Issues in Asia  450
Pollution  451
International Relations: The “Rise of China”  453
Asia and Global Governance  454
Culture and Religion in Contemporary Asia  455

Index  463
A History of the Muslim World to 1405
The Making of a Civilization

Vernon O. Egger
Contents

Preface xi
Acknowledgements xiii
Note on Transliteration and Dating xv

Part One  The Formative Period, 610–950 1

1. Origins 4

Southwestern Asia in the Seventh Century 4
  The Byzantine Empire 5
  The Sasanian Empire 11
  The Arabian Peninsula 16

The Rise of Islam 20
  The Meccan Environment 20
  Muhammad 22
  A Framework for a New Community 27

Conclusion 30

Notes 31
Further Reading 31

2. Arab Imperialism 33

Arab Conquests 33
  Arabia and the Fertile Crescent 34
  Iran 38
  North Africa and the Iberian Peninsula 41
  Central Asia and the Indus River Valley 43
3. **The Development of Sectarianism**

   - 'Ali and the Politics of Division 62
     - Political Dissension 63
     - 'Ali's Caliphate: Shi'ites and Kharijites 64
     - Karbala 66
   - The Abbasid Revolution 69

4. **The Center Cannot Hold:**

   - Three Caliphates 85
     - The Abbasid Caliphate 86
       - The Early Period 86
       - Military and Economic Problems 89
       - The Assertion of Regional Autonomy 91
The Fatimid Caliphate 94
   Isma'ilisim Activism 94
   A Second Caliphate in the Umma 96

The Umayyad Caliphate of Cordoba 98
   The Consolidation of Umayyad Power 99
   A Third Caliphate in the Umma 102

Economic Networks 104
   A Single Economy 104
   Overland Trade 105
   Maritime Commerce 109

Conclusion 111

NOTES 112
FURTHER READING 112

5. SYNTHESIS AND CREATIVITY 114

The Origins of Islamic Law 115
   Assimilation and Adaptation 115
   Groping Toward an Islamic Jurisprudence 116
   The Development of the Shari'a 117

Early Sufism 123
   The Contemplative Life 123
   Testing the Limits of Transcendence 125
   The Accommodation of Sufism 127

The Reception of Science and Philosophy 127
   Science ('Natural Philosophy') 128
   Philosophy 130

The Development of an Islamic Theology 133
   The Reception of Rationalism 133
   The Critique of Rationalism 135

Conclusion 137

NOTES 138
FURTHER READING 138
CONTENTS

Preface vi

Chapter 1 The Early Civilizations of Mesopotamia and Egypt 1
Key Topics 1
Why Mesopotamia? 1
The Agricultural Revolution 2
The State and Urban Revolution 4
Early Mesopotamian History: The Sumerian Period (3100–2000 B.C.) 6
The Egyptian Alternative: The Old and Middle Kingdoms 14
Questions 22

Chapter 2 An Age of Empires: The Middle East, 2000–1000 B.C. 23
Key Topics 23
A Time of Turmoil: New Peoples East and West 23
Mesopotamia in the Age of Hammurabi 23
The Hittite Empire 26
Egypt: From Isolation to Empire 28
Egypt in Decline 34
Questions 35

Chapter 3 The Middle East to the Persian Empire 36
Key Topics 36
The New Peoples of the Middle East 36
The Persians 46
Religion and Culture in Israel 51
The Evolution of Judaism 55
Questions 58

Chapter 4 The Emergence of Greek Civilization 59
Key Topics 59
Greece: Never A Unified State 59
Old Europe and the Origins of Greek Culture 60
The Minoan and Mycenaean Ages 61
The Dark Ages: A Time of Transition 66
Out of the Darkness: the Archaic Age 68
The Example of Two Cities: Sparta and Athens 73
The Polis: A New Form of Society 76
Formulating Greek Cultural and Social Identity in the Archaic Age 81
Religion and the Polis 82
Questions 88

Chapter 5 The Wars of the Greeks 89
Key Topics 89
Persians and Greeks 89
The Military Situation after the Persian Wars 94
The Great War between Athens and Sparta 96
The Hegemony of Sparta and Thebes 101
Questions 103

Chapter 6 Classical Athens 104
Key Topics 104
The Early Classical Period (ca. 490–450 B.C.) 104
The Classical Age, (450–430 B.C.) 107
The Later Classical Period (430–338 B.C.) 113
Athenian Society 119
Questions 134
## CONTENTS

### Chapter 7
Philip, Alexander, and the Hellenistic World
- Key Topics 135
- Backward Macedonia Challenges Greece 135
- The Genius of Philip 136
- The Orator and the King: Demosthenes and Philip 136
- Alexander the Great 138
- Campaigns in Central Asia (330–323 B.C.) 141
- Alexander’s Successors 142
- The State and Society in the Hellenistic World 143
- Hellenistic Society 146
- Culture and Religion in the Hellenistic World 149
- Greek High Culture Adapts to a New Environment 156
- Becoming Greek: Education in the New World 164
- The Hellenistic Age: Achievements and Limitations 167
- Questions 167

### Chapter 8
Early Rome 168
- Key Topics 168
- The Connecting Sea: The Western Mediterranean 168
- The Latins and Early Rome 174
- The Republic 176
- The Social and Political Achievement of Early Rome: Consensus 182
- Questions 182

### Chapter 9
The Building of an Empire 183
- Key Topics 183
- The Growth of Rome in Italy 183
- The Punic Wars: The Conflict With Carthage 190
- Roman Territorial Expansion After The Hannibalic War 193
- Society and the State in the Roman Republic 197
- An Estimate of Roman Society: Defending the Indefensible? 208
- Questions 209

### Chapter 10
The Transformation of the Roman Republic 210
- Key Topics 210
- The Old Order Fades 210
- The Gracchan Revolution: Social and Political Context 217
- From the Gracchi to Augustus: The Roman Revolution 221
- The Cultural Revolution 227
- The Fall of the Roman Republic: A Summary 233
- Questions 235

### Chapter 11
The Roman World from Augustus to the Third-Century Crisis 236
- Key Topics 236
- The Reforms of Augustus 236
- Rounding out the Empire 241
- Questions 248

### Chapter 12
The Roman Peace 249
- Key Topics 249
- Challenge and Response 249
- Society and the State in the Empire 250
- Religions of the Empire 256
- Roman Society 259
- The Imperial Elite 261
- The Government, the Army, and Society 265
- Questions 269

### Chapter 13
The Empire from the Third-Century Crisis to Justinian 270
- Key Topics 270
- The Third-Century Crisis 270
- Diocletian and Constantine 273
- Response to the Crisis 277
- The Army, the Empire, and the Barbarians 280
- The Collapse of the Western Empire 281
- The Rise of the Byzantine Empire 284
- Questions 284
Chapter 14 The Transformed Mediterranean 285
   Key Topics 285
   History Moves Northward and Eastward 285
   The Transformation of the Classical Tradition 286
   The Empire and the Church Come to Terms 287
   The Christian Way of Life 290
   Civilizing the Barbarians 296

Diverging Beliefs 297
Islam and the Transformation of the Mediterranean 298
Epilogue 301
Questions 302

Suggested Readings 304
Glossary 309
Photo Credits 313
Index 314