**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

Highlighted in blue:

- **DATE:** 3/1/2021
- **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:**

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**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:** Humanities, Arts and Design (HU)
- **Awareness Areas:** Select awareness area...

**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:**

- DECHSTprefix □ Elective

**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

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [HU] CRITERIA**

**HUMANITIES, ARTS AND DESIGN [HU]** courses must meet *either 1, 2 or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.*

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Syllabus, Course Modules 1, 2, 5, 7, 9, 10, Course Competencies 2, 3, 5, 8, 10, 13, 15. Murphey Text chapters 2, 3, 4, 5, 7, 8, 9. Egger Text chapter 1, 5. Nagel Text chapter 1, 2, 3. Included Rationale Statement and Readings from primary sources, handouts and Project Assignments.</td>
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<td>✔️</td>
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<td>Syllabus, Course Modules 2, 3, 4, 8, 9, Course Competencies 3, 8, 10, 13, 14, 15. Murphey Text chapters 2, 3, 4, 5, 7, 8, 11, 12. Egger Text chapter 1, 8. Nagel Text chapters 2, 3. Readings from primary sources, handouts and Project Assignments.</td>
</tr>
<tr>
<td>✔️</td>
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<td>Syllabus, Course Modules 2, 4, 5, 6, 8, 9, Course Competencies 2, 5, 8, 12, 13, 15. Murphey Text chapters 3, 4, 6, 7, 8, 9, 11. Egger Text chapter 1, 8. Nagel Text chapters 2, 3.</td>
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1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.

2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.

3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.
### ASU - [HU] CRITERIA

<table>
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<th>Readings from primary sources, handouts and Project Assignments.</th>
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<td>4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</td>
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<td>Syllabus, Course Modules 1, 2, 5, 7, 9. Course Competencies 3, 5, 8, 10, 13, 15. Murphey Text chapters 2, 3, 4, 5, 7, 8, 9. Egger Text chapter 1, 5. Nagel Text chapter 1, 2, 3. Readings from primary sources, handouts and Project Assignments.</td>
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<td>a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</td>
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<td>b. Concerns aesthetic systems and values, especially in literature, arts, and design.</td>
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<td>c. Emphasizes aesthetic experience and creative process in literature, arts, and design.</td>
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<td>d. Concerns the analysis of literature and the development of literary traditions.</td>
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**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:**
<table>
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<tr>
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<tr>
<td>• Courses devoted primarily to developing skill in the use of a language.</td>
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<td>• Courses devoted primarily to the acquisition of quantitative or experimental methods.</td>
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<td>• Courses devoted primarily to teaching skills.</td>
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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>
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<tr>
<td>1. Emphasizes the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
<td>The focus of this course to identify and explain the ancient non-Western religions such as Hinduism, Buddhism, Jainism, Confucianism, Shintoism, Daoism, and Islam, along with its impact on intellectual theories, language, philosophy, statecraft and culture in early Mesopotamia, Egypt, India, China, Japan, and Korea.</td>
<td>Syllabus, Course Modules 1, 2, 5, 7, 9, 10, Course Competencies 2, 3, 5, 8, 10, 13, 15. Murphey Text chapters 2, 3, 4, 5, 7, 8, 9. Egger Text chapter 1, 5. Nagel Text chapter 1, 2, 3. Readings from primary sources, handouts and Project Assignments.</td>
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<tr>
<td>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</td>
<td>The key element of the course is to help students comprehend and interpret the rich, diverse literary works in early Asia and the Middle East. Students study the impact of ancient texts such as the Manusmitri, Ashokan edits, Kalidas, writings of Chinese poet Li Bai on sociocultural developments and traditions in ancient non-Western world.</td>
<td>Syllabus, Course Modules 2, 3, 4, 8, 9. Course Competencies 3, 8, 10, 13, 14, 15. Murphey Text chapters 2, 3, 4, 5, 8, 11, 12. Egger Text chapter 1, 8. Nagel Text chapters 2, 3. Readings from primary sources, handouts and Project Assignments.</td>
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<td>3. Concerns the interpretation, analysis, or engagement with aesthetic practices, and/or historical development of artistic or design traditions.</td>
<td>To understand the past of ancient Middle East, Asia and South-East Asia, the course examines the character and importance of art and architecture of the early Aryans, Buddhist sculptures and stupas, Mauryan and Gandhara art, Medieval Islamic art, Tang art form of glazed pottery, silk scrolls/paintings, calligraphy and Korean bronze art works to analyze its impact on artistic traditions in early non-Western world.</td>
<td>Syllabus, Course Modules 2, 3, 4, 8, 9. Course Competencies 3, 8, 10, 13, 14, 15. Murphey Text chapters 2, 3, 4, 5, 8, 11, 12. Egger Text chapter 1, 8. Nagel Text chapters 2, 3. Readings from primary sources, handouts and Project Assignments.</td>
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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. Gautama 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. 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 Muhammad
   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 Muhammad
   1. Theology of the Islamic faith
   2. Impact of Islam on the west
G. The period of Muslim 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. 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
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.
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 at least 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

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

Module Nine: Early Japan and Korea
- Japan, Heian Culture
- Murasaki Shikibu
- The Kamakura Period
- Ashikaga Japan
- Ties between Japan and Tomb Builders

Module Ten: Mughal India and Central Asia
- The Mughals in India
- Akbar, the Man
- The Reign of Aurangzeb: Repression and Revolt
- Central Asia

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](http://example.com)

**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.)

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

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

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.
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Vernon O. Egger
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D. BRENDAN NAGLE
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