

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: Humanities, Arts and Design (HU) Awareness Areas: Select awareness area...	
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, SB, G 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 <i>either</i> 1, 2 or 3 <i>and</i> 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.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</p>	<p>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.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.</p>	<p>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.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</p>	<p>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.</p>

ASU - [HU] CRITERIA			
			Readings from primary sources, handouts and Project Assignments.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	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.
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	Syllabus, Course Modules 1, 2, 3, 6, 8, 9. Course Competencies 3, 8, 10, 13, 14, 15. Murphey Text chapters 2, 3, 4, 5, 8, 11, 12. Egger Text chapter 1. Nagel Text chapters 2, 3. Readings from primary sources, handouts and Project Assignments
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	

ASU - [HU] CRITERIA		
	<ul style="list-style-type: none">• Courses devoted primarily to developing skill in the use of a language.	
	<ul style="list-style-type: none">• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
	<ul style="list-style-type: none">• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
HIS	113	History of Eastern Civilizations to 1850	HU

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)
1. Emphasizes the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	The focus of this course to identify and explain the ancient non-Western religions such as Hinduism, Buddhism, Jainism, Confucianis, Shinotism, Daoism, and Islam, along with its impact on intellectual theories, language, philosophy, statecraft and culture in early Mesopotamia, Egypt, India, China, Japan, and Korea.	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.
2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	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.	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.
3. Concerns the interpretation, analysis, or engagement with aesthetic practices, and/or historical development of artistic or design traditions.	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.	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.

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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`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
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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.



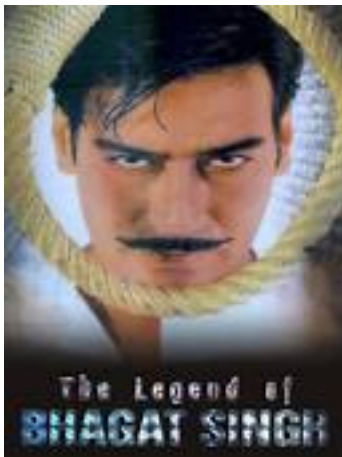
About the British rule in the Indian Subcontinent



About King Ashoka of the Mauryan Dynasty



About Indian Revolutionaries fighting against British Rule



About Indian Revolutionary Fighting against British Rule

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

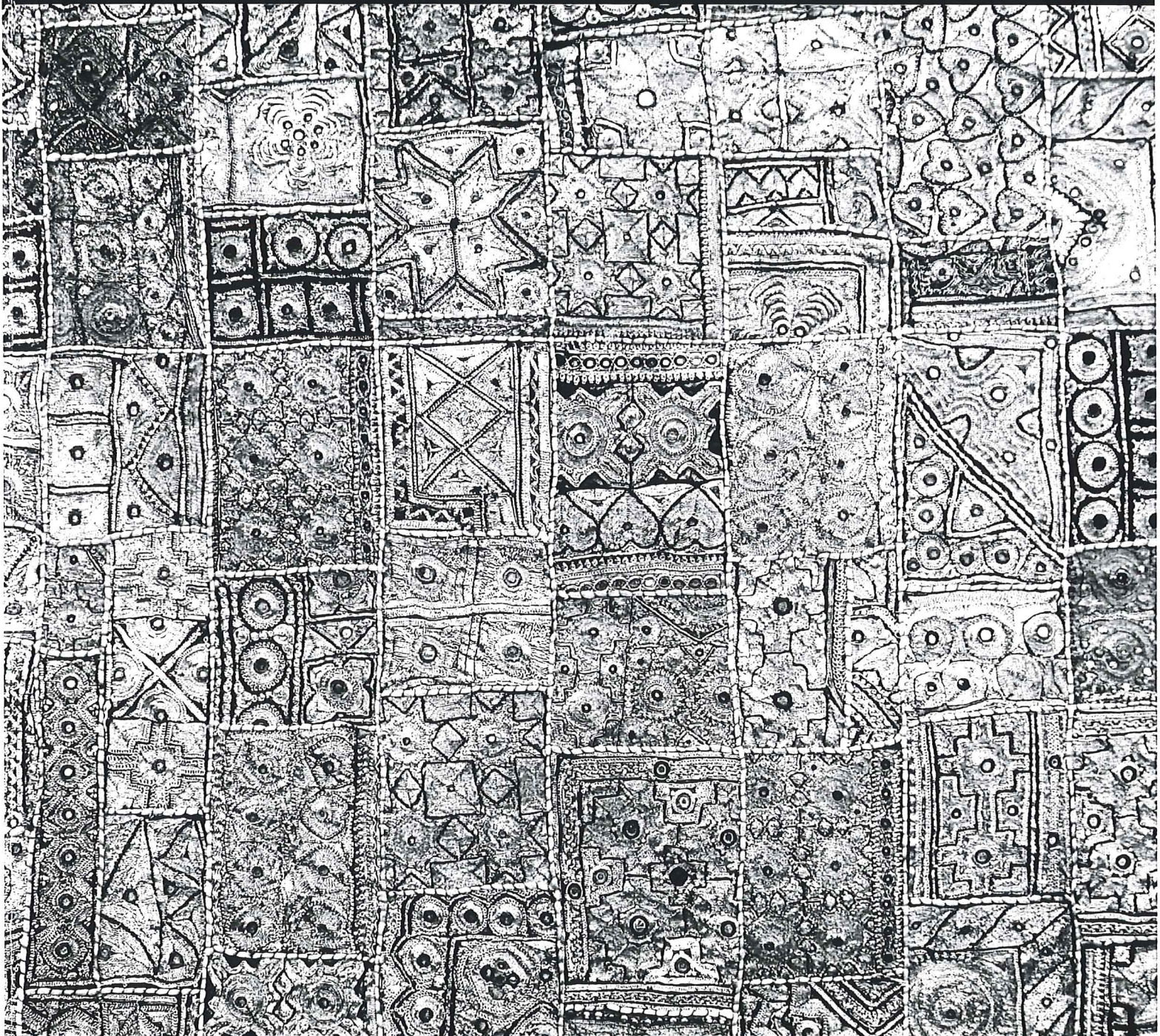
HIS 113 - History of Eastern Civilizations from ancient times to mid-nineteenth century meets all the criteria designated by ASU for courses that train students in diverse cultures through the study of the rich sociocultural developments and political conflicts in ancient Mesopotamia, Egypt, India, China, 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.

A History of ASIA

8th Edition



Rhoads Murphey with Kristin Stapleton

ROUTLEDGE 

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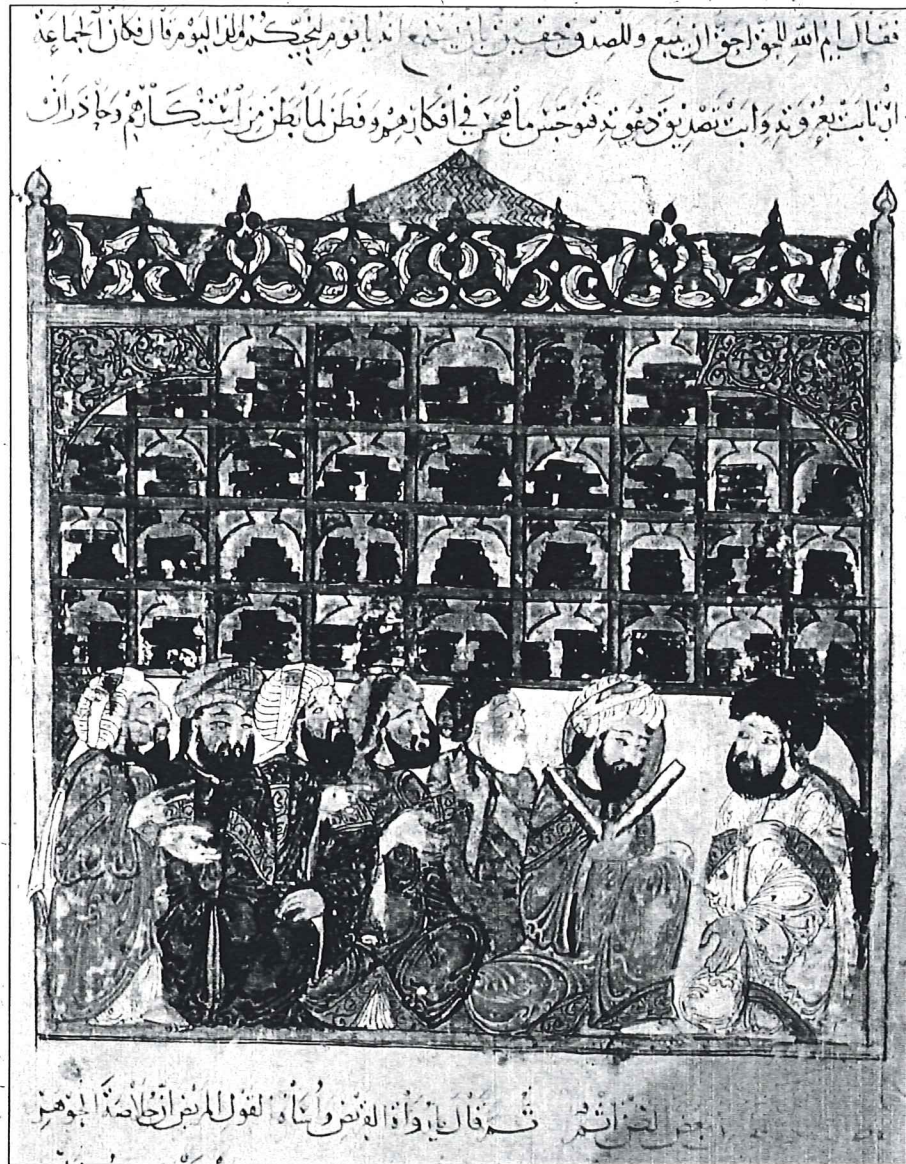
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A History of the Muslim World to 1405

The Making of a Civilization



Vernon O. Egger

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THE ANCIENT WORLD

A Social and Cultural History

EIGHTH EDITION



D. BRENDAN NAGLE

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