

1.) DATE: 3/1/2021	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
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.) <b>PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</b> Core Areas: <b>Social-Behavioral Sciences (SB)</b> Awareness Areas: <b>Select awareness area...</b>	
6.) REQUIRED DOCUMENTATION <input checked="" type="checkbox"/> Cover Form <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books	
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECHSTprefix <input type="checkbox"/> Elective  Current General Studies designation(s): H, HU, G  Requested Effective date: <b>2021 Fall</b> 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 <span style="float:right">Chair/Director Signature:</span>	

AGSC Action: Date action taken:  Approved  Disapproved

Effective Date: **2021 Fall**

**Arizona State University Criteria Checklist for**  
**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

<b>ASU--[SB] CRITERIA</b>				
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>				
YES	NO			Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Course is designed to advance basic understanding and knowledge about human interaction.		Syllabus Modules 1-10, Course Competencies 1-19, Murphey Text chapters 1-13, Egger Text chapter 1. Nagel Text chapter 1, Included rationale statement and Readings from primary sources, handouts and project assignments.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2.</b> Course content emphasizes the study of social behavior such as that found in:	HISTORY	Syllabus Modules 3, 4, 5, 7, 8, 9, 10, Course Competencies 2, 4, 5, 7, 9, 11, 12, 13, 14, Murphey Text chapters 1-13, Egger Text chapter 1. Nagel Text chapter 1, Readings from primary sources, handouts and project assignments.
		<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>		

## ASU--[SB] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>3. Course emphasizes:</p> <ul style="list-style-type: none"><li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li><li><b>OR</b></li><li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li></ul>	<p>Syllabus Modules 1, 2, 6, 7, 8, 9, 10, Course Competencies 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, Murphey Text chapters 1-13. Egger Text chapter 1. Nagel Text chapter 1, Readings from primary sources, handouts and project assignments.</p>
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<b>ASU--[SB] CRITERIA</b>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>Syllabus Modules 1, 2, 3, 4, 5, 6, 8, 9, 10, Course Competencies 1,2, 5, 7,10, 12, 13, 14, 15, 16, 17, 18, 19, Murphey Text chapters 1-13, Egger Text chapter 1. Nagel Text chapter 1. Through readings from primary sources, handouts and project assignments this course meets all the criteria designated by ASU for courses that train students in the theories and methods of social sciences.</p>
		<p><b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b></p>	
		<ul style="list-style-type: none"> <li>• Courses with primarily arts, humanities, literary or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>	

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

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 checklist)	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. Course is designed to advance basic understanding and knowledge about human interaction.	Through the utilization of historical methodology, textual readings, websites, handouts, movies and visits to Asian centers, the course provides students with a comprehensive understanding of the various religious, social, cultural historical, economic interactions and their impact in ancient Non-Western world in Mesopotamia, Egypt, India, China, Japan, Korea.	Syllabus Modules 1-10, Course Competencies 1-19, Murphey Text chapters 1-13, Egger Text chapter 1. Nagel Text chapter 1, Readings from primary sources, handouts and project assignments.
2. Course content emphasizes the study of social behavior such as that found in: History.	The course examines the socio cultural behavior in early conflicts in classical India; evolution of the Chinese state and creation of a centralized imperial system; the impact of ancient Japan on social dynamics in Korea and China. The course identifies and traces the vast advances in political theories, statecraft, literature, language, philosophy, and culture in the ancient Non-Western world.	Syllabus Modules 3, 4, 5, 7, 8, 9, 10, Course Competencies 2, 4, 5, 7, 9, 11, 12, 13, 14, Murphey Text chapters 1-13, Readings from primary sources, handouts and project assignments.

<p>3 (b). The distinct methods of inquiry of the social and behavioral sciences (e.g. historical analysis).</p>	<p>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. The course trains students in the historiography of social sciences and provides a comparative examination of the various religious beliefs, political and social systems and their impact in ancient Non-Western world.</p>	<p>Syllabus Modules 1, 2,6, 7, 8, 9, 10, Course Competencies 1,3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, Murphey Text chapters 1-13.</p>
<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>The course includes social and behavioral science perspectives by focusing on historical analysis of data through the study of the rich sociocultural developments and political conflicts in ancient Mesopotamia, Egypt, India, China, Japan and Korea.</p>	<p>Syllabus Modules 1, 2, 3, 4, 5, 6, 8, 9, 10, Course Competencies 1,2, 5, 7,10, 12, 13, 14, 15, 16, 17, 18, 19, Murphey Text chapters 1-13, Through readings from primary sources, handouts and project assignments this course meets all the criteria designated by ASU for courses that train students in the theories and methods of social sciences.</p>



# 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)

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## 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

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2. Struggles with the western peoples
  3. The early social system
  4. The height and decline of Magadhan Empire
  5. Age of the foreigners
  6. Social changes during the Maurya-Scythian Era
- G. The Gupta, Huns, and Arabs
1. The Gupta Empire
  2. The Huns and the Hindu kingdoms
  3. Appearance of the Arabs
- H. Major religious movements in early India
1. Early Indian religious beliefs
  2. Mahavira and Jainism
  3. Sautama Buddha
  3. Religion during the Gupta Empire and its successors
- I. The lands and the early peoples
1. The geographic setting
  2. The peoples
  3. Trade patterns
- J. The early empires of southeast Asia
1. The empire of Funan and its neighbors
  2. The Mon State of Dvaravati and Thaton
  3. The Champese state
  4. The Srivijayan empire
  5. The Sailendra Dynasty in Java and Srivijaya
  6. The Cambodian religion
  7. Champa and Vietnam
  8. The rise and decline of Pagan Burma
- III. The roots of the modern states
- A. Classical Chinese philosophy
1. The path and Confucius
  2. Taoism, the way
  3. Some other important philosophical concepts
- B. The early Chinese imperial period
1. China under the Ch`in Dynasty
  2. The reign of the Han Dynasty
  3. The era of Disunity and Barbarian invasions
  4. Han society and culture
- C. The golden age of China
1. The era of the Sui Dynasty
  2. The great T`and Dynasty
  3. The era of Sung supremacy
  4. Social and economic changes
- D. Korea during the early period
1. The semi-mythical era of Choson
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2. The latter days of Choson
3. Chinese rule in Korea
4. Korean life and society in the south
- E. Era of the three kingdoms of Korea
  1. Development of the three kingdoms
  2. 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

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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**

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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](mailto: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, 8<sup>th</sup> Edition.*

D. Brendan Nagle. *The Ancient World: Reading in Social and Cultural History, 8<sup>th</sup> 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



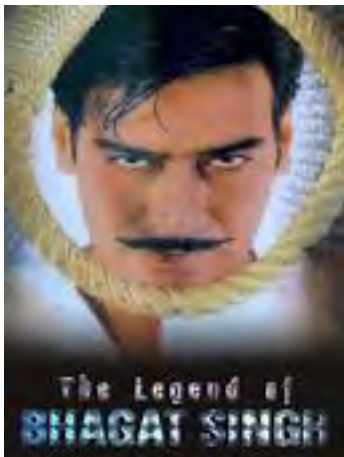
About King Ashoka of the Mauryan Dynasty







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**

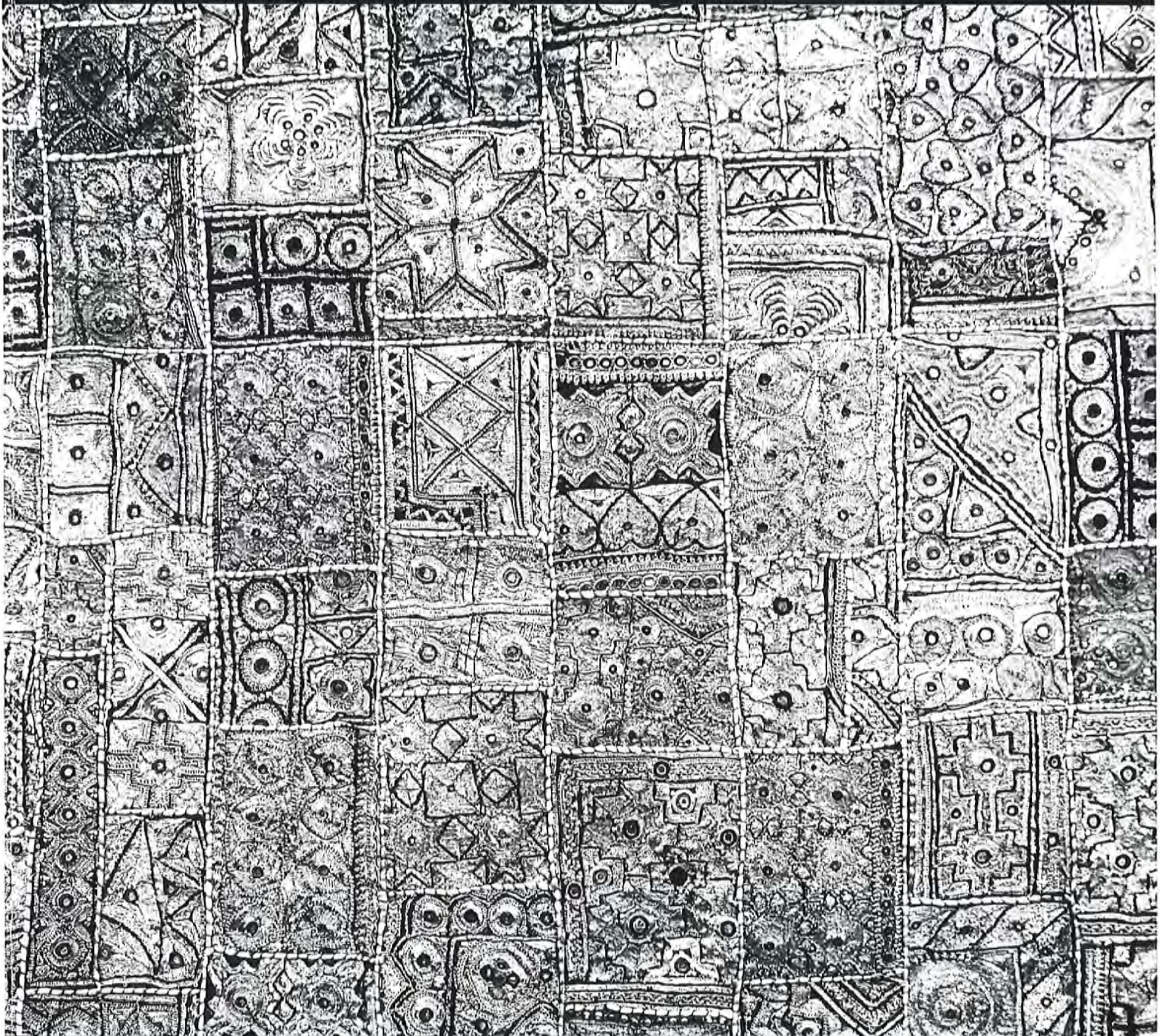
HIS 113 - History of Eastern Civilizations from ancient times to mid-nineteenth century meets all the criteria designated by ASU for courses that train students in diverse cultures through the study of the rich sociocultural developments and political conflicts in ancient Mesopotamia, Egypt, India, China,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



# CONTENTS

List of Images	xi
List of Maps	xv
List of Documents	xvii
Preface	xix
Acknowledgments	xxi
Author's Note to the Reader	xxiii
About the Author	xxv
A Note on the Spelling of Asian Names and Words	xxvii
Map: Monsoon Asia	xxix
Chronology	xxx

---

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
<i>A Closer Look: Gautama Buddha</i>	29

---

<i>Reading Across Cultures: The Divine Couple and the Human Family</i>	30
Confucianism	33
Daoism	36
Judaism and Christianity in Monsoon Asia	38
Islam in Asia	38
Shintō	41
Asian Religions: Some Reflections	41

---

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
<i>A Closer Look: The Emperor Ashoka, "Beloved of the Gods"</i>	66
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

- 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
- Anglo-French Rivalry and the Conquest of Bengal 258
- A Closer Look: Robert Clive and the Beginnings of British India* 259
- British Rule and the Indian Economy 260
- The Orientalists and the Bengal Renaissance 264
- A Closer Look: Calcutta, Colonial Capital* 268
- From Tolerance to Arrogance 269
- The Revolt of 1857 271
- British Imperial India 272
- A Closer Look: New Delhi: Indian Summer of the Raj* 277
- 
- 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
- Chosŏn Korea in Decline 294
- Japan Among the Powers 296
- A Closer Look: Itō 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  
 National Identities in Contemporary Asia:  
 A Country-by-Country Survey 457
- 
- 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

textbook

and  
retrieval system,  
wise.

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-098389-6

<i>Umayyad Administration</i>	44
The Caliphate	45
The Administration of Non-Muslims	47
The Administration of Muslims	49
The Rationalization of Society	52
<i>Dissolution of the Arab Empire</i>	54
<i>Conclusion</i>	59
NOTES	60
FURTHER READING	60

### 3. THE DEVELOPMENT OF SECTARIANISM 62

<i>Ali and the Politics of Division</i>	62
Political Dissension	63
Ali's Caliphate: Shi'ites and Kharijites	64
Karbala	66

#### *The Abbasid Revolution* 69

<i>Shi'ite Identities</i>	72
The <i>Ghulat</i> and the Zaydis	73
The Husayni Alids	74
The Shi'ite Movement	79

#### *The Sunni Consensus* 80

#### *Conclusion* 83

#### FURTHER READING 84

### 4. THE CENTER CANNOT HOLD: THREE CALIPHATES 85

<i>The Abbasid Caliphate</i>	86
The Early Period	86
Military and Economic Problems	89
The Assertion of Regional Autonomy	91

<i>The Fatimid Caliphate</i>	94
Isma'ili Activism	94
A Second Caliphate in the Umma	96
<i>The Umayyad Caliphate of Cordoba</i>	98
The Consolidation of Umayyad Power	99
A Third Caliphate in the Umma	102
<i>Economic Networks</i>	104
A Single Economy	104
Overland Trade	105
Maritime Commerce	109
<i>Conclusion</i>	111
NOTES	112
FURTHER READING	112
<b>5. SYNTHESIS AND CREATIVITY</b>	<b>114</b>
<i>The Origins of Islamic Law</i>	115
Assimilation and Adaptation	115
Groping Toward an Islamic Jurisprudence	116
The Development of the Shari'a	117
<i>Early Sufism</i>	123
The Contemplative Life	123
Testing the Limits of Transcendence	125
The Accommodation of Sufism	127
<i>The Reception of Science and Philosophy</i>	127
Science ("Natural Philosophy")	128
Philosophy	130
<i>The Development of an Islamic Theology</i>	133
The Reception of Rationalism	133
The Critique of Rationalism	135
<i>Conclusion</i>	137
NOTES	138
FURTHER READING	138

# THE ANCIENT WORLD

*A Social and Cultural History*

EIGHTH EDITION



D. BRENDAN NAGLE

MySearchLab®

# CONTENTS

Preface vi

---

<b>Chapter 1</b>	<b>The Early Civilizations of Mesopotamia and Egypt</b>	<b>1</b>
	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

---

<b>Chapter 2</b>	<b>An Age of Empires: The Middle East, 2000–1000 B.C.</b>	<b>23</b>
	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

---

<b>Chapter 3</b>	<b>The Middle East to the Persian Empire</b>	<b>36</b>
	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

---

---

<b>Chapter 4</b>	<b>The Emergence of Greek Civilization</b>	<b>59</b>
	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

---

<b>Chapter 5</b>	<b>The Wars of the Greeks</b>	<b>89</b>
	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

---

<b>Chapter 6</b>	<b>Classical Athens</b>	<b>104</b>
	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

- 
- Chapter 7 Philip, Alexander, and the Hellenistic World 135**  
 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	Diverging Beliefs	297
	Key Topics	285	Islam and the Transformation of the Mediterranean	298
	History Moves Northward and Eastward	285	Epilogue	301
	The Transformation of the Classical Tradition	286	Questions	302
	The Empire and the Church Come to Terms	287		
	The Christian Way of Life	290	Suggested Readings	304
	Civilizing the Barbarians	296	Glossary	309
			Photo Credits	313
			Index	314

---