

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**  
(ONE COURSE PER FORM)

1.) DATE: 3/1/2021	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) PROPOSED COURSE: Prefix: HIS Number: 114 Title: History of Eastern Civilizations 1850 to Present 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>Humanities, Arts and Design (HU)</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, G, SB  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**  
**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.

<b>ASU - [HU] CRITERIA</b>			
<b>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 <b>A CENTRAL AND SUBSTANTIAL PORTION</b> of the course content.</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>1.</b> Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</p>	<p>Syllabus Modules 2, 3, 5, 6, 7; Course Competencies 2, 4, 6, 7, 10, 11, 14, 15, 17; Murphey Text chapters 11, 12, 13, 14, 16, 18, 20, 21, Mansfield Text chapters 7, 11. Include Rationale Statement and Readings from primary sources, handouts and project assignments through documenting visits to Asian cultural/religious centers and film reviews.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>2.</b> Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.</p>	<p>Syllabus Modules 1-5, 7, 8; Course Competencies 2, 3, 5, 7, 8, 13-17; Murphey Text chapters 11-16, 19, 20; Mansfield Text chapter 9. Readings from primary sources, handouts and project assignment and films.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>3.</b> Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</p>	<p>Syllabus Modules 1, 2, 3, 6, 8; Course Competencies 2, 4, 7, 9, 11, 13-15; Murphey Text chapters 11, 12, 13, 14, 16, 19. Readings from primary sources, handouts and</p>

<b>ASU - [HU] CRITERIA</b>			
			project assignments.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>4.</b> In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>a.</b> Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</p>	<p>Syllabus Modules 2, 3, 5, 6, 7; Course Competencies 2, 4, 6, 7, 10, 11, 14, 15, 17; Murphey Text chapters 11, 12, 13, 14, 16, 18, 20, 21, Mansfield Text chapters 7, 11. Readings from primary sources, handouts and project assignments through documenting visits to Asian cultural/religious centers and film reviews.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p><b>b.</b> Concerns aesthetic systems and values, especially in literature, arts, and design.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p><b>c.</b> Emphasizes aesthetic experience and creative process in literature, arts, and design.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>d.</b> Concerns the analysis of literature and the development of literary traditions.</p>	<p>Syllabus Modules 2, 3, 5, 6, 7, 8; Course Competencies 2, 4, 5, 7, 10, 13-15; Murphey Text chapters 11-16, 19, 20; Mansfield Text chapter 9. Readings from primary sources, handouts and project assignments.</p>
		<p><b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:</b></p>	

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

Course Prefix	Number	Title	General Studies Designation
HIS	114	History of Eastern Civilizations from 1850 to Present	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 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. 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 philosophical beliefs of non-Western religions such as Hinduism, Buddhism, Jainism, Islam and its impact on politics, government and society in modern India, Pakistan, China, Japan, Middle East and Southeast Asia from mid-nineteenth century to the Present.	Syllabus Modules 2, 3, 5, 6, 7; Course Competencies 2, 4, 6, 7, 10, 11, 14, 15, 17; Murphey Text chapters 11, 12, 13, 14, 16, 18, 20, 21, Mansfield Text chapters 7, 11. Readings from primary sources, handouts and project assignments through documenting visits to Asian cultural/religious centers and film reviews.
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 Asia and the Middle East. Students analyze the impact of contemporary texts and works from popular cultures such as Sugita Genpaku in Tokugawa Japan, Rammohun Roy on Bengal Renaissance and Orientalism, Khafi Khan on Aurangzeb, Tarabai Shinde on Indian views of women, and discussions from newspaper articles in the Times of India, Indian Express, and the Japan Times in relation to their historical context.	Syllabus Modules 1-5, 7, 8; Course Competencies 2, 3, 5, 7, 8, 13-17; Murphey Text chapters 11-16, 19, 20; Mansfield Text chapter 9. Readings from primary sources, handouts and project assignment and films.
3. Concerns the interpretation, analysis, or engagement with aesthetic practices, and/or historical development of artistic or design traditions.	To understand modern Asia, Middle East, Southeast Asia, the course examines the character and importance of art work, paintings, sculptures and architecture of non-Western world. The impact of stunning urban designs in old Delhi, Anglo-Indian buildings with oriental and Corinthian influences that were centers of British power, Chinese Empress Dowager Cixi's ornate palace in the Forbidden city, Japanese woodblock prints that are significant to the understanding of Asian crafts and aesthetic practices.	Syllabus Modules 1, 2, 3, 6, 8; Course Competencies 2, 4, 7, 9, 11, 13-15; Murphey Text chapters 11, 12, 13, 14, 16, 19. Readings from primary sources, handouts and project assignments.

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# MARICOPA

## COMMUNITY COLLEGES

### History of Eastern Civilizations 1850 to Present

Course: **HIS114**

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

Course Type: **Academic**

First Term: **2009 Fall**

Load Formula: **S**

Final Term: **Current**

**Description:** Examination of characteristics and development of civilizations of Middle East, India, Far East, and Southeast Asia, from mid-nineteenth century to present

**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-Behavioral Sciences [SB]

### MCCCD Official Course Competencies

1. Identify and locate the various Asian states on a map. (I-IV)
  2. Describe the people, culture, and society of China in the mid- nineteenth century, including the role of the imperial government. (I)
  3. Describe the interaction between China and the European barbarians and its impact on Chinese society and government. (I)
  4. Describe the movement of Japan from isolation to world power, and examine the challenges that this posed for Japanese society and government. (I)
  5. Describe the expansionist efforts of Japan in the era prior to World War I with particular emphasis on the Russo Japanese War. (I)
  6. Describe the relationship between the British and the population of India prior to World War I. (II)
  7. Describe the developments taking place in the Islamic world prior to World War I. (II)
  8. Describe the nature and impact of imperialism in the region of southeast Asia prior to World War I. (II)
  9. Describe the changes taking place in China through the 1920's. (III)
  10. Describe the struggle between China and Japan, the rise of communism, and the resulting collapse of the Kounintang. (III)
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11. Describe the modernization and imperialistic actions of Japan prior to World War II. (III)
  12. Describe events in Japan during World War II and the post war era. (III)
  13. Describe the forces of nationalism and the independence movements in the Indian subcontinent and the establishment of an independent India and Pakistan. (IV)
  14. Describe the modernization of Turkey and the political developments up to the present. (IV)
  15. Describe the changing face of Iran and the Middle East following World War I. (IV)
  16. Describe the growing nationalism and the independence movements in Indonesia and the Philippines. (IV)
  17. Describe developments in Indochina from the French era to the present. (IV)
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### **MCCCD Official Course Outline**

- I. Asia in the era prior to World War I
    - A. China the middle land
      1. Land and people
      2. Culture and society
      3. Role of imperial government
    - B. China and the barbarians
      1. Early contact with the east
      2. The Canton trade
      3. The opium war
      4. The treaty settlements
    - C. Manchu China on the defensive
      1. Rebellion and revolt
      2. More foreign trouble
      3. Failure of T'ai P'ing
      4. Other rebel movements
      5. Efforts at revival and reform
    - D. Chinese diplomatic system under stress
      1. China and her neighbors
      2. The plight of Korea
      3. The Sino-Japanese war
      4. The scramble for concessions
    - E. Chinese attempts to meet the new challenges
      1. Initial efforts at reform
      2. The boxer rebellion
      3. Boxer settlement and results
    - F. Japan: land of the rising sun
      1. Early Japan
      2. Contact with other lands
      3. The opening of Japan
    - G. Movement toward change and modernization
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1. Downfall of the Shogunate
  2. The Meiji restoration
  3. Reorganization and resistance
  - H. The growing new order in Japan
    1. New rules and democratic movement
    2. The crisis of 1881
    3. Development of political parties
    4. Preparations for constitution
    5. An era of change in Japan
  - I. Expansion of the empire
    1. Russo-Japanese rivalry
    2. Reasons for Japanese expansion
    3. Russo-Japanese war
    4. Results of the war
  - II. South Asia and the Middle East prior to World War I
    - A. India the subcontinent
      1. The land and people
      2. The West comes to India
      3. Indian hostility and Sepoy revolt
      4. British India-latter 19th Century
    - B. Efforts at Indian nationalism before World War I
      1. A restless people
      2. A wind for change
      3. Efforts to counter Hindu movements
    - C. Middle East world
      1. The land and people
      2. Village, city, and tribe
      3. Early historical development
    - D. Development of the Islamic world
      1. The rise and spread of Islam
      2. The Moslem middle ages
    - E. The 19th Century Moslem world
      1. The Ottoman empire
      2. Persia-Iran and Afghanistan
      3. The Egyptian state
      4. The Maghrib region
      5. The Arab part of Asia
    - F. The lands of southeast Asia
      1. The land and people
      2. The early history
      3. Contact with the west
    - G. Imperialism in southeast Asia
      1. Case of the Philippines
      2. The Netherlands East Indies
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3. British areas of southeast Asia
  4. French Indo-China
  5. The unique experience of Siam
- III. East Asia in the 20th Century
- A. China in turmoil
    1. The end of the old regime
    2. China through World War I
    3. Rising Koumintang power
    4. Challenge to religion and culture
  - B. The early challenge of communism
    1. Forces encouraging communism
    2. Early Chinese communist movement
  - C. China at war
    1. The Manchurian situation
    2. Japanese aggression - Chinese reaction
  - D. China and Japan at war
    1. The undeclared war
    2. The internal situation in China
    3. Growing communist power
  - E. The World War II era in China
    1. The war years
    2. Diplomacy among the allied powers
  - F. The collapse of the Koumintang
    1. Post war confusion
    2. Fall of the Koumintang
  - G. Japan to 1919
    1. Korea and Manchuria after 1905
    2. Japanese government to 1918
    3. Japan in World War I
  - H. Party government in Japan - 1918 to 1931
    1. Aftermath of World War I
    2. The era of party government
    3. Downfall of the party government
  - I. The Japanese road to war
    1. Militarism and Manchuria
    2. Japan in the 1930`s
    3. The road to war
    4. Japan expands south
    5. Breakdown of Japanese - western rel.
  - J. Japan in World War II
    1. The move to war
    2. The war years
  - K. Japan after World War II
    1. The occupation era
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2. Changes in law and government
3. Economic changes in Japan
4. Economic rehabilitation
5. The peace treaty

#### IV. South Asia and the Middle East in the 20th Century

##### A. British India and change

1. The World War I era
2. Gandhi and Indian nationalism
3. The era of transition

##### B. Movement toward independence

1. Extension of self rule
2. Problems from the minorities
3. The ear of British rules
4. Movement toward partition
5. Agreement on partition

##### C. India and Pakistan after independence

1. The union of India
2. Indian governmental system in action
3. Pakistan - a Moslem land

##### D. The modernization of Turkey

1. The young Turks
2. Turkey and World War I
3. The Middle East and peace conference
4. Allied domination and Turk reaction
5. Turkey and World War II
6. Turkey moves toward democracy
7. Crisis with Greece and Cyprus
8. Modern Turkish politics

##### E. Iran in the twentieth century

1. Unrest and revolution
2. The Iran of Shah Reza
3. Occupation of Iran
4. Imperialism and nationalism
5. Iran and the West

##### F. The lands of the Fertile Crescent

1. The French in Lebanon and Syria
2. The land of Iraq

##### G. The postwar Fertile Crescent

1. Republic of Lebanon
2. Republic of Syria
3. The land of Iraq

##### H. Arabia, Palestine, and Jordan

1. Saudi Arabia
  2. The land of Palestine
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- 3. The land of Jordan
  - I. The Indonesian Islands
    - 1. The Netherlands East Indies
    - 2. The impact of war and peace
    - 3. The Republic of Indonesia
  - J. The Philippine Islands
    - 1. The era of American control
    - 2. War era in the Philippines
    - 3. Republic of the Philippines
  - K. The Indo Chinese peninsula
    - 1. Indochina under the French
    - 2. Wartime Indochina and the postwar era
    - 3. Cambodia, the Khmer land
    - 4. The problems of Laos
    - 5. The two Vietnams
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MCCCD Governing Board Approval Date: **5/24/1994**

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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

### Syllabus for HIS 114: HISTORY OF EASTERN CIVILIZATIONS FROM 1850 TO PRESENT (3 credits)

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 114 student”, in the subject line, so I know that you are one of my students from my HIS 114 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.

#### Required Textbook:

- a) Rhoads Murphey. *A History of Asia, Eighth Edition*, Longman Publication.
- b) Peter Mansfield and Nicholas Pelham. *A History of the Middle East, Fifth Edition*, Penguin Books Publication.

### **COURSE OBJECTIVES**

The strong connections of the American economy with the Asian market, and its people make it highly relevant to study Asia today. This course is intended to identify and trace the above through the study of the political and social history of South Asia and Southeast Asia from mid-nineteenth century to the present. The focus of the course is to develop a global approach with attention to the unique character and complexities of the political history, religion, society, and culture in the non-western world. The key elements of the course is to examine the rise of Communist China, evaluate the dynamics of colonial control and conflict in British India, study the forces of nationalism and independence movement in India and Pakistan, Japan’s military tradition, expansionism, colonial policies in Korea and Vietnam and political transformations in post war era. Prerequisites: None

**MCCCD Course Competencies: History of Eastern Civilizations 1850 to Present**

## MCCCD Official Course Competencies

1. Identify and locate the various Asian states on a map. (I-IV)
2. Describe the people, culture, and society of China in the mid- nineteenth century, including the role of the imperial government. (I)
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15. Describe the changing face of Iran and the Middle East following World War I. (IV)
16. Describe the growing nationalism and the independence movements in Indonesia and the Philippines. (IV)
17. Describe developments in Indochina from the French era to the present. (IV)

**Attendance Policy: *Students will be withdrawn from the course if they miss more than two classes.***

**Students would lose 50% of points FOR LATE OR MISSED HOMEWORK and EXAMS**, unless you have documentation submitted to me personally. ALL DUE DATES ARE IN MY 'COURSE SCHEDULE'.

**COURSE EXPECTATIONS:** Students are expected to read the chapters in the textbook, handouts on each module (posted on Canvas), and access the Discussion Board for homework questions after every module. They will post answers to the instructor's questions, comment on fellow student's answers on the Discussion Board, and perform satisfactorily on all exams. **Examples of good answers and comments, and grading rubric for Discussion Board postings are available in the 'Discussion Board Instructions' under 'START HERE.'** The due dates for all DB postings (answers and comments) are available in the **COURSE SCHEDULE**.

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

**2 PROJECT Assignments for the course:**

- a) Watch the FILM GANDHI' BY RICHARD ATTENBOROUGH and answer the posted questions in the Discussion Board

**AND**

- b) Visit an Asian/Eastern place of worship, religious or cultural center and write a detailed paper with lots of pictures.

COURSE OUTLINE:

Module One: Manchu China and Tokugawa Japan

China under Manchus

Qing Glory and Technological Backwardness in China

Reunification and the Tokugawa Shogunate in Japan

Foreign pressures for Change

EXAM

Module Two: The Rise of British Power in India

Robert Clive and the Beginnings of British India

From Tolerance to Arrogance

The Revolt of 1857

EXAM

The Consolidation of British Empire in India

Module Three: The triumph of Imperialism in Asia

British Imperial India

New Delhi: Indian Summer of the Raj

China Besieged

Japan Among the Powers

EXAM

Module Four: Reaction and Reform in Turkey, Iran and the Middle East

The struggle for Reform, 1840-1900

Britain in Egypt, 1882-1914

Turks and Arabs

The Sick Man Dies

PROJECT ASSIGNMENT



Module Five: Subjugation, Nationalism, and Revolution in China and India

China in Decay

Prominent figures in May Fourth Movement

India under Colonial Rule

The Beginnings of Indian Nationalism

Enter Mohandas Karamchand Gandhi

PROJECT ASSIGNMENT

Module Six: The struggle for Asia, 1920 to Present

India moves towards Independence

China in the 1920s and 1930s

Japan from 1920 to 1945, and post war era

Vietnam and Indonesia from colonialism to Independence

EXAM

Module Seven: Revival, Revolution and Independence in Asia

The Revival of Japan

China in Revolution

Partition and Independence in India

EXAM

Module Eight: The Second World War and its Aftermath in the Middle East

Nationalism, Pan-Arabism and Islam

The entry of the superpowers and the Nasser Era (1950-1970)

EXAM

GRADING POLICY:

6 Exams x 100 pts = 600 points

2 Project Assignments x 100 pts = 200 points

TOTAL = 800 points

A = 720 - 800

B = 640 - 719

C = 560 - 639

D = 480 - 559

F = 0 - 479

*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 'Course Schedule' on Canvas has all the due dates and deadlines for online exams.**

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](#)

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

### **PROJECT ASSIGNMENTS FOR THE COURSE**

**A) Watch the FILM GANDHI' BY RICHARD ATTENBOROUGH and answer the posted questions in the Discussion Board**

**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.)

PLEASE TAKE A PRINTOUT OF THIS PAGE FOR YOUR FUTURE REFERENCE.

### **HIS 114 - History of Eastern Civilization - Rationale Statement: Social and Behavioral Sciences**

HIS 114 - History of Eastern Civilization from 1850 to Present meets all the criteria designated by ASU for courses that train students in the theories and methods of social sciences. Through the utilization of historiographical and contemporary sources, the course provides a comprehensive analysis of the characteristics and development of civilizations of Far East, India, and the Middle East, from mid-nineteenth century to present. The fundamental aspect of the course is to identify and explain political, economic, social and cultural changes in Asia and to examine and comprehend Asian history in the context of the present world. 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.

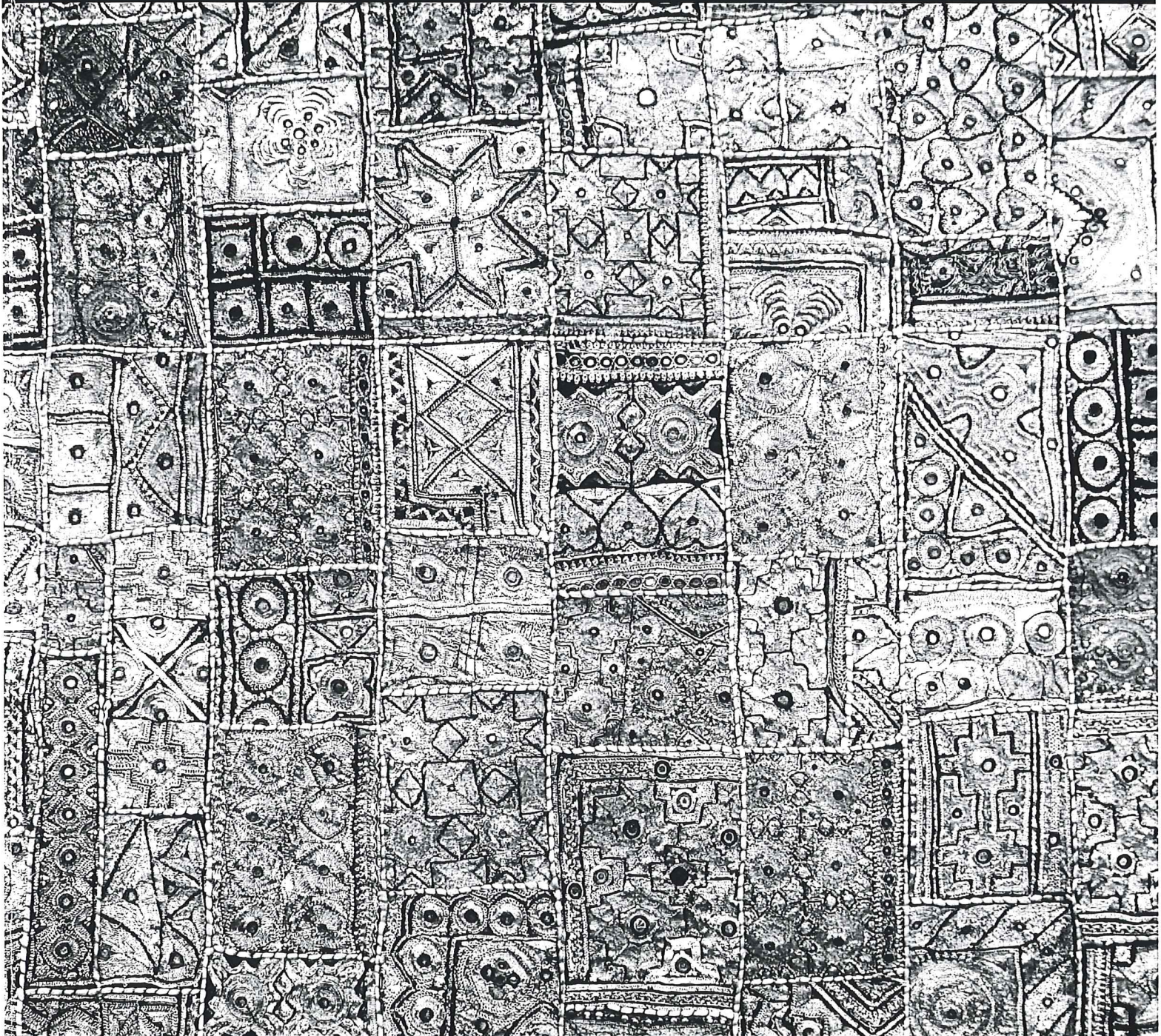
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HIS 114 - History of Eastern Civilizations from 1850 to Present meets all the criteria designated by ASU for courses that train students identify and explain broad processes in political statecraft, literature, language, religion, philosophy, art, architecture and culture in Asia, Southeast Asia, Far East and the Middle East from 1850 to the contemporary age. The key element of the course is to help students reach a historical perspective and cultural diversity in the non-Western world from the late 19<sup>th</sup> century to the Present.



# *A History of ASIA*

8th Edition



*Rhoads Murphey with Kristin Stapleton*

ROUTLEDGE





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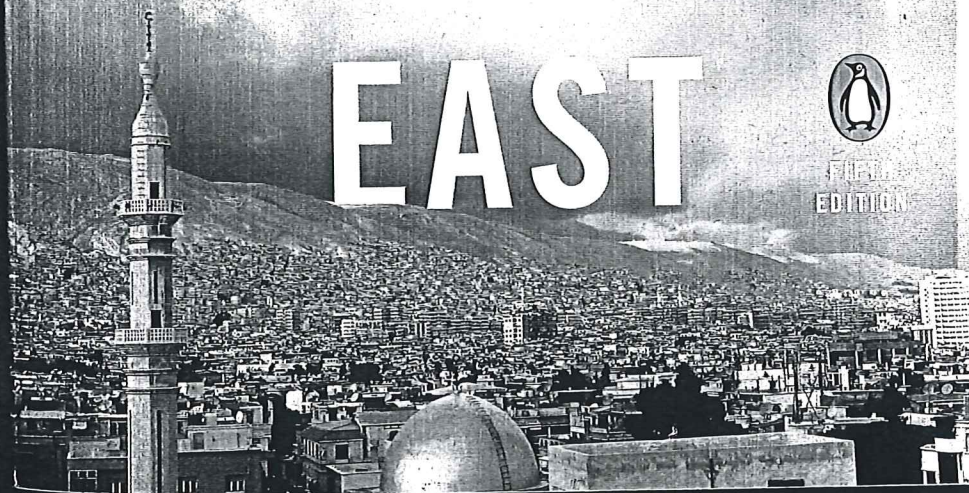
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# A History of the Middle East

FIFTH EDITION  
*revised and updated by Nicolas Pelham*

PETER MANSFIELD



PENGUIN BOOKS



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