

HIST M152: HISTORY OF ASIA FROM PREHISTORY TO 1600

Originator

hhernandez

Co-Contributor(s)
Name(s)

Brown, Nenagh (nbrown)

College

Moorpark College

Discipline (CB01A)

HIST - History

Course Number (CB01B)

M152

Course Title (CB02)

History of Asia from Prehistory to 1600

Banner/Short Title

History of Asia to 1600

Credit Type

Credit

Start Term

Fall 2022

Formerly

HIST M20B - World History II
HIST M15 - Asian Civilization I

Catalog Course Description

Provides a broad overview of those societies and individuals that have provided key contributions to the development of Monsoon Asia. Covers the period from the earliest written records to 1600 CE, including selected topics from the Ancient, Classical, Post-Classical and Early Modern Periods. Emphasizes India and China, but all areas of Monsoon Asia are introduced, including Japan.

Taxonomy of Programs (TOP) Code (CB03)

2205.00 - History

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Site visits to art galleries and/or museums and/or places of religious worship of relevance to Monsoon Asia.

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Minimum Contact/In-Class Activity Hours

0

Maximum Contact/In-Class Activity Hours

0

Laboratory**Minimum Contact/In-Class Laboratory Hours**

0

Maximum Contact/In-Class Laboratory Hours

0

Total in-Class**Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Minimum Paid Internship/Cooperative Work Experience Hours**

0

Maximum Paid Internship/Cooperative Work Experience Hours

0

Unpaid**Minimum Unpaid Internship/Cooperative Work Experience Hours**

0

Maximum Unpaid Internship/Cooperative Work Experience Hours

0

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | compose an argument contextualizing primary and secondary sources regarding the history of Monsoon Asia from prehistory to 1600. |
| 2 | identify connections between Monsoon Asian history and their current roles in the world today. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | define "Monsoon Asia" and locate key geographic, political and cultural areas within it. |
| 2 | compare the chief characteristics of the earliest Monsoon Asian complex societies of the Ancient Period. |
| 3 | analyze the key intellectual, social, political, and economic features of the Classical empires of India and China. |
| 4 | evaluate the influences of India and China on the development of other areas within Monsoon Asia during the Post-Classical Period. |
| 5 | relate and explain both the strengths and the weaknesses of the area during the Early Modern Period. |
| 6 | describe the distinguishing elements of Monsoon Asia before the arrival of the West. |
| 7 | consider the relationship between the Monsoon Asian societies of the past with today. |
| 8 | identify the role of gender and ethnicity, as well as of science and technology, in Monsoon Asian history. |

Course Content**Lecture/Course Content**

(30%) PART I: ANCIENT ASIA (c. 3500 - 500 BCE)

Introduction: The Geography of Monsoon Asia

I. Early Indian Complex Societies

A. The Indus Peoples

1. Discovery
2. The cities
3. Decline

B. The Early Aryans

1. Arrival
2. Aryan society

II. Early Chinese Complex Societies

A. The Xia Dynasty

B. The Shang Dynasty

1. Sources
2. Kingship
3. Social divisions
4. The development of bronze technology

C. The Zhou Dynasty

1. Conquest
2. The Mandate of Heaven
3. More social divisions
4. Decline of the Western Zhou

(35%) PART II: CLASSICAL ASIA (c. 500 BCE to 500 CE)

III. Classical India

A. The Maturing of Hinduism

1. The Upanishads
2. The Epics

B. The Birth of Buddhism

1. The Buddha
2. The initial spread of Buddhism

C. The Mauryan Empire

1. The Greek invasion
2. Chandragupta Maurya
3. Ashoka
4. Fall

D. The "Dark Ages"

1. Mahayana Buddhism
2. Trade

E. The Gupta Empire

- 1. Creation
- 2. Internal peace
- 3. The Huns
- F. Indian Art of the Classical Period
 - 1. Architecture
 - 2. Sculpture
 - 3. Literature
 - 4. Music
- IV. Classical China
 - A. The Warring States Period
 - 1. The Hundred Schools of Ancient Philosophy
 - 2. Confucianism
 - 3. Daoism
 - 4. Populist beliefs
 - B. The Qin Dynasty
 - 1. Conquest
 - 2. Centralization
 - 3. Fall
 - C. The Han Dynasty
 - 1. Establishment
 - 2. Power
 - 3. Fall
 - D. Successor Dynasties
 - E. Chinese Art of the Classical Period
 - 1. Architecture
 - 2. Sculpture
 - 3. Literature
 - 4. Music

(35%) PART III: POST-CLASSICAL AND EARLY MODERN ASIA (c. 500 - 1600 CE)

- V. The Spread of Complex Societies
- VI. The Development of Japan
 - A. The Borrowing Period
 - 1. Pre-history
 - 2. The introduction of Chinese culture
 - 3. The Nara period
 - B. Heian Japan
 - 1. The early Heian period
 - 2. The Fujiwara period
 - 3. The end of the Heian period
 - C. Shogunate Japan
 - 1. The Kamakura period
 - 2. The Ashikaga Shogunate
 - 3. The Hundred Years War
 - D. Art of Post-Classical Japan
 - 1. Architecture
 - 2. Sculpture
 - 3. Literature
 - 4. Music
- VII. Mughal India
 - A. Conquest of India
 - 1. Babur
 - 2. Humayan
 - 3. Akbar
 - B. Mughal Rule
 - 1. Akbar's reforms
 - 2. Succession disputes
 - 3. Aurangzeb
 - 4. The Later Mughals
 - C. Mughal Art
- VIII. Ming China
 - A. The Fall of the Yuan Dynasty
 - B. The Restoration of Chinese Rule
 - 1. The Hongwu emperor
 - 2. The imperial court
 - 3. The imperial bureaucracy
 - 4. The imperial army
 - 5. Regional government

- C. The Outside World
 - 1. Trading links
 - 2. The Zhenghe expeditions
 - 3. European contacts
- D. Decline
- E. Ming Art

Laboratory or Activity Content

Not applicable.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

- Classroom Discussion
- Essay exams
- Group projects
- Individual projects
- Journals
- Oral analysis/critiques
- Objective exams
- Oral presentations
- Projects
- Participation
- Quizzes
- Role playing
- Reports/Papers/Journals
- Reports/papers
- Research papers
- Written analyses
- Written compositions
- Written homework

Instructional Methodology

Specify the methods of instruction that may be employed in this course

- Audio-visual presentations
- Collaborative group work
- Class activities
- Class discussions
- Case studies
- Distance Education
- Field trips
- Group discussions
- Guest speakers
- Instructor-guided interpretation and analysis
- Internet research
- Large group activities
- Lecture
- Readings
- Role-playing
- Small group activities
- Web-based presentations

Describe specific examples of the methods the instructor will use:

To explain course content instructor will use presentations, board work, educational videos and recordings, other visuals, classroom discussions, small work group, and other methods as appropriate to help students understand the content of the course.

Representative Course Assignments

Writing Assignments

Write an argumentative paper utilizing primary, secondary and tertiary source documents on a topic such as social, political, economic consequences of different belief systems within Monsoon Asia.

Write a critical summary of visit to historic site or museum.

Review of a primary or secondary source document such as a monograph, biography, or historical novel on topics such as the early complex societies of Monsoon Asia.

Research and write papers on topics such as the territorial empires of the Classical Period.

Compose in-class and take-home essays, for instance comparing and contrasting different societies within Monsoon Asia.

Critical Thinking Assignments

Conduct research work for instance comparing and contrasting the views of women in different areas of Monsoon Asia.

Participate in class and small group discussions debating for instance the impact of Chinese influence within Monsoon Asia.

Write short papers comparing and contrasting primary source documents to each other, considering authorship, thesis, audience, etc., as well as to contemporary articles about today.

Reading Assignments

Read selected pages from text book(s) set for the course; complete assignment by checking understanding (group work, quiz, etc.).

Read selected primary or secondary documents from the topics covered in the course; write responses to documents; participate in seminar discussing the sources..

Read selected or student-chosen works (such as novels, histories, biographies) from the topics covered in the course; set assignment to affirm student understanding and deepen analysis.

Outside Assignments

Representative Outside Assignments

Read sections from the textbook as well as supplemental primary source documents, secondary source monographs, journal articles, handouts, or websites pertinent to class discussion and/or writing assignments.

Conduct library and/or Internet research on a topic appropriate to the course.

Attend site visits to art galleries and/or museums and/or places of religious worship of relevance to Monsoon Asia.

Prepare written and/or oral presentations on topics such as military innovation during the Warring States Period.

Visit Moorpark's Writing Center and train how to log in and make an appointment with tutors.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Sacramento	HIST 6	Asian Civilizations	3
UC Santa Barbara	EACS/HIST 80	East Asian Civilization	4
UC San Diego	HILD 10	East Asia: The Great Tradition	4
CSU Northridge	HIST 191	History of Eastern Civilization I	3
Humboldt State Univ.	HIST 107	East Asian History to 1644	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences

Approved

C. Humanities

C2. Humanities

Approved

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English

Approved

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities

Approved

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Approved

Area 5: Physical and Biological Sciences**Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionSchirokauer, Conrad, David Lurie, and Suzanne Gay. *A Brief History of Japanese Civilization*. 4th ed., Cengage, 2012.**Resource Type**

Textbook

DescriptionTrautmann, Thomas R. *India: Brief History of a Civilization*. 2nd ed., Oxford UP, 2015.**Resource Type**

Other Instructional Materials

DescriptionShikibu, Murasaki. *The Diary of Lady Murasaki*. Translated by Richard Bowring, Penguin, 1999.**Resource Type**

Other Instructional Materials

DescriptionMitchell, Stephen, translator. *Bhagavad Gita: A New Translation*. Reprint ed., Harmony, 2002.**Resource Type**

Other Instructional Materials

DescriptionConfucius. *The Analects of Confucius*. Translated by Simon Leys, Norton, 1997.**Resource Type**

Textbook

DescriptionPollard, Elizabeth and Clifford Rosenberg. *Worlds Together, Worlds Apart: A Companion Reader, Vol. 1*. 3rd ed., Norton, 2019.**Resource Type**

Textbook

DescriptionAndrea, Alfred, and James Overfield, editors. *The Human Record: Sources of Global History; Vol. 1 to 1500*. 8th ed., Cengage Learning, 2016.**Resource Type**

Textbook

DescriptionBeasley, W.G. *The Japanese Experience: A Short History of Japan*. University of California, 2000.

Resource Type

Textbook

Description

Ebrey, Patricia Buckley. *The Cambridge Illustrated History of China*. 2nd ed., Cambridge UP, 2010.

Resource Type

Textbook

Description

Wolpert, Stanley. *A New History of India*. 8th ed., Oxford UP, 2008.

Resource Type

Textbook

Description

Murphey, Rhoads and Kristen Stapleton. *A History of Asia*. 8th ed., Routledge, 2019.

Resource Type

Textbook

Classic Textbook

Yes

Description

Fairbank, John King and Merle Goldman. *China: A New History*. 2nd enlarged ed. Harvard UP, 2006.

Resource Type

Other Instructional Materials

Description

Stanley, Amy. *Stranger in the Shogun's City: A Japanese Woman and Her World*. Scribner, 2021

Resource Type

Other Instructional Materials

Description

Chen, Da. *Colors of the Mountain*. Anchor, 2001.

Resource Type

Other Instructional Materials

Description

Umrigar, Thrity. *The Space Between Us: A Novel*. Harper, 2007.

Library Resources

Assignments requiring library resources

Research papers, book and/or journal reviews, and oral and/or written reports using the Library's print and online resources on such topics as comparing and contrasting different societies within Monsoon Asia.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Write an argumentative paper utilizing primary, secondary and tertiary source documents on a topic such as social, political, economic consequences of different belief systems within Monsoon Asia.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell

E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom
Examinations	
Hybrid (1%–50% online) Modality	
Online	
On campus	
Hybrid (51%–99% online) Modality	
Online	
On campus	

Primary Minimum Qualification

HISTORY

Review and Approval Dates

Department Chair

04/13/2021

Dean

04/13/2021

Technical Review

09/02/2021

Curriculum Committee

9/7/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000428189

DOE/accreditation approval date

MM/DD/YYYY