COURSE OUTLINE OF RECORD

Number: HIST G120  
TITLE: Asian Civilizations

ORIGINATOR: Sunshine McClain  
EFF TERM: Fall 2018
FORMERLY KNOWN AS:  
DATE OF OUTLINE/REVIEW: 12-05-2017
CROSS LISTED COURSE:  
TOP NO: 2205.00  
CID:

SEMESTER UNITS: 3.0
HRS LEC: 54.0  
HRS LAB: 0.0  
HRS OTHER: 0.0
CONTACT HRS TOTAL: 54.0
STUDY NON-CONTACT HRS RECOMMENDED: 108.0

CATALOG DESCRIPTION:
This course introduces students to the rich variety of Asian civilizations with special emphasis on geographic and demographic patterns and the dynamics of ancient, modern, and transitional Asian societies. Major political, economic, sociocultural developments, and religious traditions of India, China, Japan, Korea, and Southeast Asia will be presented in an historical perspective. In addition, this course examines the implications of Western colonization, independence struggles, and twentieth century wars in China, Japan, Korea, and Vietnam.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:

History

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]
GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]
BASIC SKILLS STATUS: Yes [ ] No [X]  
LEVELS BELOW TRANSFER: Not Applicable
CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]
Associate of Arts: Liberal Arts: Emphasis in Arts and Humanities(Associate in Arts)
Associate of Arts: Liberal Arts: Emphasis in Social and Behavioral Sciences(Associate in Arts)
HISTORY(Associate in Arts for Transfer)
History(Associate in Arts for Transfer)

GE AND TRANSFER REQUIREMENTS MET:
IGETC Area 3: Arts and Humanities
   3B: Humanities
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
   C2 - Humanities
HIST G120-Asian Civilizations

CSU GE Area D: Social, Political, and Economic Institutions
   D3 - Ethnic Studies
   D6 - History
   D7 - Interdisciplinary Social and Behavioral Science

PROGRAM LEVEL LEARNING OUTCOME(S) Supported by this course:

describe the structure, pace, and causal agents of changing historical contexts.

employ interpretative skills to reach reasoned conclusions from historical evidence.

evaluate cultural, socio-political, and economic contexts through historical time.

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).

2. Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).

3. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History SLO).

COURSE OBJECTIVES:

1. Describe the geographical and cultural differences in perceived responses to economic development, population growth, and density.

2. Analyze basic concepts, principles, and philosophies and deduce cause-and-effect relationships to explain dynamics of change and continuity from ancient into modern time.

3. Explain the core structure and different functions of Confucianism as it has existed in most Asian societies.

4. Evaluate elements of the traditional past that are presently influencing economic development for modern Asia.

5. Apply comprehension of the historical record in order to analyze and interpret historical primary and secondary sources.

6. Formulate essential questions, pose new interpretations, and conduct research using historical evidence.

7. Recognize the importance of conflicting interpretations and contextualize the past on its own terms.

8. Analyze the dynamics of change over time in order to explain historical causality and preserve contingency in the past.

9. Evaluate the consequences of historical decisions and reflect on the relevance of debatable issues in the modern day.

COURSE CONTENT:

LECTURE CONTENT:

1. Foundations of Civilizations (Prehistory-900 CE): First Peoples and First Civilizations:
   A. The populating of Asia and the Agricultural Revolution:
   B. First civilizations:
      1. Sumerians and Mesopotamians
2. Shang China
3. Indus Valley
C. Early Empires (500 BCE-500 CE):
   1. Religions of Asia: Hinduism, Zoroastrianism, Judaism, Confucianism, Daoism, Shinto, Christianity, Buddhism, Jainism, and Islam
   2. Archaemenid, Seleucid, Parthian, and Sassanid Dynasties
   3. Shang, Zhou, Han, and Sui China
   4. Early Korea through the Silla Dynasty
   5. Mauryan and Gupta India
   6. Southeast Asia: Funan

2. Classical and Medieval Asia (500-1500 CE):
   A. Silk Roads and nomadic Central Asia
   B. Tang and Song China
   C. Koryo Korea
   D. Heian and Kamakura Japan
   E. Southeast Asia: Angkor Empire/Khmer, Pagan Empire, Dai Viet
   F. Delphi Sultanate
   G. Umayyad and Abbasid Persia
   H. The Mongol Empire
   I. Ming China

3. Early Modern Asia and the arrival of the West:
   A. Qing China: the Manchu Empire
   B. Tokugawa Japan
   C. Siam, Burma, and Khmer
   D. Mughal India: European commerce and conquest
   E. Safavid Persia
   F. The Ottomans

4. Modern Asia (1800-Present):
   A. The age of Western imperialism:
      1. China in decline: Anglo-Chinese wars and the Boxer Rebellion
      2. Japan in turmoil: the Meiji Restoration
      3. Turbulence in Korea
      4. British India and Burma: the Indian Nationalist Movement
      5. French Indochina
   B. Asia in the Twentieth Century:
      1. WWI, WWII, and the Cold War: rise of modern Japan and China in flux
      2. China under Mao
      3. Decolonization: Burma (Myanmar), Thailand, Laos, Cambodia, Vietnam; Indian Nation-State: partition and independence; decline of the USSR
   C. Contemporary World:
      1. China since Mao
      2. Korea
      3. Japan
      4. Middle East: modernization and conflict
METHODS OF INSTRUCTION:

A. Lecture:
B. Online:
C. Independent Study:
D. Hybrid:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Required Readings:

Readings for History G120 will generally include a college-level survey textbook, a collection of separate readings, and a book-length primary source. The survey textbook will serve as a secondary source and as a supplement to course lectures. The collection of separate readings will serve as analysis of primary source documents and comprehension of historical argument/theory. The book-length primary source will serve as extended analysis and a research paper assignment in the context of the assigned readings or other secondary source background.

Out-of-class Assignments

Required readings from primary and secondary sources, exercises, and written responses as required by the instructor.
Students are encouraged to participate and/or observe outside lectures, meetings, films and festivals that are relevant to the course content.

The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications. The instructor will choose a book-length primary source from the section Optional Textbooks in this course outline and assign an in-depth document analysis/research paper of approximately 6-8 pages/1,800-2,500 words.

Writing Assignments

Short essay exams and class assignments: the short essay exams will assess the students’ analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historical facts.

Blue-book essay examinations and research paper: the in-class blue-book essay examinations will assess the students’ ability to take a stance on a controversial question/issue in the History of Asia and to formulate a cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications.

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Oral Presentations
Demonstration of Critical Thinking:

Students shall demonstrate their ability to think critically by means of essay examinations and written research assignments which will require them to analyze, compare, contrast, explain, evaluate, and synthesize historical information and material as directed by the course instructor. Such essay examinations and written research assignments will be an important and integral component of every History G120 course.

Required Writing, Problem Solving, Skills Demonstration:

Short essay exams and class assignments: the short essay exams will assess the students’ analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historic facts.

Blue-book essay examinations and research paper: the in-class blue-book essay examinations will assess the students’ ability to take a stance on a controversial question/issue in the History of Asia and formulate a cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the students’ ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

Other:
1. Book-length historical documents such as:
   - The Analects, Confucius
   - Mencius
   - The Bhagavad Gita, Anonymous
   - The Ramayana, Anonymous
   - The Tale of Genji, Shikibu Murasaki

LIBRARY:

Adequate library resources include: Print Materials
Non-Print Materials
Online Materials

Comments:

Attachments:

Attached Files