Request for Renewal of HIST 151 (World History to 1500) as a FG Course

Kap‘iohani Community College, Spring 2013

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Compiled by Monomita Krishna, (with help from history faculty)
History Coordinator
monomita @hawaii.edu
KCC campus extension: 734-9169
I. COURSE DESCRIPTION (from Course Outline, approved 2012, and to be included in the next KCC Catalog)

COURSE INFORMATION

HIST 151 World History to 1500 I (3) AA/FGA and AS/AH
3 hours lecture per week
Prerequisite(s): Qualification for Eng100 or its equivalent

HIST 151 explores historical narratives and global perspectives on human societies and cross-cultural interactions up to 1500. It examines the events, personalities, institutions and ideas that shaped the major world societies.

COURSE OBJECTIVES / COMPETENCIES
Upon successful completion of HIST 151, the students should be able to:

- Analyze the role and importance of individuals in history in the context of circumstances.
- Analyze cause and effect relationships while demonstrating a sense of historical time.
- Describe global processes (e.g. agricultural and urban revolutions, human migrations, ecological forces, industrialization and imperialism) with respect to social, religious, political, economic and/or technological forces among the various societies.
- Examine the ethics and traditions of peoples in history and evaluate them in relation to one’s own life and/or culture.
- Trace the development of civilizations in their geographical settings, comparing and contrasting their characteristics and recognizing their enduring influence.

II. CHANGES

This document incorporates the changes made and approved in the five-yearly curriculum update for HIST 151, fall 2012. These include change in the wording of the course title and revision of course competencies. The course materials included have been updated. Other than that, no significant changes have been made since the original request for foundations designation was approved.
III. ASSESSING OF COURSE

Below are samples of course materials that illustrate how the course meets the Foundation Hallmarks (Global Multi-cultural Perspectives). Original course materials may be viewed upon request.

Hallmark 1. Provide students with a large-scale analysis of human development and change over time from prehistory to the present. (Note: the two FG courses will together cover the whole time period from pre-history to present)

HIST 151 is a survey of the history of humankind from prehistory to the 16th century thus meeting the requirements of category A. It focuses on the major civilizations and societies of the ancient and medieval periods around the world. Multiple aspects of the cultural development of these civilizations and societies are examined with emphasis on broad trends and changes over time.

Supporting Course Materials: While the class schedule that follows, provides a general framework of topics within the time-frame of this course, individual instructors may choose to emphasize certain themes and sub-topics, they consider appropriate.

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Also refer to the **Assigned Readings** under Hallmark 2.

**Writing Assignment:**

**Understanding Ourselves**

**Purpose**

Imagine that you have amnesia. You are here, but you don't know who you are, where you come from, or what you value. Your personal history has been erased, and you need to learn who you are without the benefit of the actual experiences. How would you make sense of a past that you have not lived? Essentially, historians are the people who educate us about humanity's amnesia. We try to
understand where we are today by discovering where we've been. History is very much a study of ourselves. Historians ask questions that help us learn about who we are as human beings. This assignment will help you understand the importance of studying history.

Before you start your paper, you must first . . .
Choose one of the following questions and read the appropriate pages in your Howard Spodek's *The World's History*, Vol. I: Prehistory to 1500. Choose something that you consider interesting and important.

1. How can creation myths and/or art help us understand prehistoric humans and how they understood their place in the world? (pp. 2-7, 29-33)
2. How did settling down in agricultural villages and abandoning nomadism change people’s lives? (pp. 36-39, 43-46)
3. In what ways are our modern cities like ancient cities of Sumer? In what ways are they different? (pp. 40-41, 48-62)
4. Why do some archaeologists assert that a true city must have writing? In light of the findings in the Americas and in Jenne-jenno, should this definition of a “city” be changed? (pp. 97-116)
5. How important is warfare in the construction of empires? Does success in warfare hinge on new weapons and military strategies? (pp. 118-123, 159, 234-237, 261)
6. Apart from the use of sheer military force, what policies do successful empires adopt in order to establish and maintain their power over the peoples they conquer? (pp. 122-123, 159, 234-237, 261)
7. How have religious beliefs impacted human history? Explore spiritual and ethical messages, cultural contributions to the arts and humanities, or alliances with political and economic institutions? (pp. 264-269, 302-303, 341, 380-381, 384-387)

Three Part Writing Process (worth 100 points total)

Part I -- In this **exploratory paper** you will explain why you chose this question and share your working answer. What have you learned so far? You must show evidence of having done preliminary research on past societies (up to 1600 C.E.) that could be used as examples to answer your question. In your final paragraph you need to explore the possible modern day application for your answer. This is an informal paper that encourages you to discover your thoughts by “talking to self.”

Part II -- In this **letter to a classmate** who is trying to answer the same question, you should share your working thesis and the examples you’re planning to use to support it. Explain what you've learned, and what you still need to research. Ask for feedback and solicit advice for the next part. You could even express your frustrations since this is someone who could sympathize with your struggles. In your final paragraph you should answer this question: How does knowing more about this topic alter your understanding of our modern human experience? Since this is a letter, you should use first person references (i.e. I, me, my) to express your thoughts and ideas.

Part III -- In this **thesis driven essay** you will start with a thesis statement in your opening paragraph and then support it in a typical research paper format. Do not use first person references (i.e. I, me, my). You will need to support your thesis with examples gleaned from research.
Hallmark 2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) using multiple perspectives.

This course examines major civilizations and societies from prehistory to the 16th century in the regions of the Middle East, South Asia, East Asia, South East Asia, the Mediterranean & Europe, sub Saharan Africa, Central & South America and Oceania. Multiple aspects of and perspectives on the cultural traditions of these civilizations and societies are examined and compared.

Supporting Course Materials: Instructors may select and use their own textbooks. The materials below are from one such text that is used by several instructors.

Assigned Readings:

Ch 1: The Earliest Human Societies to 2500 B.C.E. (pp. 2-31)
   Evolution and Migration
   Paleolithic Society
   The Development of Agriculture
   Neolithic Society

Ch.2: The Rise of the State, Southwest Asia and the Nile Valley, 3200-500 B.C.E.(pp.32-63)
   Mesopotamia from Sumeria to Babylon
   Egyptians and Their Pharaohs
   The Hebrews
   The Assyrians and the Persians

Ch 3: The Foundation of Indian Society, to 300 C.E. (pp. 64-89)

Ch. 4: China’s Classical Age, to 221 B.C.E. (pp. 90-113)

Ch. 5: The Greek Experience, 3500-100 B.C.E. (pp. 114-141)

Ch. 6: The World of Rome, 750 B.C.E.-400 C.E. (pp. 142-173)

Ch. 7: East Asia and the Spread of Buddhism, 221 B.C.E.-800 C.E.(pp. 174-203)
   The Age of Empire in China
   Vietnam
   Korea
   Japan

Ch. 8: Continuity and Change in Europe and, 200-850 C.E. (pp. 204-231)

Ch. 9: The Islamic World, ca 600-1400 (pp. 232-266)
Ch. 10: **African Societies and Kingdoms, ca 1000 B.C.E.-1500 C.E.**(pp. 266-297)

Ch. 11: **The Americas, 2500 B.C.E.-1500 C.E.** (pp.298-329)

Ch. 12: Cultural Exchange in **Central and Southern Asia, to 1400** (pp. 330-363)
- Central Asia
- India
- Southeast Asia

Ch. 13: States and Cultures in **East Asia, ca 800-1400** (pp. 364-391)
- China
- Korea
- Japan

Ch. 14: **Europe in the Middle Ages, 800-1450** (pp.392-423)

Ch. 15: **Europe in the Renaissance and the Reformation, 1350-1600** (pp.424-457)

**Study Questions:** (based on texts and class discussions)

**Prehistory:** The Neolithic / New Stone Age began with what scholars refer to as the Neolithic / Agricultural Revolution. What do you understand by it? Where do historians believe human beings first began to practice systematic agriculture? Was it men and women who were likely to have developed the knowledge and practice of agriculture? In what ways did the practice of agriculture change the way of life of early human beings? Ultimately it can be said that the greatest significance of the Agricultural Revolution was that it enabled the rise of civilization? Explain.

**Civilization:** The course surveys the major civilizations of the ancient and medieval periods. What do you understand by the term “civilization”? What have been the main and common characteristics of civilization and “civilized peoples and how do they compare to “pre-civilized” or “uncivilized” peoples? Is to be civilized necessarily and always for the better? Explain. Can you think of examples of aspects of modern civilization that are undesirable?

Examples of other kinds of course material that focus on the history of different regions and through time, and thus meet this hallmark, can be found under the following hallmarks.
Hallmark 3. Offer a broad integrated analysis of cultural, economic, political, scientific and/or social development that recognizes the diversity of human societies and their cultural traditions.

While studying the major civilizations of the ancient and medieval periods, HIST 151 emphasizes political, economic, social, religious and philosophical developments. In addition trends in art, architecture, literature, science and technology are also noted. The course emphasizes the interconnected nature of all of the above aspects of human culture.

HIST 151, recognizes both the similarities and diversity that have characterized civilizations and societies in different regions of the world as well as over time. Students are exposed to various points of view to provide them with a meaningful understanding of the differences that have existed amongst peoples. In addition, differences within civilizations and peoples based on region, class, gender and religion are also highlighted.

Assigned Readings:

Ch 1: The Earliest Human Societies to 2500 B.C.E. (pp. 2-31)
  Evolution and Migration
  Paleolithic Society
    Family and Kinship Relationships
    Cultural creations and Spirituality
  The Development of Agriculture
  Neolithic Society
    Social Hierarchies and Slavery
    Gender Hierarchies and Inheritance

Ch.2: The Rise of the State, Southwest Asia and the Nile Valley,3200-500 B.C.E.(pp.32-63)
  Writing, Cities and States
  Mesopotamia from Sumeria to Babylon
    Sumerian Politics and Society
  Egyptians and Their Pharaohs
    The Nile and the God-King
    Social Divisions and Work in Ancient Egypt
  The Hebrews
    The Hebrew State
    The Jewish Religion
  The Assyrians and the Persians
    The Rise and Expansion of the Persian Empire
    The Religion of Zoroaster

Ch 3: The Foundation of Indian Society, to 300C.E. (pp. 64-89)
  India’s Great Religions
    Jainism
    Buddhism
    Hinduism
Ch. 4: China’s Classical Age, to 221 B.C.E. (pp. 90-113)
   The Shang Dynasty
      Shang Society
   The Early Zhou Dynasty
      Zhou Politics
   Confucius and his Followers
      Daoism, Legalism and Other Schools

Ch. 5: The Greek Experience, 3500-100 B.C.E. (pp. 114-141)
   Hellas: The Land and The Polis
   Population and Politics in the Archaic Age
   Thought and Culture in the Classical Period
      Daily Life and Social Conditions in Athens
      Greek Religion in the Classical Period
      The Flowering of Philosophy
   Hellenistic Society
      From Polis to Monarchy
      Hellenistic Religion, Philosophy and Science

Ch. 6: The World of Rome, 750 B.C.E.-400 C.E. (pp. 142-173)
   The Romans in Italy
      The Distribution of Power in the Roman Republic
      Social Conflict in Rome
   Roman Expansion
      New Influences and Old Values in Roman Culture
   The Pax Romana
      Prosperity in the Roman Provinces
   The Coming of Christianity
      The Life and Teachings of Jesus
      The Spread of Christianity

Ch. 7: East Asia and the Spread of Buddhism, 221 B.C.E.-800 C.E. (pp. 174-203)
   The Age of Empire in China
      Han Intellectual and Cultural Life
   The Spread of Buddhism Out of India
   The East Asian Cultural Sphere
      Vietnam
      Korea
      Japan

Ch. 8: Continuity and Change in Europe and, 200-850 C.E. (pp. 204-231)
   The Growth of the Christian Church
   Migrating Peoples
      Social and Economic Structures
      Chiefs, Warriors and Laws
      Migration and Political Change
      The Frankish Kingdom

Ch. 9: The Islamic World, ca 600-1400 (pp. 232-266)
   The Origins of Islam
      Muhammad’s Rise as Religious Leader
      The Tenets of Islam
Islamic States and Their Expansion
Muslim Society
Trade and Commerce
Cultural Developments

Ch. 10: African Societies and Kingdoms, ca 1000 B.C.E.-1500 C.E. (pp. 266-297)
  Early African Societies
  The Trans-Saharan Trade
    The Spread of Islam in Africa
  African Kingdoms and Empires

Ch. 11: The Americas, 2500 B.C.E.-1500 C.E. (pp. 298-329)
  Early Societies
  Classical Era Mesoamerica
    Maya Agriculture and Trade
    Maya Science and Religion
  The Aztecs
    Religion and War in Aztec Society
    Social Distinctions Among Aztecs
  The Incas
    Inca Imperialism and Its Religious Basis

Ch. 12: Cultural Exchange in Central and Southern Asia, to 1400 (pp. 330-363)
  Central Asia
  India, Islam and the Development of Regional Cultures
  Southeast Asia, the Pacific Islands, and the Growth of Maritime Trade

Ch. 13: States and Cultures in East Asia, ca 800-1400 (pp. 364-391)
  China
    The Scholar-Officials and Neo-Confucianism
  Korea
  Japan
    Military Rule

Ch. 14: Europe in the Middle Ages, 800-1450 (pp. 392-423)
  Political Developments
    Feudalism and Manorialism
  The Christian Church
  The Crusades
  The Life of the People
    Learning and Culture

Ch. 15: Europe in the Renaissance and the Reformation, 1350-1600 (pp. 424-457)
  Renaissance Culture
    Art and the Artist
  Social Hierarchies
  Politics and the State in the Renaissance
  The Protestant Reformation
  The Catholic Reformation

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Study Questions: (based on texts and class discussions)

Politics: (Greece) The Greeks and Athenians in particular are credited with developing the first democracy in history. What does the Greek term *demos*, from which the word democracy comes, mean? What was the basic idea on which the Athenian democracy was based? How was it constituted? Discuss the composition and role of the *boule* or council and the *ecclesia* or assembly. In what ways was the Athenian democracy different from our modern day democracy? What is the difference between direct and representative democracy? What were the sections of society that were excluded from participating in government?

Economics: (Africa) Since very ancient times peoples have traded with one another as a way of exchanging their surplus for what they are not able to produce. The Trans-Saharan Trade developed sometime in the early Middle Ages linking the western region of sub-Saharan Africa with northern Africa and beyond. Who were the peoples involved in this trade and how was it conducted across the vast Sahara desert? What kinds of goods did sub-Saharan Africa import and what did it export? What role did this trade play in the development of sub-Saharan Africa? How was the religion of Islam transmitted to sub-Saharan Africa and with what impact?

Society (India): Since the beginnings of history, human society has been divided into distinct social groups or classes. While Indian society was also made up of classes, to really understand Indian society, particularly Hindu society, one has to discuss / understand *caste*. What are the characteristics of caste and how do they differ from class? Why and how did the Caste System develop with the arrival of the Indo-European speaking Aryans? What were / are the four main castes and their status and role in society? Why in spite of its rigidity did the caste system endure? What role or function did it play in Indian society?

Religion (Middle East): The religion of Islam, which has the second largest following and is the fastest growing religion in the world today, emerged amongst the Arabs in the sixth century. Who were / are the Arabs and what do we know about their way of life during the sixth century? Who was Muhammad and why and how did he begin teaching? What are the Five Pillars of Islam and their significance to Muslims? How does Allah, the Islamic God compare to the Judeo-Christian God? Once founded, Islam spread rapidly throughout the Middle East and beyond? Where did it spread, why and how? The concept of *Jihad* is commonly understood as Holy War of Islam. Is that an accurate and original meaning of the term? What are the two major branches of Islam? Why and how did they diverge?

Culture / Art (Europe): The Renaissance that took place in Europe and Italy in particular between the mid fourteenth and mid sixteenth centuries is most admired today for its achievements in art (painting, sculpture and architecture). Why? Compare Renaissance art with the art of the earlier Middle Ages in terms of its content / subject matter as well as style and technique. To what extent and how did Renaissance art reflect the new characteristics of individualism, secularism and humanism? What were the new
styles and techniques developed by Renaissance artists? Discuss some of the greatest of the Renaissance artists (such as Leonardo da Vince, Raphael and Michelangelo) and their works? Why are they considered so impressive?

Class Assignments:

**Love & Sex (Greece)**: Students read a short article titled “Love & Sex in Greece which is taken from Kevin Reilly’s *The West and the World: A History of Civilization*. Then they answer two questions:
1. What were some of the advantages and disadvantages of living in ancient Greek society, especially considering the Greek’s views on love, marriage and homosexuality?
2. How are the ancient Greeks’ views on love, marriage, and homosexuality different from American attitudes and values today? Are they better or worse than our own?

**Society (Rome)**: After watching a 15-minute video clip on Roman society which discusses shopping malls, gambling, taverns, gladiatorial contests and baths, students answer these question: Compare and contrast modern American Society with that of the Roman Empire. How are we alike? In what ways are we different?


**Essay Exam Questions**: Compare the two very earliest civilizations of Mesopotamia and Egypt. What impact did geography have on each civilization? Discuss the similarities and differences in their political organization, society, economy and religion

Religious thought in India has been profoundly rich. What important religions developed in India? Trace and explain the evolution of the religions of Hinduism, Jainism and Buddhism. Why and how did the Caste System develop? In what ways has religion supported the social system in India?
Hallmark 4. Examines processes of cross-cultural interaction and exchange that have linked the world’s peoples through time while recognizing diversity.

HIST 151 addresses processes of cross-cultural interaction and exchange that have linked the world’s peoples through time in multiple ways including but not limited to migrations, both forced and voluntary, invasions and conquests, trade, explorations, spread of religion and other cultural traditions. In doing so, the consequences, both positive and negative are noted. Students gain an understanding of how peoples and cultures have influenced and transformed one another in diverse ways.

Sample Course Materials:

Assigned Readings:

Ch 1: The Earliest Human Societies to 2500 B.C.E. (pp. 2-31)
  Evolution and Migration
  Migration and Differentiation
  Neolithic Society
  Trade and Cross-Cultural Connections

Ch.2: The Rise of the State, Southwest Asia and the Nile Valley, 3200-500 B.C.E. (pp.32-63)
  Mesopotamia from Sumeria to Babylon
  The Triumph of Babylon and the Spread of Mesopotamian Civilization
  Egyptians and Their Pharaohs
  Migrations and Political Revival
  The Assyrians and the Persians
  The Rise and Expansion of the Persian Empire

Ch 3: The Foundation of Indian Society, to 300 C.E. (pp. 64-89)
  The Aryans During the Vedic Age
  The Aryan Dominance in North India
  Western Contact and the Mauryan Unification of North India
  Encounters with the West
  Small States and Trading Networks

Ch. 4: China’s Classical Age, to 221 B.C.E. (pp. 90-113)
  The Warring States Period
  Confucius and his Followers
  The Spread of Confucian Ideas

Ch. 5: The Greek Experience, 3500-100 B.C.E. (pp. 114-141)
  Population and Politics in the Archaic Age
  Greece’s Overseas Expansion
  Hellenistic Society
  The Growth of Trade and Commerce

Ch. 6: The World of Rome, 750 B.C.E.-400 C.E. (pp. 142-173)
  The Romans in Italy
  The Roman Conquest of Italy
Roman Expansion and Its Repercussions
  Overseas Conquests and the Punic Wars
The Pax Romana
  Eastward Expansion and Contacts Between Rome and China
The Coming of Christianity
  The Spread of Christianity

Ch. 7: East Asia and the Spread of Buddhism, 221 B.C.E.-800C.E.(pp. 174-203)
  The Age of Empire in China
  Inner Asia and the Silk Road
  China and Rome
  The Spread of Buddhism Out of India
  Buddhism’s Path Through Central Asia
  The East Asian Cultural Sphere

Ch. 8: Continuity and Change in Europe and, 200-850 C.E. (pp. 204-231)
  Migrating Peoples
    Migration and Political Change

Ch. 9: The Islamic World, ca 600-1400 (pp. 232-266)
  Islamic States and Their Expansion
    Islam’s Spread Beyond Arabia
    Reasons for the Spread of Islam
    Fragmentation and Military Challenges
    The Ascendancy of the Turks
    The Mongol Invasions
  Trade and Commerce
  Muslim-Christian Encounters

Ch. 10: African Societies and Kingdoms, ca. 1000 B.C.E.-1500 C.E.(pp. 266-297)
  Early African Societies
    Bantu Migrations
  The Trans-Saharan Trade
    Effects of Trade on West African Society
    The Spread of Islam in Africa

Ch. 11: The Americas, 2500B.C.E.-1500C.E. (pp.298-329)
  The First Peoples of the Americas
    Settling the Americas
  Classical Era Mesoamerica
    Maya Agriculture and Trade
  The Incas
    Inca Imperialism and Its Religious Basis

Ch. 12: Cultural Exchange in Central and Southern Asia, to 1400 (pp. 330-363)
  Central Asian Nomads
  East-West Communication During the Mongol Era
    The Movement of Peoples
    The Spread of Disease, Goods and Ideas
  India, Islam and the Development of Regional Cultures
    India’s Medieval Age and the First Encounter with Islam
  Southeast Asia, the Pacific islands, and the Growth of Maritime Trade
State Formation and **Indian Influences**
The **Srivijaya Maritime Trade Empire**
The **Spread of Indian Culture** in Comparative Perspective

Ch. 13: States and Cultures in East Asia, ca 800-1400 (pp. 364-391)

- **China**
  - China Under Mongol Rule

Ch. 14: Europe in the Middle Ages, 800-1450 (pp.392-423)

- **Political Developments**
  - Invasions and Migrations
  - The Christian Church
    - The Expansion of Christianity
  - The Crusades
  - The Life of the People
    - The Expansion of Trade

**Study Questions**: (based on text and class discussions)

**Conquest and Cultural Interaction**: Who was Alexander of Macedon (the Great)? Why is he such an important historic figure? What did he conquer and how was he able to do so? How did he rule his empire and how did it come to an end? Was his vision of a “multicultural empire” a form of modern “melting pot”? How did Greek culture spread eastwards and lead to the Hellenistic Age? What did this mean for the history of Europe and Asia?

**Trade/Missionary Activity and Cultural Interaction**: During the Middle Ages, Indian culture spread and influenced much of South-east Asia to such an extent that historians refer to it as an “Indianization of South-east Asia.” How was Indian culture transmitted to South-east Asia? What role did trade and missionary activity play in this? What aspects of Indian culture spread to South-east Asia and what were their influence? What form of Buddhism spread to much of this region?

**Essay Exam Questions**:

What are the three important aspects of early Christianity? Who did it most appeal to and why? How did Christianity spread beyond Palestine to become a world religion? In what significant ways did the early Japanese emulate the Chinese? Why did they use China as a model and in what ways did Japan retain and develop its own distinctive culture?

Intellectual trends in China, unlike those in Mesopotamia, India and Egypt seem to have had a decidedly secular tone. That is, they do not have an emphasis on god or gods. Discuss the basic ideas of Confucianism, Daoism and Legalism and attempt to offer an explanation for this secularist bent. Why do they develop when they do? How do they differ? How are they similar?
Hallmark 5. Include at least one component on Hawaiian, Pacific and Asian societies and their cultural traditions.

Approximately 35% to 50% (depending on the instructor) of the course focuses on the history of various peoples of Asia. Instructors also include a component on the Pacific and Hawai`i.

Assigned Readings:

Ch.2: The Rise of the State, SouthWest Asia and the Nile Valley, 3200-500 B.C.E. (pp. 32-63)
   Mesopotamia from Sumeria to Babylon
   The Assyrians and the Persians

Ch 3: The Foundation of Indian Society, to 300 C.E. (pp. 64-89)

Ch. 4: China’s Classical Age, to 221 B.C.E. (pp. 90-113)

Ch. 7: East Asia and the Spread of Buddhism, (pp. 174-203)
   The Age of Empire in China
   Vietnam
   Korea
   Japan

Ch. 9: The Islamic World, ca 600-1400 (pp. 232-266)

Ch. 12: Cultural Exchange in Central and Southern Asia, to 1400 (pp. 330-363)
   Central Asia
   India
   Southeast Asia

Ch. 13: States and Cultures in East Asia, ca 800-1400 (pp. 364-391)
   China
   Korea
   Japan

Examples of Course Material focusing on the history of different regions of Asia can be found under other hallmarks.

Lecture Topics (on Hawai`i and the Pacific)

During the lecture on Human Origins, various creation myths are discussed to illustrate how humans understood their place and purpose in the world before Charles Darwin’s evolutionary theory. Examples from India (Rigveda), West Asia (Genesis), and Hawai`i (Papa & Wakea) are used. Comparisons are made between these
creation myths to illustrate how different human societies understood their place and purpose in the world.

The dismembered body in the **Indian creation myth** reinforces the caste system. The story of creation taken from Genesis reinforces that man, made in God’s image, has dominion over the earth and its creatures. The **Hawaiian creation story** of Papa & Wakea provides a cultural context for the Hawaiian understanding of the land and the taro plant as elder siblings to humans. In the Hawaiian reciprocal relationship of siblings, humans as the younger sibling must serve and care for the land and the taro plant. In return the land and the taro, the older siblings, will protect and feed the humans.

Global migration is discussed as one of the behaviors that make humans different from other species. The last area to be settled by humans was the Pacific Ocean. Maps are used to illustrate when, where, and the pattern of settlement in the **Pacific migration**. While **Australia and Papua New Guinea** were settled around 40,000 years ago, these were not the Austronesian speaking peoples who were the ancestors of today’s Polynesians. Students learn that it took time to develop sophisticated watercraft and navigational skills which were needed to settle the **Polynesian triangle**. While Samoa was settled by 1,000 B.C.E, Polynesians didn’t reach the Marquesas until 300 C.E. which is considered the launching point to the three corners of the Polynesian triangle: Easter Island settled by 400 C.E, **Hawai`i** by 600 C.E., and New Zealand by 750 C.E.
Hallmark 6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represents the perspectives of different societies and cultural traditions.

HIST 151 uses multiple modes of teaching / learning which incorporate cross-cultural perspectives. These usually include extensive reading and interpreting of primary sources such as official documents, religious and philosophical texts, literature, photographs and artifacts. While history textbooks typically include selections from such primary sources, in addition instructors also assign either entire primary sources or readers consisting of extracts from such material. Furthermore instructors also show and have class activities based on a variety of audio and videos clips and require or encourage students to undertake field research by visiting local museums, art galleries and historic sites.

Primary Source Readers:


The above reader includes selections of primary source material from a range of cultural traditions that include mythology such as The Epic of Gilgamesh and the Mahabharata, religious texts such as Upanishads, The Book of Genesis, Gathas, Quran, philosophical works such as The Analects, Plato’s Apologia law codes such as The Judgments of Hammurabi, The Laws of Manu, literary works such as Virgil’s Aeneid, A Thousand and One Nights, scientific works such as Hippocrates’ On the Sacred Disease, travel accounts by famous travelers like Marco Polo and Ibn Batuta.

Class activity based on primary sources:
Read *The Judgments of Hammurabi*. Then choose ten laws and rewrite them. Then write the law in modern English stating the most important, indisputable fact you can garner from each judgment you choose. Finally, interpret each judgment; what does the judgment reveal about society, women, men, marriage, family, etc.? Follow the example below.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>Law</th>
<th>Fact</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A woman who is clearly not to blame for ruining her marriage, may, with an investigation, legally divorce her husband and return to her father’s house with the dowry.</td>
<td>Women do have certain rights and protections since in a few instances they can divorce their husbands who have abandoned them. Their freedom is strictly defined and narrowly limited by a patriarchal society. They have to prove that they are not at fault for ruining marriage in order to get divorced and return to their father’s home with their dowry. Women are not considered capable of controlling their own lives.</td>
<td><strong>142. “If a woman hates her husband, and says ‘You shall not possess me,’ the reason for her dislike shall be inquired into. If she is careful. And has no fault, but her husband takes himself away and neglects her, then that woman is not to blame. She shall take her dowry and go back to her father’s house.”</strong></td>
</tr>
</tbody>
</table>

Based on the readings of their text and selections from the *Dao Dejing, The Analects* and writings of Han Fei, contained in the reader by Andrea and Overfield, the students discuss in groups, the following questions on the Philosophies of Ancient China:

1. Discuss the origins of Chinese philosophy. When and why did they emerge? What were the main concerns and objectives of the Chinese thinkers? Would you characterize Chinese thought as religious or secular? Why?
2. Who was Confucius (Kongfuzi)? What was his main concern/goal and what did he recommend to achieve it? What are the five cardinal relationships and why are they important? What role does the family play in society? Discuss the concept of filial piety.
3. Who is a Confucian gentleman / superior man (junzi)? What are his attributes? Is he born or made? What role does he play in government? Discuss in the context of Confucius' concept of the ideal government and ruler.
4. How would you describe Daoism? What is the Way of Nature and why is it recommended? What do Daoists believe should be the role of the government?
5. What is the main objective of Legalism? Discuss the Legalist conception of the ideal state and ruler and how does this compare with Confucian and Daoist ideas? Which Chinese dynasty / emperor especially favored Legalism?

**Writing assignment based on primary sources:**

**Using excerpts from 13 primary documents that include:** *An Open Letter from the Young Women of Sparta, the Ramayana (India)*, the writings of Bhao Zhou (45-119 C.E), a leading female scholar in China, and *the Code of the Assura (Assyrians)*, c. 1075 BC, which are handed out in class, the textbook and lecture notes, students write a four-page, analytical paper, which answers the following question:
Compare women in ancient times to women today. In other words, were women in the past discriminated against, treated unequally and is there less sexism and discrimination against women now or is modern sexism just different in its form (i.e. lower wages, few high-level corporate and government positions, control of sexuality, etc.)? Consider areas such as the law, education, politics, sexuality, gender roles, etc.

Audio-visual materials:

Films on Demand: Digital educational Videos. History category. Accessed through the KCC Lama library website

*The Legacy Series:* (Ambrose Video) This six part series hosted and written by Michael Wood explores the influence of the following ancient cultures on our lives today.

*Iraq: The Cradle of Civilization*

*Egypt: The Habit of Civilization*

*India: The Empire of the Spirit*

*China: The Mandate of Heaven*

*Central America: The Burden of Time*

*The Barbarian West*

*Origins of India’s Hindu Civilization.* (Educational Video Network, 1991) This video examines the origins of civilization in India with emphasis on the evolution of Hinduism.

*The Five Pillars of Islam* (Films for the Humanities, 1988) This video while briefly outlining the history of the faith introduces the five principles of Islam and their significance.

*Great Wonders of the World: Wonders Sacred & Mysterious / Wonders of Man’s Creation.* (Readers Digest Documentary, 1993) These two series of videos examines some of the most impressive works of ancient civilizations including the Great Pyramids of Giza, Egypt and the Great Wall of China.

*Engineering an Empire: Rome.* (History channel Documentary, 2005) This video, written, produced, and directed by Christopher Cassel focuses on some of the great engineering feats of the Romans including their construction of roads and aqueducts.

*Europe in the Middle Ages* (Films for the Humanities, 1989) This eight part video series examines various aspects of medieval Europe including the Holy Roman Empire, the feudal system, Byzantium.

Field Research:

Instructors may recommend field research to the following:
Honolulu Museum of Art, Bishop Museum, Honolulu Maritime Center and various cultural and religious sites.