
3) COURSE PROPOSED: Prefix: HIS  Number: 212  Title: HISTORICAL FOUNDATIONS OF RELIGION  Credits: 3
   CROSS LISTED WITH: Prefix:  Number:  ; Prefix:  Number:  ; Prefix:  Number:  ;
   Prefix:  Number:  ; Prefix:  Number:  ; Prefix:  Number:  ;

4) COMMUNITY COLLEGE INITIATOR: DR. BETSY HERTZLER  PHONE: 480-461-7583
   FAX: 480-461-7812

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:

☐ 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-T) 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) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
   Core Areas: Humanities and Fine Arts (HU)  Awareness Areas: Select awareness area...

6) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7) DOCUMENTATION REQUIRED
   ☒ Course Description
   ☒ Course Syllabus
   ☒ Criteria Checklist for the area
   ☒ Table of Contents from the textbook required and/or list of required readings/books
   ☒ Description of how course meets criteria as stated in item 6.

8) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
   ☒ DECHST, REL prefix
   ☐ Elective

Current General Studies designation(s): NONE

Effective date: 2012 Spring  Course Equivalency Guide

Is this a multi-section course? ☒ yes  ☐ no
Is it governed by a common syllabus? ☒ yes  ☐ no

Chair/Director: JANICE J. MILLER  Chair/Director Signature: [Signature]

AGSC Action:  Date action taken:  ☐ Approved  ☐ Disapproved

Effective Date:
ASU - [HU] CRITERIA

HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet either 1, 2, or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria a central and substantial portion of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.

   - syllabus
   - Course Description
   - Textbook TOC

2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.

3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.

4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:
   a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.
   - Syllabus
   - Course Description
   - Textbook TOC
   b. Concerns aesthetic systems and values, literary and visual arts.
   c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.
   d. Deepen awareness of the analysis of literature and the development of literary traditions.

THE FOLLOWING ARE NOT ACCEPTABLE:

- Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.

- Courses devoted primarily to developing skill in the use of a language – However, language courses that emphasize cultural study and the study of literature can be allowed.

- Courses which emphasize the acquisition of quantitative or experimental methods.

- Courses devoted primarily to teaching skills.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
</table>
| 1. Emphasize the study of values of the development of philosophies, religions, ethics or belief systems and/or aesthetic experience. | Students focus on the importance of understanding the influence of the context in which the five religions studied (Hinduism, Buddhism, Judaism, Christianity and Islam) originated and grew. Each of the five religions is examined in relation to their influence on each other. The influence of different social and historical contexts is also analyzed for each of the five religions, that are studied and how they change over time. | Course Competencies: 1, 2, 3, 5, 7, 8, 9  
Course Outline: IIb, IIIa, c, IVc, d, V, a, c  
VIa, c, d  
VIIa, c, VIIIa, b, Xa, b  
Syllabus: Week 2, Week 3, Week 4 Week 5, Week 7, Week 8, Week 9, Week 10, Week 13, 14 |
| 4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought. | A study of the foundations of Hinduism, Buddhism, Judaism, Christianity, and Islam is part of each unit throughout the semester. Although HIS 212 is an historical analysis of these religions, it also examines the interrelationship of Hinduism and Buddhism, the impact of Judaism on Christianity and Islam and of both Judaism and Christianity on Islam. The course also examines the evolution of thought within each religion studied as seen in the variety of interpretations in each religion and possible causes for subsequent interpretations. | Course Competencies: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12  
Course Outline  
IIb, IIIc, IVb, c, Vb, c, VI d, VII c, VIIIa, b, Xa, b, c  
Syllabus:  
Week 4, Week 5, Week 6, Week 8, Week 9, Week 10, Week 11, Week 13, Week 14 |
Official Course Description: MCCCD Approval: 6-28-2011
HIS212 2011 Fall - 9999

Historical Development of Religion
Survey of the historical contexts in which the major religions have emerged and evolved. Focuses on social and political events throughout history and their impact on religious beliefs and practices.
Prerequisites: None.

Go to Competencies  Go to Outline

MCCCD Official Course Competencies:

HIS212 2011 Fall - 9999  Historical Development of Religion
1. Define historical context and identify the types of historical circumstances that have impact on religions. (I)
2. Describe the influence of historical, social, and political events on the development of various world religions. (II, III, IV, V, VI, VII, VIII, IX, X, XI)
3. Describe the historical, social, and political influences on the emergence and establishment of Hinduism. (II)
4. Analyze the historical periods during which splits occurred within the various sects of Hinduism. (III, IV)
5. Describe the historical, social, and political influences on the emergence and establishment of Buddhism. (III)
6. Analyze the historical periods during which splits occurred within Buddhism. (IV)
7. Describe the historical, social, and political influences on the emergence and establishment of Judaism. (V)
8. Describe the historical, social, and political influences on the emergence and establishment of Christianity. (VI)
9. Describe the historical, social, and political influences on the emergence and establishment of Islam. (VII)
10. Analyze the historical periods during which splits occurred within the various sects of Islam. (VIII)
11. Analyze the historical periods in which splits occurred within the various sects of Christianity. (IX)
12. Analyze the historical periods during which splits occurred within the various sects of Judaism. (XI)

Go to Description  Go to top of Competencies

MCCCD Official Course Outline:
HIS212 2011 Fall - 9999  Historical Development of Religion

I. What is Historical Context
   A. Components of an historical perspective
   B. Theories: different lenses of history
   C. Perspectives: different focus points

II. India (2500-1700 BCE)
   A. Indus Valley Civilization
   B. Context for the creation of the Vedas

III. India (600 BCE)
   A. Historical context of Siddartha Gautama
   B. Reformation of Hinduism
   C. Creation of Buddhism: changes in beliefs and practices
   D. Cultural and social effects of Buddhism

IV. India (300 CE-400 CE)
   A. Buddhism split into Theravada and Mahayana
   B. Cultural and social effects of the split
   C. Historical factors and influences on the creation of Vedanta
   D. Political and social results of Vedanta

V. Middle East (1900 BCE-0 CE)
   A. Historical context of the era
   B. Influence of Abraham on local tribal customs
   C. Emergence of Judaism
   D. The Diaspora

VI. Middle East (0-1000 CE)
   A. Historical context of the period of Jesus of Nazareth
   B. Political and Social influences of the Roman Empire
   C. Development of Christianity
   D. Social, political, and cultural evolution of early Christianity

VII. Middle East (600 CE)
   A. Historical context of the period of Muhammad
   B. Context of pre-Arabic tribal beliefs
   C. Development and influence of Islam

VIII. Middle East (1500-1900s CE)
   A. Conflict between Shia and Sunni Islam
   B. Historical and political results of that split
   C. Ongoing results of that split

IX. Europe (0-1800)
   A. The emergence and development of Judaism in Europe
   B. Historical development of anti-Semitism

X. Europe (1000-1700s CE)
   A. Historical development of Christianity during the High Middle Ages
   B. Historical context of the Christian Protestant Reformation
   C. Historical and political effects of the reformation and counter-reformation

XI. Europe (1800-1900s CE)
A. Historical context of the development of modern Judaism
B. Factors influential in the splits into Reform, Conservative, Reconstructionist, and Orthodox subgroups

Go to Description  Go to top of Competencies  Go to top of Outline
Dr. Betsy Hertzler  
480.461-7583/Office #77 in the Social/Cultural Sciences Building  
Office Hours:  
MWF 11 am to noon  
TR 9am to 10am  
E-mail: Hertzler@mesacc.edu  

A. Tentative Schedule:  

**Week 1 January 18** (Observance of M.L. King birthday on January 16)  
Introductions, class expectations, syllabus.  
Group activity  
**Week 2 January 23**  
Group activity  
Indus Valley civilization, creation of the Vedas  
Text: Book Two, chapter 5, pages 120-124  
Quiz 1  
**Week 3 January 30**  
India (2500 – 1700 BCE), con’t.  
Text: Book Two, Chapter 5, pages 125 – 130  
Text: Chapter 5, pages 130-131  
Quiz 2  
**Week 4 February 6**  
India (600 BCE)  
Siddartha Gautama  
Text: Book Two, Pages 130-132  
Quiz 3  
**Week 5 February 13**  
India (600 BCE) con’t.  
Text: Book Four, Chapter 6 pages 425-427  
Quiz 4  
**Week 6 February 22** (February 20 Observance of Presidents’ Day)  
India 300 CE – 400 CE  
Text: Book Four, pages 432-433  
Group Activity  
**Week 7 February 27**  
India 300-400 CE (con’t.)  
Text: Book Four, page 432  
Midterm Study Guide available  
Quiz 5
Week 8 March 5
Middle East (1900 BCE – 0CE)
Abraham; the emergence of Judaism
Text: Book Two, pages 108-118
Book Four, pages 261-262
Quiz 6

MIDTERM MARCH 9
Spring Break March 12-16

Week 9 March 19
Middle East (0 – 1000CE)
Jesus of Nazareth; development of Christianity
Text: Book Two, pages 114, ook Three264, 266, 268
Quiz 7
Week 10 March 26
Middle East (600 CE)
Muhammad, development of Islam
Text: Book Four, pages 324-329
Group Activity
Week 11 April 2
Middle East (1500 – 1900 CE)
Conflict between Shia and Sunni Islam
Text: Book Four, pages 333, 336, 342
Quiz 8
Week 12 April 9
Europe (0-1800 CE)
Judaism in Europe
Text: Book Four, page 518
Research Projects due April 13

Week 13 April 16
Europe (1000 – 1700 CE)
Christianity in Europe
Text: Book Four, pages 490-502
Quiz 9
Class présentations
Week 14 April 23
Christianity in Europe (con’t)
Text Book Five, pages 574-681,
Quiz 10
Study Guide for Final Exam
Class Presentations
Week 15 April 30
Europe (1800-1900 CE)
Modern Judaism
Text: Book Five, page 987, 990
Class Presentations

FINAL ON MAY 9 AT 10 AM

B. Grading policy
1. Quizzes 10%
2. Midterm exam 25%
3. Final exam 25%
4. Semester project 25%
5. Visit and paper 10%
6. Group activities 5%

C. General Comments

One of the reasons I enjoy teaching in a community college is that the students are adults who have chosen to be in class and are responsible for their own behavior. This means that you and I have a contract about what is expected of each other. I will accept responsibility to what I can to make the class as varied and interesting as possible. This includes activities such as food from each of the cultures studied. I am open to class input if you have an alternate suggestion about the class format. Your part of the contract is to have read the material assigned (and bring your books to class each class meeting), coming prepared to participate in the class discussion. The focus of the class will be on the background in which the world’s five major religions started and matured. Each religion is a product of its environment and impacts the culture of which it is a part. The changes that happen over time within a religion are also impacted by events in the social, economic and political arenas the time. As part of learning about each of the five religions, there is a class requirement that you visit a religious site of a faith tradition different than your own. The sites could include historical ones as well as worship services.

The official policy on class attendance is outlined in the college catalog (which is available in print form as well as online). I have the option of withdrawing you from class after three absences but will no do so unless you specifically ask me to do so. It is your responsibility to withdraw if you are no longer able to attend class in order to insure that you do not receive an F in the class. In addition please note that you will be charged tuition if you withdraw after the first week of class. Another important policy regards the fact that plagiarism will not be tolerated which is grounds for a failing grade. The good news is that there will be study guide available one week prior to both the midterm and the final that will include all the possible questions on both exams. Two sections of each exam include objective questions while the third section is a list of five essays from which you choose three on which to write. Each essay must be at least one page each. You may e-mail them to me at the e-mail address listed on the syllabus. Answering a
fourth essay question will be counted as extra credit. The third most significant activity during the semester is the research project. Your choices are limitless in terms of format. You may choose to do a traditional research paper that must be at least six pages long and include a bibliography of at least three sources (not including the text). The paper must use citations in which you list the source used for the quote or idea you have just used. Failure to use citations will deduct point from your grade. The grading policy lists these three items as carrying 25% each of your final grade for a total of 75%. Please start on the research project as soon as possible so that you can earn the maximum points possible. Other formats include a creative presentation of some kind. You can do a poster presentation on some aspect of religions studied or create a replica of a stained glass window. Please consult me about the format choices. In each case an outline and a bibliography of three outside sources is a requirement.

Be aware of the campus resources available to you that include the Disability Resources Center for those who require physical assistance of some kind in order to be successful. The library has reference librarians who are resources for helping with you find research sources. In addition the Writing Center will assist with the research paper if you choose to do one.

Each of the class activities is designed to help ensure student success and/or give you skills that employers have told the college they look for in prospective employees. For example, you will be working in groups periodically because most educational settings are individually-oriented. Employers have ranked the ability to work successfully in group settings as one of the most important talents they need. In addition educational research conducted over a 10-year period with thousands of students and faculty across the country demonstrated that contact with at least one other student as the second most important predictor for completing a degree (time spent studying is the number one factor). These two finds have led me to include group activities in class so that you will have an opportunity to work collectively and also become better acquainted with the people in your group.

I feel very fortunate to teach history because it is subject that helps explain the present. The same is true of the historical foundations of religion. We will study historical events that were prompted by religious forces as well as others, some of which still impact the world today. In addition the study of history will improve your critical thinking skills as you evaluate documents from different sources and different perspectives. I look forward to working with you this semester!

*If you are taking this class for Honors credit, please see me so that we can complete an Honors contract.
J. M. ROBERTS

The New Penguin History of the World

PENGUIN BOOKS
Contents

List of Maps viii
Preface to Fourth Edition xi

BOOK ONE
BEFORE HISTORY – BEGINNINGS

Introduction 1
1 The Foundations 3
2 Homo Sapiens 18
3 The Possibility of Civilization 29

BOOK TWO
THE FIRST CIVILIZATIONS

Introduction 39
1 Early Civilized Life 41
2 Ancient Mesopotamia 49
3 Ancient Egypt 66
4 Intruders and Invaders:
   The Dark Ages of the Ancient Near East 88
5 The Beginnings of Civilization in Eastern Asia 119
6 The Other Worlds of the Ancient Past 148
7 The End of the Old World 159

BOOK THREE
THE CLASSICAL MEDITERRANEAN

Introduction 165
1 The Roots of One World 167
2 The Greeks 171
3 Greek Civilization 188
4 The Hellenistic World 212
5 Rome 227
6 The Roman Achievement 245
CONTENTS

7 Jewry and the Coming of Christianity 260
8 The Waning of the Classical West 276
9 The Elements of a Future 301

BOOK FOUR
THE AGE OF DIVERGING TRADITIONS

Introduction 315
1 Islam and the Remaking of the Near East 317
2 The Arab Empires 333
3 Byzantium and Its Sphere 345
4 The Disputed Legacies of the Near East 372
5 The Making of Europe 393
6 India 422
7 Imperial China 444
8 Japan 466
9 Worlds Apart 477
10 Europe: the First Revolution 489
11 New Limits, New Horizons 524

BOOK FIVE
THE MAKING OF THE EUROPEAN AGE

Introduction 547
1 A New Kind of Society: Early Modern Europe 549
2 Authority and Its Challengers 570
3 The New World of Great Powers 598
4 Europe’s Assault on the World 630
5 World History’s New Shape 657
6 Ideas Old and New 674

BOOK SIX
THE GREAT ACCELERATION

Introduction 697
1 Long-term Change 699
2 Political Change in an Age of Revolution 720
3 Political Change: A New Europe 745
4 Political Change: The Anglo-Saxon World 768
5 The European World Hegemony 789
6 European Imperialism and Imperial Rule 813
7 Asia’s Response to a Europeanizing World 831
CONTENTS vii

BOOK SEVEN
THE END OF THE EUROPEANS’ WORLD

Introduction 861
1 Strains in the System 863
2 The Era of the First World War 883
3 A New Asia in the Making 915
4 The Ottoman Heritage and the Western Islamic Lands 932
5 The Second World War 946
6 The Shaping of a New World 969

BOOK EIGHT
THE LATEST AGE

Introduction 991
1 Perspectives 995
2 A New World Order 1039
3 Crumbling Certainties 1091
4 The Closing of an Era 1124
5 Openings and Closures 1148

Index 1185