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

1.) DATE: 9/26/2011
2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

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: Select core area...  Awareness Areas: Historical Awareness (H)

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 B.

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: TAMIEE MILLER  Chair/Director Signature:

AGSC Action: Date action taken:

☐ Approved  ☐ Disapproved

Effective Date:
**ASU--[II] CRITERIA**

**THE HISTORICAL AWARENESS [II] COURSE MUST MEET THE FOLLOWING CRITERIA:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify</th>
<th>Documentation</th>
<th>Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Syllabus</td>
<td>Course description</td>
<td>Textbook TOC</td>
</tr>
</tbody>
</table>

1. History is a major focus of the course.

2. The course examines and explains human development as a sequence of events.

3. There is a disciplined systematic examination of human institutions as they change over time.

4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS</td>
<td>212</td>
<td>Historical Foundations of Religion</td>
<td>Historical</td>
</tr>
</tbody>
</table>

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.

<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>
| History is a major focus of the course | The course examines the historical foundations of five of the world’s major religions by reviewing ancient and more recent historical periods and events that shaped the religions and their societies. The historical context of the native society is examined in order to discern the interaction between the existing culture and its religion and the resulting religion. | Course competencies: 1, 2, 3, 5, 6, 7, 9, 11  
Course Outline: IIa,b; IIIa, c; Va,b,c; VIIa,b,c; VIIa,b,c; IXa,a,b,c  
Syllabus: Weeks 2, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15  
Text: Book Two, chapter 5, Book Four, Chapter 6, Book Five, chapter 2, Book Seven, chapter 6 |
| The course examines and explains human development as a sequence of events | Through the study of the role played by major religions in the social, political and institutional development of their culture, students have an opportunity to examine the impact of an event/development in the past on the present. This examination helps students objectively weigh the influence of past events and circumstances as an interactive process. | Course competencies: 1, 3, 5, 6, 7, 8, 9, 10, 11, 12  
Course Outline: IIa,b; IIIa, b, d; IVa, b, c,d; Va, b, c, VIIa, b, c, d; VIIa, b, c, VIIIa, b, c; IXa: Xa, b, c, Xla  
Syllabus: Weeks 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15  
Text: Book Two, chapter 5, Book Three, chapter 7, Book Four, chapter 1, 11 |
| There is a disciplined systematic examination of human institutions as they change over time. | The course presents examples and group activities designed to demonstrate the recurrence of splits with a faith system as affected by political and social forces impacting the society at that time. Each religion studied in the course demonstrates a predictable order of events leading to a division within the religion in question that mirrors similar splits within the society and political system of which the religion is a part | Course competencies: 4, 6, 8, 10, 11, 12  
Course Outline: IIIb; IVa, b; VIIa, b; Xb,c  
Syllabus:  
Weeks 4, 5, 6, 9, 11, 13, 14  
Text Book: Book Two, Chapter 5, Book Four  
Chapter 6, Book Two, Chapter 4; Book Four, Chapter 2' Book Four, Chapter 10, Book Five, Chapter 2 |
<table>
<thead>
<tr>
<th>Criteria (from check list)</th>
<th>How course meets spirit</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course examines the relationship among events, ideas and artifacts and the broad social, political and economic context.</td>
<td>The historical approach to the study of world religions steps outside the theological realm in order to examine why each religion studied is unique yet similar. The text, activities, and media used help students understand how the &quot;spiritual&quot; (a faith system) can be more completely understood through a rational examination of the intellectual, artistic, and other human factors which, in turn, affect the faith system at the time.</td>
<td>Course Competencies: 3, 5, 7, 9, 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Outline, Illa, d: IV c, d: VI a, b, d; VII a, c; Syllabus: Weeks 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Text Book: Book Two, chapter 5, Book Four, chapter 6; Book Two, chapter 6; Book Three, chapter 3; Book Four, chapter 2; Book Four, chapter 10; Book Five, chapter 2</td>
</tr>
</tbody>
</table>
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. (X)
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:
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
HIS 212 HISTORICAL FOUNDATIONS OF RELIGION
SPRING SEMESTER 2012
MESA CC- SOUTHERN AND DOBSON
MWF 10 AM

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 presentations
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**

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</tr>
</thead>
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<td>1. Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>2. Midterm exam</td>
<td>25%</td>
</tr>
<tr>
<td>3. Final exam</td>
<td>25%</td>
</tr>
<tr>
<td>4. Semester project</td>
<td>25%</td>
</tr>
<tr>
<td>5. Visit and paper</td>
<td>10%</td>
</tr>
<tr>
<td>6. Group activities</td>
<td>5%</td>
</tr>
</tbody>
</table>

**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 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 not 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 points 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 a 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

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