



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	HIST
Course Number:	140
Descriptive Title:	History of Early Civilizations
Division:	Behavioral and Social Sciences
Department:	History
Course Disciplines:	History
Catalog Description:	This course is a survey of the political, economic, social, and cultural development of World Civilizations from the origins of these complex cultures in the Neolithic era to the emergence of the West in the fifteenth century. Topics include the early civilizations of the Near East, Egypt, India, China, the Americas, Greece, and Rome.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English C1000 or equivalent
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	Yes
Effective Date:	Prior to July 1992
General Education: ECC	Area 2C - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English, Area D - Social Sciences
Term:	
Other:	
IGETC:	Area 3B - Humanities, Area 4 - Social and Behavioral Sciences
Term:	
Other:	
Cal-GETC:	

Term:	
Other:	
Student Learning Outcomes:	SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Early Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Early Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
Course Objectives:	1. Assess the significance of agriculture in the development of complex cultures and identify the major characteristics of early agricultural societies. 2. Analyze the impact of geographical features in the formation and evolution of early civilizations of the Near East, Egypt, South Asia, China, and the Americas. 3. Compare and contrast the political, religious, economic, and social institutions of early civilizations of the Near East, Egypt, South Asia, China, and the Americas. 4. Assess the role of Nomadic societies in the development of early agricultural civilizations. 5. Discuss the major characteristics of the Classical Era and identify what distinguishes it from earlier historical periods. 6. Identify and analyze the ways Classical civilizations of the Near East, South Asia, China, and the Mediterranean maintained or transformed earlier institutions and traditions. 7. Examine the various ways in which cultural encounters occurred and identify significant cross-cultural exchanges that took place during the Classical Era. 8. Compare the major legacies of Classical civilizations in the Near East, South Asia, China, and the Mediterranean. 9. Identify the major characteristics of the Post-Classical era and discuss what distinguishes it from earlier historical periods. 10. Assess the contributions of earlier civilizations to the development of the Post-Classical societies of Medieval Europe, the Byzantine Empire, and the Islamic Empire. 11. Analyze the political, economic, social, and cultural evolution of South Asian and Chinese civilizations in the Post-Classical era. 12. Evaluate the spread of South Asian culture throughout the Indian Ocean Basin and the spread of Chinese culture in East Asia. 13. Explain and analyze the origins, basic beliefs, and diffusions of the world's major religious traditions: Judaism, Hinduism, Buddhism, Christianity, and Islam. 14. Identify and assess the major legacies of Post-Classical civilizations in the Near East, Africa, South Asia, China, and Europe.
Major Topics:	I. Introduction to the Study of World History - Issues and Problems (1 hour, lecture) II. The Origins of Civilization (2 hours, lecture) A. Paleolithic Hunting and Gathering Cultures B. Mesolithic Transitional Societies C. Neolithic Agricultural Revolution and its Significance D. Characteristics of Early Agricultural Societies III. Early Civilizations (3 hours, lecture)

A. Sumer and the Origins of Mesopotamian Culture (3500 B.C.E.)

B. Significance of Geographical Features

C. Political Organization: City-States and Kingship

D. Development of Agriculture and Trade

E. Technology - Metallurgy, Wheel, Ox-drawn Plow

F. Social Organization

1. Evolution of the Social Hierarchy

2. Origins of Patriarchy and the Status of Women

G. Religious Belief - Polytheism

H. Writing - Cuneiform, Gilgamesh, Hammurabi's Law Code

IV. The Hebrews (2 hours, lecture)

A. Origins and Migrations

B. Exodus from Egypt

C. Origins of Monotheism and the Bible

D. Early Kingdoms - Israel and Judah and their Destruction

E. Babylonian Exile

V. Egypt (3100 B.C.E.) (3 hours. lecture)

A. Significance of Geographical Features

B. Political Organization: Pharaoh

C. Development of Agriculture and Trade

D. The Social Order and Status of Women

E. Religious Belief - Polytheism

1. Cult of the Dead - The Pyramids

2. Akhenaten and the Monotheist Experiment

F. Writing - Hieroglyphics, Papyrus, Wisdom Texts

VI. South Asia (3 hours, lecture)

- A. Significance of Geographical Features
- B. Political Organization - Rule of Priesthood and Dual Capitals
- C. Development of Agriculture and Trade
- D. Social Order
 - 1. City Organization
 - 2. Jati
- E. Religious Belief: Polytheism
- F. Writing - Seals
- G. Aryan Invasions (c. 1500 B.C.E.)
 - 1. Indo-Aryans - Origins, Culture and Migrations
 - 2. Vedic Society - Development of the Caste System and the Foundation of Hinduism

VII. China (2 hours, lecture)

- A. Significance of Geographic Features
- B. Political Organization
 - 1. Early Dynasties of Xia (2200 B.C.E.)
 - 2. Shang (1766 B.C.E.)
 - 3. Zhou (1122 B.C.E.)
- C. Development of Agriculture and Trade
- D. The Social Order and the Status of Women
- E. Religion
 - 1. High God
 - 2. Animist
 - 3. Ancestor Worship
- F. Writing - Characters and Oracle Bones

VIII. The Americas (3 hours, lecture)

- A. Significance of Geographic Features
- B. Early Mesoamerican Civilizations

1. Olmec (1200 B.C.E.)
2. Teotihuacan (150 C.E.)
3. Maya (300 C.E.)

C. Early Andean Civilizations

1. Chauvin (850 B.C.E.)
2. Nazca (100 C.E.)
3. Mochica (200 C.E.)

D. Political Organization - Chiefdom

E. Development of Agriculture and Trade

F. The Social Order and the Status of Women

G. Religious Belief - Animist and Shamanism

H. Writing - Maya Glyphs and Calendar

IX. Classical Era (3 hours, lecture)

A. Persian Empire

B. Significance of Geographic Features

C. Persian Origins and Establishment of Empire (558 B.C.E.)

D. Political Organization - High King, Satrapy, and Tribute System

E. The Social Order and Status of Women

F. Religious Belief - Zoroastrianism

X. China Unification (4 hours, lecture)

A. Political Development

B. Decline of the Zhou Dynasty and Warring States Period

C. Unification

1. Qin Dynasty (221 B.C.E.)
2. Han Dynasty (206 B.C.E.- 220 C.E.)

D. Expansion of Trade - The Silk Road

E. Technology - Metallurgy, Silk, Paper, Ceramics, Compass

F. Emergence of the Scholar Gentry

G. The Hundred Schools

1. Confucius

2. Mencius

3. Xunzi

4. Laozi

XI. India's Golden Age (4 hours, lecture)

A. Mauryan (322-185 B.C.E.) and Gupta (319-540 C.E.) Empires

B. Strengthening of the Caste System and Patriarchy - Sati

C. Religious Development

1. Hinduism

2. Buddhism

3. Jainism

D. Flowering of Sanskrit Literature: The Puranas

E. Intellectual Development - Mathematics and Medicine

XII. Classical Greece (5 hours, lecture)

A. Significance of Geographic Features

B. Political Development - Greek Invasions and Kingdoms

1. Mycenaean (c. 2,000 B.C.E.)

2. Dorian (c.1100 B.C.E.)

3. Overthrow of Kingdoms and Rise of City-States (Polis)

4. Persian Wars (499-479 B.C.E.)

5. Peloponnesian War (431-404 B.C.E.)

6. Macedonian Conquest: Philip II (359-336 B.C.E.)

7. Alexander the Great (336-323 B.C.E.)

C. Development of Agriculture and Trade

- D. Social Organization and Women's Status
- E. Athens and the Development of Democracy
- F. Religion - Polytheism, Mythology
- G. Literature - Iliad and The Odyssey
- H. Philosophy

- 1. Socrates
- 2. Plato
- 3. Aristotle

- I. Development of the Arts - Architecture and Drama
- J. Hellenistic Cities and Culture

XIII. Roman Empire (5 hours, lecture)

- A. Significance of Geographic Features
- B. Political Development
 - 1. Founding of Rome (753 B.C.E.)
 - 2. Establishment of the Roman Republic (509 B.C.E.)
 - 3. Foundations of Empire - Samnite, Pyrrhic, and Punic Wars
 - 4. Dictatorship of Julius Cesar (46-44 B.C.E.)
 - 5. Augustus's Establishment of Imperial Authority (31 B.C.E.)
 - 6. Collapse of Roman Authority in the West (410 C.E.)
- C. The Social Order and Status of Women
- D. Economic Development and Impact of Empire
- E. Religious Belief - Polytheism, Mystery Religions, and Christianity
- F. Twelve Tables of Law
- G. Literature - The Aeneid

XIV. Post-Classical Era (2 hours, lecture)

- A. Byzantine Empire (5th Century-1453)

1. Byzantine Civilization
2. Synthesis of Latin, Greek, and Christian Cultures

B. Political Organization and Institutions

C. Expansion and Contraction of Empire

D. The Social Order and Women's Status

E. Development and Expansion of Orthodox Christianity

F. Art (Icons) and Architecture (Hagia Sophia)

XV. China - Reunification and Resurgence (3 hours, lecture)

A. Political Development

1. Sui Dynasty (589-618)
2. Tang Dynasty (619-907)
3. Song Dynasty (960-1279)

B. Agricultural Improvements and Expansion of Trade

C. The Social Order - Women's Status and Footbinding

D. Technology

1. Porcelain
2. Metallurgy
3. Gunpowder
4. Printing

E. Population Growth - Urbanization and City-Life

F. Establishment of Mahayana Buddhism

G. Neo-Confucianism

H. Literary and Visual Arts

I. Influence of Chinese Culture in Korea and Japan

XVI. South Asia (6th-15th Centuries) (2 hours, lecture)

A. Development of Hindu and Muslim Kingdoms

B. Expansion of Trade

C. Caste and Migration

D. Developments in Hinduism - Introduction of Islam

E. Indian Ocean Basin Cross-Cultural Exchanges

XVII. Islamic Civilization and Empire (7th-13th Centuries) (4 hours, lecture)

A. Islamic Civilization

1. Arab Cultures

2. Persian Cultures

3. Islamic Cultures

B. Significance of Geographic Features

C. Origins and Beliefs of Islam

D. Foundation and Expansion of the Islamic Empire

E. Agricultural Innovations and Expansion of Trade

F. Social Order and Status of Women

G. Art and Architecture

1. Calligraphy

2. Miniatures

3. Mosques

H. Philosophy and Literature: Poetry

I. Science and Mathematics

XVIII. Western Europe (5th-15th Centuries) (3 hours, lecture)

A. Medieval Society

1. Latin Culture

2. Germanic Cultures

3. Christian Cultures

B. Early Kingdoms and Feudalism

C. The Manor - Agricultural Growth and Expansion of Trade

	D. Status of Women E. Development and Expansion of Roman Christianity F. Art and Architecture 1. Romanesque 2. Gothic G. Philosophy and Literature
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Read the chapter in your text book that deals with the decline and collapse of Classical Empires and write a six-page essay answering the following questions: What are the reasons for the collapse of the classical empires of Rome, Gupta India, and Han China? How great a role did moral decline play? What historical laws or patterns can you identify that explain the collapse of these three empires?
Critical Thinking Assignment 1:	In a six-page essay address the following: Define patriarchy and explain three factors that might have contributed to the rise of patriarchy in agricultural societies. Compare and contrast the legal, economic, and marital status of women in the early civilizations of Babylon, Egypt, India, and China. Discuss four different ways women raised in a patriarchal society reacted to their conditions giving specific examples to support your answer. Do you find any similarities in the status of women in these early civilizations and the status of women in America today?
Critical Thinking Assignment 2:	Read the play "Antigone" by Sophocles and write a six-page essay addressing the following: How did Antigone and Creon justify their positions and actions? To what extent do you believe Antigone and Creon were justified and why? Compare and contrast Creon's view of the role of a ruler with that of his son, Haemon. To what extent can this work be taken as an argument against the absolute authority of a king? What does this work tell us about the rival political views prevalent in democratic Athens in the days of Sophocles?
Other Evaluation Methods:	Essay Exams, Other Exams, Quizzes, Term or Other Papers, Written Homework
Instructional Methods:	Discussion, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Jerry Bentley and Herb Ziegler, <u>Traditions and Encounters, Volume I: From the Beginning to 1500</u> , 6th ed., McGraw-Hill, 2015.

	(Discipline Standard)
Alternative Texts:	
Required Supplementary Readings:	Antigone, Sophocles, Translated by Paul Woodruff, Hackett Publishing, 2001. (Discipline Standard)
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English 1A/C1000 or equivalent
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis. A student needs to have good reading skills to understand and interpret information provided in their textbooks. Also, writing is required for essay questions and papers assigned. Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. Utilize comprehension and vocabulary strategies to improve reading rate. Select and employ reading strategies to interpret the content of a college level textbook, with special focus on constructing a thesis statement and providing valid support.

	Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	William Holey
Date:	10/01/1980
Original Board Approval Date:	
Last Reviewed and/or Revised by:	John Baranski
Date:	04/03/2025
Last Board Approval Date:	06/26/2025
Effective Term:	FA 2026