



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** History 140  
**Descriptive Title:** History of Early Civilizations  
**Course Disciplines:** History  
**Division:** Behavioral and Social Sciences

**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.

**Conditions of Enrollment:**

**Recommended Preparation:** eligibility for English 1A

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>3.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>0 hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>3.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Prior to July 1992  
**Transfer UC:** X Effective Date: Prior to July 1992

**General Education:**

**El Camino College:**  
**2C – Social and Behavioral Sciences – General**  
 Term: Other:

**CSU GE:**  
**C2 - Humanities**  
 Term: Spring 2009 Other:

**D6 - History**  
 Term: Spring 2009 Other:

**IGETC:**  
**3B - Humanities**  
 Term: Spring 2009 Other:

**4F - History**  
 Term: Spring 2009 Other:

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

#### 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.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Assess the significance of agriculture in the development of complex cultures and identify the major characteristics of early agricultural societies.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers
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.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers
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.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers
4. Assess the role of Nomadic societies in the development of early agricultural civilizations.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers
5. Discuss the major characteristics of the Classical Era and identify what distinguishes it from earlier historical periods.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers
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.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers
7. Examine the various ways in which cultural encounters occurred and identify significant cross-cultural exchanges that took place during the Classical Era.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers
8. Compare the major legacies of Classical civilizations in the Near East, South Asia, China, and the Mediterranean.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers
9. Identify the major characteristics of the Post-Classical era and discuss what distinguishes it from earlier historical periods.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers
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.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers
11. Analyze the political, economic, social, and cultural evolution of South Asian and Chinese civilizations in the Post-Classical era.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers

12. Evaluate the spread of South Asian culture throughout the Indian Ocean Basin and the spread of Chinese culture in East Asia.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers
13. Explain and analyze the origins, basic beliefs, and diffusions of the world's major religious traditions: Judaism, Hinduism, Buddhism, Christianity, and Islam.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers
14. Identify and assess the major legacies of Post-Classical civilizations in the Near East, Africa, South Asia, China, and Europe.
  - Other: essay exams, other exams, quizzes, written homework, term or other papers

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	1	I	Introduction to the Study of World History: Issues and Problems
Lecture	2	II	The Origins of Civilization A. Paleolithic Hunting and Gathering Cultures B. Mesolithic Transitional Societies C. Neolithic Agricultural Revolution and its Significance D. Characteristics of Early Agricultural Societies
Lecture	3	III	Early Civilizations 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
Lecture	2	IV	The Hebrews 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
Lecture	3	V	Egypt (3100 B.C.E.) 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
Lecture	3	VI	South Asia 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
Lecture	2	VII	China 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
Lecture	3	VIII	The Americas 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
Lecture	3	IX	Classical Era 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
Lecture	4	X	China Unification 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
Lecture	4	XI	India's Golden Age 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
Lecture	5	XII	Classical Greece 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

Lecture	5	XIII	<p>Roman Empire</p> <p>A. Significance of Geographic Features</p> <p>B. Political Development</p> <ol style="list-style-type: none"> <li>1) Founding of Rome (753 B.C.E.)</li> <li>2) Establishment of the Roman Republic (509 B.C.E.)</li> <li>3) Foundations of Empire: Samnite, Pyrrhic, and Punic Wars</li> <li>4) Dictatorship of Julius Cesar (46-44 B.C.E.)</li> <li>5) Augustus's Establishment of Imperial Authority (31 B.C.E.)</li> <li>6) Collapse of Roman Authority in the West (410 C.E.)</li> </ol> <p>C. The Social Order and Status of Women</p> <p>D. Economic Development and Impact of Empire</p> <p>E. Religious Belief: Polytheism, Mystery Religions, and Christianity</p> <p>F. Twelve Tables of Law</p> <p>G. Literature: The Aeneid</p>
Lecture	2	XIV	<p>Post-Classical Era</p> <p>A. Byzantine Empire (5th Century-1453)</p> <ol style="list-style-type: none"> <li>1) Byzantine Civilization</li> <li>2) Synthesis of Latin, Greek, and Christian Cultures</li> </ol> <p>B. Political Organization and Institutions</p> <p>C. Expansion and Contraction of Empire</p> <p>D. The Social Order and Women's Status</p> <p>E. Development and Expansion of Orthodox Christianity</p> <p>F. Art (Icons) and Architecture (Hagia Sophia)</p>
Lecture	3	XV	<p>China: Reunification and Resurgence</p> <p>A. Political Development</p> <ol style="list-style-type: none"> <li>1) Sui Dynasty (589-618)</li> <li>2) Tang Dynasty (619-907)</li> <li>3) Song Dynasty (960-1279)</li> </ol> <p>B. Agricultural Improvements and Expansion of Trade</p> <p>C. The Social Order: Women's Status and Footbinding</p> <p>D. Technology</p> <ol style="list-style-type: none"> <li>1) Porcelain</li> <li>2) Metallurgy</li> <li>3) Gunpowder</li> <li>4) Printing</li> </ol> <p>E. Population Growth: Urbanization and City-Life</p> <p>F. Establishment of Mahayana Buddhism</p> <p>G. Neo-Confucianism</p> <p>H. Literary and Visual Arts</p> <p>I. Influence of Chinese Culture in Korea and Japan</p>
Lecture	2	XVI	<p>South Asia (6th-15th Centuries)</p> <p>A. Development of Hindu and Muslim Kingdoms</p> <p>B. Expansion of Trade</p> <p>C. Caste and Migration</p> <p>D. Developments in Hinduism: Introduction of Islam</p> <p>E. Indian Ocean Basin Cross-Cultural Exchanges</p>

Lecture	4	XVII	Islamic Civilization and Empire (7th-13th Centuries) B. Islamic Civilization 1) Arab Cultures 2) Persian Cultures 3) Islamic Cultures C. Significance of Geographic Features D. Origins and Beliefs of Islam E. Foundation and Expansion of the Islamic Empire F. Agricultural Innovations and Expansion of Trade G. Social Order and Status of Women H. Art and Architecture 1) Calligraphy 2) Miniatures 3) Mosques I. Philosophy and Literature: Poetry J. Science and Mathematics
Lecture	3	XVIII	Western Europe (5th-15th Centuries) 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
<b>Total Lecture Hours</b>		54	
<b>Total Laboratory Hours</b>		0	
<b>Total Hours</b>		54	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. 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 three-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?

**C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. In a five-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?
2. Read the play "Antigone" by Sophocles and write a five-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?

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Essay exams  
Other exams  
Quizzes  
Written homework  
Term or other papers

**V. INSTRUCTIONAL METHODS**

Discussion  
Lecture  
Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

Study  
Answer questions  
Required reading  
Written work

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Jerry Bentley and Herb Ziegler. Traditions and Encounters, Volume I: From the Beginning to 1500. 6th ed. McGraw-Hill, 2015 (Discipline Standard).

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

Antigone, Sophocles, Translated by Paul Woodruff, Hackett Publishing, 2001



**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
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**B. Requisite Skills**

Requisite Skills
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**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation eligibility for English 1A	

**D. Recommended Skills**

Recommended Skills
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. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - 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. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by William Holey on 10/01/1980.

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 06/17/2019**

Last Reviewed and/or Revised by Jason Suarez  
20423

Date: 4/3/2019