

**LANGUAGE, PHILOSOPHY, & CULTURE**  
**Student Learning Outcome Alignment Form**

**Course Prefix/Number: HIST 2321**

**Course Title: World Civilizations I**

| <b>Core Objective</b>           | <b>Course SLO</b>   | <b>General Learning Activities</b>        | <b>Assessment</b>  |
|---------------------------------|---|---|--|
| <b>Critical Thinking Skills</b> | Student will analyze and interpret primary and secondary sources.   | Lecture on primary and secondary sources. | Post –test questions 1-6<br>Rubric: <a href="#">Attached</a> |
| <b>Communication Skills</b>     | Students will create an argument through the use of historical evidence.  | Lecture on primary and secondary sources. | Post test questions 1-6<br>Rubric: <a href="#">Attached</a>  |
| <b>Social Responsibility</b>    | Students will analyze the effects of historical, social, political, economic, cultural and global forces on this period of World Civilizations (earliest to A.D. 1600). | Lectures throughout the semester          | Post Test Questions 1-94<br>Rubric: <a href="#">Attached</a> |
| <b>Personal Responsibility</b>  | Students will be able to connect choices, actions and consequences to ethical decision-making.  | Lectures throughout the semester          | Post test questions 1-94<br>Rubric: <a href="#">Attached</a> |

# CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

|   | <b>Does Not Meet Any<br/>Expectations<br/>1</b>                | <b>Meets Few<br/>Expectations<br/>2</b>   | <b>Meets Expectations<br/>3</b>  | <b>Exceeds Some<br/>Expectations<br/>4</b>   | <b>Exceeds All<br/>Expectations<br/>5</b>   |
|---|--|---|--|--|---|
| <b>Explanation of Issues</b>                | Did not state issue.   | Issue is stated without clarification or description.   | Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown. | Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.                         | Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.                                      |
| <b>Evidence</b>                             | Does not identify the basic components of an issue             | Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question | Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.                   | Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.                      | Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.  |
| <b>Influence of Context and Assumptions</b> | Did not show awareness of the issue.                           | Show an emerging awareness of present assumptions.  | Questions some assumptions. Identifies relevant information when presenting a position.  | Identifies own and others' assumptions and several relevant contexts when presenting a position.                               | Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.                                     |
| <b>Student's Position</b>                   | Takes no position on issue                                     | Specific position is stated but is simplistic and obvious.  | Specific position acknowledges different sides of an issue.  | Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.    | Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.  |
| <b>Conclusions and Related Outcomes</b>     | Does not use previously learned information in new situations. | Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.            | Conclusion is logically tied to information; some related outcomes are identified.   | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly | Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order |

# Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

## Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

|  | <b>Does Not Meet Any Expectations<br/>1</b>  | <b>Meets Few Expectations<br/>2</b>  | <b>Meets Expectations<br/>3</b>   | <b>Exceeds Some Expectations<br/>4</b>  | <b>Exceeds All Expectations<br/>5</b>   |
|--|--|--|---|---|---|
| <b>Quality of Information and Organization</b> | Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.  | Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.   | Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.   | Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.   | Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.  |
| <b>Nonverbal Communication</b>                 | Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience. | Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience.. | Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation. | Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well. | Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively. |
| <b>Quality of Verbal Communication</b>         | Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.            | Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.         | Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.  | Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.   | Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.  |
| <b>Visual Tools</b>                            | Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.  | Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.   | Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.   | Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.  | Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.  |
| <b>Appropriate Use of Vocabulary</b>           | Few or no terms are included in the presentation. May or may not be used   | Several terms are included in the presentation. May or may not be used   | Most terms are included in the presentation. Generally used appropriately.  | All terms are included in the presentation. Used effectively. Used in context.  | All terms are included in the presentation. Used in unique and creative ways. Used in   |

|   |  |  |  |   |  |
|---|--|--|--|---|--|
|   | appropriately. Lacks context.  | appropriately. May lack context.   | Generally used in appropriate context.   |   | context  |
| <b>Precision and Detail in Documents Produced</b> | Written documents have numerous errors and lack detail. Little care taken in the production. | Documents may have some errors and show some detail. Some care has been taken in production. | Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production. | Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production. | Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents. |
| <b>Overall Presentational Effectiveness</b>       | The presentation was weak and not effective.   | The presentation was average and somewhat effective.   | The presentation was good and effective.   | The presentation was very good and effective.   | The presentation was exceptional and extremely effective.  |

# Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

|   | <b>Does Not Meet Any<br/>Expectations<br/>1</b>   | <b>Meets Few<br/>Expectations<br/>2</b>   | <b>Meets Expectations<br/>3</b>  | <b>Exceeds Some<br/>Expectations<br/>4</b>   | <b>Exceeds All<br/>Expectations<br/>5</b>  |
|---|---|---|--|--|--|
| <b>Intercultural Competence</b>   | Does not demonstrate understanding of how others may see, interpret, and experience the world differently | Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures. | Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures. | Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. | Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.  |
| <b>Knowledge of Civil Responsibility</b>  | Provides no evidence of her/his experience in civic engagement activities.                                | Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.                                       | Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.   | Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment... | Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action. |
| <b>Demonstrates an ability to engage effectively in regional, national and global communities</b> | Does not demonstrate an understanding of the connection between the individual and the community.         | Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level.                        | Demonstrates an understanding of how communities function at the regional, national, and global levels.  | Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels.   | Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence   |

# Personal Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Personal Responsibility is taking responsibility for your actions, accepting the consequences that come from those actions and understanding that what you do impacts those around you.

|                   | <b>Does Not Meet Any<br/>Expectations<br/>1</b>   | <b>Meets Few<br/>Expectations<br/>2</b>  | <b>Meets Expectations<br/>3</b>   | <b>Exceeds Some<br/>Expectations<br/>4</b>  | <b>Exceeds All<br/>Expectations<br/>5</b>   |
|-------------------|---|--|---|---|---|
| <b>Inquiry</b>    | Is unable to identify or describe simple personal dilemmas in scenarios from life situations and/or theoretical scenarios.                          | Difficulty describing the inquiry. Has difficulty either identifying or describing simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios. | Ability to identify the inquiry. Identifies and describes simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios. | Ability to express understanding of the inquiry. Identifies but is not able to describe personal dilemmas in scenarios from life or theoretical scenarios | Ability to analyze the inquiry. Identifies and fully describes personal dilemmas in scenarios from life situations and/or from theoretical scenarios.       |
| <b>Connection</b> | Provides no connection to knowledge of the content area <u>or</u> fails to express a personal value.<br>.   | Little connection to knowledge of the content area made <u>or</u> little expression of a personal value made.  | Uses insights to connect actions and choices to consequences of a decision made in relation to the dilemma.   | Ability to use other resources to connect actions and choices.  | Uses insights and other sources to connect actions and choices to consequences of a decision made in relation to the dilemma.                               |
| <b>Response</b>   | Response is poor due to lack of inquiry and connections. Fails to articulate an understanding of the personal values which influenced the decision. | Response is weak because of weak inquiry and/or limited connections. Begins to articulate personal values.   | Provides an ethical response. Is able to connect personal values to responses to ethical questions.   | Provides incorporated response that includes personal values. Can explain cause/relationship between personal values and decisions                        | Provides incorporated response that includes personal values. Thoroughly articulates an understanding of the personal values which influenced the decision. |

| Student Learning Outcomes by Course   |   |   |                |  |                          |               |
|---|---|---|----------------|--|--------------------------|---------------|
| Program Area:<br>History  | Course Number/Name:<br>HIST 2321/World<br>Civilizations I |   |                |  | Semester/Date: Fall 2013 |               |
| Student Learning Outcomes (SLO)   | Assessment Tool   | Desired Measurable Results  | Actual Results | Use of Results                                 | New Action Plan          | Justification |
| 1. Students will create an argument through the use of historical evidence.     |   |   |                |  |                          |               |
| 1.A. The basic foundation of "doing" history is . . .                           | Post-Test Score   | 60% of students answer correctly  |                | Desired Results Met:<br>Continue Existing Plan |                          |               |
| 1.B Historiography can best be defined as . . .                                 | Post-Test Score   | 60% of students answer correctly  |                | Desired Results Met:<br>Continue Existing Plan |                          |               |
| 1.C A collection of letters written during the Civil War is an example of . . . | Post-Test Score   | 60% of students answer correctly  |                | Desired Results Met:<br>Continue Existing Plan |                          |               |
| 1.D. Which of the following would be classified as a secondary source?          | Post-Test Score   | 60% of students answer correctly  |                | Desired Results Met:<br>Continue Existing Plan |                          |               |
| 1.E. Prehistory is what happened . . .  | Post-Test Score   | 60% of students answer correctly  |                | Desired Results Met:<br>Continue Existing Plan |                          |               |
| 1.F. History can best be defined as . . .                                       | Post-Test Score   | 60% of students answered correctly  |                | Desired Results Met:<br>Continue Existing Plan |                          |               |
| 2. Analyze and interpret primary and secondary sources.                         | Post-Test questions 1-6 and project.                      | 60% of students answer questions 1-6 correctly, and, satisfactory completion of project |                | Desired Results Met:<br>Continue Existing Plan |                          |               |
| 2.A. The basic foundation of "doing" history is . . .                           | Post-Test Score   | 60% of students answered correctly  |                | Desired Results Met:<br>Continue Existing Plan |                          |               |
| 2.B. Historiography can best be defined as . . .                                | Post-Test Score   | 60% of students answered correctly  |                | Desired Results Met:<br>Continue Existing Plan |                          |               |
| 2.C. A collection of Civil War letters is an example of . . .                   | Post-Test Score   | 60% of students answered correctly  |                | Desired Results Met:<br>Continue Existing Plan |                          |               |
| 2.D. Which of the following would be classified as a secondary source?          | Post-Test Score   | 60% of students answered correctly  |                | Desired Results Met:<br>Continue Existing Plan |                          |               |

|   |                 |                                    |  |  |  |  |
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| <b>2.E. Prehistory is what happened . . .</b>   |                 |                                    |  |  |  |  |
|   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| <b>2.F History can best be defined as . . .</b>   |                 |                                    |  |  |  |  |
|   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| <b>3.A. The student will describe the emergence of the first civilizations.</b>   |                 |                                    |  |  |  |  |
| 3.A.1 Which of the following statements best defines "civilization"?  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.A.2 Which of the following were the two problems faced by most early civilizations?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.A.3 An increase in the number of humans during the Neolithic Age was caused by . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.A.4 Which metal did early man work with first to make tools and weapons?  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.A.5 What was the significance of the development of bronze?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.A.6 Neanderthal Man is sometimes used as an example of . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.A.7 Which of these groups is credited with inventing writing?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.A.8 Early cave art, such as that found in Lascaux, Chauvet, and Alta Mira, shows that . . .                                 | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.A.9 Polytheism is the belief in . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.A.10 Which "crafts" developed from man's need to keep and store goods?  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.A.11 The Phoenicians' most significant achievement affecting civilization is . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| <b>3.B. The student will be able to compare world religions.</b>  |                 |                                    |  |  |  |  |
| 3.B.1 Which of the following ancient texts tells of the life of a Sumerian man?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.B.2 Brahman, Shiva, and Vishnu are . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.B.3 Which of the following Egyptian Pharaohs experimented with a form of monotheism?  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.B.4 "A Chinese, emotion-based philosophy which de-emphasizes the role of government" best describes which of the following? | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.B.5 The major religion of earliest, native Africa was . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.B.6 Egyptians saw their pharaoh as . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.B.7 In death, Pharaoh's spirit could come and go from his mummy. What did the Egyptians call his spirit?                    | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.B.8 Which of the following definitions best describes a "messiah"?  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |



|   |                 |                                    |  |  |  |  |
|---|-----------------|------------------------------------|--|--|--|--|
| 3.B.9 A "covenant" is . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.B.10 Law Codes were a common feature of m most early civilizations. Which law code is credited to the Jews?                               | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.B.11 India is the home of several religions. From which ancient group of writings do these religions come?                                | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.B.12 In Buddhism, "desire" is the source of all mankind's troubles on Earth. In which of Buddhism's ancient teachings is this idea found? | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.B.13 Which of the following is not one of the Five Pillars of Islam?  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.B.14 The conflicts between Sunni and Shi'ite Muslims centered on the . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| <b>3.C. Students will understand the growth and fall of empires.</b>  |                 |                                    |  |  |  |  |
| 3.C.1 We studied a number of early civilizations during this semester. Which of them actually built "empires"?                              | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.C.2 How did Alexander the Great's war of conquest change Hellenic Greece?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.C.3 How did Rome, originally a city, conquer the Italian Peninsula?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.C.4 Which of the following groups was Rome's greatest rival for control of the Mediterranean Sea?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.C.5 The extension of political rule by one people over other, different people is called . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.C.6 Of the following, which is not a major cause of the decline and fall of empires?  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.C.7 Which of the following could not be included in the "Legacies of Alexander's Greece?"   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.C.8 Which of the following is the "greatest legacy of the Roman Empire?"  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.C.9 Why did the Eastern Roman Empire survive when the Western Roman Empire "fell"?  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| <b>3.D Students will understand the importance of Greco-Roman civilizations.</b>  |                 |                                    |  |  |  |  |
| 3.D.1 The _____ developed philosophy, which means "the love of wisdom."   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.D.2 This Greek city is best known for its strong, militaristic culture.   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.D.3 When Alexander the Great died, what happened to his empire?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.D.4 "Hellenistic" means a . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.D.5 For which of the following is the Greek philosopher Socrates known?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.D.6 This city was destroyed by a volcano in 79 A.D., but is today a tourist attraction and archeological site.                            | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |

|  |                 |                                    |  |  |  |  |
|--|-----------------|------------------------------------|--|--|--|--|
| 3.D.7 Which Greek philosophy demanded rigid poverty and a live of absolute simplicity?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.D.8 In which civilization were forms of democracy first tried?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.D.9 The Romans were especially noted for their great progress in . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.D.10 This stoic philosopher is often considered the greatest of the emperors after Augustus.   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.10.11 The Roman Peace under Augustus Caesar is known as the . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.D.12 Roman law is notable for its . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.D.13 The concept that all human beings have certain legal rights and duties is referred to as . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| <b>3.E. Students will be able to explain the fall of Rome and the emergence of Feudal and Gothic Europe.</b>   |                 |                                    |  |  |  |  |
| 3.E.1 The Edict of Milan . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.E.2 The doctrine of Petrine Succession . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.E.3 The Council of Nicea . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.E.4 The Treaty of Verdun (A.D. 843) accomplished which of the following?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.E.5 Which of the following statements best defines the word "diaspora"?  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.E.6 In the early days of the organized Christian Church, two men were extremely important in establishing the doctrine of the Church. One of those men was St. Ambrose, who was the other? | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.E.7 What was the castle's main purpose?  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.E.8 Which of the following statements best defines "Gothic"?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.E.9 Why were Gothic Cathedrals considered "teaching tools" for the illiterate masses of Europe during the Middle Ages?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.E.10 The Domesday Book might be accurately described as a . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| <b>3.F. Students will know how the Islamic Empire began and rose to prominence.</b>  |                 |                                    |  |  |  |  |
| 3.F.1 The Islamic world did not have a Middle Age of governmental evolution and consolidation as Europe did -- instead, it had . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.F.2 Jihad is defined as . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.F.3 Which of the following was a cause of the decline of the Ottoman Empire?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.F.4 Shi'ites reject all of Muhammad's successors who were not related to him by birth or by . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |

|  |                 |                                    |  |  |  |  |
|--|-----------------|------------------------------------|--|--|--|--|
| 3.F.5 Which of the following is the most famous example of Islam-inspired architecture?  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.F.6 The law code based upon the Qur'an is called the . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.F.7 As a master teacher, Muslim scholars held _____ in high regard.  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.F.8 Muslim art can best be described as . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.F.9 The harem, veiling of women, and the male dominated household are features of the principle of . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.F.10 Mohammed's flight to Mecca to avoid assassination was called the . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.F.11 Which of the following was not a successor controlling Islam after Mohammed died?   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.F.12 The majority of Muslims, then as now, are . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| <b>3.G. Students will learn the origins of African cultures.</b>   |                 |                                    |  |  |  |  |
| 3.G.1 The peoples of early Africa may most accurately be described as . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.G.2 The commodities of the Trans-Saharan trade include all of the following except . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.G.3 The Benins were known for . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.G.4 The Bantus were able to move into eastern and central Africa and dominate the people they met there through . . .                              | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.G.5 The early conclusions reached by early Europeans who made contact with Africans . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.G.6 Native African religion is . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.G.7 This ancient civilized center in Southern Africa, whose ruins were only discovered in 1871, surprised the Europeans because of its complexity. | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.G.8 The language group to which most Sub-Saharan African groups belong is . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.G.9 The Swahili cities of Africa's east coastal area were most heavily influenced by . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.G.10 Which of the following was not a West African kingdom?  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.G.11 The major trading city on the Saharan Trade Route was . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| <b>3.H. Students will learn the origins and flowering of Asian cultures.</b>   |                 |                                    |  |  |  |  |
| 3.H.1 The first emperor and founder of the Qin Dynasty, who ruled China from 221-210 B.C. was . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.H.2 What was the "Mandate of Heaven"?  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.H.3 A student from a poor family could complete training for a government position by . . .  | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |

|   |                 |                                    |  |  |  |  |
|---|-----------------|------------------------------------|--|--|--|--|
| 3.H.4 China's most influential philosopher and founder of Confucianism was . . .              | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.H.5 Legalism can best be defined as . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.H.6 Daoism can best be defined as . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.H.7 Japanese culture places high value on . . .   | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |
| 3.H.8 The country that, throughout its history, had the greatest influence on Japan was . . . | Post-Test Score | 60% of students answered correctly |  | Desired Results Met:<br>Continue Existing Plan |  |  |



**Syllabus:** World Civilizations I

**Course Number:** HIST 2321

**Semester & Year:** Fall 2013

**Instructor Information**

Name: Beverly J. Rowe, Ph.D.

Office: K, Social Sciences Building

Telephone: 903-832-5565, ext. 3378

E-mail: Beverly.Rowe@texarkanacollege.edu

Office Hours: M-F 7:00 to 8:00 a.m., Mon. 9:30 to 11:00, Friday 8:00 to 10:00

**Textbook Information**

*World Civilizations*, volume I, by Philip J. Adler and Randall L. Pouwels.

Thomson/Wadsworth Publishers, January 2011. ISBN 0495913014.

Dr. Rowe's class materials packet – available from the bookstore.

**Student Learning Outcomes for the Course**

1. The student will be able to describe the emergence of the first civilizations.
2. The student will be able to compare the major world religions.
3. The student will understand and be able to explain the growth and fall of empires.
4. The student will understand the importance of Greco-Roman civilizations.
5. The student will be able to explain the fall of Rome and the emergence of Feudal and Gothic Europe.
6. The student will be able to assess the impact of the Renaissance upon Western cultures.
7. The student will examine the beginning and rise of the Islamic Empire.
8. The student will learn the origins and flowering of Asian cultures.
9. The student will be able to explain Africa's importance to the countries of Europe.

**Student Requirements for Completion of the Course**

Students are responsible for taking the following:

Chapter tests (weekly)

Midterm and Final Exams

Attend class lectures

**Student Assessment**

Your semester grade is determined as follows:

1. 16 Chapter tests constitute 70% of your semester grade.
2. 1 Midterm test constitutes 15% of your semester grade.
3. 1 Final exam constitutes 15% of your semester grade.

## Grading Scale

| Grade    |          |
|----------|----------|
| <b>A</b> | 90-100   |
| <b>B</b> | 80-89    |
| <b>C</b> | 70-79    |
| <b>D</b> | 60-69    |
| <b>F</b> | 59-below |

## Class Schedule

| Month    | Week           | Material to be covered              |
|----------|----------------|-------------------------------------|
| January  | 1              | Go over syllabus and Chapter 1      |
|          | 2              | Test: Chapter 1; Lecture Chapter 2  |
| February | 3              | Test Chapter 2; Lecture Chapter 3   |
|          | 4              | Test Chapter 3; Lecture Chapter 4   |
|          | 5              | Test Chapter 4; Lecture Chapter 5   |
|          | 6              | Test Chapter 5; Lecture Chapter 6   |
| March    | 7              | Test Chapter 6; Lecture Chapter 7   |
|          | <b>(11-15)</b> | <b>Spring Break</b>                 |
|          | 8              | Test Chapter 7; Lecture Chapter 8   |
|          | 9              | Test Chapter 8; Lecture Chapter 9   |
| April    | 10             | Test Chapter 9; Lecture Chapter 10  |
|          | 11             | Test Chapter 10; Lecture Chapter 11 |
|          | 12             | Test Chapter 11; Lecture Chapter 12 |
|          | 13             | Test Chapter 12; Lecture Chapter 13 |
|          | 14             | Test Chapter 13; Lecture Chapter 14 |
| May      | 15             | Test Chapter 14; Lecture Chapter 15 |
|          | <b>(10-13)</b> | <b>Finals</b>                       |

## Attendance Policy

See attached at back.

## Make-up Policy

My policy for making up tests is that I will give you one week from the date the test is scheduled to get the test taken. If you let that week lapse without taking the test, you have a zero.

## Academic Integrity Statement

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the

student liable for disciplinary action after being investigated by the Dean of Students.

Proven violations of this nature will result in the student being dropped from the class with an "F".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

### **Disability Act Statement:**

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability that requires academic accommodations, please present it to me so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations.

### **Financial Aid:**

**Attention!** Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

### **Things That Tick Me Off!**

Students who don't show up on time. Students who leave before class is over.  
Students who have cell phones or pagers that go off while I am talking.  
Students who are not prepared for class or tests.  
Students who cheat.  
Students who sleep in my class.  
Students who can't get excited about learning!

If you will watch out for these things that bother me, we will have a great semester. It is my goal to help you understand American History in such a manner that the information will prove valuable to you throughout the course of your life.

### **ABSENTEE POLICY**

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she **may** be considered absent. Three tardies constitute one absence. It is the student's responsibility to check the syllabus for each instructor's tardy policy.

In some workforce/vocational areas, such as nursing and cosmetology, certification requirements necessitate an absentee policy that is more stringent than the institutional policy. In these instances, the matter of certification takes precedence over local policies, since certification policies are established by the State of Texas.

Faculty members **are not** obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student's absence from class. The institution is not required to take attendance with the exception of workforce/vocational areas, where certification requirements require taking attendance. However, experience demonstrates that regular attendance enhances academic success. As such, students are expected to attend each meeting of their registered courses.

A student should not stop attending a class without formally withdrawing from the course by the institutions published Last Day for Students to Drop. If a student stops attending class after the published Last Day for Students to Drop, the student **may** receive a grade of "F" in the class. The instructor will submit the last date of attendance for students receiving a grade of "F" or "W".

Withdrawal from a course(s) **may** affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

## **EXCUSED ABSENCES**

A student's absence due to school trips and/or school business will not be counted against a student's allowable number of absences. Military duty and absences for Holy Days (FBD LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only excused absences that are considered by Texarkana College.

Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty\* or religious holy days when students follow the correct notification procedures.

Instructors are not required to allow students to make up work for absences due to other reasons. Make-up policies are listed in each individual instructor's syllabus.

*\*Students interested in Health Occupations should check with the division chair prior to entering the program.*

## **ONLINE/HYBRID COURSE ABSENCES**

Absence in an **online course** is defined as the lack of an active post or submission within the course including discussion board posts, written assignments, and tests. This standard will be used to determine all absentee issues, including but not limited to, 12<sup>th</sup> Day Census Reports, last date of attendance, and involuntary withdrawal from a course due to absences. All online students must complete an Enrollment Verification activity within the first week of class (activity depends upon the professor); otherwise the professor **may** drop the student for not having attended. Students must complete at least one activity in their online



class per week. Each week in which a student does not complete an activity will be counted as an absence.

If a student is taking a hybrid course, and it does not meet during the first week of class, the student must also complete an Enrollment Verification activity within the first week of class; otherwise the student **may** be dropped for not having attended.

## MAXIMUM ALLOWABLE ABSENCES

After official registration, the following number of unexcused absences will be the maximum allowable before a student **may** be dropped from the class. Mandated program certification requirements detailed for certain programs regarding the maximum allowable unexcused absences takes precedence over the following information.

### Academic Classes

| A COURSE THAT MEETS FOR THE FULL 16 WEEK SEMESTER                 |   |
|---|---|
| Class or Lab Meets:   | An instructor <b>may</b> withdraw a student from a course if absences exceed: |
| Once a week (Night classes or Friday classes)                     | 2   |
| Twice a week (MW or TR classes)                                   | 4   |
| Three times a week (MWF or TRF classes)                           | 6   |
| Four times a week (MTWR classes)                                  | 8   |
|   | Three tardies count as one absence  |
| A COURSE THAT MEETS FOR 14 WEEKS OF THE SEMESTER                  |   |
| Class or Lab Meets:   | An instructor <b>may</b> withdraw a student from a course if absences exceed: |
| Twice a week (MW or TR classes)                                   | 4   |
|   | Three tardies count as one absence.   |
| A COURSE THAT MEETS FOR 8 WEEKS OF THE SEMESTER (Fast-Track)      |   |
| Class or Lab Meets:   | An instructor <b>may</b> withdraw a student from a course if absences exceed: |
| Four times a week (MTWR classes)                                  | 4   |
|   | Three tardies count as one absence.   |
| A COURSE THAT MEETS FOR 5 WEEKS OF THE SEMESTER (Summer Sessions) |   |
| Class or Lab Meets:   | An instructor <b>may</b> withdraw a student from a course if absences exceed: |
| 3 times a week (MTW) (evening classes)                            | 2   |
| 4 times a week (MTWR) (day classes)                               | 2   |
|   | Three tardies count as one absence.   |

**Workforce Classes** (This does not include Health Occupations. See Health Occupations Handbook regarding absences for that program.)

| Day Classes   | Evening Classes  |
|---|--|
| <p>Class meets:</p> <p>5 days a week (MTWRF)</p> <p>The instructor <b>may</b> withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an “F” in the program for that semester.</p> <p>Three tardies count as one absence.</p> <p>You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.</p> | <p>Class Meets:</p> <p>4 evenings a week (MTWR)</p> <p>The instructor <b>may</b> withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an “F” in the program for that semester.</p> <p>Three tardies count as one absence.</p> <p>You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.</p> |

## POST TEST

### WORLD CIVILIZATIONS I

(Revised in December 2012)

#### The Art of History

1. The basic foundation of “doing” history is:
  - a. Value
  - b. Interpretation
  - c. Evidence
  - d. Good hunches
2. Historiography can best be defined as . . .
  - a. The study of the techniques of historical research and writing.
  - b. The field of historical study that concentrates on Europe.
  - c. The science of identifying ancient bones and fossils.
  - d. The use of computerized data to develop new historical information.
3. A collection of letters written during the Civil War is an example of a \_\_\_\_\_ source.
  - a. Primary
  - b. Secondary
  - c. Tertiary
4. Which of the following would be classified as a secondary source?
  - A. A book about the Civil War written in 2012.
  - B. A diary written during the Civil War.
  - C. A group of letters between a husband and wife written during the Civil War.
  - D. A newspaper article about a Civil War battle written during the Civil War.
5. Prehistory is what happened . . .
  - a. Before the birth of Christ.
  - b. After the birth of Alexander the Great.
  - c. Before writing.
  - d. After writing.
6. History can best be defined as . . .
  - a. The story of kings and queens in Europe.
  - b. The written account of mankind’s actions in the past.
  - c. The pre-human skeletons collected from Africa.
  - d. The study of scientific experiments.

## **First Civilizations**

7. Which of the following statements best defines “civilization”?
  - a. The human-created physical and/or mental environment of a group.
  - b. Social organization of a high order, marked by the development and use of a written language and by advances in the arts and sciences, and government.
  - c. The branch of political science that deals with civic affairs and the duties of citizens.
  - d. To refer to or mention as by way of example, proof, or precedent.
8. Which of the following were the two problems faced by most early civilizations?
  - a. Revolution and Liberalism
  - b. Famine and conquest
  - c. Effective leadership and succession
  - d. Flooding and the buildup of minerals in the soil.
9. An increase in the number of humans during the Neolithic Age was caused by . . .
  - a. The death of all the dinosaurs.
  - b. The rise of the use of bronze to make tools and weapons.
  - c. A surplus of food.
  - d. A decline in the number of diseases.
10. Which metal did early man work with first to make tools and weapons?
  - a. Bronze
  - b. Tin
  - c. Iron
  - d. Copper
11. What was the significance of the development of bronze?
  - a. It was a stronger metal and made superior weapons and tools.
  - b. Bronze was inferior to iron or copper and the use of this technology caused civilizations to decline.
  - c. Bronze was a soft, silver-white metal that was easily made into jewelry for the graves of nobles.
  - d. The leaders of early civilizations used bronze to mark slaves.
12. Neanderthal Man is sometimes used as an example of . . .
  - a. Man’s ability to master his physical environment completely.
  - b. An evolutionary dead-end.
  - c. An irrigation civilization.
  - d. A female-centered culture.
13. Which of these groups is credited with inventing writing?
  - a. North American Indians
  - b. Akkadians
  - c. Sumerians
  - d. Babylonians

14. Early cave art, such as that found in Lascaux, Chauvet, and Alta Mira, shows that . . .
- a. Early man had no language or writing.
  - b. Early man may have used art as a form of language to express his ideas.
  - c. Early man was a cannibal.
  - d. Early man was not much of an artist.
15. Polytheism is the belief in . . .
- a. One god
  - b. Christianity
  - c. Islam
  - d. Many gods
16. Which “crafts” developed from man’s need to keep and store goods?
- a. Basketry and pottery making
  - b. Scrapbooking and quilting
  - c. Tinsmithing and smelting
  - d. Sewing and cooking
17. The Phoenicians’ most significant achievement affecting civilizations is . . .
- a. The phonetic alphabet
  - b. The royal road
  - c. The coinage of gold
  - d. The concept of free will

### **Religion**

18. Which of the following ancient texts tells of the life of a Sumerian man?
- a. Rig-Veda
  - b. Analects
  - c. Iliad
  - d. Epic of Gilgamesh
19. Brahman, Shiva, and Vishnu are . . .
- a. Hindu castes
  - b. Buddhist sects
  - c. Hindu gods
  - d. Mauryan emperors
20. Which of the following Egyptian Pharaohs experimented with a form of monotheism?
- a. Ramses the Great
  - b. Akhnaton
  - c. Tutmose
  - d. Tutankamen

21. "A Chinese, emotion-based philosophy which de-emphasizes the role of government" best describes which of the following?
- a. Confucianism
  - b. Legalism
  - c. Daoism/Taoism
  - d. Buddhism
22. The major religion of earliest, native Africa was . . .
- a. Christianity
  - b. Buddhism
  - c. Animism
  - d. Islam
23. Egyptians saw their pharaoh as . . .
- a. A normal man
  - b. A god
  - c. A foreign policy expert
  - d. A medicine man
24. In death, Pharaoh's spirit could come and go from his mummy. How did Egyptians picture the afterlife?
- a. They thought it was a spirit world that only the elite could live in.
  - b. They thought it was a continuation of earthly life for the pharaoh and others who achieved it.
  - c. They thought it was literally in the stars and planets.
  - d. They thought there was no afterlife.
25. Which of the following definitions best describes a "messiah"?
- a. An enlightened soul
  - b. A warrior king
  - c. A savior-king who would lead the Jews to glory
  - d. A good administrator
26. A "covenant" is . . .
- a. A group of quail.
  - b. A social policy initiated by Augustus Caesar.
  - c. A desperate revolt by superstitious peasants.
  - d. A binding or solemn agreement to do, or keep from doing a specific thing.
27. Law Codes were a common feature of most early civilizations. Which law code is credited to the Jews?
- a. Solon's Law Code
  - b. Ten Commandments
  - c. Hammurabi's Law Code
  - d. The Sharia

28. India is the home of several religions. From which ancient group of writings do these religions come?
- a. The Analects
  - b. The Old Testament
  - c. The Vedas
  - d. The Koran
29. In Buddhism, “desire” is the source of all mankind’s troubles on Earth. In which of Buddhism’s ancient teachings is this idea found?
- a. The Four Noble Truths
  - b. The Book of the Dead
  - c. The Rig Veda
  - d. *Meditations*
30. Which of the following is not one of the Five Pillars of Islam?
- a. Frequent and regular prayer to Allah
  - b. Fasting at prescribed times
  - c. Almsgiving (giving to widows and the poor)
  - d. A pilgrimage to Mecca (Hajj), if able
  - e. Making war against non-believers (jihad)
31. The conflicts between Sunni and Shi’ite Muslims centered on the . . .
- a. Divinity of Mohammed
  - b. Authenticity of Mohammed’s visions
  - c. Location of the capital of the Islamic state
  - d. Importance of blood kinship to Mohammed in choosing his successor

### **Empires**

32. We studied a number of early civilizations during this semester. Which of them actually built “empires”?
- a. Assyria, Persia and Rome
  - b. China, Japan and Vietnam
  - c. Sumeria, Hebrews and Phoenicia
  - d. Athens, Sparta, and Carthage
33. How did Alexander the Great’s war of conquest change Hellenic Greece?
- a. It isolated Hellenic Greece from the rest of the world.
  - b. It brought many new ideas and cultures into his kingdom, making it more cosmopolitan, Hellenistic.
  - c. It spread Greek diseases throughout the Asian world.
  - d. It brought Greece into conflict with Asian civilizations and eventually led to Greece’s decline.

34. How did Rome, originally a city, conquer the Italian Peninsula?
- a. Rome promised great wealth to those who would join them.
  - b. Rome partnered with Alexander's Greece to intimidate small cities to join Rome.
  - c. Rome never conquered the Italian Peninsula.
  - d. Rome invited neighboring cities to become Roman citizens; those that refused were captured by Rome's mighty army.
35. Which of the following groups was Rome's greatest rival for control of the Mediterranean Sea?
- a. Assyria
  - b. Greece
  - c. Phoenicia/Carthage
  - d. China
36. The extension of political rule by one people over other, different people is called . . .
- a. Theocracy
  - b. Cultural dominance
  - c. Empire
  - d. Democracy
37. Of the following, which is NOT a major cause of the decline and fall of empires?
- a. Over-extension of the administration
  - b. Fanatical belief in the ideology of the empire
  - c. Economic collapse
  - d. Failure of leadership
38. Which of the following COULD NOT be included in the "Legacies of Alexander's Greece"?
- a. The development of new philosophies.
  - b. Styles of art and architecture that were widely adopted.
  - c. The birth of Christianity.
  - d. Highly developed forms of poetry.
39. Which of the following is the "greatest legacy of the Roman Empire"?
- a. The Latin language
  - b. The Coliseum
  - c. Great histories of ancient wars
  - d. Road building technology
40. Why did the Eastern Roman Empire survive when the Western Roman Empire "fell"?
- a. Constantine could see that the Western Empire was weaker than the Eastern half and he chose to consolidate his resources and government in the Eastern half.
  - b. The Chinese came to the aid of Constantinople when the Germanic tribes invaded.
  - c. It was actually the Eastern Empire that "fell."
  - d. Marcus Aurelius was the Caesar of the Western half and he was an incompetent ruler.



## Greco-Roman

41. The \_\_\_\_\_ developed philosophy, which means “the love of wisdom.”
- Sumerians
  - Greeks
  - Romans
  - Africans
42. This Greek city is best known for its strong, militaristic culture.
- Troy
  - Crete
  - Sparta
  - Athens
43. When Alexander the Great died, what happened to his empire?
- The volcano on Thera destroyed his empire.
  - Ptolemy overtook his whole empire.
  - It returned to small tribal societies.
  - It was divided among three of his generals.
44. “Hellenistic” means a . . .
- Blend of Greek and eastern ideas and forms
  - Blend of Greek and Roman ideas and forms
  - Purely Greek style later transferred to Rome
  - Mixed style limited in extend to Europe
45. For which of the following is the Greek philosopher Socrates known?
- A debate about the real nature of politics, and the theoretical nature of politics.
  - A method of answering questions with new questions that eventually led to the true answer.
  - A geocentric theory of the universe.
  - The idea of “survival of the fittest.”
46. This city was destroyed by a volcano in 79 A.D., but is today a tourist attraction and archeological site.
- Rome
  - Etrusca
  - Pompeii
  - Naples
47. Which Greek philosophy demanded rigid poverty and a life of absolute simplicity?
- Cynicism
  - Skepticism
  - Epicureanism
  - Stoicism

48. In which civilization were forms of democracy first tried?
- a. Assyria
  - b. Persia
  - c. Greece
  - d. Rome
49. The Romans were especially noted for their great progress in . . .
- a. Medicine
  - b. Astronomy
  - c. Painting
  - d. Engineering/architecture
50. This stoic philosopher is often considered the greatest of the emperors after Augustus.
- a. Nero
  - b. Tiberius
  - c. Marcus Aurelius
  - d. Hadrian
51. The Roman Peace under Augustus Caesar is known as the \_\_\_\_\_.
- a. Twelve Tables
  - b. Pax Romana
  - c. Greek Pleasures
  - d. Analects
52. Roman law is notable for its . . .
- a. Egoism and arrogance
  - b. Brutality and vengeance
  - c. Gentleness and mercy
  - d. Practicality and flexibility
53. The concept that all human beings have certain legal rights and duties is referred to as . . .
- a. *Jus Gentium*
  - b. Natural Law
  - c. Law of the Nations
  - d. International Law

### **Feudal and Gothic Europe**

54. The Edict of Milan . . .
- a. Legalized Christian worship
  - b. Established tetrarchy (four-man rule)
  - c. Made Christianity the “state” religion
  - d. Moved the Roman capital from Rome to Constantinople

55. The doctrine of Petrine Succession . . .
- a. Said that all popes would have “Peter” as part of their official names.
  - b. Said that the Patriarch of Alexandria would be the head of the organized church.
  - c. Said that the Bishop of Rome would be the head (Pope) of the Christian Church.
  - d. Said that the official residence of the Church would be in St. Petersburg, Russia.
56. The Council of Nicea . . .
- a. Was a court set up to try the Vandal leaders who sacked Rome.
  - b. Was an advisory council set up to help Diocletian govern the Roman Empire.
  - c. Was a council of the leaders of Germanic tribes to plan their invasion strategies regarding Eurasia.
  - d. Was a meeting of more than 300 bishops in Turkey, that decided many important questions of theology and church administrations.
57. The Treaty of Verdun (A.D. 843) accomplished which of the following?
- a. Restricted the Norse people to Denmark, Finland, and Sweden.
  - b. Established general borders for European countries that remain today, 1150 years later.
  - c. Named Alcuin as the second pope.
  - d. Ended the Jewish diaspora.
58. Which of the following statements best defines the word “diaspora”?
- a. A diaspora is a large theater in ancient Rome.
  - b. A diaspora is a purple dye used in Gothic Europe.
  - c. A diaspora is an architectural style that results in a domed building.
  - d. A diaspora is the “scattering” of a group of people for the purpose of eliminating any threats they may be to the ruling empire.
59. In the early days of the organized Christian Church, two men were extremely important in establishing the doctrine of the Church. One of those men was St. Ambrose, who was the other?
- a. St. Jerome
  - b. St. Ignatius
  - c. St. Augustine
  - d. St. Bartholomew
60. What was the castle’s main purpose?
- a. To let the Lord live in luxury.
  - b. To serve as a flour mill.
  - c. To enslave the peasants.
  - d. To serve as a fortress and refuge.

61. Which of the following statements best defines “Gothic”?
- a. This is an architectural style featuring thick, windowless walls and rounded rooflines.
  - b. This is an architectural style featuring ribbed vaulting, flying buttresses, pointed arches, and steep, high roofs.
  - c. This is an architectural style featuring screened window openings, and flat, one-story buildings.
  - d. This is an architectural style featuring modern, feature-less facades and the use of metals and stone.
62. Why were Gothic Cathedrals considered “teaching tools” for the illiterate masses of Europe during the Middle Ages?
- a. They had small, enclosed rooms where small groups of people could receive religious instruction.
  - b. They were so massive in scale that they intimidated the lower class people into submission to authority figures.
  - c. The stories and figures of the Bible were elegantly displayed in the stone carvings and stained-glass windows, making the stories come to life for those who couldn’t read.
  - d. They had numerous altar areas where peasants could light candles for the souls of their ancestors.
63. The Doomsday Book might be accurately described as a . . .
- a. Law code
  - b. Royal census
  - c. Religious prayer book
  - d. History of the Crusades

### **Islamic Empires**

64. The Islamic world did not have a Middle Age of governmental evolution and consolidation as Europe did – instead, it had . . .
- a. Turmoil caused by the question of succession to Mohammed and by the Christian Crusades.
  - b. Invasions by armies from America
  - c. Unification under the Khans of Mongolia
  - d. Long periods of peace and stability
65. *Jihad* is defined as . . .
- a. The Caliphate of Cordoba
  - b. The Khanates of the Ottoman Empire
  - c. Holy war against non-believers (Infidels)
  - d. A pilgrimage to Mecca

66. Which of the following was a cause of the decline of the Ottoman Empire?
- a. A shift of European trade routes.
  - b. Influx of silver from the Americas.
  - c. Elite units of the military were allowed to marry and settle down, eroding their loyalties to the Sultan.
  - d. Failure to keep up with expanding Western military technologies.
  - e. All of these were causes of the decline.
67. Shi'ites reject all of Muhammad's successors who were not related to him by birth or by . . .
- a. Marriage
  - b. Adoption
  - c. Intellect
  - d. Citizenship
68. Which of the following is the most famous example of Islam-inspired architecture?
- a. Dome of the Rock
  - b. Hagia Sofia
  - c. Solomon's Temple
  - d. Taj Mahal
69. The law code based upon the Qu'ran is called the . . .
- a. Old Testament
  - b. Shariya
  - c. Jus Gentium
  - d. Analects
70. As a master teacher, Muslim scholars held \_\_\_\_\_ in high regard.
- a. Plato
  - b. Socrates
  - c. Aristotle
  - d. Seneca
71. Muslim art can best be described as . . .
- a. Explicitly representational
  - b. Geometrically based
  - c. Primitive in technique
  - d. Similar to Christian art
72. The harem, veiling of women, and the male dominated household are features of the principle of \_\_\_\_\_.
- a. Vakf
  - b. Sati
  - c. Purdah
  - d. Ulema

73. Mohammed's flight to Mecca to avoid assassination was called the \_\_\_\_\_.  
a. Hajj  
b. Ramadan  
c. Caliphate  
d. Hegira
74. Which of the following WAS NOT a successor controlling Islam after Mohammed died?  
a. Dhimmis  
b. Abbasida  
c. Ummayads  
d. Rightly-Guided Caliphs
75. The majority of Muslims, then as now, are . . .  
a. Shi'ite  
b. Sunni  
c. Dhimmi  
d. Sufi

#### **Africa**

76. The peoples of early Africa may most accurately be described as . . .  
a. Short  
b. Diverse  
c. Primitive  
d. Violent
77. The commodities of the Trans-Saharan trade include all of the following EXCEPT  
a. Gold  
b. Salt  
c. Slaves  
d. Rubies
78. The Benins were known for . . .  
a. Bronze work  
b. Tin-smithing  
c. Ivory carving  
d. Architecture
79. The Bantus were able to move into eastern and central Africa and dominate the people they met there through . . .  
a. Advanced agricultural methods  
b. Iron weaponry  
c. Help from the Arabs  
d. European guns

80. The early conclusions reached by early Europeans who made contact with Africans . . .
- a. Led to an appreciation of Sudanese culture
  - b. Intimidated the Europeans
  - c. Laid the foundations for European racism
  - d. Had no appreciable impact on the Europeans
81. Native African religion is . . .
- a. Catholicism
  - b. Primitivism
  - c. Animism
  - d. Atheism
82. This ancient civilized center in Southern Africa, whose ruins were only discovered in 1871, surprised the Europeans because of its complexity.
- a. Great Zimbabwe
  - b. Timbuktu
  - c. Jenne
  - d. Darfur
83. The language group to which most Sub-Saharan African groups belong is . . .
- a. Sino-Tibetan
  - b. Indo-European
  - c. Semitic
  - d. Bantu
84. The Swahili cities of Africa's east coastal area were most heavily influenced by . . .
- a. Chinese
  - b. Arabs
  - c. Egyptians
  - d. Native Americans
85. Which of the following WAS NOT a West African Kingdom?
- a. Ghana
  - b. Songhai
  - c. Mali
  - d. Darfur
86. The major trading city on the Saharan Trade Route was . . .
- a. Timbuktu
  - b. Axum
  - c. Kilwa
  - d. Kumbi

## Asia

87. The first Emperor and founder of the Qin Dynasty, who ruled China from 221-210 B.C. was . . .
- a. Shih Huang-di
  - b. Lao-Tsu
  - c. Kung Fu-Tsu
  - d. Fa-hsien
88. What was the “Mandate of Heaven”?
- a. A temple in China
  - b. The god-given right to rule
  - c. Government bureaucrats
  - d. A religion involving ancestor worship
89. A student from a poor family could complete training for a governmental position by:
- a. A successful military career
  - b. Taking the Civil Service Exam
  - c. Converting to Buddhism
  - d. Becoming an artist
90. China’s most influential philosopher and founder of Confucianism was . . .
- a. Lao-Tsu
  - b. St. Ambrose
  - c. Constantine
  - d. Kung Fu-Tsu
91. Legalism can best be defined as . . .
- a. A Korean philosophy based on class
  - b. A Roman law requiring citizens to pay taxes to Rome
  - c. A Chinese philosophy of government emphasizing strong authority
  - d. The right to rule
92. Daoism can best be defined as . . .
- a. A nature –oriented philosophy emphasizing harmony
  - b. A system of government in which wealth determines power
  - c. A socioeconomic group that is entered at birth and remains constant
  - d. A portion of land allotted to free peasants.
93. Japanese culture places high value on . . .
- a. Ethnic diversity
  - b. Independent thought
  - c. Christian religion
  - d. Unity



94. The country that, throughout its history had the greatest influence on Japan was . . .
- a. China
  - b. Korea
  - c. Samoa
  - d. The United States