

LANGUAGE, PHILOSOPHY, & CULTURE
Student Learning Outcome Alignment Form

Course Prefix/Number: HIST 2322

Course Title: World Civilizations II

Core Objective	Course SLO	General Learning Activities	Assessment
Critical Thinking Skills	1. Create an argument through the use of historical evidence . 2. Analyze and interpret primary and secondary sources .	Lectures on and practice analyzing primary and secondary sources. Faculty use a variety of techniques, often using groups or teams in document analysis.	Post test questions 1-6; Instructors also use a variety of essay questions. Faculty employ the Rubric on Critical Thinking for some assignments.
Communication Skills	1. Create an argument through the use of historical evidence .	Lectures on and practice analyzing primary and secondary sources.	Post test questions 1-6 Because of the complexity of skills employed in making a historical argument, instructors often make this kind of argument a major project or paper. For example, one professor had students analyze local documents to chart the history of local businesses. Faculty employ Rubric on Communication Value for some assignments.
Social Responsibility	3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history as included in the outcomes #4-12.	Lectures throughout the semester often demonstrate the impact of Nations' decisions on the fate of mankind, i.e. the choice of countries to participate in the UN, support human rights, etc.	Post test questions 7-100, which are broken down into specific Student Learning Outcomes #4-#12 listed above in Part IV. Each Outcome has designated questions to allow for evaluation by faculty of areas of weakness and strength. Essay questions may also directly address causes and effects. Faculty employ Rubric on Social Responsibility for some assignments.

Personal Responsibility	3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history as included in the Student Learning Outcomes #4-12 listed above in Part IV.	Lectures throughout the semester often demonstrate the impact of individuals' decisions on the fate of mankind, i.e. Truman's decision to bomb Nagasaki, the role of UN in world affairs, etc.	Post test questions 7-100, which are broken down into specific Student Learning Outcomes #4-#12 listed above in Part IV. Each Outcome has designated questions to allow for evaluation by faculty of areas of weakness and strength. Faculty employ Rubric on Personal Responsibility for some assignments.
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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.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Explanation of Issues	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.
Evidence	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.
Influence of Context and Assumptions	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.
Student's Position	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.
Conclusions and Related Outcomes	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.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Quality of Information and Organization	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.
Nonverbal Communication	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.
Quality of Verbal Communication	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.
Visual Tools	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.
Appropriate Use of Vocabulary	Few or no terms are included in the presentation. May or may not be used appropriately. Lacks context.	Several terms are included in the presentation. May or may not be used appropriately. May lack context.	Most terms are included in the presentation. Generally used appropriately. Generally used in appropriate context.	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 context

Precision and Detail in Documents Produced	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.
Overall Presentational Effectiveness	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.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Intercultural Competence	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.
Knowledge of Civil Responsibility	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.
Demonstrates an ability to engage effectively in regional, national and global communities	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.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Inquiry	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.
Connection	Provides no connection to knowledge of the content area <u>or</u> fails to express a personal value. .	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.
Response	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:	Course Number/Name: HIST 2322/World Civilizations II				Semester/Date: Fall 2013	
History						
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: Continue Existing Plan		
1.B. Historiography can best be defined as . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: 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: 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: Continue Existing Plan		
1.E. Prehistory is what happened . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
1.F. History can best be defined as . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
2. Students will analyze and interpret primary and secondary sources.						
2.A. The basic foundation of "doing" history is:	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
2.B. Historiography can best be defined as . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		

2.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: Continue Existing Plan		
2.D. Which of the following would be classified as a secondary source?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
2.E. Prehistory is what happened . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
2.F. History can best be defined as . . .	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
3. Exploration and Colonialism						
7. How did England, France, and Spain affect the history of the New World through exploration and colonialism?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
8. Why did the Catholic Church and the Pope get involved in disputes between Portugal and Spain over areas they wanted to explore and colonize?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
9. In the 1500s and 1600s, England developed a large colonial empire that stretched across the world. Which of the following was England's main goal in developing its empire?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
10. Which of the following European countries sent explorers into the New World, but rarely followed up by sending colonists to establish towns?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
11. By establishing colonial outposts in the New World, European nations created which of the following problems?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
12. In the Age of Discovery, European leaders were looking for a water-route to China. Which country was first to discover such a route?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		

13. What was the main reason European countries (with the exception of Portugal) began exploration of unknown areas of Earth in the late 1400s and early 1500s?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
14. In the Borderlands areas of the New World, the Spanish employed which of the following in establishing colonies?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
4. Religion						
15. The issue that sparked the Lutheran Reformation was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
16. The Ninety-five Theses were attacks upon	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
17. Which of the following was the major result of the Reformation?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
18. A major legacy of the Reformation was the	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
19. Which of the following religious leaders promoted a simple style of worship advocating "Predestination" and the spread of Protestantism throughout Europe?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
5. The Enlightenment						
20. Which of the following Enlightened concepts took root in the United States?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
21. The two "Fathers of Enlightened Ideals" were Isaac Newton and _____.	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
22. Which of the following "Enlightened" men is credited with the concept of "contract of government"?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		

23. Even though the Enlightenment was born in France, France failed to embrace the “enlightened” form of government (with the citizens having the right to rule). Why?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
24. How did the philosophes of the Enlightenment change Absolutist government in Europe into the American experiment in Democratic government?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
25. The most significant result of the American Revolution was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
26. During the French Revolution, one of the major social changes was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
27. Which of the following men led France in the final days of the Revolution, crowning himself Emperor on Christmas Day of 1804?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
28. Regionally, which countries experienced Enlightenment debate and translated their discussions into social improvements for their people?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
6. Western Ideologies						
29. Absolutism was attractive to many 17 th century Europeans, because it provided for	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
30. The trend toward absolutism in Europe between 1600 and 1800 was embraced by common citizens in each country where it existed, because it	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
31. The American Revolution of 1776 and the French Revolution of 1789 challenged absolutism. By 1900, which of the following countries remained absolutist?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
32. Which of the following statements most accurately describes <i>Liberalism's</i> impact on Absolute Monarchies?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		

33. Nationalism can best be defined by which of the following statements?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
34. One of the most negative aspects of 19 th century nationalism was the development of	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
35. According to Karl Marx, the revolt of the proletariat was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
7. Scientific Revolution						
36. How did the ideas of Nicholas Copernicus change the way people saw the universe?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
37. The Scientific Revolution had a tremendous impact on Renaissance Europe. Which of the following statements could be classified as the "Scientific Revolution's Greatest Impact on Renaissance Europe?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
8. Industrial Revolution						
38. The country in which the Industrial Revolution began was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
39. Which of the following statements most accurately corresponds to Adam Smith's economic theory of the Industrial Revolution?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
40. Which of the following is a <i>laissez-faire</i> statement?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
41. Which of the following elements had to already be in place for the Industrial Revolution to be successful?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
42. The main source of energy for the Industrial Revolution was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
43. The key to industrialization as a mechanical process was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		

44. The Second Industrial Revolution was characterized by the introduction of all of the following EXCEPT	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
45. Which two men were the British inventors who developed early steam engines?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
9. Asia						
46. Chinese markets had been closed to trade with the West before 1850. Which of the following countries forced open Chinese ports to Western trade?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
47. In 1853, Japanese markets were also closed to western trade. What country forced this market open through "gunboat diplomacy"?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
48. In China, the Mongol Dynasty was overthrown by a/an_____, to establish the Ming Dynasty.	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
49. One of the main factors driving the new Ming Dynasty's policies was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
50. Which philosophy/religion had the greatest influence on Chinese society during the Ming and Qing Dynasties?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
51. In China, the most sought after occupation for young boys was that of bureaucrat. Which of the following gave them access to this choice career?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
52. Today, China is _____ politically and _____ economically.	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
53. In Japan, the person with the most power was the	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		

54. In Feudal Japan, the Shogun leader had trouble with the Daimyos, who tried to overthrow him. Which of the following methods did the Shogun use to lessen the power of the Daimyos?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
55. Which one of these is a problem in modern Japan?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
10. European Colonialism						
56. The Great Trek can best be described as	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
57. Europeans created a system of segregation in South Africa called	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
58. The idea that Europeans had the obligation to bring the benefits of civilization to Africans and Asians was expressed as the	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
59. Which of the following countries WAS NOT involved in the scramble for Africa?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
60. Which African countries were able to maintain independence during the scramble for Africa?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
61. The Berlin Conference of 1884	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
62. The first European power in India and Southeast Asia was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
63. The European nation with the most significant impact on India was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
64. Europeans justified their actions and their consequences on the basis of which of the following intellectuals?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
65. The heart of the Darwinian theory was the notion of	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		

66. The only Southeast nation to remain independent as a buffer between British and French colonies was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
67. Decolonization moved rapidly after World War II for all of the following reasons EXCEPT	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
68. The common denominator that applied to Third World countries in their quest for decolonization was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
69. Neocolonialism includes	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
70. For the former British colony of India, the years after independence brought	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
71. The policy, as stated by President Monroe in 1823, that the U.S. opposed further European colonization of and interference with independent nations in the Western Hemisphere was called	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
72. Under FDR's Good Neighbor Policy, the United States	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
73. The real catalyst for U.S. activity in Latin America was the 1959 seizure of power by	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
74. Most of the social conflicts in 20 th century Latin America derived from	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
11. World War I and World War II						
75. The Treaty of Vienna is said to have led Europe into a century of revolutions. Why?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
76. What was the trigger event that caused World War I to begin?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
77. How did the war between Austria and Serbia become a World War?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		

78. The two sides engaged in World War I were the Allies and the _____.	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
79. The peace treaty ending World War I called for the creation of a multinational organization to prevent future world wars. What was this organization called?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
80. In 1917, Russian Tsar Nicholas II and his family were overthrown and assassinated. Which of the following men led the revolt against the Tsar in 1917?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
81. In 1929, Russia got a new leader. He was a ruthless man who conducted a vendetta against his enemies and began a huge program of collectivization. Who was he?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
82. In the early 1900s, Italy, the Soviet Union, and Japan adopted a new form of government called Totalitarianism. Which of the following statements best defines this form of government?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
83. In the years before World War II, a Totalitarian leader emerged in Germany. He was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
84. How was this Totalitarian leader of Germany able to enlist the total support of the German people?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
85. What role did the United States play in both World War I and World War II?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
86. What event started World War II?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
87. Which ethnic groups living in Germany would not be considered proper "Germanic stock" under the Nazi theories of eugenics?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		

88. Which of these was most responsible for the beginning of European recovery after World War II?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
89. By the Truman Doctrine, the United States	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
12. Islam						
90. The Shi'ite/Sunni Division of Islam originally developed over a question of	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
91. The most outstanding of the Mughal Emperors was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
92. Between A.D. 1600 and 1900, what happened to the world's great Islamic Empires?	Post-Test Score	60% of students answer correctly		Desired Results Not Met: Revise Existing Plan		
93. The greatest weakness of the Islamic Empires when they came up against Western nations such as England and France was	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
94. After the 17 th Century, the most glaring signs of Ottoman Empire decline were evidenced in	Post-Test Score	60% of students answer correctly		Desired Results Not Met: Revise Existing Plan		
95. The term "Sick Man of Europe" applies to	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
96. In the 20 th and 21 st centuries, the Islamic nations became important to western nations because of their oil reserves and their tribal groups who spawn terroristic activity. The other reason these nations have become "flashpoints" in our time is	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
97. The number of Jews streaming into Palestine increased dramatically after	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
98. One of the fundamental problems facing the Arab nations today is that	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		

99. Islam is a unique religion among the world's major religions, in that	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
100. What are the Taliban, Hizbullah, and al-Qaida?	Post-Test Score	60% of students answer correctly		Desired Results Met: Continue Existing Plan		
13. Complete a project successfully on an assigned world history topic in either essay or presentation format.	Post-Test Score	60% of students successfully complete research assignment		Desired Results Met: Continue Existing Plan		

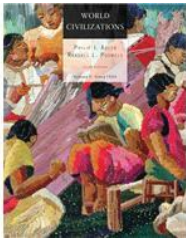
HIST 2322: World Civilizations II

Fall 2013

Instructor Information

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Tuesday 7 – 8 am; 9:30 – 11 am
Thursday 7 – 8 am
Friday 8 – 10 am *by appointment only*

Textbook Information



World Civilizations Volume II: since 1500. 6th ed.

By Adler and Pouwels

ISBN: 978-0-495-91302-3

Course Information

Course Description: A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from the 17th century to the modern era. Themes that should be addressed in Western Civilization II include absolutism and constitutionalism, growth of nation states, the Enlightenment, revolutions, classical liberalism, industrialization, imperialism, global conflict, the Cold War, and globalism.

Course Format:

Lecture/online *A TC supplemental course site has been created for this class. You can access this course by logging in to the following page: <https://campus.texarkanacollege.edu>. You must create your Texarkana College email account if you have not already done so. If you have difficulties with the web site, contact support@texarkanacollege.edu or call: 1-866-614-5008. If you have to leave a message, be sure to leave good contact information so that help can reach you.*

Course Schedule: August 26 – December 20, 2013

Location: Social Sciences Bldg. Room 6

Pre-requisites: Successful completion of the reading portion of the TSI Exam.

Supplies: *You should not need anything other than your textbook and Internet access.*

Texas Higher Education Coordinating Board Course Objectives

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history.

Course Student Learning Outcomes (SLO)

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of world history as included in the outcomes listed below.
4. Explain the period of Western exploration and its global impact.
5. Demonstrate understanding of the significance of the Reformation in Western Europe.
6. Define the term Enlightenment and the subsequent scientific revolution including their political and cultural impact.
7. Recognize the terms relevant to description of western ideologies.
8. Articulate the benefits and the negatives that occurred as a result of the Industrial Revolution.
9. Recognize basic events and philosophies that shaped Asian culture from 1850.
10. Discuss the impact of European colonialism on world events, including Africa and Latin America.
11. Demonstrate an understanding of the causes and outcome of World War I & II, including the Cold War.
12. Demonstrate a grasp of the principles of Islam and current political effects in the Middle East.

Student Assessment:

Assignments and Assessments	# of Activities	Grade Points Each	Total Points Toward Final Grade
Unit Exams	9 Unit Exams	100	900
Comprehensive Final Exam	1 Comprehensive Final Exam	200	200
<i>Total Points Possible</i>			1100

Grading Scale:

Grade	
A	90-100
B	80-89
C	70-79
D	60-69
F	59-below

**HIST 2322 World Civilizations II
Fall 2013 Course Schedule**

DATE	TOPIC	LECTURE / HANDOUTS	ASSESSMENT/ DUE DATE
Week One	ORIENTATION Unit 1: Historical Evidence and Interpreting Primary & Secondary Resources	Syllabus Lecture	Student Inquiry
<i>Monday SEP 2</i> Week Two	<i>LABOR DAY HOLIDAY</i> CH 22 A Larger World Opens	Lecture	Unit One Exam
Week Three	CH 28 Conquest to Colonies Hispanic America CH 23 Religious Div & Pol Cons in Europe	Lecture Lecture	Unit Two Exam (22 & 28) and Unit Three Exam (CH 23)
Week Four	CH 29 Scientific Revolution/Enlightenment CH 30 Liberalism & CH 31 French Revolution		
Week Five	CH 34 New Ideas and New Nations CH 32 Ind. Rev. & CH 33 Adv. Ind. Society		Unit Four Exam (29, 30, 31, & 34)
Week Six	CH 36 Europe, Africa, & Industry CH 26 & 27 China, Japan & Euro Expansion	Lecture Lecture	Unit Five Exam (29, 32, 33, & 36)
Week Seven	CH 37 India & SE Asia under Colonization CH 38 China & Imperialism	Lecture Lecture	Unit Six Exam (26, 27, 37, & 38)
Week Eight	CH 25 Africa in the Era of Expansion CH 39 Latin America	Lecture Lecture	
Week Nine	CH 40 Modern Science & Implications CH 48 Decolonization & CH 49 New Asia	Lecture Lecture	
Week Ten	CH 50 Africa's Decolonization & CH 51 L.A.	Lecture Lecture	Unit Seven Exam (25, 36, 37, 39, 40, 48, 49, 50, & 51)
Week Eleven	CH 41 World War I CH 42 Europe in the Twenties	Lecture Lecture	
Week Twelve	CH 43 Soviet Experiment CH 44 Nazism	Lecture Lecture	
Week Thirteen	CH 45 East Asia in Century of Change CH 46 World War II & CH 47 Cold War	Lecture Lecture	
<i>NOV 25 - 29</i>	<i>THANKSGIVING HOLIDAY</i>		
Week Fourteen	CH 47 Cold World War CH 53 Collapse/Reemergence Communism	Lecture Lecture	Unit Eight Exam (41, 42, 43, 44, 45, 46, 47, & 53)
Week Fifteen	CH 35 Islamic World CH 52 Reemergence of Muslim World	Lecture Lecture	Unit Nine Exam (35 & 52)
Monday, DEC 16	Final Exam		Final Exam 11 am

Syllabus Changes: As your instructor, I retain the right to make changes based on the time line of the class, feedback from learners and/or logistical issues and will inform you as soon as a change is made.

Responsibilities and Policies

Student Responsibilities:

- Students are expected to be familiar with navigating the Texarkana College Online Web Site located at <https://campus.texarkanacollege.edu>
- You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. I do not take late work or give extra credit.
- Academic Integrity is an expectation in all Texarkana College classes. Plagiarism, cheating and collusion are prohibited at Texarkana College. Plagiarism is defined as passing of another person's work as your own. Students who fail to observe these standards are subject to disciplinary action. TC has a strong policy on Academic Misconduct which is published in the TC catalog. This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites. If you are caught cheating in this class, you will be dropped with an "F". Students are furnished this information during Freshman Orientation. If you do not have a copy of the TC Student handbook, you may view the online version by clicking on this link: [TC Student Handbook](#).

Instructor Responsibilities:

- As your instructor, I commit to communicating openly and frequently with you about this class. I will maintain a professional, safe learning environment adhering to the policies of the college. You can expect a reply to communication, be it via e-mail, through online discussions, or voice mail, within 24-48 business hours. If you post something on the weekend, it will probably be Monday before I respond.

Withdrawal Policy:

- If a situation arises that prevents the successful completion of this course, please note that it is each student's responsibility to formally withdraw from this course. If you fail to drop by Friday, August 9, 2013, you could easily end up with an "F" in the course if you have quit working on your assignments.

Attendance Policy

- Regular attendance is required for this course. All students are required to sign a daily roll sheet. **Maximum allowable absences for day classes are FOUR per semester.** FIVE absences will result in a student being dropped from this course and/or receive a grade of "F." This is not the only (or even the major) reason you should attend this class conscientiously. Tardiness is unacceptable. ***The classroom door will be locked and no student will be admitted once class begins.*** A significant portion of your grade will come from lecture material and class participation. When you miss a class, it is advisable to obtain a classmate's notes, look them over, and then contact me to discuss anything that is unclear to you.

Make-up Policy

- I do not take late work or give extra credit.

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 which 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.

Other Important Classroom Policies

- Please do NOT bring food or drinks to class with you. Do NOT sleep in class. The first time you do, I will ask you to leave for the day. The second time I will drop you.
- Please turn your cell phones off or silence them and put them in your pocket or purse. No cell phones should be out during class time. If you would like to use a computer/tablet to take notes, you may do so but you MUST sit in one of the front row desks.
- You are ultimately responsible for yourself and expected to act as **an adult in a professional environment**. A minor disciplinary infraction may lead to you being asked to leave class for the day. More than one minor infraction and any major infractions will result in your being dropped from this course.

PRE-TEST/POST-TEST
World Civilizations II
Revised October 28, 2013

The Art of History

1. The foundation of 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 primary source can best be defined as
 - a. a person, document, or artifact produced during the period under study.
 - b. the first person to achieve a goal in the Guinness Book of Records.
 - c. your textbook.
 - d. a writer's first draft of a manuscript.

4. Which of the following best describes a secondary source?
 - a. a person, document, or artifact produced during the period under study
 - b. the first person to achieve a goal in the Guinness Book of Records
 - c. your textbook
 - d. a writer's first draft of a manuscript

5. History 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.

Exploration and Colonialism

7. How did England, France, and Spain affect the history of the New World through exploration and colonialism?
 - a. These countries demanded the establishment of Catholicism in the New World.
 - b. These countries set up colonial settlements in areas they explored, transplanting their own cultures to the New World.
 - c. These countries transferred “social misfits” from their jails and poor houses to the New World, making it difficult for these misfits to govern themselves.
 - d. These countries practice capitalism at home, and wanted to see it established in the New World.

8. When Portugal and Spain were rivals for lands in the New World what did the Pope do about that rivalry?
 - a. He drew a line which divided up the world between the two powers in the Treaty of Tordesillas.
 - b. The Church and the Pope favored Portugal.
 - c. The Church and the Pope favored Spain.
 - d. The Church and the Pope **DID NOTHING** ABOUT these disputes.

9. England developed a large colonial empire that stretched across the world. Which of the following was England’s **MAIN GOAL** in developing its empire?
 - a. to spread Catholicism across the world
 - b. to find new markets for their finished products
 - c. to learn about other cultures and their religions
 - d. to help France control the Western Hemisphere

10. Which of the following European countries sent explorers into the New World with the express purpose of colonizing?
 - a. England
 - b. France
 - c. Holland
 - d. Spain

11. By establishing colonial outposts in the New World, European nations created which of the following problems?
 - a. the destruction of the native way of life
 - b. the decimation of huge populations by the introduction of European diseases such as measles, mumps, and smallpox
 - c. the permanent hatred of native populations because they became “slaves” in their own country
 - d. all of the above were problems created by European colonialism

12. In the Age of Discovery, European leaders were looking for a water-route to China. Which country was first to discover such a route?
 - a. Portugal
 - b. Spain
 - c. Holland
 - d. England

13. What was the **MAIN REASON** European countries (with the exception of Portugal) began exploration of unknown areas of Earth in the late 1400s and early 1500s?
- They had overpopulated their own countries and were looking for more land and resources.
 - They were trying to find new routes to China in order to get Chinese goods into European markets without paying off the Italians, Muslims, or Arabs.
 - They had heard stories of “cities of gold” somewhere to the west.
 - They were just curious about “what was out there” in the unknown areas.
14. In the Borderlands areas of the New World, the Spanish employed which of the following in establishing colonies?
- praying towns
 - the mission system
 - headright grants
 - fishing villages

Religion

15. The issue that sparked the Lutheran Reformation was
- Papal defiance of the emperor.
 - sales of indulgences.
 - The awarding of a high rank in the Catholic Church to Martin Luther
 - Land redistribution to the peasants
16. The Ninety-five Theses were attacks upon
- the philosophy of John Calvin.
 - the practices of German kings.
 - the practices of the Roman Catholic Church.
 - Henry VIII’s wicked ways.
17. Which of the following was the **MAJOR RESULT** of the Reformation?
- The end of a single church controlled by the Pope, and the birth of hundreds of religious denominations.
 - Martin Luther was proven correct in his statement that all people would discover the same truth if they were given a copy of the Bible and taught to read it.
 - Literacy became a worldwide status symbol.
 - The old Catholic Church ended the use of Latin and used English in church services
18. A **MAJOR LEGACY** of the Reformation was the
- Unification of Germany.
 - Increased religious tolerance.
 - Long periods of international peace.
 - Greater emphasis on literacy and education.
19. Which of the following religious leaders promoted a simple style of worship advocating “Predestination” and the spread of Protestantism throughout Europe?
- Martin Luther
 - John Calvin
 - Henry VIII
 - Thomas More

The Enlightenment

20. Which of the following Enlightened concepts took root in the United States?
- balance of powers in government
 - right to rule granted to people who owned property
 - an executive leader who was elected by the people
 - all of these concepts took root in the United States
21. Which of the following men was responsible for the concept of “balance of powers?”
- Baron Montesquieu
 - Denis Diderot
 - John Locke
 - Thomas Hobbes
22. Which of the following “Enlightened” men is credited with the concept of “contract of government” and “natural rights?”
- Baron Montesquieu
 - Denis Diderot
 - John Locke
 - Martin Luther
23. Within a century after the French Revolution, the French had what form of government?
- a democracy
 - a communist
 - aristocratic
 - absolute ruler
24. How did the philosophes of the Enlightenment change Absolutist government in Europe into the American experiment in Democratic government?
- They debated ideas of government that went beyond what had been “normal” in Europe and discovered that kings were not necessarily God-appointed.
 - They advised Europeans to love the governments they had, because there were other forms of government that could be much worse.
 - They started a revolution in Germany that resulted in many dead soldiers, shocking the American colonists into choosing a different type of government.
 - They created new governmental forms that no one had ever thought of before, including America’s democratic form.
25. The country that experimented with Enlightenment ideas and is largely founded upon them is:
- Russia
 - The United States
 - Spain
 - Austria

26. During the French Revolution, one of the major social changes was
- The creation of a new class of nobles.
 - The substitution of a secular culture for a spiritual one.
 - The elevation of women to equality in male society.
 - The elevation of arts to a high degree of importance.
27. Which of the following men led France in the final days of the Revolution, crowning himself Emperor on Christmas Day of 1804?
- Napoleon Bonaparte
 - Maximilien Robespierre
 - George Jacques Danton
 - Louis XVI
28. Regionally, which countries experienced Enlightenment debate and translated their discussions into social improvements for their people?
- Asia
 - Africa
 - Western Europe/United States
 - Scandinavia

Western Ideologies

29. Absolutism was attractive to many 17th century Europeans, because it provided for
- internal order and security from internal enemies.
 - religious freedom.
 - economic equality.
 - universal political participation.
30. The trend toward absolutism in Europe between 1600 and 1800 was embraced by common citizens in each country where it existed, because it
- gave them stable governments.
 - Guaranteed each citizen a wealthy future
 - promised them religious freedom.
 - Divided the land equally among the peasants
31. The American Revolution of 1776 and the French Revolution of 1789 challenged absolutism. By 1900, which of the following countries remained absolutist?
- United States
 - England
 - France
 - Russia
32. Which of the following statements **MOST ACCURATELY** describes *Liberalism's* impact on Absolute Monarchies?
- Liberalism, with its commitment to individual freedom and the equality of men, killed any possibility of absolutism gaining a foothold in America.
 - Liberalism caused the defeat of the French Revolution and the return to Absolutism in France under Napoleon.
 - Liberalism led to the defeat of Protestantism in the Netherlands.
 - Liberalism had little impact on Absolutism, except in China.

33. Nationalism can best be defined by which of the following statements?
- devotion to one's country with a patriotic fervor frequently given to cultural superiority
 - belief in a monetary system backed by gold and silver
 - belief in preserving established institutions and practices
 - advocating personal freedom, democratic forms of government, and gradual reform of political and social institutions.
34. One of the most negative aspects of 19th century nationalism was the development of
- global animosities.
 - indifference to international affairs.
 - mercantilism.
 - feelings of cultural superiority.
35. According to Karl Marx, the revolt of the proletariat was
- avoidable if the wealthy would negotiate in good faith.
 - desirable, because only through their own efforts and struggles would the proletariat appreciate the fruits of their labors.
 - hopeless, but that did not mean that they could stop trying to make things better.
 - inevitable and, once political power had been obtained, a dictatorship would need to be established.

Scientific Revolution

36. How did the ideas of Nicholas Copernicus change the way people saw the universe?
- Copernicus gave us a heliocentric theory of the universe in which planets revolve around the sun.
 - Copernicus gave us a geocentric theory of the universe in which the planets revolve around the earth.
 - Copernicus gave us atomic theory.
 - Copernicus gave us the "germ" theory of diseases.
37. All of the following were results of the Scientific Revolution *during the Renaissance* except:
- Darwin's "survival of the fittest" concepts, which were published in his book *Origin of the Species*
 - The development of new sail technology and navigation instruments allowed explorers to venture out across oceans.
 - New scientific ideas challenged Church teachings and exposed the possibility that the Church and other institutions could be wrong.
 - Galileo's new telescope caused the development of a new theory about how the universe was created.

Industrial Revolution

38. The country in which the Industrial Revolution began was
- United States
 - England
 - France
 - Russia
39. What field is Adam Smith associated with?
- Science
 - Art
 - Economics
 - Sociology

40. Which of the following is a *laissez-faire* statement?
- High tariffs are good.
 - Business should have a watchdog in government to keep it from excess.
 - Government should regulate private retailers.
 - Business should be left alone by government.
41. Which of the following elements had to already be in place for the Industrial Revolution to be successful?
- population control
 - sources of power
 - agrarian improvements
 - transportation sources
42. The main source of energy for the early Industrial Revolution was
- water
 - coal
 - gasoline
 - mules
43. The key to industrialization as a mechanical process was
- the combustion engine
 - steam
 - grain
 - conveyor belts
44. Which of the following was *not* introduced during the Second Industrial Revolution?
- electricity
 - chemical industry
 - petroleum industry
 - textiles production
45. Which two men were the British inventors who developed early steam engines?
- Richard Arkwright and John Crompton
 - Richard Hargreaves and Crane Brinton
 - James Watt and Matthew Bolton
 - Adam Smith and John Locke

Asia

46. Chinese markets were closed to trade with the West before 1850. Which of the following countries first forced open Chinese ports to Western trade?
- England
 - United States
 - Spain
 - Russia
47. In 1853, Japanese markets were also closed to western trade. What country forced this market open through “gunboat diplomacy”?
- England
 - United States
 - Spain
 - Russia

48. In China, the Mongol Dynasty was overthrown by a/an _____, to establish the Ming Dynasty.
- soldier
 - emperor
 - merchant
 - peasant
49. One of the main factors driving the new Ming Dynasty's policies was
- overpopulation which led to increasing food demands.
 - the constant threat of invasion by the Koreans.
 - weather disasters such as monsoons and typhoons.
 - diseases brought on by the lack of sanitation in China's cities.
50. Which philosophy/religion had the greatest influence on Chinese society during the Ming and Qing Dynasties?
- Buddhism
 - Confucianism
 - Shintoism
 - Daoism
51. In China, the most sought after occupation for young boys was that of bureaucrat. Which of the following gave them access to this choice career?
- family wealth
 - sponsor's influence
 - Civil Service Exam
 - luck in winning the lottery
52. Today, China is _____ politically and _____ economically.
- democratic, capitalistic
 - communist, capitalistic
 - communist, communist
 - capitalistic, communist
53. In Japan, the person with the most power was the
- Emperor
 - Shogun
 - Samurai
 - Buddhist monk
54. In Feudal Japan, the Shogun leader had trouble with the Daimyos, who tried to overthrow him. Which of the following methods did the Shogun use to lessen the power of the Daimyos?
- He kept their wives and children hostage in his capital city.
 - He forced the Daimyos to maintain two expensive homes, one in the capital city of Edo, the other in their home province.
 - He limited their access to weapons and to extra money to hire soldiers.
 - The Shogun used **ALL** of these methods to lessen Daimyos' power.
55. Which one of these is a problem in modern Japan?
- an extremely high birthrate
 - a lack of loyalty in the workplace
 - an aging population
 - resistance to adapting ideas from other cultures

European Colonialism

56. The Great Trek can best be described as
- the march of the Dutch South Africans (Boers) from Cape Colony to the interior where they founded the Orange Free State.
 - the movement of Bantu tribesmen from the Sahara Desert to the Kalahari Desert.
 - the struggle between the Dutch and British Europeans for control of South Africa.
 - the seasonal movement of animals on the African plains.
57. Europeans created a system of segregation in South Africa called
- Omdurman.
 - New Imperialism.
 - Berber Class System.
 - Apartheid.
58. The idea that Europeans had the obligation to bring the benefits of civilization to Africans and Asians was expressed as the
- colonization theory.
 - white man's burden.
 - contract of government.
 - European doctrine.
59. Which of the following countries **WAS NOT** involved in the scramble for Africa?
- Britain
 - France
 - China
 - Spain
60. Which African countries were able to maintain independence during the scramble for Africa?
- Angola and Mozambique
 - Liberia and Ethiopia
 - Congo and Niger
 - Sudan and Mali
61. The Berlin Conference of 1884
- divided up most of Africa among the colonial powers.
 - created a boundary system that has proved unalterable and is still in existence today.
 - led to a treaty among Germany, France, and the Netherlands for the division of the Congo.
 - stated that since the Africans were heathens, the Europeans had a duty to Christianize them.
62. The first European power to control India and Southeast Asia was
- Spain.
 - Great Britain.
 - Portugal.
 - France.

63. The European nation with the most significant impact on India was
- Spain.
 - Great Britain.
 - Portugal.
 - France.
64. Which of these great thinkers was associated with ideas about the importance of Nature and primitive civilizations (the “noble savage”)? He was also a serious supporter of education.
- Thomas Hobbs
 - John Locke
 - Jean-Jacques Rousseau
 - Charles Darwin
65. The heart of the Darwinian theory was the notion of
- natural selection.
 - atheism.
 - racial superiority.
 - secularism.
66. The only Southeast nation to remain independent as a buffer between British and French colonies was
- Myanmar.
 - Thailand.
 - Vietnam.
 - Cambodia.
67. Europeans gave up their colonies after World War II because
- They felt culturally and racially superior and scorned keeping colonies.
 - They felt that colonists would do a better job of industrializing on their own.
 - They were preoccupied with rebuilding at home after World War II.
 - They were influenced by the United Nations that occupation was wrong.
68. The common denominator that applied to Third World countries in their quest for decolonization was
- national pride and resentment at being controlled.
 - a rapidly expanding, prosperous economy.
 - converting to Christianity and applying its lessons to themselves.
 - support for socialist governments.
69. Neocolonialism includes
- high tariffs on Western goods.
 - few opportunities for education by Nonwestern people.
 - industrial complexes owned by westerners.
 - All of the options are correct.
70. For the former British colony of India, the years after independence brought
- economic domination by the Soviet Union.
 - imperialist control of their own over smaller Asian nations.
 - civil war and political division.
 - a series of military dictators.

71. The policy, as stated by President Monroe in 1823, that the U.S. opposed further European colonization of and interference with independent nations in the Western Hemisphere was called
- Good Neighbor Policy.
 - Roosevelt Corollary.
 - Monroe Doctrine.
 - Alliance for Progress.
72. Under FDR's Good Neighbor Policy, the United States
- Relinquished colonies held in Latin America.
 - Overthrew several Latin American dictatorships.
 - Urged Britain and France to free their Western hemisphere colonies.
 - Treated Latin countries more like sovereign countries than like colonies.
73. The real catalyst for U.S. activity in Latin America was the 1959 seizure of power by
- Juan Perón
 - Fidel Castro
 - Lazaro Cárdenas
 - Fulgencio Batista
74. Most of the social conflicts in 20th century Latin America derived from
- racial discrimination.
 - unequal distribution of wealth.
 - anti-clericalism.
 - illicit drug manufacturing and distribution.

World War I and World War II

75. The Treaty of Vienna is said to have led Europe into a century of revolutions. Why?
- The people who created this treaty did not realize the importance of Liberalism and Nationalism to Europeans after the French Revolution.
 - Class conflict could not be suppressed after the rising expectations of the lower classes were dashed when the French Revolution failed.
 - The continued success of Liberalism and Enlightenment ideals in America showed the lower classes of Europe that change could happen.
 - ALL** of the above were reasons for the century of revolutions in Europe after the Napoleonic Wars.
76. What was the trigger event that caused World War I to begin?
- the marriage of a Jewish woman to the German prince.
 - the death of the old German Kaiser, William II.
 - the assassination of Archduke Franz Ferdinand, heir to the Austrian throne.
 - the conquest of Albania by Croatia.

77. How did the war between Austria and Serbia become a World War?
- Every European country wanted to gain territory in mineral rich Austria, so they entered the war to gain that territory.
 - In 1904 and 1905, world countries joined “pacts” with other world countries promising to come to their aid if they were attacked by another country. When the Serbian killed the Austrian Archduke, pact signers with each country were obligated to join in the war.
 - Other world countries decided to join the war to see who was the most powerful nation in the world.
 - The Austrians made such a big deal out of the assassination incident that their friends wanted to punish Serbia.
78. The two sides engaged in World War I were the Central Powers and the _____.
- Axis Powers
 - Mongols
 - Allies
 - Crusaders
79. The peace treaty ending World War I called for the creation of a multinational organization to prevent future world wars. What was this organization called?
- the League of Nations
 - the United Nations
 - the Nation’s Congress
 - the Nation’s Parliament
80. In 1917, Russian Tsar Nicholas II and his family were overthrown and assassinated. Which of the following men led the revolt against the Tsar in 1917?
- Joseph Stalin
 - Leon Trotsky
 - Alexander Kerensky
 - Vladimir Lenin
81. In 1929, Russia got a new leader. He was a ruthless man who conducted a vendetta against his enemies and began a huge program of collectivization. Who was he?
- Joseph Stalin
 - Leon Trotsky
 - Alexander Kerensky
 - Vladimir Lenin
82. In the early 1900s, Italy, the Soviet Union, and Japan adopted a new form of government called Totalitarianism. Which of the following statements best defines this form of government?
- Loyalty to the leader of his political party is the supreme good and all dissent is considered to be treason.
 - All citizens must give up private property – which will then be used for the good of all the citizens of the country.
 - Parliament has total control of the nation – it is “rule by the committee.”
 - An elite group of business leaders controls the nation and governs it to maximize economic prosperity.
83. In the years before World War II, a Totalitarian leader emerged in Germany. He was
- Benito Mussolini
 - Joseph Stalin
 - Adolph Hitler
 - Guiseppe Garibaldi

84. How was this Totalitarian leader of Germany able to enlist the total support of the German people?
- He used nationalism to gain power, then used the promise of re-establishing Germany as a pure race to gain the people's support.
 - He used the banking system to withhold wages unless the German people backed his agenda.
 - He joined forces with the Russians and the German people wanted to be part of a "winning" team.
 - He was part of a very powerful German industrial family that owned many steel mills.
85. What role did the United States play in both World War I and World War II?
- The United States was initially isolationist in both wars, but became involved late in each war, winning the wars through fresh manpower, fresh armaments, and rugged determination.
 - The United States joined forces with the Totalitarian leaders like Hitler, Mussolini, and Stalin.
 - The United States never became involved in either war – it stayed out of both.
 - The United States only became involved to the extent that it sold war goods to both sides in each conflict.
86. What event started World War II?
- Germany's invasion of Poland
 - Japan's attack at Pearl Harbor
 - The Anschluss between Germany and Austria
 - The forging of a Non-Aggression Pact between Germany and Russia
87. Which ethnic groups living in Germany would **NOT** be considered proper "Germanic stock" under the Nazi theories of eugenics?
- Asians
 - Anglo-Saxon and Nordic peoples
 - Jews
 - Eastern Europeans
88. Which of these was most responsible for the beginning of European recovery after World War II?
- the Marshall Plan
 - NATO
 - the Truman Doctrine
 - the Yalta Agreement.
89. By the Truman Doctrine, the United States
- pledged to rebuild Europe with military hardware.
 - agreed to limit nuclear weapons testing.
 - began stockpiling atomic warheads.
 - pledged to preserve friendly governments from communism.

Islam

90. The Shi'ite/Sunni Division of Islam originally developed over a question of
- Purdah.
 - Jihad.
 - Toleration.
 - Who would follow Muhammad as a leader

91. The most outstanding of the Mughal Emperors was
- Jahangir.
 - Shah Jahan.
 - Akbar.
 - Babur.
92. Between A.D. 1600 and 1900, what happened to the world's great Islamic Empires?
- They grew in strength until they were as powerful as Great Britain.
 - They conquered all of Europe and Asia.
 - They steadily declined in strength, both politically and socially.
 - They conquered both China and Japan.
93. The greatest weakness of the Islamic Empires when they came up against Western nations such as England and France was
- that they had not kept up with western military technology.
 - that they had a government controlled by their religious leaders.
 - that they didn't understand how the Scientific and Industrial Revolutions worked.
 - that they wanted to conquer Asia and keep England, France and the United States out of that area.
94. Followers of Islam are noted for all of the following cultural strengths except
- paintings and sculptures of the human figure
 - poetry
 - calligraphy
 - stories about Alladin and the genii
95. The term "Sick Man of Europe" applies to
- Safavid Persia.
 - Ottoman Turkey.
 - Hapsburg Austria.
 - Romanov Russia.
96. In the 20th and 21st centuries, the Islamic nations became important to western nations because of their oil reserves and their tribal groups who spawn terroristic activity. The other reason these nations have become "flashpoints" in our time is
- radical religion.
 - overpopulation.
 - Internet control.
 - control of women.
97. The number of Jews streaming into Palestine increased dramatically after
- the Balfour Declaration.
 - World War II.
 - the publication of the McMahon letter.
 - World War I
98. The term "Arab Spring" in a political context refers to
- The political control by Islamist Conservatives of the Middle East
 - The support for dictatorships in the Middle East
 - The recent demonstrations and changes favoring democracy in the Middle East.
 - The belief in the Middle East that women should never take part in politics.

99. Islam is a unique religion among the world's major religions, in that
- a. fundamentalism has always been the choice of the majority of adherents to Islam.
 - b. Islamic law recognizes no separation between religious belief and civil laws.
 - c. until the 20th century, Muslims had never gone to war over their faith.
 - d. all people everywhere who adhere to Islam consider themselves to be Muslims first and a particular nationality second.
100. What are the Taliban, Hizbullah, and al-Qaida?
- a. networks of Muslim fundamentalist organizations
 - b. the most conservative element among Islamists
 - c. terrorist groups with political activism, extremism, fanaticism, terrorism, and anti-Americanism agendas
 - d. All of the options are correct