



# *Independent Study* IN IDAHO

**Hist 102**

History of Civilization II

**Independent Study in Idaho  
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**The University of Idaho in statewide cooperation with  
Boise State University — Idaho State University  
Lewis-Clark State College**

# Study Guide

*Independent*

*Study* IN IDAHO

PO Box 443225

Moscow ID 83844-3225

*Self-paced study. Anytime. Anywhere!*

## **History 102 History of Civilization II**

University of Idaho  
3 Semester-Hour Credits

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University of Idaho

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# Independent Study in Idaho

## This course is offered through the University of Idaho

### History of Civilization II


3 Semester-Hour Credits: UI

#### **Welcome!**

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Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Before beginning this course, read the information provided below, including course description, prerequisites, required materials, course objectives, and information about lessons, exams, and grading.

#### **Important!**

As you read this section, you will see the following icon: 

Use this icon to direct yourself to the **Appendix** in the back of this study guide for essential registration information, Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures.



Turn to the **Appendix** now. Familiarize yourself with the information in the *Registration* section, student responsibilities in *Academic Integrity*, and the necessary forms. If there is anything you do not understand, please contact the ISI office for clarification before starting your course.

#### **Course Description**

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The creation of the modern world, from 1450 to the present.

#### **Prerequisites**

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While there are no prerequisites for this course, it may be helpful if you are now taking, or have completed, an English composition course.

#### **Course Materials**

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##### **Required Course Materials**

- Stearns, Peter N., Michael Adas, Stuart B. Swartz, and Marc Jason Gilbert. *World Civilizations, the Global Experience: 1450 to Present*, 3<sup>rd</sup> ed. Vol. 2. Addison-Wesley Educational Publishers, Inc., 2001. ISBN: 0321038134
- Stearns, Peter N., Stephen S. Gosch, and Erwin P. Grieshaber. *Documents in World History: The Modern Centuries: From 1500 to the Present*, 2<sup>nd</sup> ed. Vol. 2. New York: Addison-Wesley Longman, Inc., 2000. ISBN: 0321038576
- *Geoquest: World*. Interactive Maps for World History is available on CD from Houghton Mifflin Co.

Independent Study in Idaho course materials are available for purchase at the University of Idaho Bookstore. Visit the UI Bookstore's Web site, <http://www.uidahobookstore.com>, select *Textbook*, *Independent Study* for a list of course materials. You may order online, by telephone, (208) 885-7334, or by e-mail to [uibooks@uidaho.edu](mailto:uibooks@uidaho.edu).

Independent Study in Idaho courses are updated and revised periodically. Ordering course materials from the UI Bookstore at the time of registration allows you to purchase the correct edition(s) of

textbooks, study guides, and supplemental materials. If purchasing textbooks from another source, refer to the ISBN(s) for the textbook(s) listed for this course to ensure that you obtain the correct edition(s). If you have questions regarding the course materials you have ordered and received, contact the UI Bookstore.

## **Course Introduction**

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As you read your text and compose your written submissions, keep in mind that history is not a list of names and dates. Instead, it is the story of individual people living through ordinary times (for them). Try to put yourself in the era under discussion and imagine how you might react to different events of history. Hopefully, you will enjoy taking the course as much as I enjoy instructing it.

This course will provide an introduction into the complex nature of the economic, political, cultural, and social institutions of the world today. Even though global communication is instantly available through the internet, the world of today contains a wide diversity of beliefs and perceptions. Knowledge of traditions and cultural expectations of people who live outside our familiar surrounding increases tolerance and understanding.

History 102 explores the processes that created the wide variety of cultures and civilizations that span the globe today. As you explore the secondary and primary sources, you will be expected to contemplate and analyze numerous aspects of modern cultures. From your analysis, you will reach some conclusions, not only about the past, but also about the future of the world.

## **Course Objectives**

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- 1 The primary objective of this course is to allow you to acquire knowledge of the processes that led to the formation of modern societies throughout the world, enabling you to understand why people in a variety of cultures react differently to circumstances, why cultural, societal, and political expectations vary, and why conflicts between world civilizations have been frequent and violent.
- 2 Knowledge propagates understanding. Therefore, on completion of this course, you will have a clearer understanding and appreciation for the multitude of cultures and societies that have evolved to modern times.
- 3 Grading for this course is based on your ability to reach some conclusions concerning the “hows” and “whys” of events, and support your conclusion with factual information you have acquired from the texts.

## **Lessons**

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### **Overview**

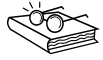
Each lesson includes the following components:

- Lesson objectives
- An introductory lecture
- A reading assignment
- Terms to identify
- Items to place on a world map
- A written assignment or activity

### **Study Hints:**

- Complete all assigned readings.
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)

- Read each lesson carefully to see where to find specific information.
- When writing essays, be sure you answer all questions presented.
- When writing essays, use specific examples (people, places, and events) to illustrate your statements.



See the **Appendix** at the back of this study guide for essential *ISI policies on submitting lessons to your instructor*. See the letters sent in your registration packet for *your instructor's requirements: how to format and submit lessons; number of lessons you may submit at one time, and lesson guidelines*.

## **Exams**

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### **Overview**

- You must wait for grades and comments on lessons prior to taking each subsequent exam.
- For your instructor's exam guidelines, refer to the letters sent in your registration packet and the *Exam Information* sections in this study guide.

There are three exams for this course. They are not cumulative; each exam will cover material stipulated in the exam directions.

Each exam has four sections:

- 1 An identification section that contains twelve (12) items. Choose only five (5) of the twelve to identify and explain the historical significance. This section accounts for 25% of the exam grade.
- 2 A map section that contains ten (10) items chosen from the map sections of the lessons. Signify the location of each place on the map that is included in the exam. This section accounts for 10% of the exam grade.
- 3 A chronological section that contains ten items that you will need to rearrange in chronological order of occurrence. This section accounts for 5% of the exam grade.
- 4 An essay section that contains three (3) essay proposals. Choose two (2) of these to address in your exam. The essays are your opportunity to tell me everything you have learned in the section of the text pertaining to the exam. Be sure you address all aspects of the essay proposals you choose. Within each essay, support the statements you make with specific information (people, places, events, etc.)

You are allowed two (2) hours to take each exam. Note the value of each section and use your time accordingly. I recommend five minutes for each identification (for a total of twenty-five minutes), five minutes for the chronology, and ten minutes for the map section. This leaves about forty minutes for **each** essay, which should be ample time to write a detailed essay. The essay section accounts for 60% of the exam.

See *Grading* for specific information on exams, points, and percentages.

### **Choosing a Proctor/Scheduling Exams**

All exams require a proctor unless an exam is self-administered.



See the **Appendix** for guidelines on *how to choose a proctor and schedule exams*.

### **Self-Administered Exams**



See the **Appendix** for important information on *self-administered exams*.

## **Grading**

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The final course grade will be based upon the following considerations.

There are a total of 385 points possible for the completion of this course:

The seventeen submitted lessons count 5 points each for a total of 85 points or approximately 25% of the final grade. The exams are worth 100 points or approximately 25% each, for a total of 300 points or approximately 75% of the final grade.

- Total for all lessons: 85 points
- Total for all exams: 300 points

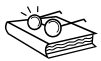
The grading criteria for the **Exam Essay Responses** include:

1. Accurately presents the material requested in the questions.
2. Completely covers the breadth of issues posed in the questions.
3. Refers to and integrates appropriate examples from the textbooks to illustrate statements
4. Reflects on the implications of the issues posed in the questions as they relate to a broad overview of history.
5. Written in a legible and well-organized style with concepts and illustrative examples clearly articulated.

The grading criteria for the **Exam Identifications** include:

1. A clear statement explaining the item.
2. A statement that illustrates why the item is relevant or significant to the historical process, that is, the impact the item had on future developments.

The final course grade is issued after **all** lessons and exams have been graded.

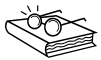


See the **Appendix** for information about *confidentiality of student grades, course completion and time considerations*, and *requesting a transcript*.

## **Contacting Your Instructor**

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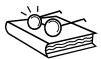
You will receive *course and instructor contact information* in your registration packet.



See the **Appendix** for detailed information on *contacting your instructor*.

## **Disability Support Services**

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See the **Appendix** for *information on Disability Support Services (DSS)*.

## Assignment Submission Log

Lesson	Chapter	Reading	Written Assignment	Date Submitted
1	22, 23	pp. 514-563	2 essays 10 objective questions	_____
2	24	pp. 564-579	2 essays 10 objective questions	_____
3	25	pp. 580-607	2 essays 10 objective questions	_____
4	26, 27	pp. 608-661	2 essays 10 objective questions	_____
5	28	pp. 662-689	2 essays 10 objective questions	_____
6	Section 1	<i>Documents</i> pp. 1-70	3-5 page essay	_____
It is time to make arrangements with your proctor to take Exam 1.				
7	29, 30	pp. 690-753	2 essays 10 objective questions	_____
8	31	pp. 754-779	2 essays 10 objective questions	_____
9	32	pp. 780-805	2 essays 10 objective questions	_____
10	33	pp. 806-827	2 essays 10 objective questions	_____
11	Section 2	<i>Documents</i> pp. 71-150	3- 5 page essay	_____
It is time to make arrangements with your proctor to take Exam 2.				
12	34, 35	pp. 828-887	2 essays 10 objective questions	_____
13	36, 37	pp. 888-931	2 essays 10 objective questions	_____
14	38, 39	pp. 932-989	2 essays	_____

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<b>10 objective questions</b>				
<b>15</b>	<b>40, 41</b>	<b>pp. 989-1045</b>	<b>2 essays</b> <b>10 objective questions</b>	_____
<b>16</b>	<b>Section 3</b>	<i>Documents</i> <b>pp. 151-283</b>	<b>3- 5 page essay</b>	_____
<b>17</b>	<b>42</b>	<b>pp. 1046-1061</b>	<b>1 essay</b>	_____

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**It is time to make arrangements with your proctor to take the Final Exam.**

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# Lesson 1

## A New World Order

### Lesson Objectives

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Keep the following objectives in mind while reading the text material and while writing the essays to be submitted for grading.

After completing this lesson, you should be able to:

- 1.1 Understand the four major trends of the modern western period.
- 1.2 Discuss why the west was able to seize a new world role at this time.
- 1.3 Recognize the importance of the contributions made during the Renaissance.
- 1.4 Explain the dynamics that were responsible for the expansion and changes that occurred within Christianity.
- 1.5 Discuss the consequences that exploration, expansion, and colonialism generated throughout the world.

### Reading Assignments

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*World Civilizations, the Global Experience: Volume II*

Part IV, "The World Shrinks, 1450-1750," pages 514-521.

Chapter 22, "The Transformation of the West, 1450-1750," pages 522-541.

Chapter 23, "The West and the World" pages 542-563.

### Important Terms

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Be able to identify and explain the historical significance of the following terms. (These terms can be found in the glossary of the text.) Items on the exams will be chosen from these terms.

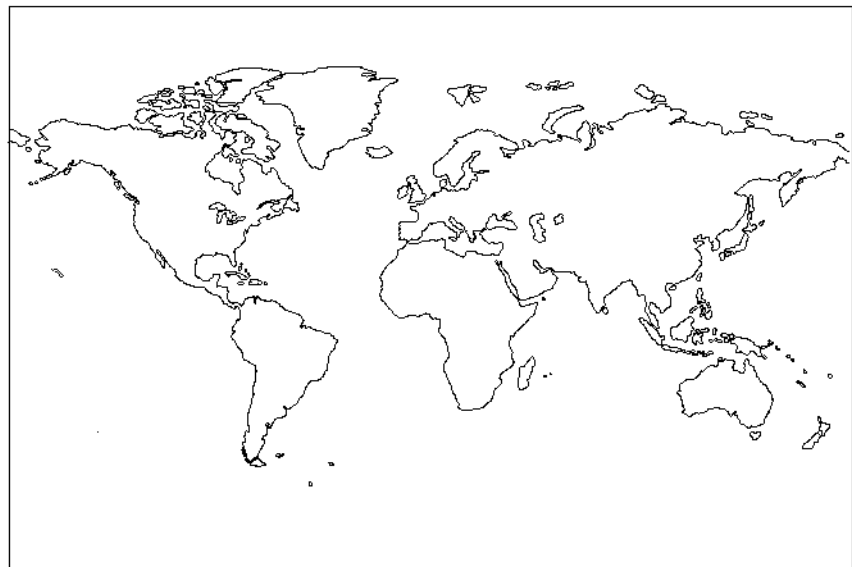
- |                         |                |                        |           |
|-------------------------|----------------|------------------------|-----------|
| 1. Northern Renaissance | 4. Adam Smith  | 7. Joseph Swetham      | 10. Deism |
| 2. Martin Luther        | 5. Copernicus  | 8. Edict of Nantes     |           |
| 3. Seven Years' War     | 6. Jean Calvin | 9. Henry the Navigator |           |

### Map Exercise

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Place the following locations on the map.

1. Spain
2. France
3. England
4. Ottoman Empire
5. India
6. China
7. Mexico
8. Africa
9. Asia
10. Australia
11. North America
12. South America
13. Europe



## Lecture

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Most Americans have some knowledge of the colonial period of their nation, so these two chapters concerning the rise and expansion of Western Europe contain many familiar names and places. On the one hand, we need to realize that Europe's invasion of the Americas had some important consequences in the process of world history during these centuries. On the other hand, it is important that we keep the exploration and exploitation of the Americas in a world history perspective. Although during the early colonial period the New World provided some important resources for Western Europe, the American continents, as hinterlands, were a minor contributor to the rise of Europe's world status from 1450 to 1750.

Western Europe's entrance into the modern period began with the Italian Renaissance. The increasing importance of merchants, capitalism, individual achievement, urbanization, nationalism, and humanism central to the Renaissance led to the scientific revolution and the Enlightenment. The Northern Renaissance, the scientific revolution, and the Enlightenment combined to change perceptions of government, science, religion, societal order, and culture. Although the changes that occurred in Western Europe during this time period did not immediately affect all areas of the world, they did change the course of world history.

## Written Assignment

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Please read the **Appendix** in the back of this study guide for essential Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures. If there is anything on these pages you do not understand, contact the ISI office for clarification. Before starting the written assignment for Lesson 1, see the letters sent in your registration packet for your instructor's contact information and requirements: **how to format and submit lessons, number of lessons you may submit at one time, and lesson guidelines.**

Since the course is designed for distance learning, it sometimes lacks a personal connection. Therefore, I would appreciate a short biography and a photo so that I can visualize each student as I read submitted materials.

Two (2) written essays and the answers to ten (10) objective questions must be submitted for grading for this lesson. Each essay accounts for 35% and the answer to each objective question accounts for 3% of the grade for this lesson. (70% for the essay section and 30% for the objective question section.) Each essay should be no more than two (2) and no less than one (1) double-spaced typed pages. Be sure you address all aspects of the essay proposal, using information from the text. But also include some analysis and conclusions you have reached based on what you have read.

### Essays (35 points each):

#### *Essay 1*

Part of Isaac Newton's law of gravity states, "...to every action there is always opposed an equal reaction..." This seems true of humans as well as gravity. The Renaissance, the scientific revolution, and the Enlightenment in Western Europe were actions that stimulated reaction from all segments of society. Define these terms and explain how all socio-economic levels of the population responded to the new thinking that stemmed from these phenomena. Be sure you explore the impact on religion and show how enlightened thought promoted concepts of equality while, at the same time, created an even wider expanse between socio-economic classes. Discuss how these developments led to the creation of nation-states. Explain the difference between absolute monarchy, enlightened despotism, and limited monarchy,

and give an example of each. How did western science and technology ensure Western Europe's global domination in future centuries?

*Essay 2*

The fifteenth through the eighteenth centuries are sometimes identified as the great age of exploration. Colonialism accompanied exploration and had a definitive impact on world history. Provide a chronology of the major explorations occurring at this time, as well as the countries involved and the early attempts at colonization. Explain why European attitudes toward New World colonies differed from their perspectives of colonies established in India, Asia, the Middle East, and Southeast Asia.

**Objective Questions (3 points each):**

1. Name four important innovations brought about by the Italian Renaissance.
2. What was the major contribution of Italian merchants at the time of the Italian Renaissance?
3. What were two characteristics that emerged as a result of the Northern Renaissance?
4. Who wrote *95 Theses*? What aspects of Roman Catholic theology did the document challenge?
5. How did Henry VIII of England and Jean Calvin alter concepts of religion?
6. Identify Adam Smith. According to Smith, what role should governments play in the economy?
7. What three things prompted exploration?
8. What technology made it possible for the west to dominate world trade?
9. Explain core and dependency zones in the new world order.
10. What countries were involved and what was the purpose of the Seven Years' War?