

# Social Studies 11W

## World History: First Semester

a learning guide  
(1 credit)

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The maps, charts, and other graphics in this learning guide are taken from the teaching resources for *World History: The Human Journey*, published by Holt, Rinehart and Winston, 2003.

# Table of Contents: Social Studies 11W

Important Information .....	i
Study Hints .....	iii
Introduction .....	v
Study Materials Order Form	
<i>Lessons</i>	
<b>The Beginnings of Civilization (c. 3,700,000 B.C.–A.D. 589)</b>	
1 Prehistory and the Beginnings of Civilization .....	1
2 Ancient Indian and Chinese Civilizations .....	7
<b>The Growth of Civilizations (c. 2,000 B.C.–A.D. 1500)</b>	
3 The Greek and Roman Civilizations .....	13
4 Africa and the Americas .....	19
5 Tips for the Midterm Exam .....	25
Application for the Midterm Examination	
<b>The World in Transition (395–1589)</b>	
6 The Byzantine Empire, Russia, the Islamic World, and East Asia .....	27
7 The Middle Ages in Europe .....	35
<b>The Age of Exploration and Expansion (1300–1868)</b>	
8 Renaissance and Reformation; Exploration and Expansion .....	41
9 Asia in Transition; Islamic Empires in Asia .....	47
10 Tips for the Final Exam .....	53
Application for the Final Examination	
Bulletin Request Form	
Selling Your Textbooks	
Appendix: Self-Test Answers .....	57

# Introduction

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## Social Studies 11W World History: First Semester

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You are about to embark on a journey. The textbook for the course calls it *The Human Journey*. It is a journey through time and places, and you'll indeed meet many representatives of humankind. You'll have the benefit of a "time machine" that was invented about 5,000 years ago in the geographic area that we now call the Middle East—writing. It is through the written records of people and events that we can see through the eyes of the people of the past. History is literally the stories that these people recorded.

You may ask, "What kinds of stories will I be reading?" The answer may well be, "Stories that will change your whole way of looking at the world!" Our journey will take you from the very beginnings of civilization (circa 3,700,000 B.C.–A.D. 589) to the exciting and troubling age of exploration and expansion (1300–1868). You'll learn how anthropologists, archaeologists, and other researchers seek evidence of the time before writing called prehistory. You'll experience the building of the pyramids and the beginnings of civilization in India, China, and the Americas. You'll witness the rise and fall of Greek democracy and the Roman Empire. You'll see the start and growth of the world's great religions. You'll follow Europe through the Middle Ages and through the awe-inspiring changes of the

Renaissance and Reformation, and you'll see how the age of exploration and discovery changed much of the rest of the world.

Here's what I hope for you after you've successfully completed our human journey:

- You will have learned a great deal about the subjects mentioned above.
- Your view of the world—why it is the way it is—will be more informed than ever before.
- You will be able to place current happenings in an overall perspective that connects today's news to the past.
- Your new knowledge of world history will help you better understand your own life.
- You will be able to make life and career choices with a much deeper understanding of the human condition.

## Course Prerequisites

There are no prerequisites for the course.

## Course Textbook

The textbook for the course is *World History: The Human Journey*, published by Holt, Rinehart and Winston. This clearly-written, well-organized textbook provides in an easily accessible manner the information you'll need to complete our human journey successfully. Its many special features (e.g., "Cross-Cultural Connections," "Historical Highlights," "Interdisciplinary and Technology Activities") offer you the opportunity to reflect on, compare, and evaluate the people, places, and events you'll encounter on our journey. In addition, the many fine maps and time lines at the beginning of each textbook chapter will help you place each chapter's information in time and space. Plan to devote some of your study time to these excellent textbook features. The perspectives you'll gain from them will prove invaluable to the quality of your learning experience; they'll help improve both your understanding and retention of the course material.

You may order the course textbook from the Independent Study Bookstore by submitting the order form at the end of this introduction.

## Internet Resources

Access to the Internet isn't required to complete the course successfully, but a wonderful Internet resource is available to you, and I strongly encourage you to use it if possible. Throughout the textbook, you'll find prompts to visit Holt, Rinehart and Winston's Web site at *go.hrw.com*. Here you'll find numerous online materials directly related to the textbook's content. Directions for using this Internet resource are provided throughout the textbook and at *go.hrw.com*.

## Course Organization

The information you'll encounter in the course is organized geographically and chronologically so that you can see what was happening in the world in various places in the same time period. Here's what you'll be doing in the course:

1. You'll complete lessons 1–4. Lessons 1 and 2 cover the beginnings of civilization (c. 3,700,000 B.C.–A.D. 589); lessons 3 and 4 cover the growth of civilizations (c. 2000 B.C.–A.D. 1500).
2. You'll take the midterm exam, which covers lessons 1–4. Lesson 5 provides information about arranging for and taking the exam.
3. You'll complete lessons 6–9. Lessons 6 and 7 deal with the world in transition (395–1589); lessons 8 and 9 focus on the age of exploration and expansion (1300–1868).
4. You'll take the final exam, which covers lessons 6–9. Lesson 10 provides information about arranging for and taking the final exam.

Along the way you'll read about half of the course textbook and complete self-tests and written assignments in which you'll work with matching, multiple-choice, true/false, and essay questions, as well as maps and charts.

## Lesson Organization

Each of the course’s eight non-exam lessons (lessons 1–4 and 6–9) has the following elements:

- **Objectives**—a list of things you’ll be able to do after successfully completing the lesson.
- **Reading Assignment**—the chapters/pages you should read in Holt, Rinehart, and Winston’s *World History: The Human Journey*.
- **Discussion**—Here I’ll “talk” about the reading assignment and point you toward its important points and concepts.
- **Self-Test**—The self-test’s matching exercises are provided to help you master the textbook’s important names, places, events, and concepts. You do *not* need to submit your answers to the self-tests. Answers are provided in the appendix of this learning guide.

**A valuable study tip:** As you complete each self-test, make a mark beside any questions that give you trouble. Even if your answers to these questions prove to be correct when you check them in the learning guide’s appendix, you’ll be reminded that you need to concentrate on them as you study for the midterm and final exams.

- **Written Assignment**—This is your “homework.” Complete and submit all parts of the written assignment to your instructor only after carefully reading the lesson’s reading assignment and discussion and successfully completing its self-test.

Please write your answers to the written assignment’s multiple-choice, true/false, and “Thinking Geographically” questions in the spaces provided on the written assignment pages. Answer the essay questions on your own paper. When you’ve finished all parts of the written assignment, tear the written assignment pages from the learning guide and submit them to your instructor for grading. Be sure to also submit your essay responses.

**Another valuable study tip:** Be sure to keep your written assignments after they’ve been returned to you by your instructor. Your graded

written assignments will be valuable study aids as you prepare for the midterm and final exams.

For each non-exam lesson, first read the lesson's objectives and discussion and then use them as guides as you complete the lesson's reading assignment. When you've completed the reading assignment, take the lesson's self-test and then check your answers in the learning guide's appendix to see how well you've absorbed the lesson's important concepts. When you are satisfied with your performance on the self-test, carefully complete all parts of the written assignment and submit it to your instructor for grading.

## Grading Standards

Each of the course's eight written assignments has two parts: objective questions (multiple-choice, true/false, "Thinking Geographically") and essay questions. The percentage correct of the objective questions will be evenly weighed with the qualitative grade of your essay answers; that is, the objective questions will be worth 50 percent of each written assignment grade, and the essay questions will be worth 50 percent. Your instructor will use the following standards to grade your essay responses:

- A Outstanding. Answers show a thorough understanding of the lesson material and are well written and to the point.
- B Good. Answers show an understanding of the lesson material and are adequately written.
- C Average. Answers miss some important points and show some writing difficulties.
- D Struggling. Answers are wrong, incomplete, or difficult to understand, showing that the student hasn't mastered the lesson material.
- F Unacceptable. Directions aren't followed and/or answers miss the point entirely.

How well you do on the course's written assignments and exams will determine your overall course grade. The eight written assignments will count toward 40 percent of your course grade; the two exams will count toward 60 percent. Exams are weighted more heavily than written assignments

because, while the written assignments show whether you can work with the textbook's information, the exams show whether you've learned it.

**Important:** According to Independent Study Program policy, your exam grades must average at least a D– in order for you to pass the course. Even if your written assignment grades are excellent, you will *not* pass the course unless you fulfill this requirement.

## How Long Should It Take to Complete the Course?

Students have completed the course in as little as two months; others have taken almost a year. It's up to you; you set the pace. You might complete each lesson in a few days, or it may take you a few weeks. That's why this is called *independent* study.

Be aware, however, that the nature of an independent study course limits how quickly you can finish. Some time must be considered for mail service, as well as processing and grading your written assignments and exams. Don't put off your work until a week before graduation and then hope to do it all at once! It just can't work that way, no matter how much you, your instructor, and Indiana University might want it to!

To establish a schedule to complete the course, see "Making a Schedule" in the opening pages of this learning guide.

## Plagiarism

As an educational institution, Indiana University puts learning first. We want you to learn, and we think you value learning as well. We also value honesty and trust. You have every right to expect fair exams, fair assignments, and fair grades. By the same token, your instructor expects the work you hand in to be your own. You are welcome to discuss this course with other students and teachers, but when it comes to writing your assignments, all the words should come straight from you, unless you are supporting your assertions with a properly cited quote.

Passing off someone else's work as your own is plagiarism. As stated in Indiana University's *Code of Student Rights, Responsibilities, and Conduct* (Art. III, § A.3), "A student must not adopt or reproduce ideas, words, or

statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. quotes another person's actual words, either oral or written;
- b. paraphrases another person's words, either oral or written;
- c. uses another person's idea, opinion, or theory; or
- d. borrows facts, statistics, or other illustrative material, unless the information is common knowledge."

We take plagiarism very seriously. If you are caught plagiarizing, you could receive an F for the whole course.

So how can you avoid plagiarizing? When is it appropriate to cite your sources, and how should you cite them? The answer's simple. Ask your instructor. If you're unsure whether you've cited your sources appropriately, call or e-mail your instructor before you submit your assignment. Not only will you get answers to your questions, you'll reap the fruit of honesty: trust.

## Contacting Your Instructor

With each lesson you are required to submit an assignment cover sheet. Every assignment cover sheet has a space for your questions and comments; you are strongly encouraged to use this space. If problems arise between assignments, you can write to your instructor at the Independent Study Program. Many instructors can be contacted via e-mail or reached by telephone during established office hours. To learn your instructor's e-mail address and/or office hours, please refer to the contact information on the back cover of this learning guide.