

CLEP EXAMINATION: *Western Civilization I*

DESCRIPTION OF THE EXAMINATION:

The Western Civilization I: Ancient Near East to 1648 examination covers material that is usually taught in the first semester of a two-semester course in Western Civilization. Questions deal with the civilizations of Ancient Greece, Rome, and the Near east; the Middle Ages; the Renaissance and Reformation; and early modern Europe. Candidates may be asked to choose the correct definition of a historical term, select the historical figure whose political viewpoint is described, identify the correct relationship between two historical factors, or detect the inaccurate pairing of an individual with a historical event. Groups of questions may require candidates to interpret, evaluate, or relate the contents of a passage, a map, or a picture to other information, or to analyze and utilize the data contained in a graph or table.

The examination contains 120 questions to be answered in 90 minutes. Some of these are pretest questions that will not be scored. Any time candidates spend on tutorials and providing personal information is in addition to the actual testing time.

STUDY RESOURCES:

Most textbooks used in college-level Western Civilization courses cover the topics in the outline given earlier, but the approaches to certain topics and the emphasis given them may differ. To prepare for the Western Civilization I exam, it is advisable to study one or more college textbooks, which can be found in most college bookstores. When selecting a textbook, check the table of contents against the “Knowledge and Skills Required” for this test.

You will find it helpful to supplement your reading with books listed in the bibliographies found in most history textbooks. In addition, contemporary novels and plays, as well as works by Homer, Shakespeare, and Dickens, provide rich sources of information. Classic works of nonfiction are equally valuable – for example, Machiavelli’s *The Prince*, Mill’s *On Liberty*, and Paine’s *The rights of Man*. Books of documents are an excellent source for sampling primary materials; *A Documentary History of Modern Europe*, edited by T.G. Barnes and G.D. Feldman (Little, Brown), is one such collection. Actual works of art in museums can bring to life not only the reproductions found in books but history itself. Films such as *A Man for All Seasons* and *The Return of Martin Guerre* and television series such as “Civilisation,” and “I, Claudius,” “Elizabeth R,” and the “Ascent of Man” provide enjoyable reinforcement to what is learned through reading. The Internet is another resource you could explore.

Additional suggestions for preparing for CLEP exams are given in “Preparing to Take CLEP examinations.”

CLEP TEST KNOWLEDGE AND SKILLS REQUIRED	World History Standard			Notes
	Sub-Strand	Standards	Benchmarks	

<i>Understanding important factual knowledge of developments in Western Civilization</i>	A. Beginnings of Human Society and Early Civilizations, to 1000 BC	The student will demonstrate knowledge of the earliest human societies and the processes that led to the emergence of agricultural societies around the world.	<ol style="list-style-type: none"> 1. Students will analyze the biological, cultural, geographic, and environmental processes that gave rise to the earliest human communities. 2. Students will describe innovations that gave rise to developed agriculture and permanent settlements and analyze the impact of these changes. 	MN Standards are aligned at lowest level of cognition for first section of the CLEP test, “understanding important factual knowledge...” The same standards are again aligned at higher levels for the secondary section of the CLEP test,
	A. Beginnings of Human Society and Early Civilizations, to 1000 BC	The student will demonstrate knowledge of the major characteristics of civilization and the process of its emergence.	1. Students will locate various civilizations of the era in time and place, and describe, and, Israel compare the cultures of these various civilizations.	
	B. World Civilizations and Religions, 1000 BC - 500 AD	The student will demonstrate knowledge of ancient civilizations in South and East Asia.	1. Students will locate various civilizations of the era in India, China, Korea and Japan, and describe their structures and interactions.	

B. World Civilizations and Religions, 1000 BC- 500 AD	The student will demonstrate knowledge of ancient African civilizations.	1. Students will locate various African civilizations and describe their structures and ways of living.	
B. World Civilizations and Religions, 1000 BC - 500 AD	The student will demonstrate knowledge of ancient Greek civilization and its influence throughout Eurasia, Africa and the Mediterranean.	.	
B. World Civilizations and Religions, 1000 BC - 500 AD	The student will demonstrate knowledge of ancient Rome from about 500 BC - 500 AD and its influence in relation to other contemporary civilizations.		

<p>C. World Civilizations and Religions, 1500 BC - 700 AD</p>	<p>The student will demonstrate knowledge of the history and rise of major world religions.</p>	<p>1. Students will understand the history, geographic locations, and characteristics of major world religions, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, as well as indigenous religious traditions.</p>	
<p>D. Early Medieval & Byzantium, 400 AD - 1000 AD</p>	<p>The student will demonstrate knowledge of the Byzantine Empire.</p>	<p>1. Students will describe the events leading to the establishment of Constantinople as the capital of the Eastern Roman Empire and analyze the significance of this event. 2. Students will describe Byzantine culture and examine disputes and why they led to the split between Eastern and Western Christianity.</p>	
<p>D. Early Medieval & Byzantium, 400 AD - 1000 AD</p>	<p>The student will demonstrate knowledge of Europe during the Middle Ages from about 500 - 1000 AD in terms of its impact on Western civilization.</p>	<p>1. Students will describe the spread and influence of Christianity throughout Europe and analyze its impact. 2. Students will explain the structure of feudal society and analyze how it impacted all aspects of feudal life.</p>	
<p>E. Global Encounters, Exchanges, and Conflicts, 500 AD - 1500 AD</p>	<p>The student will demonstrate knowledge of the interactions between Christendom and the Islamic world, 750 - 1500 AD.</p>	<p>1. Students will describe the emergence of European states of Christendom and analyze the conflicts among them and other Eurasian powers.</p>	

<p>E. Global Encounters, Exchanges, and Conflicts, 500 AD -1500 AD</p>	<p>The student will demonstrate a knowledge of overseas trade, exploration, and expansion in the Mediterranean, Indian, and Atlantic Oceans, 1000-1500 AD.</p>	<p>1. Students will compare the Indian Ocean region with the Mediterranean Sea region in terms of economic, political, and cultural interactions, and analyze the nature of their interactions after 1250 CE.</p>	
<p>E, Global Encounters, Exchanges, and Conflicts, 500 AD - 1500 AD</p>	<p>The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period.</p>	<p>1. Students will describe the emergence of European states and analyze the impact. 2. Students will explain conflicts among Eurasian powers. 3. Students will identify patterns of crisis and recovery related to the Black Death, and evaluate their impact. 4. Students will explain Greek, Roman, and Arabic influence on Western Europe.</p>	

<p>F. Emergence of a Global Age, 1450 AD - 1800 AD (1650 AD)</p>	<p>The student will demonstrate knowledge of economic and political interactions among peoples of Europe, Asia, Africa, and the Americas.</p>	<p>1. Students will explain why European powers were able to extend political control in some world regions and not others, in the 15th and 16th Centuries. 2. Students will explain the consequences of the exchange of plants, animals, and disease microorganisms in both the Americas and Eurasia. 3. Students will explain the development of a world market of mineral and agricultural commodities.</p>	
<p>F. Emergence of a Global Age, 1450 AD - 1800 AD (1650 AD)</p>	<p>The student will demonstrate knowledge of development leading to the Renaissance and Reformation in Europe in terms of its impact on Western civilization.</p>	<p>1. Students will identify and analyze the economic foundations of the Renaissance. 2. Students will describe the rise of the Italian city-states, identify the role of political leaders, and evaluate the impact. 3. Students will identify individuals and analyze their contributions to the artistic, literary, and philosophical creativity of the period.</p>	

- *Ability to analyze, interpret, and evaluate textual and graphic materials*
- *Ability to distinguish the relevant from the irrelevant*
- *Ability to reach conclusions on the basis of facts*

<p>F. Emergence of a Global Age, 1450 AD 1800 AD (1650 AD)</p>	<p>The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 AD.</p>	<p>1. Students will identify and explain the impact of exploration on culture and economies. 2. Students will describe the location and development of the Ottoman Empire.</p>	
<p><i>A. Beginnings of Human Society and Early Civilizations, to 1000 BC</i></p>	<p>The student will demonstrate knowledge of the earliest human societies and the processes that led to the emergence of agricultural societies around the world.</p>	<p>1. Students will analyze the biological, cultural, geographic, and environmental processes that gave rise to the earliest human communities. 2. Students will describe innovations that gave rise to developed agriculture and permanent settlements and analyze the impact of these changes.</p>	
<p><i>A. Beginnings of Human Society and Early Civilizations, to 1000 BC</i></p>	<p>The student will demonstrate knowledge of the major characteristics of civilization and the process of its emergence.</p>	<p>2. Students will analyze the spread of agricultural societies, and population movements.</p>	
<p><i>B. World Civilizations and Religions, 1000 BC - 500 AD</i></p>	<p>The student will demonstrate knowledge of ancient Greek civilization and its influence throughout Eurasia,</p>	<p>1. Students will analyze the influence of geography on Greek economic, social, and political development, and compare the social and political structure of the Greek city-states with other contemporary civilizations.</p>	

	Africa and the Mediterranean.	2. Students will analyze the influence of Greek civilization beyond the Aegean including the conflicts with the Persian empire, contacts with Egypt and South Asia, and the spread of Hellenistic culture throughout the Mediterranean.	
<i>B. World Civilizations and Religions, 1000 BC - 500 AD</i>	The student will demonstrate knowledge of ancient Rome from about 500 BC - 500 AD and its influence in relation to other contemporary civilizations.	<p>1. Students will analyze the influence of geography on Roman economic, social and political development, and compare its social and political structure to other contemporary civilizations.</p> <p>2. Students will compare Roman military conquests and empire building with those of other contemporary civilizations.</p> <p>3. Students will analyze the influence of Roman civilization, including the contacts and conflicts with it and other peoples and civilizations in Eurasia, Africa and the Near East.</p> <p>4. Students will compare the disintegration of the Western Roman Empire with the fate of other contemporary empires.</p>	
<i>D. Early Medieval & Byzantium, 400 AD - 1000 AD</i>	The student will demonstrate knowledge of the Byzantine Empire.	<p>1. Students will describe the events leading to the establishment of Constantinople as the capital of the Eastern Roman Empire and analyze the significance of this event.</p> <p>2. Students will describe Byzantine culture and examine disputes and why they led to the split between Eastern and</p>	

		Western Christianity.	
<i>D. Early Medieval & Byzantium, 400 AD - 1000 AD</i>	The student will demonstrate knowledge of Europe during the Middle Ages from about 500 - 1000 AD in terms of its impact on Western civilization.	<ol style="list-style-type: none"> 1. Students will describe the spread and influence of Christianity throughout Europe and analyze its impact. 2. Students will explain the structure of feudal society and analyze how it impacted all aspects of feudal life. 	
<i>E. Global Encounters, Exchanges, and Conflicts, 500 AD - 1500 AD</i>	The student will demonstrate knowledge of the interactions between Christendom and the Islamic world, 750 - 1500 AD.	<ol style="list-style-type: none"> 1. Students will describe the emergence of European states of Christendom and analyze the conflicts among them and other Eurasian powers. 2. Students will describe the emergence of Islamic states in Africa, the Near East, Iberia and India, and analyze the conflicts among them and other Eurasian powers. 3. Students will analyze the clashes between Christendom, Islam, and other peoples and polities. 4. Students will analyze the emergence of the Ottoman Empire and its implications for Christendom, the Islamic World, and other polities. 	

<p><i>E. Global Encounters, Exchanges, and Conflicts, 500 AD -1500 AD</i></p>	<p>The student will demonstrate a knowledge of overseas trade, exploration, and expansion in the Mediterranean, Indian, and Atlantic Oceans, 1000-1500 AD.</p>	<ol style="list-style-type: none"> 1. Students will compare the Indian Ocean region with the Mediterranean Sea region in terms of economic, political, and cultural interactions, and analyze the nature of their interactions after 1250 CE. 2. Students will compare Chinese exploration and expansion in the Indian Ocean and East Africa with European exploration and expansion in the Atlantic Ocean and West Africa. 3. Students will analyze the economic, political, and cultural impact of maritime exploration and expansion. 	
<p><i>E, Global Encounters, Exchanges, and Conflicts, 500 AD - 1500 AD</i></p>	<p>The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period.</p>	<ol style="list-style-type: none"> 1. Students will describe the emergence of European states and analyze the impact. 3. Students will identify patterns of crisis and recovery related to the Black Death, and evaluate their impact. 	
<p><i>F. Emergence of a Global Age, 1450 AD - 1800 AD (1650 AD)</i></p>	<p>The student will demonstrate knowledge of development leading to the Renaissance and Reformation in Europe in terms of its impact on Western civilization.</p>	<ol style="list-style-type: none"> 1. Students will identify and analyze the economic foundations of the Renaissance. 2. Students will describe the rise of the Italian city-states, identify the role of political leaders, and evaluate the impact. 3. Students will identify individuals and analyze their contributions to the artistic, literary, and philosophical creativity of the period. 4. Students will analyze the short- and 	

		long-term effects of the religious, political and economic differences that emerged during the Reformation.	
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