

GEN ED 110

STUDY GUIDE EXAM II

The exam will have three parts: a map section (20 points), identifications (30 points), and a take-home essay (50 points).

Part I Map Section (20 points) You will locate 10 locations for 2 points each.

Part II Short Identifications (30 points) Six of the following terms will appear on the exam and you will be asked to identify **three** of your choice. For each term, write a paragraph that (a) locates the term in time (when); (b) locates it in space (where); and (c) discusses its historical significance (explains its impact). For time, you only have to determine which century B.C. or A.D. (or B.C.E. or C.E. whichever you prefer). Each term is worth 10 points: 1 point each for time and location and 8 points for significance.

Zoroastrianism
Satrapy
Achaemenid Empire
Darius
Confucianism
Daoism
Legalism
Mahayana Buddhism
Jainism
Ashoka
Bhagavad Gita
Plato
Aristotle
Pericles
Alexander the Great
Sparta
Stoicism
Mystery religions (or religions of salvation)
plebeians
Pax romana
Augustus Caesar
Roman spectacles
Paul of Tarsus
Mani
St. Augustine
Silk roads
Nestorians

Part III (50 points): Take-Home Essay

Answer the question below in a three (3) page (double-spaced, 12-point font, Times New Roman, one-inch margins) essay that contains an introduction, thesis, and conclusion. All sources are cited within the body of the essay or at the end of the paragraph.

How are the religions or philosophies in *three* societies that we have examined (lecture and from Chapters 7–11) similar? Make sure to mention how cross-cultural exchanges (Chapter 12) along the silk roads may have played a role in these similarities.

Essays will be graded according to the following scale:

45–50 A EXCELLENT: An A is reserved for outstanding work. This essay has an insightful and inspired introductory paragraph that clearly identifies the major problems and/or concerns of the question. It contains a thesis statement followed by a general description of the body of the essay. The body of the essay offers well-chosen evidence and uses many **SPECIFIC EXAMPLES** (names, dates, places, events) from both the text *and* lecture, as well as any pertinent handouts and/or films. Overall, this essay is clearly organized (introduction, body, and short conclusion) and demonstrates that the student has a solid command of the course material.

40–44 B GOOD: This essay contains an introduction that adequately addresses the question. It contains many good specific examples that pertain to the topic. However, it contains fewer specific examples than an A paper and, perhaps, overall this essay does not contain the depth of analysis present in an A essay.

35–39 C AVERAGE: This essay identifies a few of the key problems and concerns, yet it fails to provide an adequate introductory paragraph and it disregards the most important and obvious examples. The thesis is weak and/or vague. A C essay typically makes **BROAD GENERALIZATIONS** and fails to back them up with appropriate **SPECIFIC EVIDENCE**. It may also suffer from a combination of problems including insufficient depth of analysis, poor grammar and organization, and a conversational or casual tone that is inappropriate in formal writing.

32–34 D POOR: This essay demonstrates that the student has some awareness of the material, but fails to address the assigned question or topic. It lacks a thesis. It contains very little or inappropriate specific evidence.

Below 32 F FAIL: This essay demonstrates that the student has little understanding of the course material and offers insufficient or inappropriate evidence.

This study guide was originally presented as part of the article “Structuring the World History Survey: A First Timer Confesses” by Mary Jane Maxwell in World History Connected, volume 2, issue 2. The online journal World History Connected (<http://worldhistoryconnected.press.uiuc.edu>) is partially supported by the College Board and published in association with the History Cooperative (www.historycooperative.org). Copyright © 2004 Board of Trustees of the University of Illinois. Reproduced here with permission.