

GEN ED 110

STUDY GUIDE EXAM III

Part I Map Section (20 points)

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 the historical significance of the term (explains its impact). Each term is worth 10 points: 1 point each for time and location and 8 points for significance.

Caesaropapism	Vijayanagar kingdom
Iconoclasm	Dhows
Constantine	Kingdom of Axum
Justinian	Melaka
Hagia Sophia	linga
St. Anthony	Vishnu
Prince Vladimir	Shiva
Shia	Sufis
Sharia	Bhakti movement/Guru Kabir
“peoples of the book”	Path of Devotion
Sunni	Franks
umma	Frankish-Papal Alliance
Ulama	Carolingian dynasty
Madrasas	Alcuin from York
Grand Canal	<i>Missi dominici</i>
Neo-Confucianism	Feudalism
Tang dynasty	Clovis
Song dynasty	Charles Martel
Foot binding	Charlemagne
Samurai	Pope Gregory I
Tang Taizong	Benedict’s <i>Rule</i>
Buddhism in China	Empress Wi
Heian period	Kami
<i>The Tale of Genji</i>	
Dunhuang	
Xuanzang	
Gupta dynasty	
Delhi sultanate	

Part III Take-Home Essay (50 points). Write a three- to four-page essay that answers the question below. Make sure to include a **THESIS** statement in the introduction, and support that thesis with **SPECIFIC EVIDENCE** gleaned from the text (Chapters 13–17), class handouts, and lecture material. Cite your sources in parentheses i.e., (Bentley, p. 400) throughout your essay. Please do not consult other sources. **Avoid using personal pronouns (“I”),** and **PROOFREAD!**

What was the *most* significant impact religion had on the cultural development (art, architecture, philosophy, education) of various societies in the post-Classical era (500–1000 C.E.). Why was it significant?

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.