

# Instructions and Exam Study Questions

## Module 1B Final Exam

### **The exam ...**

will last a minimum of three (3) hours and require four (4) completed essays, logically developed and written in standard English, utilizing one (1) question per Test Section, forty-five (45) minutes each.

### **The length of each answer ...**

should be 500 to 1,000 words. If you wish, you may use a maximum of four hours to finish the exam (up to one hour per essay); however, spending forty-five (45) minutes per essay is typically considered sufficient to complete the testing. When taking the exam, no teamwork is permitted (no working collaboratively with others). You are not allowed to use notes or other study materials to assist you, including electronically-formatted data.

### **The best way to prepare ...**

for the exam is to outline and practice answering each of the questions by using the assigned reading materials. Your essays should focus mainly on the historical period indicated in the Module. When appropriate, resource materials referring to other eras may also be utilized, but you are expected to rely primarily upon the current Module readings.

### **Organize your thoughts ...**

before writing your essays by taking a few minutes to review the main points within each question. If you are asked to compare or contrast several points, make certain to describe their relationship to one another. Avoid overlapping your answers. If the questions within various Test Sections appear similar, either draw material for your essay answers from differing examples and academic methodologies, or choose a question that does not conflict with the answers you have already given.

### **The content of your answers ...**

should employ data from specific readings for this Module. Generalizing and composing vague, speculative answers in your essays is unacceptable. You are free to agree or disagree with statements made in the questions, but you are expected to support your claims by referring to specific examples. If you are asked to provide at least two examples, spending your time developing two case studies in a well-written and thorough manner will be better than merely listing several cases without developing them further. You might also draw upon a third or fourth example for particular cases, but it is most likely that you will not have time to devote serious attention to more than the minimum number required.

### **A list of questions, ...**

from which the exam will be created, is shown below. Only two of the four study questions found within each Study Section will be on the exam. When you take the exam, you may choose one of two questions from each Test Section.

## **Study Sections:**

### **A. Historical Studies on Development**

1. Compare the development of political authority in Greece, Israel, and China up to 400 BC. How would you explain the similarities and differences in their governmental systems and territorial expansion, and their impact on the development of civilization in those regions?
2. Compare historical developments between 1000 and 400 BC in 2 or 3 of these areas, indicating some factors that influenced the similarities and differences between them: Sub-Saharan Africa, the Americas, East Asia, and India. How is a knowledge of this history relevant for an understanding of development today?
3. Compare the early history and culture of the civilizations of two or more of these regions, showing similarities and differences: Greece, Egypt, China, the Americas, India, and Persia. What role did religion, philosophy, technology, and statecraft play in these civilizations? Why is it useful to study them today?
4. Analyze the history of three or more of these early peoples from the perspective of God's blessing and judgment: Persians, Egyptians, Babylonians, Assyrians, Chinese, and Indus Valley dwellers. What basis do we have for thinking that God took an active role in their history?

## **B. Cultural and Sociological Studies on Development**

5. Discuss the development of writing systems in 3 or more ancient civilizations in different regions of the ancient world. Of what importance was writing in the development of each of these societies?
6. How do Judaism, Hinduism, Buddhism, and Islam explain the beginning of the world and humankind? What influence does each such tradition have on other aspects of culture, such as social and political organization, literature, arts, etc.? How might these different traditions affect interfaith understanding?
7. Compare Hebrew biblical literature with the early literature of other traditions, such as those of Greece, India, China, Persia, and/or more recent tribal oral literature. How might these different literary styles influence the understanding of the Bible when it is introduced to peoples whose heritage is comprised of such literatures?
8. Define and give examples of the following terms: etic, emic, enculturation, socialization; and discuss their importance for cross-cultural communication. Include examples of such phenomena among two or more cultures (other than your own) covered in this module.

## **C. Religious and Philosophical Studies on Development**

9. Compare Muslim and Christian views about Jesus. How might similarities and differences in their teachings affect interfaith communication today?
10. Compare the teachings and lives of two great thinkers/leaders, each from a different religion or philosophical school, about whom you read during this module. Choose religions other than Judaism and Christianity. Would you say that their experiences and teachings are basically similar? How might these affect interfaith understanding?
11. Compare the Islamic or Zoroastrian approach to life, and its understanding of the relationship between humankind and the supernatural, with the approach and understanding of either Hinduism or Buddhism. How might these theological/philosophical differences affect their adherents' understanding of biblical teachings?
12. Compare the early development of Hinduism and Buddhism, describing the major different forms they took (e.g., schools, sects, ways of practicing, etc.). Can one speak of atonement, salvation, and theology in these religions?

## **D. Biblical Studies on Development**

13. Using specific examples from the Old Testament, discuss when and how the theology of Messiah entered into the life of Israel. Indicate the role of the prophets for understanding this term. Was it mainly future- or present-oriented? Throughout your essay, cite passages to support your findings.
14. Explain how different genres of Hebrew biblical literature affect biblical interpretation, citing specific passages as examples of various genres. What is the role of revelation for interpreting these passages, and how might, or might not, these literary elements challenge the idea of revelation? Which genres do you think may be particularly helpful in communicating biblical concepts cross-culturally?
15. "The Hebrew scriptures provide significant evidence for the inclusion of the Gentiles in God's salvation plan." Discuss this statement. Be sure to refer to several Old Testament passages that you have looked at in this module, and include in your discussion some key Hebrew words (written in Hebrew or English) and their meanings.
16. Using a diagram and an explanatory and evaluative essay, show how the promise-plan develops throughout the whole Old Testament and what its main constituent parts are. Relate this theme of the promise to the New Testament, and conclude by evaluating how successful you feel this theme is in capturing the theology of the Old Testament. In your last paragraph or two discuss the missiological implications of this theme.