

Instructions and Exam Study Questions

Module 2B 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. Trace the major movements of peoples and the historical development of states and empires before AD 200 in two or more of these regions: Persia and nearby areas, Central Asia, India, China, Southeast Asia, Africa, Europe beyond the Mediterranean, the Pacific islands, Mesoamerica. What factors aided or hindered the development of large political units such as empires?
2. Discuss the relationships—trade, political/military, cultural, religious, etc.—that developed between the Mediterranean world and other regions of Asia during the 400 BC – AD 200 period. Indicate major events, technological developments, or other causes and results of these cross-cultural encounters. Do you think these historical relationships might have prepared the way for or hindered the later spread of Christianity in Asia?
3. Analyze hindrances to the expansion of the Christian church during its first 200 years. How did Christians attempt to overcome these obstacles in the Roman Empire? in the East?
4. Discuss the phenomenon of religious persecution in the period 400 BC – AD 200 (or a significant part of this period), paying particular attention to the history of persecution, its causes, and human responses.

B. Cultural and Sociological Studies on Development

5. Discuss the importance of a knowledge of Mediterranean culture for interpreting New Testament texts, giving specific examples.
6. Compare the cultural and technological achievements of societies during the period 400 BC – AD 200 in two or more of these regions: Persia and nearby areas, Central Asia, India, China, Southeast Asia, Africa, Europe beyond the Mediterranean, the Pacific islands, Mesoamerica. Include, as appropriate, references to developments in the fields of science, mathematics, medicine, fine arts, architecture, literature, etc. What cultural and political factors in these societies may have contributed to these accomplishments?
7. Compare the use and value of oral versus written expression in human cultures, giving specific examples, and indicate any significant differences that may affect cross-cultural work.
8. Compare family life and wider kinship relations in 2 or more of the following cultures, addressing also the relationship between kinship and religion: Roman or Greek/Hellenistic, Chinese, Judean.

C. Religious and Philosophical Studies on Development

9. Compare the status and role of women in 2 or more religions—at least 1 outside the Judeo-Christian tradition—in the period 500 BC – AD 200. If you were a woman living then, to which religion might you be attracted?
10. Compare the approach of 2 or more religions—at least 1 outside the Judeo-Christian tradition—to conversion and/or religious communities, and discuss the implications for cross-cultural expansion of these religions.
11. The New Testament writings contain considerable material on the experiences of Jesus and others with demons and unclean spirits. Compare these New Testament methods of dealing with spirits with methods of other religions, and explore the significance of these experiences for the development of the early church?
12. Compare the content and characteristics of sacred literature and/or traditional practices in 2 or more of these religions: Hinduism, Buddhism, Zoroastrianism, Greek or Roman religion, Gnosticism, Christianity. Do you find significant similarities or differences that may help or hinder interfaith understanding?

D. Biblical Studies on Development

13. Working from specific examples, discuss the significance of contextualization in the New Testament, showing implications for the development of the early church and for missions today.
14. Compare 3 or more of the following New Testament genres, and indicate their value in communicating biblical teachings to people of other religious backgrounds: gospels, parables, history, epistles, apocalyptic writing.
15. Show how the concept of the Trinity has been developed on the basis of the New Testament texts. Discuss whether or not this concept is crucial for missions and why.
16. Show how the New Testament portrays Jesus Christ, drawing on the “I am” passages in the Gospels and the “He is” and similar passages in other New Testament writings.