

Instructions and Exam Study Questions

Module 3A 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. Discuss the end of Roman political rule in the western half of the Empire, including the developments within the Empire, the impact of the “barbarian invasions,” the division between the remains of the Roman Empire in the East and Western Europe, and the cultural continuities and discontinuities in the West as a result of “barbarian” replacing Roman rule.
2. Discuss the development of states and empires in at least one area of Sub-Saharan Africa or Asia during this period, indicating factors that influenced their rise, expansion, and demise. Would you say that external factors (relations with neighboring states, contact with Europeans, etc.) played a significant role in these changes?
3. What is meant by the term Carolingian Renaissance? Discuss its significance in light of the broader European context in which it arose and flourished.
4. Compare the impact of the movements of at least two (2) of these peoples in different regions of the world: Germanic or Slavic peoples or Vikings, Arabs, Mongols, Muslims in North India, Seljuk or Ottoman Turks, Bantu. Would you agree that such people movements generally are beneficial in the long run, bringing fresh vitality and new cultural and religious development?

B. Cultural and Sociological Studies on Development

5. Compare the achievements of two (2) or more of the following civilizations at their height during 200-1600: China, Umayyad and/or Abbasid Islamic Empire, Mughal India, Mongol Empire, Ottoman Empire, Maya or Inca Empire, Carolingian or Renaissance Europe. How would you account for their similarities and differences?
6. Discuss educational methods and institutions, and the impact of writing and books, in at least two (2) major civilizations in different world regions during this period. Would you say that these tended to result in stagnation, scholasticism, and increased social stratification, or in innovation, change, and greater social and economic opportunities in these civilizations? What implications do you see for today's societies?
7. It is in literature and the arts that one sees the soul of a people. Discuss this claim in relation to the humanities in two (2) or more of the great civilizations during this period. How did these achievements both reflect and drive cultural development in these civilizations? In your answer, also indicate their relationship to other aspects of culture, e.g., politics, religion, technology, etc.
8. Give at least two examples of cultures in the period 200-1600 in which Christianity as an influential force was replaced by another religion. How did Christianity originally come into the culture? What were the factors leading to the change of religion?

C. Religious and Philosophical Studies on Development

9. Some have concluded that religions such as Zoroastrianism, Christianity, Islam, Hinduism, Taoism, and Buddhism strongly influenced each other's development during the period 200-1500. Citing examples from at least three (3) of these religions, discuss the evidence presented, the character of the development which resulted in Religion A due to the influence of Religion B, and possible missiological implications.
10. Analyze the nature, position, and development of one or more of the Eastern churches within the period 200-1500, taking into consideration church/state relations, controversies between different branches of Christianity, and the presence and attitude of adherents of other religions, if any.
11. All great religions have their philosophers and mystics, but ordinary adherents are more concerned to utilize religion to find help with crises and everyday problems. Do you agree? Analyze the relationship between these two tendencies in at least two (2) world religions in specific areas of the world during this period. What implications do their differences have for cross-cultural workers today?
12. How can you account for the development and expansion of two (2) or more of these religions during this period: Buddhism, Islam, Christianity. In your answer, discuss also the major branches of the religions, the areas where they spread, and internal and external factors affecting their success and failure.

D. Strategies for Development

13. In what ways were the Celtic missionaries a sodality? Explain the concept of a sodality and its missiological significance, as well as the role and scope of operations of the Celtic missionaries. Cite specific instances of their activities and impact on European societies.
14. Utilizing the concept of assimilation/dissimilation, discuss the fortunes of the Christian movement during the period 200-800, both within Europe and beyond, and indicate its implications for the worldwide movement today.
15. Analyze the role of scientific discoveries, technological inventions, trade, and war in the development of major civilizations in two (2) or more regions of the world during this period.
16. Discuss the role of monastic movements and other specialized religious groups (e.g., Sufi orders, Hindu bhakti movements ...) in at least two (2) different religious traditions during this period. Compare their role with that of other leaders and institutions in the same religion, and indicate implications for cross-cultural missions today.