Study Guides for Midterm, MMW11, Fall 2014  duBois

Study Guide for Evolution and Prehistory

In this section of the course we studied the emergence of human beings, over many millions of years, from African apes to hominids, to modern human beings. We looked at the Paleolithic period, and at the Neolithic stage of social development, with the emergence of agriculture and settled life, bringing both gains and losses.

A. Identification of images---review on ArtStor

You should be able to identify images shown in lecture, or images like those shown: that is, say what they are and briefly note their significance.

B. Identification of terms:

(These are examples, not necessarily the questions that will be on the midterm.)

You should be able to give a short account of such terms as:

- bi-pedalism
- hominid
- Paleolithic
- Neolithic
- homo erectus
- hunter-gatherers
- homo sapiens sapiens
- Neanderthals
- Lucy
- artificial selection

Study Guide for the Ancient Near East

In this section we studied the emergence of states in Mesopotamia and Egypt and the ideologies (myths, religions) that supported them. Then we followed the history of the Israelites to the beginnings of Judaism, paying particular attention to the relation between their religious ideas, their history, and their situation among the peoples of the Ancient Near East.

The following represent the sorts of questions that will be on the midterm, not the midterm itself!
A. Identification of Images

B. Short Identifications

Hammurabi
Akhenaten
Ma’at
Ur
Pharaoh
Prophets
Diaspora
Ba’al
Covenant
Ziggurat
Pyramid
Osiris
Passover
“E”
Babylonians
Asherah

C. Identification of passages from the original texts assigned as reading and brief discussion of their significance.

For example:
“If she was not careful, but was a gadabout, thus neglecting her house (and) humiliating her husband, they shall throw that woman in the water.”

Study Guide for Ancient Greece

In this part of the course we studied the development of democracy in ancient Greece. We considered the varieties of political organization of the Greek polis, as well as the institutions of drama and philosophy that emerged in the classical period. We also touched briefly on the career of Alexander the Great, and the Hellenistic period.

A. Identification of images---at ArtStor

B. Short Identifications:

Minoans
Mycenaeans
Achilles
C. Identification and significance of important passages from the readings

For example:

“In summary I claim that our city as a whole is an education for Hellas, and that is among us as individuals, in my opinion, that a single man would represent an individual self-sufficient for the most varied forms of conduct, and with the most attractive qualities. And that this is not boastful speaking for the occasion but factual truth our city’s very power, which we acquired because of these characteristics, proclaims clearly.”

PLUS:

D. A short essay---choose one

1. Compare one of the civilizations of the ancient Near East (Mesopotamia, Egypt, Israel) with that of ancient Greece. Choose one aspect, for example, political organization, gender relations, religious ideologies, and discuss the differences between them.

2. Describe the changes from prehistoric cultures to the ancient civilizations we have been studying. What gains and what losses can you detail in these developments?