Exam will be:

A. Slide identification (10%)

B. Identification of names and terms (35%)

You should be able to define the name or term, locating it in its historical context, and briefly discussing its significance for its historical period and, if pertinent, beyond.

C. Identification and significance of passages from the assigned readings. (35%)

You should be able to name the source of the quotation, locating it in its historical context, and briefly discussing its significance for its historical period and, if pertinent, beyond.

D. An essay on the civilizations studied in the second half of the course, that is, on ancient India and ancient China (5%)

E. An essay considering human evolution and development from the Paleolithic Age, and at least three of the civilizations we have studied this quarter---the ancient Near East, ancient Greece, ancient India, and ancient China, as well as Mesoamerica. (15%)

In these essays, you should offer a thesis, that is, a claim, an argument taken from the prompt. Then you should present evidence, details that support your thesis. You should conclude with a conclusion that reiterates your thesis and shows that you have proven it.

As mentioned before, these are NOT necessarily the identifications or passages or essays that will be on the exam, but are at the level of knowledge you should have after reviewing notes on lectures, terms and names discussed and listed on the blackboard during lecture, and assigned readings.

Study Guide for India

In this section we focused on the history of early India, the Indus Valley civilization, and on the intertwined traditions of Vedism, Brahmanism, and Buddhism. We studied the historical circumstances in which these schools of
thought developed, their relation to each other, and to their social and political context.

A. Slides: short identification

B. Short Identifications:
Indus valley civilization; Yudhisthira; Aryans; Indo-European; Varna; Mahavira; Karma; Rig Veda; Ashoka; Atman; ahimsa; Soma; Four Noble Truths; Eight-fold Path; Mohenjo-daro; Mahabharata; Bhagavad-Gita

C. Identification and significance of passages from the assigned readings.

For example:

"Be you unclean, it makes no difference,
or in a single garment or stark naked.
You have been won at dice and are our slave
And masters do with slave girls as they wish."

**MMW 11 Study Guide for China**

In this section we followed the history of the first dynasties of China, from the Xia through the Qin, and particularly the process by which the centralized bureaucratic state emerged. We focused on some of the competing theories of government, order and human nature in the unsettled times during and after the decline of the Zhou dynasty.

A. Slide identification

B. Short Identifications:
Qin Dynasty; Tao; Mo; Mandate of Heaven; Five Relationships; Legalism; Confucius; Five Classics; oracle bones; Lord Shang; Zhou; Yin and Yang; The Two Handles; Han Fei; fa.

C. Identification and significance of passages from the assigned readings.

For example:

“I have heard that there is a sacred tortoise in Ch’u that has been dead for three thousand years. The king keeps it wrapped in cloth and boxed, and stores it in the ancestral temple. Now would this tortoise rather be dead and have its bones left behind and honored? Or would it rather be alive and dragging its tail in the mud?”
MMW 11  Study Guide for the Rest of the World

A. Slide identifications

B. Short identifications:
Olmecs; Maya; maize; Kush; Meroe; Andean societies; hegemony

MMW 11  Study Guide for Final: Questions on India and China

1. Compare the ideologies about social organization of ancient India and ancient China. How important are concerns about the gods? What myths or concepts justify differences of status in these societies?

2. Compare Buddhist and Confucian ways of thinking. What problems and issues did they address, and what solutions did they propose?

3. Explain the conflict of ideas that occurred during the first millennium BCE in China. How did Legalism, Confucianism, and Daoism influence political developments during the Warring States period and after?

MMW 11  Study Guide for Final: Comparative Questions

1. Using at least three of the civilizations we have studied in this course, make an argument that social and political change, forms of hegemony, are reflected in changes in ideology, in ideas and beliefs.

2. We have studied a number of persons who were critical of the society and thought of their times. Identify figures of this kind from at least three of the civilizations we have studied and describe the nature of their challenge. What similarities do you see in the lives of these figures, their historical contexts, their thought, and their impact on their societies?

3. Describe how religious beliefs may support political or social order, using examples from at least three of the civilizations we have studied this quarter.

4. How are ideas of gender and sexuality current in the civilizations we have studied related in each case to the social, political, or religious context?

5. In what ways did the civilizations we have studied justify the low status of certain groups within their societies?
6. Compare the attitudes to the family in the civilizations we have studied. What kinds of values or ideals were associated with the family and how did the family relate to the larger social or political context?

7. What is civilization? What elements of civilization are shared among the societies we have studied this quarter? Give specific examples.

8. Compare these civilizations’ relationships to mathematics, science, medicine and technology. How do their underlying beliefs affect their different ideas about the relationship between human beings and the natural world?

9. Describe the gains and losses entailed in the development of human societies from hunter-gatherer societies to the highly evolved cultures we have studied during the quarter.