

Cultures and Traditions 201 – Fall 2008

Format for the Final Examination

The final examination in C&T 201 will be celebrated on *Monday, December 15* at *9:00 A.M.* in your discussion group's regular meeting room. You will be given a copy of the *course syllabus* to aid your memory and blue books in which to write your exam. This exam will consist of three parts.

PART I – Identifications

(5 questions @ 6 points each = 30 points; suggested time = 40 minutes)

In Part I, you will be given a list of **8 or 9** items—names, terms, concepts, quotations, images, etc. – from the various readings and lectures this semester. You will be asked to select **5** of the items, *identify* each item in a *sentence* (i.e. identify the person, describe the concept, identify the source of the quotation, etc.) and *discuss* the *significance* of this person, term, quote, image, etc (e.g., you might discuss the specific role the item plays in the text, what the specific message of the item is and/or the module theme to which the item speaks). Your answer will be graded using two criteria: (1) how accurately you identify the item and (2) how intelligently you discuss the significance of the item. There may be several possible answers for each item; it is up to you to provide sufficient justification of the significance you have elaborated.

PART II – Paired Identifications *within* and *across* two Modules

(4 questions @ 8 points each = 32 points; suggested time = 60 minutes)

In Part II, you will be given a two lists of **5** pairs of items each – names, terms, concepts, quotations, images, etc. – with one list consisting of pairs of items *within* a module and the other list consisting of pairs of items from *two different* modules. You will be asked to select **2** of the pairs from *each* list (**4** pairs total), *identify* each item in the pair and state a *significant* or *interesting relationship* (a similarity *or* a difference) between them, in a manner similar to that described above for Part I. Grading criteria will be similar to Part I.

PART III – Essay

(38 points; suggested time = 80 minutes)

In Part III, you will be asked to write an essay on **ONE** of two essay topics. The purpose of the essay is to let you put the pieces of the course together in a way that helps you reflect on an important central theme of the course. In your essay, be sure to draw on a range of authors and texts from *all modules* in the semester, *remembering that our “texts” include written texts, art, music, film and lectures*. For each author or text, be sure to clearly state the ideas or issues you find important and significant. *In addition, be sure to state a clear thesis*. This should be a significant statement, which is open to reasonable discussion, debate, analysis and critique. You should state your thesis somewhere in the first paragraph of your essay. You should also remember, at various points throughout your essay, to “situate” your thesis by comparing and contrasting it, as is appropriate, with the ideas, themes, and issues of the authors or texts you're discussing. Excellent essays incorporate richness, complexity, originality and creativity. Excellent essays also incorporate a variety of relevant texts from all parts of the course.

Some General Tips on Writing the Exam

1. Clearly indicate which questions you are answering. Although it should be possible to tell from the answer which question you were addressing, sometimes students write answers to questions that were not asked. Please answer the questions that are on this exam.
2. It should be possible to tell from the answer that you've learned something from the course. Please base your answers on material from this course, not on general knowledge which anybody might reasonably be expected to have known before taking C&T or on outside sources.
3. Back up what you say with specific examples, but in a way that shows you know what you're talking about. For instance, don't just say, “This is clear if you look at Telemachus' childhood.” Say precisely how those childhood experiences were important. Or don't just say, “Mencius makes this point.” Say precisely what the point is, how it is made and why. In other words, don't just toss in a snippet of information or make vague references to an author in passing without further explanation.
4. Organize your answers. Don't just meander from point to point or give the impression that you're making it up as you go along. You should take a few minutes to plan your essay before writing it.