Studying for the Exam

1. **How to study? 🡪 see the syllabus or talk to me**
2. **What to study? 🡪 see below for textbook readings [remember sourcebook, website readings, & in-class handouts too]**

Think about the **broad themes** of each chapter & section. How does the material presented **illustrate** these broad themes? **Re-read** the **introductions** to each chapter and the **conclusions**. Examine the beginning of each **major section** as well. Most importantly, think about how the material is connected to tell a larger story. See how the **specific facts** fit into a **bigger picture**. Remember that your textbook is NOT just a collection of facts, it is an INTERPRETATION of selected facts that comprise a larger historical argument.

**Chapter 2: New Paths for Western Civilization, c. 1000-500 B.C.**

1. Reemergence of Greek Civilization, 1000-750 B.C. [47-51]
2. Creation of the Greek City-State, 750-500 B.C. [51-62]
3. New Directions for the Greek City-State, 750-500 B.C. [62-71]

**Chapter 3: The Greek Golden Age, c. 500-400 B. C.**

1) Wars between Persia & Greece, 499-479 B. C. [76-79]

2) Athenian Confidence in the Golden Age, 478-431 B.C [80-86]

3) Tradition & Innovation in Athens's Golden Age[86-101]

4) End of Athens’s Golden Age, 431-403 B.C. [101-105]

**Chapter 4: From the Classical to the Hellenistic World, c. 400-30 B. C.**

1) Classical Greece after the Peloponnesian War, c. 400-350 B. C. [110-116]

2) Rise of Macedonia, 359-323 B. C. [116-120]

3) Hellenistic Kingdoms, 323 -30 B. C. [120-126]

4) Hellenistic Culture [126-134]

Here's what you need for the exam: **good** **notes, pen, exam book**. Open notes will only help if you do not spend most of the exam looking at them. You will need to ***manage time wisely*** and have ***well-organized* notes**. Students who rely too heavily on notes will run out of time. Remember: the time-constraint is part of the exercise.

Finally, remember that if you need help or have any questions to be sure and ask me. I am more than willing to help any student with study skills or course content, but ultimately students must put in the effort and seek assistance.

Think about the Greeks’ successes & failures (political, economic, intellectual, cultural, etc.) and the reasons for these. Also think about how and why Greek influence spread, mixing with other cultures. Finally, think about how the material connects to some major themes: unity versus fragmentation, Sparta versus Athens, tradition versus innovation, and cultural achievement & diffusion.

**Exam Format**

**SECTION POINTS TIME (Approx.)**

Multiple Choice 50 points (50 questions, via TALON) 120 min. (**outside class**)

Identifications 30 points (10-12 listed, pick **THREE**) 25-30 minutes

Quotations 20 points (5-6 listed, pick **TWO**) 16-20 minutes

100 points

**What is History & How to Study It**

**What a student gets out of his education depends largely upon what he puts into it.**

**The student is not an empty vessel to be pumped full of learning . . .**

*How to Study* (1917) by George Fillmore Swain

# I. Suggestions for Studying

As you study for your classes answer the following:

**1) Did I read the assignment more than once?**

**2) Did I look up words if I didn't know their meaning?**

**3) Did I study with someone else in the class?**

**4) Did I seek out additional sources in the library?**

**5) Did I take good notes and keep up with the reading assignments?**

If you find yourself answering "**Yes**" to the above, but are still having difficulties answer these:

**1) Did I ask the instructor or others for help? Why not?**

**2) Did I get assistance from** [**Kirkwood Learning Services**](http://www.kirkwood.cc.ia.us/learningservices/)**, including tutoring?**

If you find yourself answering "**No**" to all of these questions, remember this:

**You only get out of your education what you are willing to put into it.**

**II. "Just the facts, m'am." Joe Friday, *Dragnet***

History is about answering basic questions about the past**:**

1) **What** happened and **when** did it happen?

2) **Why** and **how** did it happen and **who** did it?

3) What are the **causes**? What are the **consequences**? Why is this **important**?

Although these questions may *seem* like simple factual matters, think about the following:

1) Can history be **just the facts**? How are facts generated?

2) What facts are being used? What sources do they come from?

a) Is a history book **just the facts** or is it necessarily an **interpretation of facts**?

b) What are **primary sources** and why do historians need them?

3) What are the **connections** between historical events? What does it mean to say something caused another thing to happen? Is this easy to figure out?

4) Why can't good history simply be **lists of facts** (names, dates, people, etc.)?

5) Why can't good history simply be **vague generalizations** about the past?

**III. "Who Cares? This stuff won't get me a job, why learn it?"**

If your attitude is reflected above, think about the following:

**1) Historical forces continue to shape the present.**

**2) Individuals have had an enormous impact on the past & present.**

**3) People do not behave in isolation from their times.**

**4) Events rarely have simple causes or consequences.**

**5) Our beliefs and actions today are influenced by the beliefs and actions of those in the past.**

**6) Ideas, when put into practice, have consequences.**