

History 214 – Exam Preparation

The exam will consist of two components – the first is an Identify and Give the Significance question, the second a traditional long essay answer. You will have three hours to complete it, however, it should be c. 2 hours if you're well prepared.

Section I – ID and Significance

This is exactly like the midterm, covering material from the midterm onwards (oct 25-dec 3)

Eighteen of the following appear on the final. You must answer **two**, identifying the term using dates and context, and explicating its significance in regards to both its immediate context (ie which lecture did it appear, and its historical context, AND its broader significance for the course in general – which is a more thematic and synthetic analysis).

Your answers should be no longer than a page, ideally between a half and 2/3 of a page, single spaced, hand written. The objective with this kind of question is as much accuracy and synthesis of course materials, as it is concision and precision.

Conversos	Ad Fontes	Copernicus
Leprosy	Humanism	Telescope
The Turk	Machiavelli	Heliocentric
foetor judaicus	Virtù	Cabinet of Curiosities
Printing Press	Perspective	Hernan Cortés
Istanbul	Sola Scriptura	Petrarch
Early Modernity	Jesuits	Treaty of Tordesillas
Chartered Trading Companies	Trent	Coffeehouse
Psychomachia	Witches' Sabbath	Pineapple
Providence	Leviathan	St Bartholomew's Day
Johann Weyer	Bodin	Versailles
Malleus Maleficarum	Peace of Westphalia	Cuius Regius, Eius Religio
Sola Fides	Charles V	Henry the Navigator
Gutenberg Bible	Rein Evangelium	

Section II – Essay Questions

These are traditional long answer essays. Take your time, offer well developed answers. Five of the following will appear on the exam itself, and you will be required to answer one of them.

1. What is in a name? Describe how historians use terms to build analytical concepts using three of the following: feudalism, manorialism, the Renaissance, the Reformation, Early Modern, and the Scientific Revolution.

2. How did medieval and early modern Europeans cope with social differences and dissent? Discuss using three examples: heretics, homosexuals, jews, Anabaptists, protestants, and intellectuals.
3. Which was more significant as an agent of change, and why? Three-field crop rotation, The Plague, the Longbow, Gunpowder, or the Printing Press? Support your answer.
4. Compare and contrast medieval and early modern concepts of communal and representative government. Were its ideals always at odds with those of kingship?
5. European expansion was driven more by trade than religion. Agree or Disagree; support your answer.
6. Compare and contrast the use of observation and 'ad fontes' ideas in the Renaissance, Reformation, and Scientific Revolution.
7. The return of currency and trade, the religious tensions, and the rise of the early modern state saw the idea of social obligation and charity disappear from European society. Agree or disagree? Support your position using at least three examples.
8. How did institutional Christianity manage popular religious movements or beliefs? Compare and contrast medieval heretics & friars, Martin Luther's writings, and beliefs in the supernatural.
9. How did European views of their place in the world change from 400-1700? Use at least three of the following - maps, exploration, the crusades, trade, religion, or new science - to support your argument.
10. Discuss the changing view of Kingship over the medieval and early modern period. Use three examples to support your case, illustrating how Kings interacted with their subjects, aristocrats, and the church.