

Instructions for Final Exam (CL 10, Fall 2021)
Wednesday, December 8, 2021
8 am – 11 am

100 points total (1 point for taking exam, 99 points on exam)

PART I - GREEK TERMS

Of the following terms, briefly identify **EIGHT** (3 points each = 24 points). [For instructions on how to identify Greek Terms, refer to the Greek Terms Google Docs document.]

PART II – IMAGES

Of the twelve images displayed in rotation on the projector, please do the following for **FIVE** of them, using the numbers on each object on screen to refer to them in your bluebook (5 pts each = 25 points):

- (1) Identify the object with name and **general** time period (e.g., Bronze Age, Iron Age, etc.). [or, if you happen to know it, specific date, but time period is fine].
- (2) Comment in one, maximum two sentences on some aspect of the significance/meaning for the object:
 - For the significance/meaning it may help to comment briefly on one of the following: what the object/image “says” or represents in its cultural context; a mystery the image/object raises; a problem of interpretation that the image/object presents scholars.

PART III – PASSAGES of PRIMARY TEXT

Of the following eight passages, please do the following for **FIVE** of them (5 pts each = 25 points):

- (1) Identify the passage by author, work, and **general** time period (e.g., Bronze Age, Iron Age, etc.). [or, if you happen to know it, specific date, but time period is fine].
- (2) Comment in one, maximum two sentences on some aspect of the significance/meaning for each:
 - For the significance/meaning it may help to comment briefly on one of the following: what the passage “says” or represents in its cultural context; a mystery the passage raises; a problem of interpretation that the passage presents scholars.

Part IV - ESSAY

In three to five bluebook pages, respond to **one** of the following prompts. Your essay should have an overall argumentative thrust, analyze a specific set of examples, and attempt to make use of different kinds of evidence (whether that means different genres, using literary *and* material culture, discussing religious or social practices, etc.). The best answers will be both detailed and analytic; they will avoid vagueness and will use specific and varied examples to produce a thorough answer. (25 points)

- 1) What is the relationship between persona and power? Discussing at least three examples, analyze the relationship between the representation of character or personality and a particular articulation of power (whether that power be political, philosophical, erotic, or something else). You may wish to consider such examples as Achilles, Solon, Dionysus, Antigone, Pentheus, Aspasia, Socrates, or Alexander the Great.

- 2) Analyzing specific examples, discuss some of the potential contradictions of ancient Greek attitudes toward women. You may wish to consider the differences between roles accorded women in religious contexts and roles denied them in other contexts. Do you see evidence that Ancient Greeks perceived these contradictions, or are they only contradictions from a contemporary perspective?
- 3) Posit a relationship between Ancient Greek democracy and the role of rhetoric, analyzing a few specific examples. Texts to consider may include: Pericles' "Funeral Oration" (from Thucydides' *History of the Peloponnesian War*); Aristophanes' *Clouds*; Euripides' *Bacchae*; and/or others of your own choosing.
- 4) Using several examples, discuss slavery in Ancient Greece. You may wish to consider different places (e.g., Sparta v. Athens). In what ways did Greeks attempt to justify their practices, and in what ways might these justifications reveal forms of anxiety? How might our awareness of slavery in Ancient Greece affect our understanding of Ancient Greek culture and society?
- 5) Write an essay discussing ideas of belief and skepticism in Ancient Greece. How would you justify evidence for doubt, materialism, or cynicism with respect to religion among Ancient Greeks? Does ancient Greek religion depend upon belief or on orthopraxy only?
- 6) Is there a unitary ancient Greek idea of beauty? Are there competing notions of beauty? Does the idea evolve or alter over time? From whose perspective is beauty generated in Ancient Greece? Is beauty *necessary* or simply a form of excess? Analyzing at least three examples, whether visual or textual, discuss.
- 7) Analyzing at least three examples from the course material, formulate a notion of the good life, according to the Ancient Greeks.