CLAS 1100: Greek & Roman Mythology
University of Colorado, Spring 2019
Study guide for Final Exam, on chapters 10–13, on Tuesday, May 7

1. Objective formats (matching, multiple choice, true/false, etc.): 25 x 2 = 50 points

These will be drawn from roughly 155 items, namely

(1) The lists of "Key Terms" for chapters 10–13 (58 items). You may want to use the "Flashcards" posted on the Student resources website associated with the textbook (http://global.oup.com/us/companion.websites/9780199782833/stud/), but if you do, **be sure to consult the list of corrections at the end of this study guide**.

(2) The "Essentials" boxes at the beginning of each section on a hero or heroine in chapters 10, 11, 12, and 13. By my count, the "Essentials" boxes add about 82 pieces of information not already included under (1) above or (3) and (4) below.

(3) The main characters, their relationships, and the essentials of their stories from the required readings from Ovid's *Metamorphoses* since Test 2. Names of key characters are given in parentheses.

The sorrows of Hecuba, pp. 454-61 (Hecuba, Polymestor, Polydorus, Priam, Neoptolemus)
Medea and Jason, Medea and Aeson, Medea and Pelias, The flight of Medea, pp. 223-40 (Medea, Jason, Aeson, Pelias)
Perseus and Atlas, Perseus and Andromeda, Perseus and Medusa, Perseus and the Suitors, pp. 148-69 (Perseus, Atlas, Andromeda, Cepheus, Phineus, Polydectes)

(4) The characters, their relationships, and the essentials of their stories from Euripides' *Iphigenia among the Taurians* (Iphigenia, Orestes, Pylades, Herdsman, Thoas, Messenger, Athena)

2. Short answer: 4 (of 7) x 5 = 20 points

There will be choice on this part of the test. The instructions will be "Answer **four** of the following **seven** questions," and you will have a chance to earn extra credit for good answers to more than the minimum four questions. The questions may be drawn from any of the required readings, and the posted pdfs of the lecture presentations are meant to help you identify the most important topics covered so far. These certainly include, but are not limited to, Maurizio's 5-point definition of the Greek hero (ch. 10), her similar definition of the Greek heroine (with key differences)(ch. 11), Auden's 6-point definition of a quest hero (ch. 12), and Hall's definition of a quest heroine (ch. 13).

Be sure to re-familiarize yourself* with the main primary texts included in the x.1 sections and/or assigned for recitation sections, namely:

selections from Homer's *Iliad* (10.1)
excerpt from Euripides' *Medea* (11.1)

the excerpts of rationalizing and allegorizing approaches to myth assigned for
    section 11 (April 10, 11, or 12)
selections from Homer's *Odyssey* (12.1)
Euripides' *Iphigenia among the Taurians* (posted pdf)**

Note: you need **not** review the excerpts from Ovid's *Heroides* assigned for section 13 (April 24, 25, or 26). These will not be covered on the exam.

*Note: the above primary texts are generally **not** covered extensively in the posted pdfs of lecture presentations. Consult your notes from lectures and your own reading, and look for additional pointers in the "Before You Read" boxes in the textbook or on the posted additional readings.

Note: the primary reading in ch. 13.1 is an excerpt from Euripides' *Iphigenia among the Taurians*. The entire play, posted as a pdf, was required reading for Monday, April 29 and **will be covered on the exam.

Here is a checklist of the x.2 and x.3 sections assigned since Test 2. (There have been no x.4 sections assigned since Test 2.) Use the posted pdfs of lecture presentations and your notes from recitation sections to help you find your way back to what is most important in these sections.

> 10.3 Comparison: Mesopotamia and Rome: Gilgamesh and Aeneas (pp. 474-90)
> 12.2 Theory: The Quest Hero (pp. 574-82)
> 13.2 Theory: A Paradigm for the New Heroine (pp. 619-29)
> 13.3 Comparison: Rome: Thecla (pp. 629-42)

Note: you need **not** review the excerpt from the *Epic of Gilgamesh* on pp. 590-3 assigned for Section 12 (April 17, 18, or 19). This excerpt will not be covered on the exam.

3. Essay: 1 x 30 points

The essay prompts are **included here** (next page). Of the five topics, I will choose **three** and print them exactly as they appear here, and you will choose **one** to write on. The best strategy is thus to **prepare three topics**, so you will be assured of writing on a topic you have prepared. **You must write your essay on paper we provide with your exam**. In deciding which topics to prepare, choose the ones that interest you most. I will choose the topics to eliminate at random.

The qualities we are looking for in your essay are similar to those we look for in short answers, but at 30%, the essay counts for six times as much as one short answer and should be correspondingly longer and go into significantly greater depth. You should plan to spend 30 minutes or more writing the essay. Since you have the topics in advance, you can be efficient and organized. **Get to the point**! Facts assumed or quickly sketched should be accurate, but analysis is more important than re-telling. Where possible and appropriate, support your points with reference to specific passages and ideas discussed in class. Read the prompts carefully, and be sure to use examples in your essay. A good essay will use multiple examples or develop multiple facets of one or more examples. There is no formula for a successful essay, but something along the

lines of a traditional "five-paragraph essay"—introduction, series of 3 examples or arguments, conclusion— may work well.

You will be allowed to consult **one page of handwritten notes** while writing your exam. You may write on both sides of one sheet of paper up to standard letter size, 8.5 x 11 inches. You must write your notes in your own hand. We will check your notes as you enter the classroom, and you will not be allowed to consult any notes that do not conform to these specifications. You may not consult any other notes, books, electronic devices, or other materials during the exam.

Essay prompts

1. Discuss the Olympian gods and goddesses as a group. What kinds of relationships exist among Olympian deities? Can a new god or goddess gain entrance to the group, or can the meaning of an Olympian god or goddess change significantly over time? **Use examples**.

2. Discuss the trickster figures and culture heroes Hermes, Prometheus, and (in certain respects) Odysseus. What special connections exist between such figures and societal change? Do you think our reading provided a compelling example of a female Greek trickster or culture heroine? If not, why not?

3. Discuss ancient Greek heroic myth (and, if you like, the Mesopotamian myth of Gilgamesh and/or the Roman myth of Aeneas) as a meditation on the inescapability of death for human beings. **Use examples.**

4. Compare and contrast one or more ancient Greek heroes with one or more ancient Greek heroines. How does sex/gender affect the definition or essence of heroism among ancient Greeks? **Use examples.**

5. Discuss the "new heroes" and "new heroines" introduced in chapter 13 of *Classical Mythology in Context*. The claim that they are new, that is, that they appear only late in ancient Greek history or under special circumstances having to do with gender or the arrival of a new religion (Christianity), implies that something was missing from earlier Greek myth. What might that something be, and how is it important? **Use examples.**

Corrections to online flashcards

Most of the references on the online flashcards to page numbers of *CMC* differ from those given in the lists of Key Terms at the ends of the chapters. Sometimes, but not always, the flashcards point to something useful. Rely on the references given in *CMC*.

Chapter 11, Flashcard 1. The correct answer for "Agamemnon" is "Leader of the Greek expedition against Troy, murdered by his wife Clytemnestra upon his return." (The answer on the flashcard repeats the definition of "Achilles" from chapter 10.)

Chapter 12, Flashcard 1. The correct answer for "Andromeda" is "Daughter of the Ethiopian King Cepheus, rescued from a sea monster by Perseus, to whom she later bore seven sons and two daughters." (The answer on the flashcard again repeats the definition of "Achilles" from chapter 10.)