

Possible Long Essays – Final Seminar Examination

On Tuesday, 16 December 2014, 0945 - 1200 in your seminar classrooms, you will be asked to write specific and thorough answers to THREE essay questions taken directly from those written below. These questions are given to you in advance so that you may do the necessary preparation for answering all of them, including learning and remembering pertinent examples from the course readings to use in answering the questions well. The exam you will take on the 16th will be a closed book examination, that is, no course materials are to be brought to class. Also, be sure to bring at least one, perhaps two, large (8 ½ X 11), greenbooks to the exam in which you will be asked to write your answers to the three questions that will be chosen. DO NOT write your name on the greenbooks before class - they will be collected at the front of the room, and redistributed. Also, you MUST write in ink, so bring two pens with you to the exam. Lastly, NEVER tear a page out of a greenbook. If you make a mistake, simply cross out the error, or the page.

1. Please discuss the nature and the role of women as seen through the literature of the ancient Near East, Greece, and Rome. Cite examples from at least **four** of the following works as specific evidence for your discussion. Compare these literary accounts with actual historical practices which exemplify the social and legal position of women in these cultures.

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| a. Homer's <i>Odyssey</i> | b. Sophocles' <i>Antigone</i> |
| c. Euripides' <i>Medea</i> | d. the <i>Book of Ruth</i> |
| e. Virgil's <i>Aeneid</i> | f. the <i>Epic of Gilgamesh</i> |
| g. <i>Genesis</i> , chapters 1-4 | h. Plato's <i>Republic</i> |
| i. Aristophanes' <i>Lysistrata</i> | |

2. Please choose **four** of the seven artistic traditions below, and discuss the role and development of the human figure in terms of religious and/or political iconographies. Be sure to identify your examples in terms of name/title, location, date, and artist (if known).

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|-------------|-------------------------|--------|---------------|
| Egyptian | South Asian | Aegean | Early Chinese |
| Early Greek | Classical & Hellenistic | Roman | |

3. Philosophy originates as a systematic discipline among the Greeks in antiquity, and much of Greek literature incorporates philosophical content. Please consider the concepts of: justice, piety, wisdom, courage, temperance and friendship. Then choose **one** of the concepts and explain it as Plato or Aristotle would. Lastly, carefully and completely explain its relevance in understanding **one** of the following works:

- a. *The Odyssey*
- b. *Antigone*
- c. *Medea*
- d. Thucydides' *History of the Peloponnesian War*
- e. *The Aeneid*
- f. Ovid's *Metamorphoses*

4. Trace the relationship of human beings with their gods in **at least four of the following**:

- a. *Hebrew Bible*
- b. Homer's *Odyssey*
- c. Aeschylus' *Oresteia*
- d. Virgil's *Aeneid*
- e. Ovid's *Metamorphoses*
- f. *The Epic of Gilgamesh*

5. In much of ancient literature the 'journey' of humans toward civilization and the civilized state is recounted. Discuss how *Gilgamesh*, *Exodus*, *the Odyssey*, *the Aeneid*, the *Metamorphoses* approach the idea of civilization. Highlight similarities and differences in each approach, focusing primarily on these questions: Where does the journey begin and what do humans and the state look like when the journey ends?

6. The stories human beings tell about themselves and their culture have interesting implications. Using **six** of the texts or authors below, write an essay in which you compare **two** schools of "historiographical thought." What are the advantages and disadvantages of these two modes of writing history? Which kind of historical writing is more illuminating, in your view?

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| Expulsion of the Hyksos | Mo Tzu |
| Battle of Megiddo | Livy |
| <i>Genesis</i> | Polybius |
| <i>Exodus</i> | Homer, <i>Iliad</i> |
| Herodotus, <i>Histories</i> | Virgil, <i>Aeneid</i> |
| Thucydides, <i>Peloponnesian War</i> | |