

# FINAL EXAM

## Important! General Instructions

1. Set up a document as if you were writing an essay and write your answers there. Please double-space. Give the exam section and the question number with each answer.
2. Each written answer (apart from the multiple choice, of course) should consist of:
  - your assertion in response to the question;
  - brief but specific examples from the semester’s material that support your assertion; and
  - your discussion of what those examples show.
  - Your examples may come from the textbook, *Gilgamesh*, *Clouds*, your research, the course videos, and class discussion.
3. Try to make clear where your examples come from (e.g., “In *Clouds*, the sophists were...”) and from which place and period (“During the Iron Age, the Persians...” or “During the Roman Republic, patricians...”).
4. Do not paste or retype anything from anywhere unless it is:
  - in quotes,
  - very brief,
  - from the course materials or from sources you used and cited for the written assignments,
  - used in the examples part of a short answer or essay only, and
  - its origin clearly indicated.

**All assertions and discussion need to be yours alone.** Any plagiarism will result in a zero on this exam and possible additional disciplinary action by the College. No bibliography or formal citations are needed, but words, information, and ideas that are not yours must be noted as such, and used only in the examples in the short answers and essays.
5. Please read the instructions for each section before answering. If you have any questions about how the exam works or what you need to do, please email me at [mark.wilson@lehman.cuny.edu](mailto:mark.wilson@lehman.cuny.edu).
6. Upload your exam response to BlackBoard as a Word or PDF file **no later than Sunday, January 23**.

## A. Identification and Impact

**Instructions:** For each answer, provide both of the following:

- (a) a brief, one-sentence definition of the term or description of the person, including place and period, and
- (b) a detailed, analytical paragraph about its importance or impact *in relation to our course material and discussions*, with examples. (In other words, why is this idea *important to this course* and to the points we have been making about the civilizations of the ancient world?)

**Note:** Give each response as an assertion, relevant examples supporting your assertion, and your discussion and analysis.

No quotes in this section, please.

- ▶ ANSWER ONLY 6
- ▶ LENGTH EACH 70-90 words
- ▶ POINTS EACH 4

Akhenaten	Linear A
Babylonian Captivity	ma'at
"Carthago delenda est"	priest-king
Cyrus	Sicilian Expedition
hegemony (in relation to the Greek city-states)	SPQR
helot	Unjust Argument (character in <i>Clouds</i> )
House of Dust	vestal virgin

Answer only 6. More than that will not be read or graded. Each answer should be around 70-90 words.

## B. Short Answer

**Instructions:** Express your opinion, then support your opinion with detailed evidence and examples from readings and discussion. BE SPECIFIC and give examples.

**Note:** Give each response as an assertion, relevant examples supporting your assertion, and your discussion and analysis. Very brief quotes are allowed in the examples part of your answer only, and only if they are necessary, brief, in quotes, and with the origin indicated.

▶ ANSWER ONLY	2
▶ LENGTH EACH	220-280 words
▶ POINTS EACH	13

1. **Discuss the nature of the agricultural revolution as a part of the emergence/invention of civilization.**

Describe the kinds of important changes the agricultural revolution brought about in human society. How does it make civilization possible? What's the relationship between advances in agriculture and the development of urban civilization? Be specific and give examples.

2. **Discuss the role of monumental building in the ancient world.**

Describe several examples and discuss both the kinds of uses to which they are put and at least three different functions that all monumental building performs. What makes monumental building so important in strengthening early civilization?

3. **Describe the contrasting symbolism of the flood in Sumer and Egypt.**

Describe how these different codings of the flood provide insight into how members of these two cultures think differently about government, religion, agriculture, and the meaning of life. Be specific and give examples.

*Important: If you choose this question, do not also choose Essay #1.*

4. **Discuss the character of Shamhat in the *Epic of Gilgamesh*.**

What roles does she play in the story? What conclusions can we draw from the depiction of Shamhat about Sumerian cultural ideas? Be specific and give examples.

5. **What are the downsides to radical democracy as it was practiced in Athens?**

Discuss the potential or actual negative side-effects of full democracy. What effects did democracy have on Athens in the long run? Be specific and give examples.

6. **What exactly was the princeps?**

What kind of power did Augustus and his successors wield? How was the position Augustus created different from a king, or a consul? What does this tell us about the transformation of Rome over the course of the Republic? Be specific and give examples.

Answer only 2. More than that will not be read or graded. Each answer should be around 220-280 words.

## C. Multiple Choice

**Instructions:** Enter the question number and the letter indicating the best response in your exam response.

▶ POINTS EACH 3

1. **The Indo-European people living in Anatolia, who were early masters of bronze, were**
  - a. The Egyptians
  - b. The Mycenaeans
  - c. The Hittites
  - d. The Babylonians
2. **All of the following describe ways in which the Jewish religion was unusual in the ancient world EXCEPT:**
  - a. It assumed there was only one true god, and that all other gods worshiped by others were false gods
  - b. It associated the divine not with places or natural forces, but with a people
  - c. It described a god who didn't care about the deeds and fates of his followers
  - d. It developed many of its most important elements while the Jews were in exile
3. **The Iron Age people credited with spreading alphabetic writing along their Mediterranean trade routes was the**
  - a. Phoenicians
  - b. Philistines
  - c. Hebrews
  - d. Akkadians
4. **All of the following are true about the Persian Empire EXCEPT:**
  - a. At its height, it became the largest, most powerful state in the Mediterranean world
  - b. It was ruled by a domineering assembly of nobles led by a weak and unimportant king
  - c. The Persians' traditional religion was dualist, describing a balance of light and dark
  - d. Its expansion began under Cyrus the Great, who made use of the unifying symbolism of the Great King
5. **Spartan society involved all of the following EXCEPT:**
  - a. Rigorous military training of boys starting at age seven
  - b. A vast class of serfs, originally the region's conquered inhabitants, who farmed and fed the warrior elite
  - c. Physical training and greater freedom for women than was usual in Hellas
  - d. Allowing warriors to indulge in the arts, literature, and poetry to create the most civilized warrior possible
6. **The Delian League was associated with all of the following EXCEPT:**
  - a. Athens's leadership in major naval victories against Persia after the Persian Wars
  - b. The invention of the hoplite phalanx as a new form of warfare
  - c. The growing prominence of Pericles in Athenian politics
  - d. The increasing power of Athens as Sparta's rival among the Greeks
7. **In the Roman Republic, all of the following helped keep ambitious men from becoming powerful EXCEPT:**
  - a. Each elected official had a colleague
  - b. Everyone rose up the same ladder of offices
  - c. Elected officials held office for only one year
  - d. Governors were often kept in their provinces ruling alone for years, with control of their own legions
8. **Which of the following was assassinated after calling for the redistribution of public lands held by the wealthiest Romans?**
  - a. Gaius Marius
  - b. Mark Antony
  - c. Tiberius Gracchus
  - d. Augustus

## D. Essay

**Instructions:** Make an argument, then support your opinion with detailed evidence and examples from readings and discussion. BE SPECIFIC and give examples.

**Note:** Make sure to consider social, religious, economic, military, political, and cultural factors in your answers.

Give your response as an assertion, relevant examples supporting your assertion, and your discussion and analysis. Very brief quotes are allowed in the examples part of your answer only, and only if they are necessary, brief, in quotes, and with the origin indicated.

**IMPORTANT:** ALL ASSERTIONS MUST BE SUPPORTED BY SPECIFIC EVIDENCE. Each essay should have at least three concrete examples, which you should describe, then discuss.

▶ ANSWER ONLY	1
▶ LENGTH EACH	350-450 words
▶ POINTS EACH	26

1. **How do ancient societies use the gods to define what it means to be mortal? Discuss three different relationships between the mortal and the divine from the ancient cultures we have explored.**

What do they have in common, and in what ways do they differ? Where you identify something distinctive about a culture's relationship with the divine, what insights does this give us into that society? What conclusions can you draw about the relation between humans and gods in the ancient world?

2. **I often say that conquest is easy, but dominion is hard. What do I mean by that? Discuss three examples of the methods for forming and controlling empires from the ancient cultures we have explored.**

How are these empires similar, and in what ways do they differ? Compare and contrast the specifics of how your empires approach both conquest and subsequent control of conquered territory. What conclusions can you draw about empire in the ancient world?

3. **Make an argument for the best form of government in the ancient world by discussing in detail the nature of at least three governments or empires we've discussed and what it means to be a citizen in each case.**

Be sure to clearly state your idea of what a "best" government might be and specifically why you think it's ideal. What advantages and disadvantages of each form of government? Be specific and discuss your examples.

4. **It has been said that economic power must come before political power. Do you agree?**

Discuss, in detail, at least three examples, from the places and periods covered in our course, of nations or empires that became very powerful, and show whether, how, and why that power came about as a result of a rise in that nation's economic strength. Finally, discuss any general conclusions you can draw about why political power does, or does not, derive from economic power.

Answer only 1. More than that will not be read or graded. Your answer should be around 350-450 words.

## Extra Credit

For extra credit, you may answer up to two additional terms from section A, **or** one additional question from section B.