

FINAL EXAM

Important! General Instructions

- Each answer 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 Pomeroy's *Goddesses, Whores...*, the assigned articles, your research, videos, and class discussion.
- Try to make clear where your examples come from (e.g., "In the book of Esther, the king...") and from what region or place ("Marriage in Sparta was...").
- Do not copy anything from anywhere unless it is in quotes, brief, used in the examples part of your answer 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 information and ideas that are not yours must be noted as such, and used only in the examples.
- Please read the instructions for each section before answering.
- Return your exam response as a Word or PDF file to mark.wilson@lehman.cuny.edu **no later than May 26.**

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 brief but specific discussion of its importance or impact, especially as it relates to ancient culture, with examples.

▶ ANSWER ONLY	4
▶ LENGTH EACH	125-150 words
▶ POINTS EACH	10

Athenian seclusion	marriage with manus
birth of Athena	Medea
Esther	Pandora
God's Wife of Amun	Penelope
korē	Shamhat
Livia	Vestal virgin

Extra Credit: For extra credit you may answer one additional item from section A.

Answer only 4 or 5. More than that will not be read or graded. Each answer should be around 125-150 words.

B. Essay

Instructions: Make an argument, supported by evidence from class readings, your own research, videos, and class discussion. Be sure to consider social, religious, economic, military, political, and cultural factors in your answers.

Remember to consider all the cultures we've studied (Sumer, Egypt, Judea, Greece, and Rome) in your answers.

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	2
▶ LENGTH EACH	350-450 words
▶ POINTS EACH	30

1. How well does the public/private, present/future model describe gender in the ancient world?

In the first class I proposed that in general, throughout the ancient world, men could be associated with the public and the present, and women with the private and the future; and that these roles were balanced and complementary, giving men and women similar importance in ancient civilization.

Discuss the extent to which this is a fair, accurate, and useful way to understand gender roles in the ancient world this way, using three SPECIFIC examples from the times and places we've visited to support your assessment of this theory.

2. Is the female role in the ancient world determined purely by biology?

Discuss three examples of how women's distinctive bodily processes and functions affected their participation in society in ancient history and/or literature. In your opinion, how much do these physical differences bring about social and cultural differences between ancient men and women?

3. Mary Lefkowitz's article argued that ancient women gained influence only through men. Do you agree?

In the article "Influential Women", Mary Lefkowitz argues that "ancient women could certainly be courageous, but they could not be truly independent" and that "women can affect the course of political events only if they act through or on behalf of the men in their families." Give three examples of individuals or events from ancient history or literature that support your response to Lefkowitz's argument. What does this tell us about the political nature of ancient societies?

4. "Once they get equality, they'll be on top," said Cato. Does male fear define the ancient gender divide?

The famously conservative Roman orator Cato the Elder spoke these words in defending the Oppian law, a Roman sumptuary law that restricted women's display of wealth. Did the divide between men and women arise through men's enforcement of it, based on fear? Give three examples of men's reactions to women from history or literature and discuss how they affected or reflected the relationship between the genders.

5. What does a culture's representations of its goddesses tell us about its attitude toward women—if anything?

Discuss the goddesses of at least three of the societies we have discussed, noting the goddesses' behavior, their responsibilities, and what mortals expected of them. Contrast them both to their male godly counterparts and to each other. What does "goddess" mean to a man or woman in the ancient societies we've discussed?

6. It could be argued that women, excluded from men's public world, empowered themselves by creating communities of their own. What were some of the ways ancient societies developed different kinds of female communities?

How does this contribute to a desire to separate ideals of "womanliness" and "manliness"? Discuss three examples from the different times and places we have discussed, and relate them to each other. How do they affect the culture as a whole?

7. Write your own essay question, dealing with a comprehensive aspect of the entire course, and answer it, providing a compelling three-sided argument supported by specific examples.

Answer only 2. More than that will not be read or graded. Each answer should be around 350-450 words.