

# 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 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, the Reader, *Clouds*, your research, the course videos, and class discussion.
3. Try to make clear where your examples come from (e.g., “In his discussion of the Spartan constitution, Aristotle talks about...”) and from what place and Greek historical period (“Oligarchy in archaic Athens involved...”).
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 your response, 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 portions of your responses.

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 Thursday, December 16.***

## 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 long paragraph about its importance or impact in relation to our course material and discussions, with examples.

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

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

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

Battle of Thermopylae

hegemony

hellenistic

helot

hoplite

Linear B

Plato

rhapsode

sarissa

Sicilian Expedition

sophists

Strepsiades

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

## B. Essays

**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.

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

**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

- Athens and Sparta are the Greek cities we talk about most, but their stories are radically different both from the rest of the Greeks' and from each other's. Are Athens and Sparta typical city-states of Hellas, or atypical ones? What do they have in common, and why are they so different? If all poleis had different self-identities, what does the term Hellas describe?

Use the Athenian and Spartan visions of Hellas to put forward an argument as to what it meant to be a Greek, how is that idea was reflected in Greek history, and how constant or changeable this identity could be. Be specific, and give specific examples.
- Consider the following assertion: "For all their supposed love of freedom, the Greeks in the period following the Peloponnesian War did not behave in a manner at all appropriate to free men, and it is not surprising that the Greeks soon lost their freedom." What happened to the Greek idea of freedom?

Discuss the forces and ideas that led to the furor of the fifth century, the fourth-century crisis, and the ultimate submission of the Greeks to a foreign king. Be specific, and give specific examples.
- With no priestly class and the representations of the gods mostly situated in literature, the Greeks' relationship with the divine was unique. What use did the Greeks have for the gods?

Make an argument concerning the key aspects of the role the gods played in Greek culture, using specific examples from such media as epic poetry, lyric poetry, drama, comedy, oratory, sculpture, and philosophy, and discuss whether your examples show a change over time.
- Historians tend to point to the great wars of the fifth century, the Persian and Peloponnesian wars, as the major transforming events in Greek history. Is that a fair assertion?

Taking into account social, cultural, political, religious, economic, and other factors across all periods from the Bronze Age to the Hellenistic, identify what you consider to be the crucial transforming events of Greek history. Make a case for whether military or nonmilitary events more greatly shaped the history of Hellas. Be specific, and give specific examples.
- Greek history begins with the Mycenaeans, but their story ends with the Trojan War and the collapse of the Bronze Age. When the Greeks rise again, it's with a new culture that spurns the excess of the failed Mycenaean past. Do you agree?

Using specific examples, discuss what aspects of the culture of Hellas you think most clearly trace back to the world of the Minoans and Mycenaeans, or most clearly reject it. What kind of impact did the Bronze Age Aegeans have on the Hellas of the Iron Age?
- The Greeks explored many different forms of governance, including monarchy, tyranny, oligarchy, and democracy. Is any of these more durable or effective than the others?

Using specific examples, discuss the advantages and disadvantages of at least three real or theoretical forms of Greek government, taking into account the effects on different classes and groups within a society. From this, make a case for which form you think was the most advantageous to the populace of a Greek polis.
- Come up with your own essay question, dealing with a comprehensive aspect of the entire course, and answer it, providing a compelling argument supported by analysis of at least three specific examples.

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