

Outline of the Final Exam

Please print out and bring this sheet with you to the Final Exam. *You may not write on this sheet.* Also, bring at least FIVE clean pages of your own paper to write on. You may use both sides of a page.

General Directions. The Final will consist of FIFTY (50) items—aka ID's—selected from the lists of “Terms, Places, People and Things to Know” found throughout the Chapters posted to the class web site. Each ID is worth 10 points maximum, up to a total of 250 points [25 x 10 pts.]. Items will be drawn from every Section of the class, with every effort made to present as wide and equitable a selection as possible. Points will be awarded according to the fullness and accuracy of the answers given, as well as awareness of the critical issues surrounding each. *Facts repeated anywhere on the exam will not count.* Please write in full sentences as much as possible.

Directions for Completing ID's. For each ID please provide the following information and list the data according to the letter designations (A, B, C) outlined below:

Citation. At the beginning of the ID, cite the name of the item as it is listed on the test.

A. Date (2 points). Put “A” and then give the correct time period and civilization to which the item belongs, e.g. “Classical Athens, immediately after the naval disaster in Sicily, 412 BCE.” Be as precise as possible. The more specific a correct answer is, the more points it will accrue.

B. Data (4 points). Put “B” and give as many pertinent details as you know about the item, e.g. where it is presented, who wrote it, how it was found or transmitted across the ages, what it signified to its original audience, how and by whom it was produced on stage, the intended audience, its theme, and the style or format of its presentation. The scope of detail presented here is central in the number of points awarded.

C. Issues (4 points). Put “C” and cite any historical issues surrounding the item. The demonstration of your awareness of such issues shows the sophistication and depth of your comprehension of the historical data concerning the item in question. Points will be awarded accordingly.

Write your name at the top of each page.

On the next page is an example of an ID properly formatted. Do not bring that page to the Final!

Theatron.

A. Classical Athens, 400's BCE (or as early as the late 500's).

B. This term means literally in Greek “an instrument (-tron) for viewing (thea-)” and refers to the seats from which the audience of an ancient play watched the show. Other parts of the theatre are the orchestra (“dancing place”) and the skene (“tent,” the backstage). Early seating in the Theatre of Dionysus consisted of wood benches which, only after this theatre was refurbished at least twice in antiquity, were torn out and replaced with the stone ones seen today. How much these seats resemble or reflect their forebears is not clear.

C. There are several important issues here. First, the theatron is the largest part of the theatre by far, which points to the centrality of the audience in Greek or any theatre. That the word for “seating” evolved into a term designating the place where drama in general happens makes that abundantly clear. Second, the shape and function of the theatron demonstrate important principles about ancient drama. It was not designed with only acoustics in mind, which, though they are often very good, more often represent a blend between what’s needed to see and hear well. Furthermore, the vantage point of the audience above the performers called for certain types of dances—mainly geometric configurations—and it also gave the ancient viewer a sense of “being above the action,” the way gods are portrayed in Homer. This sense of the audience’s superiority over the characters and actions presented below them is part and parcel of the fact they went into the theatre knowing the outcome of the plot, and when they didn’t (as all too often with Euripides) they felt betrayed and even insulted.