Please bring 2 blue books to the exam (17 March Tuesday 11:30-2:30). We may swap blue books so do not write your name on your blue books.

**Part 1**
You will need to identify and state the significance of five (5) of eight terms, names, and quotations. 4 points each/20 points total.

Note: IDs will come only from the terms that I wrote on the board before lecture (on the left side). I promise that I will not ask anything written during lecture or on the right side of the board. These, if you remember, were for reference or spelling purpose only. If you attended lecture, then you should already have a list of IDs.

**Part 2**
You will need to write short essays on three (3) of five questions. 10 points each/30 points total.

Note: Short Essays will be thematic based.

**Part 3**
You will need to write thesis-based essay on one (1) of the following two essay prompts. 50 points.

Be prepared to answer both of the following essay prompts. You should treat each prompt as a regular essay topic. Read and take notes, develop a thesis, write an outline, and include convincing evidence to support your thesis. Essay will be graded on thesis and the defense of that argument - your ability to make a strong case with good defense and examples. Remember to prepare both essays, however, you will be asked to write only one essay and the prompt on the final will be the professor’s choice.

Note: You will be allowed to bring to the exam one standard sized paper with your notes, thesis, outline, evidence, and whatever that makes you happy to write your essay (for Part 3 portion of the exam only). Yes, you may use the front and the back of the paper. Also, please include your name and your section teacher’s name on the upper right hand corner of this “cheat” sheet. You will need to turn this in to us at the beginning of the exam, and you will get it back when you complete Parts 1 and 2 of the exam. Finally, your “cheat” sheet must be turned in with your Part 3 portion of the exam.

See back for the two exam essay prompts.
1. Human justice (and not divine justice) is a theme that we have explored throughout the course. The concept of justice, then, is a human construct. How is this concept of human justice portrayed in the Hebrew Bible? How does it compared to human justice presented by Homer, Aeschylus, Sophocles, or Plato? Do our authors depict human actions leading to justice? Using the Hebrew Bible and two of the following Greek authors – Homer, Aeschylus, Sophocles, or Plato -- write a thesis-based essay in which you compare and/or contrast your three texts/authors on the concept of human justice.

2. Teiresias says:

   The truth is what I cherish  
   and that’s my strength.

   (Oedipus the King, 357-8)

Seeking the truth may be the most important quest for humans. How do the authors in our course approach this concept of striving for truth? Do our authors have the same view of the truth’s value? Would our authors agree with Teiresias that the truth indeed equals strength? Do they share a view of the ability of human beings to apprehend the truth? Do they share an idea of how knowledge of the truth is acquired? Using Plato and any two of the following authors – authors of the Hebrew Bible, Homer, Aeschylus, and Sophocles -- write a thesis-based essay in which you compare and/or contrast your three authors on the significance of the truth.