

West meets East: At the Borders of the *Oikoumenē* and Beyond

Exam Preparation Session

CLAH6007

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Exam Format

- The Exam is 2 hours long - Split into two parts.
- Section A is Gobbets. Answer two out of a choice of six – worth 1/2 of the total marks.
- Section B consists of four essay questions. Answer one out of a choice of four – worth 1/2 of the total mark.
- It is probably best to spend roughly an hour each on Section A (30 minutes each Gobbet) and Section B (whole hour for the essay question).

Section A

Gobbet Passages / Images

- Only texts or images that have appeared in the lecturer slides or workshops will be in the exam - There are no “unseen” passages or images.
- Of the six questions to choose from, three are images and three are passages.
- You have to Analyse the context and content of any combination of two images or passages.

Approaching the Gobbets - Passages

- Identify the key features of the passage and analyse their significance - what events or individuals are being discussed in the passage? – **BUT DO NOT BE DESCRIPTIVE.**
- Who is the author of the passage? Why is he making these comments? Can what is said in the passage be considered reliable (and what factors might influence this)?
- Place this passage in a broader **context** (social / political / historical, as relevant) - Are there any texts or objects which can be meaningfully compared with the Gobbet. Do they conform with or contradict what is in the Gobbet.

Approaching the Gobbets - Images

- A name or description is **not** provided with the images – you will be rewarded for correctly identifying who or what is the object show in the image
- **If applicable:** when was the object commissioned / produced (approximate dates are acceptable when precise dates are not known).
- **If applicable:** By whom might it have been produced / commissioned and for what purpose?
- What is significant about the object or image, what does it represent?
- What is its broader historical /social / political significance (**as appropriate**).
- Are there any relevant texts or objects which can be meaningfully compared with the image?

Section B

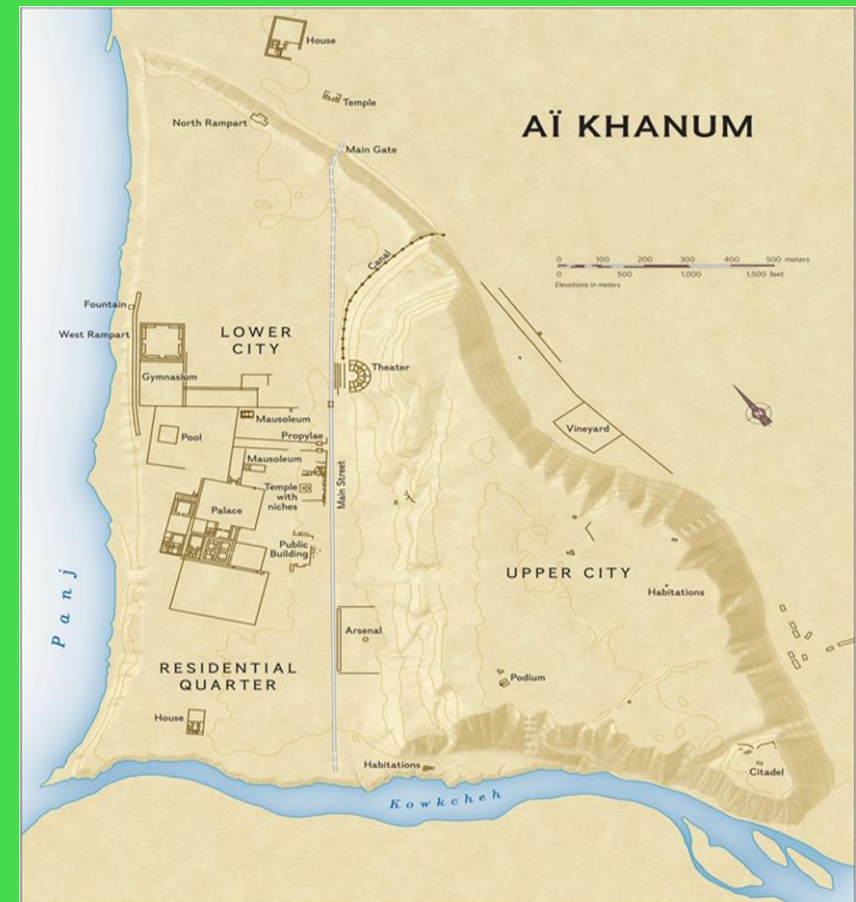
Approaching the Essay Questions

- You are **not** expected to provide footnotes or bibliographic references in the Exam. However, if you are able to remember a theory or interpretation of a scholars and can engage with this in a relevant manner, this is good.
- Try to show your knowledge and grasp of detail but ensure that you are analytical. Try to have coherent arguments directed towards the question.
- Discuss any relevant evidence or examples that support the argument you are trying to make.
- Evaluate the evidence (literary, epigraphic, numismatic, archaeological, **as relevant**) – do some of the sources appear to provide a differing or contradictory picture? What are the biases or limits of the evidence (ensure that any discussion in this respect relates to the question)?

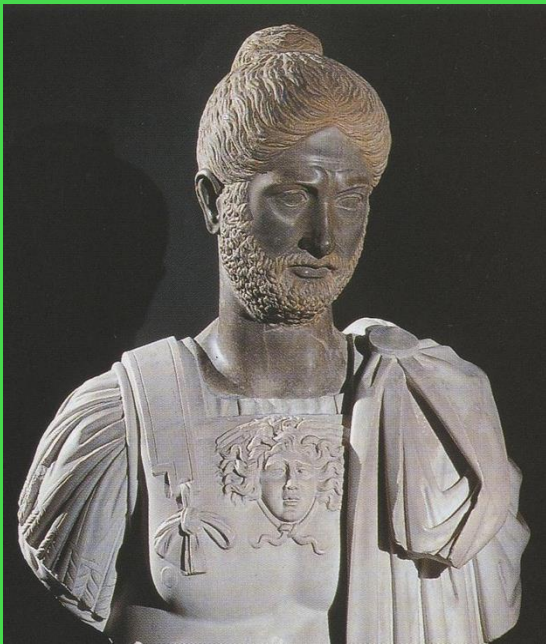
Themes from the Lectures and Workshops

Themes to Consider: Greeks in the East

- Alexander's encounters.
- Wisdom in the East.
- Graeco-Bactrian and Indo-Greek kingdoms.
- Nature of the evidence.



Themes to Consider: Art



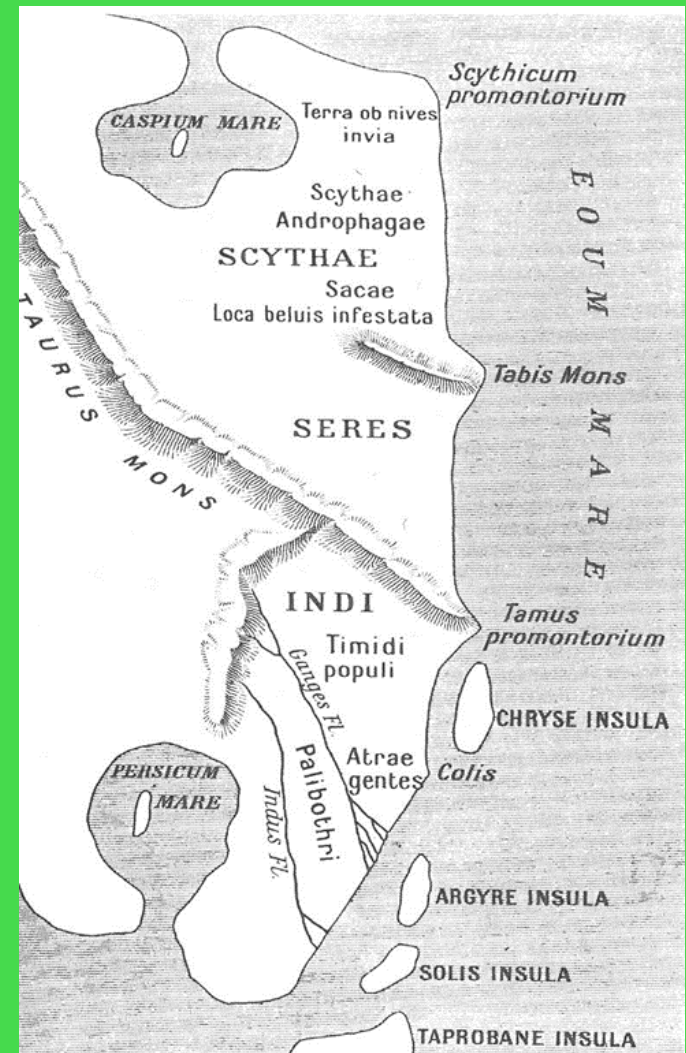
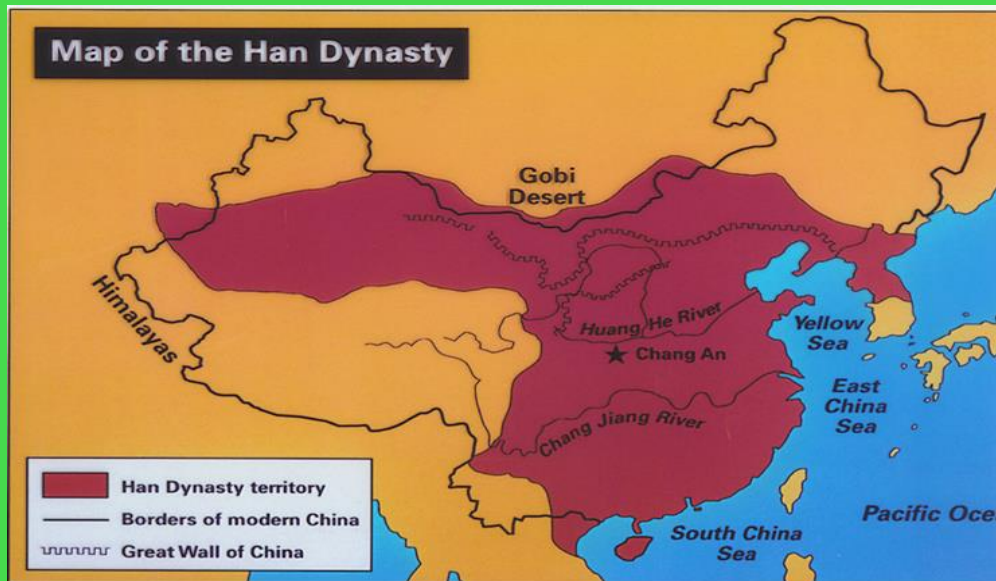
Themes to Consider: Indian Ocean World

- Discovery and exploration (real and imagined) of the Indian Ocean world.
- Monsoon winds.
- Utopias and social discourse.
- Embassies.
- Diaspora.



Themes to Consider: Rome and the Far East

- Roman notions of the Seres (“Silk People”).
- Chinese ideas about the people of Da Qin (Roman Empire?).



Bibliography for Revision

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- Pons, J. 2011. From Gandhāran Trays to Gandhāran Buddhist Art: The Persistence of Hellenistic Motifs From the Second Century BC and Beyond. In *From Pella to Gandhara: Hybridisation and Identity in the Art and Architecture of the Hellenistic East*, eds. Anna Kouremenos, Sujatha Chandrasekaran and Roberto Rossi, with a foreword by Sir John Boardman. BAR International Series 2221: 153-175.

Indian Ocean World

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Rome and the Far East

- Coedès et al 2010. *Texts of Greek and Latin Authors on the Far East*. Turnhout: Brepolis. – see Moodle.
- Hoppál, K. 2011. ‘The Roman Empire According to the Ancient Chinese Sources’, *Acta Ant. Hung.* 51: 263-305. – see Moodle.
- Lieberman, S. 1957. ‘Who Were Pliny’s Blue-Eyed Chinese?’, *Classical Philology* 52 (3): 174-177.
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Good Luck!