



AMERICAN SCHOOL OF CLASSICAL STUDIES AT ATHENS

FOUNDED 1881

WWW.ASCSA.EDU.GR

January 24, 2020

Dear Colleague,

Thank you for agreeing to arrange for the administration and invigilation of the Regular Membership/Fellowship exam for the American School of Classical Studies at Athens. If you have not already been in touch, please contact your candidate(s) to arrange for the exact time and place of the exam, and to arrange for the use of an appropriate computer. I have enclosed an instruction sheet for the exam-takers (with an extra copy for your reference) that you may want to distribute in advance. Candidates have already been contacted by e-mail about this.

All exams are to be given on Saturday, February 1, 2020. All candidates must take two of the four following exams: Greek Translation, Greek History, Greek Art and Archaeology, and Greek Literature. Each exam is two hours long. Although candidates stated on their applications which exams they wished to take, we are including all exams. Please make sure that all applicants are given the opportunity to review all exams and all questions on the exams before deciding which two exams they will choose to take.

I leave to your discretion the exact scheduling of the exams and also the exact style of invigilation. Most proctors do not find it practical or necessary to “sit over” a student for four hours. The Committee on Admissions and Fellowships is requesting that all candidates write their examinations as Word files on a computer, if possible. (Exceptions will be made for broken arms and other problems.) When you make arrangements with the candidate(s) about time and place for the exams, you will also need to arrange for use of a computer that has neither files useful for writing the exams nor access to the Internet; given 21st century technology, the latter may in some instances simply be the candidate’s commitment not to log on to the Internet during each exam, but you will need to come to an agreement with the candidate ahead of time. We also ask that a candidate not have a cell phone in the room during the exams.

At the end of each exam, the candidate will give or send you a Word file for that exam. When the candidate has completed both exams, please print out a hard copy of the two files, in case something should go awry, and then send the Word file to "application@ascsa.org" as attachments to an e-mail by Monday, February 3.

Please glance over the files; we have instructed the candidates to give the files names such as “JonesGrk” and “SchlieHist” and to put their own names only on a cover sheet or at the top of the first page. All names and other identifying information will be removed in Princeton, before the files are sent to the members of the Committee for scoring.

If a candidate has what you judge to be a legitimate reason why she/he cannot write the exam on a computer, please be in contact ahead of time with Alicia Dissinger (adissinger@ascsa.org) who will send out alternate instructions.

The committee has worked hard to make the exams clear, fair, and error-free. If there is any last-minute panic over ambiguity, students should do the best they can, briefly stating how they have chosen to interpret or answer a question they find confusing. Students should be reassured that we give partial credit.

Please feel free to contact me by e-mail during the week before the exam if there is anything I can do to help. In case of problems that arise during the actual exam, I shall be available between 9 a.m. and 5 p.m. EST at (484) 557-2086 (cell) on test day, February 1; you may also e-mail me at jmcinern@sas.upenn.edu with any last minute questions. I thank you on behalf of the Committee and the School for your assistance.

Sincerely yours,

Jeremy McInerney
Chair, Committee on Admissions and Fellowships

Enclosures

Instructions for candidates

As a Regular Member applicant you are expected to take two two-hour exams (a total of four hours of examination). All candidates must take two of the four following exams: Greek Translation, Greek History, Greek Art and Archaeology, and Greek Literature. Each exam is two hours long. Although you stated on your application which exams you intended to take, we have sent a full set to your proctor. You are being given the opportunity to review all exams and all questions before deciding which two exams you will choose to take.

All examinations, including the Greek Translation, are to be taken without the use of dictionaries, notes, or other outside help. We do give partial credit on the Greek, so write down everything you know, even if you have not completed the passages perfectly. On the Greek Translation exam, candidates translate two of six passages—one passage of prose, one passage of poetry. The exam includes poetry and prose from all periods, from no fixed reading list, and, in fact, tend to be passages students will not have read. The purpose of the Greek exam is to evaluate reading proficiency. No dictionaries or other aids are permitted, but unusual words or constructions may be glossed.

The other three exams are set up with two sections. Part I (value, 25 points) asks candidates to identify, in a sentence or two, 5 of 15 items. In Part II (value, 75 points) candidates choose 3 essay topics. Please read the whole exam and allocate your time carefully in order to complete all parts of the exams.

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At the end of each exam, you should have a Word file for that exam; preferably the file name will be a combination of your name or its abbreviation and the exam, e.g., Schliemann's history exam would be "SchlieHist", Jones' Greek translation would be "JonesGrk", etc. Give a copy of the file to your proctor, before beginning the next exam. After completion of both exams, the proctor will make a hard copy of the files and send the Word files to "application@ascsa.org" as attachments to an e-mail.

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Your exams will be read and graded anonymously. Therefore, your name should appear only at the top of the first page or on a cover sheet for each exam, along with the title of the exam and your university. All names of candidates and other identifying information will be removed from the files before they are distributed to the members of the Committee.

Best of luck!

Sincerely,

Jeremy McInerney
Chair, Committee on Admissions and Fellowships
January 24, 2019

COPY FOR PROCTOR

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Best of luck!

Sincerely,

Jeremy McInerney
Chair, Committee on Admissions and Fellowships
January 24, 2019

COPY FOR STUDENT

American School of Classical Studies at Athens
Examination in Greek 2020

Time: 2 hours

Instructions: Translate **two** (2) of the following passages, one poetry, one prose (50 points each).

Poetry, Passage 1: Homer, *Odyssey* 22.8-26
Odysseus slays Antinous

ἦ καὶ ἐπ' Ἀντινόω ἰθύνητο πικρὸν οἴστον.
ἦ τοι ὁ καλὸν ἄλεισον ἀναιρήσεσθαι ἔμελλε,
χρῦσεον ἄμφωτον, καὶ δὴ μετὰ χερσὶν ἐνώμα,
ὄφρα πίοι οἴνοιο: φόνος δέ οἱ οὐκ ἐνὶ θυμῷ
μέμβλετο: τίς κ' οἴοιτο μετ' ἀνδράσι δαιτυμόνεσσι
μοῦνον ἐνὶ πλεόνεσσι, καὶ εἰ μάλα καρτερὸς εἶη,
οἷ τεύξειν θάνατόν τε κακὸν καὶ κῆρα μέλαιναν;
τὸν δ' Ὀδυσσεὺς κατὰ λαιμὸν ἐπισχόμενος βάλεν ἰῶ,
ἀντικρὺ δ' ἀπαλοῖο δι' αὐχένος ἤλυθ' ἀκωκῆ.
ἐκλίνθη δ' ἐτέρωσε, δέπας δέ οἱ ἔκπεσε χειρὸς
βλημένου, αὐτίκα δ' αὐλὸς ἀνὰ ῥῖνας παχὺς ἦλθεν
αἵματος ἀνδρομέοιο: θοῶς δ' ἀπὸ εἶο τράπεζαν
ῶσε ποδὶ πλήξας, ἀπὸ δ' εἶδατα χεῦεν ἔραζε:
σῖτός τε κρέα τ' ὀπτὰ φορύνετο. τοὶ δ' ὁμάδησαν
μνηστῆρες κατὰ δῶμαθ', ὅπως ἴδον ἄνδρα πεσόντα,
ἐκ δὲ θρόνων ἀνόρουσαν ὀρινθέντες κατὰ δῶμα,
πάντοσε παπταίνοντες ἐϋδμήτους ποτὶ τοίχους:
οὐδέ πη ἀσπίς ἔην οὐδ' ἄλκιμον ἔγχος ἐλέσθαι.
νείκειον δ' Ὀδυσῆα χολωτοῖσιν ἐπέεσσι:

Poetry, Passage 2: Aristophanes, *Thesmophoriazousai* 383-406
Euripides does not like women!

Γυνή Α:

φιλοτιμία μὲν οὐδεμιᾶ μὰ τῷ θεῷ
λέξουσ' ἀνέστην ὧ γυναῖκες: ἀλλὰ γὰρ
βαρέως φέρω τάλαινα πολὺν ἤδη χρόνον
προπηλακιζομένας ὁρῶς ἡμᾶς ὑπὸ
Εὐριπίδου τοῦ τῆς λαχανοπωλητρίας
καὶ πολλὰ καὶ παντοῖ' ἀκουούσας κακά.
τί γὰρ οὗτος ἡμᾶς οὐκ ἐπισμῆ τῶν κακῶν;
ποῦ δ' οὐχὶ διαβέβληχ', ὅπουπερ ἔμβραχυ
εἰσὶν θεαταὶ καὶ τραγωδοὶ καὶ χοροί,
τὰς μοιχοτρόπους, τὰς ἀνδρραστίας καλῶν,
τὰς οἰνοπότιδας, τὰς προδοτίδας, τὰς λάλους,
τὰς οὐδὲν ὑγιές, τὰς μέγ' ἀνδράσιν κακόν:
ὥστ' εὐθύς εἰσιόντες ἀπὸ τῶν ἰκρίων
ὑποβλέπουσ' ἡμᾶς σκοποῦνταί τ' εὐθέως
μὴ μοιχὸς ἔνδον ἦ τις ἀποκεκρυμμένος.
δραῖσαι δ' ἔθ' ἡμῖν οὐδὲν ὥσπερ καὶ πρὸ τοῦ
ἔξεστι: τοιαῦθ' οὗτος ἐδίδαξεν κακὰ
τοὺς ἀνδρας ἡμῶν: ὥστ' ἐάνπερ τις πλέκη
γυνὴ στέφανον, ἐρᾶν δοκεῖ: κἂν ἐκβάλη
σκεῦός τι κατὰ τὴν οἰκίαν πλανωμένη,
ἀνὴρ ἐρωτᾷ, 'τῷ κατέαγεν ἢ χύτρα;
οὐκ ἔσθ' ὅπως οὐ τῷ Κορινθίῳ ξένῳ.'
κάμνει κόρη τις, εὐθύς ἀδελφὸς λέγει,
'τὸ χρῶμα τοῦτό μ' οὐκ ἀρέσκει τῆς κόρης.'

Ὅτε ἀπέστη τῆς συγγραφῆς τοῦ χρονογράφου

Ὁ συγγραφεὺς ψεῦδος μὲν οὐκ εἴρηκέ πω,
ψεύσαιτο μέντ' ἂν ἔν γε τοῖς λοιποῖς λόγοις,
οὕτω φιλοῦντων τῶν κελευόντων τάδε·
ὦν τοῖς ἐπαίνοις ἐντρυφῶν τὸ βιβλίον,
5 ὁμως ἔδοξεν ἐνδεέστερον λέγειν·
ἐξουσία κρότων γὰρ οὐκ οἶδεν κόρον.
Οὐκοῦν ἀφείσθω ταῦτα τοῖς ἐγκωμίοις,
ἢ συγγραφή δὲ μὴ προχωρεῖτω πλέον·
οὐκ εὐφυῶς γὰρ πρὸς τὰ τοῦ ψεύδους ἔχει,
10 νόμος τε ταύτην ἐκτροπῆς ἀποτρέπει.
Ἐνταῦθα τοίνυν τὸν δρόμον παύει τέως,
ἕως κατ' εὐθὺ δῶ τις αὐτῇ τὸ τρέχειν.

3. κελεύω, order, command. Here used to refer to 'patrons'.

12. δῶ, aorist active subjunctive 3rd singular, δίδωμι

Prose, Passage 1: Polybius 1.2.2-8
Persia, Sparta, Macedon and Rome? There's no comparison.

εἰσὶ δ' αἱ τῆς παραβολῆς ἄξια καὶ συγκρίσεως αὗται. Πέρσαι κατὰ τινὰς καιροὺς μεγάλην ἀρχὴν κατεκτήσαντο καὶ δυναστείαν: ἀλλ' ὅσάκις ἐτόλμησαν ὑπερβῆναι τοὺς τῆς Ἀσίας ὄρους, οὐ μόνον ὑπὲρ τῆς ἀρχῆς, ἀλλὰ καὶ περὶ σφῶν ἐκινδύνευσαν. Λακεδαιμόνιοι πολλοὺς ἀμφισβητήσαντες χρόνους ὑπὲρ τῶν Ἑλλήνων ἡγεμονίας, ἐπειδὴ ποτ' ἐκράτησαν, μόλις ἔτη δώδεκα κατεῖχον αὐτὴν ἀδήριτον. Μακεδόνες τῆς μὲν Εὐρώπης ἦρξαν ἀπὸ τῶν κατὰ τὸν Ἀδρίαν τόπων ἕως ἐπὶ τὸν Ἰστρον ποταμόν, ὃ βραχὺ παντελῶς ἂν φανεῖν μέρος τῆς προειρημένης χώρας: μετὰ δὲ ταῦτα προσέλαβον τὴν τῆς Ἀσίας ἀρχὴν, καταλύσαντες τὴν τῶν Περσῶν δυναστείαν. ἀλλ' ὅμως οὗτοι πλείστων δόξαντες καὶ τόπων καὶ πραγμάτων γενέσθαι κύριοι, τὸ πολὺ μέρος ἀκμὴν ἀπέλιπον τῆς οἰκουμένης ἀλλότριον. Σικελίας μὲν γὰρ καὶ Σαρδοῦς καὶ Λιβύης οὐδ' ἐπεβάλλοντο καθάπαξ ἀμφισβητεῖν, τῆς δ' Εὐρώπης τὰ μαχιμώτατα γένη τῶν προσεσπερίων ἐθνῶν ἰσχνῶς εἶπεῖν οὐδ' ἐγίνωσκον. Ῥωμαῖοί γε μὴν οὐ τινὰ μέρη, σχεδὸν δὲ πᾶσαν πεποιημένοι τὴν οἰκουμένην ὑπήκοον αὐτοῖς, ἀνυπόστατον μὲν τοῖς ὑπάρχουσι πᾶσιν, ἀνυπέρβλητον δὲ καὶ τοῖς ἐπιγινομένοις ὑπεροχὴν κατέλιπον τῆς αὐτῶν δυναστείας.

Prose, Passage 2: Plutarch, *Cimon* 1.5-7
Damon, a local bandit, causes a ruckus in Boeotia.

ἔτυχε δὲ περὶ τὰς ἡμέρας ἐκείνας Λεύκιος Λούκουλλος ἐπὶ τινὰ πρᾶξιν μετὰ δυνάμεως παρερχόμενος. ἐπιστήσας δὲ τὴν πορείαν καὶ τῶν γεγονότων προσφάτων ὄντων ἐξέτασιν ποιησάμενος εὔρε τὴν πόλιν οὐδενὸς αἰτίαν, ἀλλὰ μᾶλλον συνηδικημένην: καὶ τοὺς στρατιώτας ἀναλαβὼν ἀπήγαγε μεθ' ἑαυτοῦ. τὸν δὲ Δάμωνα ληστείας καὶ καταδρομαῖς πορθοῦντα τὴν χώραν καὶ τῇ πόλει προσκείμενον ὑπηγάγοντο πρεσβείαις καὶ ψηφίσμασι φιλανθρώποις οἱ πολῖται, κατελθόντα δὲ γυμνασίαρχον κατέστησαν: εἴτ' ἀλειφόμενον ἐν τῷ πυριατηρίῳ διέφθειραν. ἐπὶ πολὺν δὲ χρόνον εἰδώλων τινῶν ἐν τῷ τόπῳ προφαινομένων καὶ στεναγμῶν ἐξακουομένων, ὡς οἱ πατέρες ἡμῶν λέγουσι, τὰς θύρας ἀνωκοδόμησαν τοῦ πυριατηρίου: καὶ μέχρι νῦν οἱ τῷ τόπῳ γειτνιῶντες οἴονται τινὰς ὄψεις καὶ φωνὰς ταραχώδεις φέρεσθαι. τοὺς δ' ἀπὸ τοῦ γένους αὐτοῦ (διασώζονται γὰρ ἔνιοι, μάλιστα τῆς Φωκίδος περὶ Στεῖριν, αἰολίζοντες) ἀσβολωμένους καλοῦσι διὰ τὸ τὸν Δάμωνα πρὸς τὸν φόνον ἀσβόλω χρισάμενον ἐξελεθεῖν.

πυριατήριον, vapor bath
ἀσβολώ, cover with soot

Prose, Passage 3: Anna Komnena, *Alexiad* 2.1.2-3

The emperor Nikephoros recognizes the abilities of Alexios and Isaac

Ὡς δὲ καὶ ὁ βασιλεὺς Νικηφόρος περιδέξιον τοῦτον περὶ τὰ πολεμικὰ ἐθεάσατο, ἀκηκῶς δὲ καὶ ὅπως περὶ τὴν ἔω συνῶν τὰδελφῶ Ἰσαακίῳ ὑπὲρ τὸν αὐτοῦ χρόνον ἐν διαφόροις ἀγῶσιν ἐμπέπτωκεν ἀριστεύς ἀναφανείς καὶ ὅπως τὸν Οὐρσέλιον κατετροπώσατο, διαφερόντως ἠγάπα καὶ τοῦ Ἰσαακίου οὐκ ἔλαττον. Καὶ ἐνστερνιζόμενος ἄμφω τὰδελφῶ ἰλαρὸν ἐνητένιζεν, ἔστιν οὖν καὶ τῆς αὐτῆς τραπέζης ἀξιῶν. Ἀνέφλεγε τοῦτο τὸν κατ' αὐτῶν φθόνον καὶ μᾶλλον τῶν εἰρημένων δύο βαρβάρων Σθλαβογενῶν, τοῦ τε Βορίλου φημί καὶ τοῦ Γερμανοῦ. Ὅρωντες γὰρ τὴν τοῦ βασιλέως ἐς αὐτοὺς εὐμένειαν καὶ ὅτι καθ' ὥραν ταῖς τοῦ φθόνου τοξείαις βαλλόμενοι ἄτρωτοι διαμένουσιν, ἐξετήκοντο. Τὸν γὰρ Ἀλέξιον, κἂν οὐπω τὸν ἴουλον ἐπανθοῦντα εἶχεν, ἐν πᾶσιν εὐδοκιμοῦντα ὄρων ὁ βασιλεὺς στρατηγὸν αὐτοκράτορα τῆς ἐσπέρας ἀναδείκνυσι τῷ τῶν προέδρων τετιμηκῶς ἀξιώματι. Ὅσα μὲν οὖν καὶ κατὰ τὴν ἐσπέραν οὗτος ἀνέστησε τρόπαια καὶ ὀπόσους ἀποστάτας καταγωνισάμενος ζωγρίας ἤγε τῷ βασιλεῖ, ἀρκούντως προλέλεκται. Ἄλλα ταῦτα τοῖς δούλοις οὐκ ἤρεσκεν, ἐξέκαε δὲ μᾶλλον αὐτῶν ἀναφλέγοντα τὸν φθόνον. Οἷ καὶ πολλὰ μὲν ὑπετονθόρυζον βυσσοδομοῦντες κατ' αὐτῶν, πολλὰ δὲ καὶ κρύφια λέγοντες τῷ βασιλεῖ, τινὰ δὲ καὶ εἰς τούμφανές, ἄλλα δὲ δι' ἐτέρων, μεθοδείαις τισὶ χρώμενοι ἐκποδῶν τούτους γενέσθαι παντοίως ἐσπούδαζον.

βαρβάρων Σθλαβογενῶν, Slavonic barbarians
ὑποτονθορύζω, to murmur in an under-tone
βυσσοδομεύω, to brood, or ponder deeply

American School of Classical Studies at Athens
Examination in Greek Art and Archaeology 2020

Time: 2 hours

Directions: Answer Part I and three questions from Part II.

In choosing which questions to answer, try to show as broad a range of knowledge (chronological, geographical, and subject matter) as possible.

Part I: Identifications [value, 25 points]. Identify **five** (5) of the following fifteen terms, being sure to explain the chief significance of the term to Greek art and/or archaeology.

Amphiaraion	Enkomi	Metapontum
Berlin Painter	holocaust	niello
Blachernae	Kritios	perirhanterion
Dexileos	LiDAR	Skopas
Dörpfeld foundations	loutrophoros	telesterion

Part II: Essay Questions [value, 75 points]. Answer **three** (3) questions from the list below. In choosing the questions, try to show as broad a range of knowledge (chronological, geographical, subject matter) as possible.

1. Archaeological survey is now a common tool for archaeological research and data acquisition. Discuss the pros and cons of conducting an archaeological survey in a given area, as contrasted with excavation of a site in the same area. Why choose one method over the other and how might the results of each method differ?
2. During the Middle Bronze Age, many Greek settlements changed from a village structure to a complex state. Describe some of the archaeological markers that provide evidence for this transition, and discuss why and how a complex state might have developed from a village social structure and economy.
3. Several Bronze Age objects such as the Thera Ship Fresco are thought to preserve a Bronze Age tradition of poetry and story-telling. Discuss a cross-section of such objects, both Minoan and Mycenaean, and consider how the scenes on them might reflect an oral tradition of narrative. Is there any relationship between such scenes and Homeric poetry?
4. One significant feature of the Late Iron Age and Archaic periods is the extensive evidence for the dispersal of Greek culture outside the Greek mainland and Aegean islands. Discuss the evidence for Greek presence outside of Greece, e.g. artifacts, architecture, Greek language texts, etc. How does the archaeological material provide evidence for different types of external contacts, e.g. trade, permanent Greek settlement, mercenary soldiers, and others?
5. Compare the main types of architecture found in the public spaces of a Greek city. How do the architectural forms and spatial layouts of a Greek city change from the Classical period to the Hellenistic period?

6. Discuss the effect of patronage on Greek sculpture, from the Archaic through Hellenistic periods. Consider the choice of subject matter, materials, size, means of display, and other factors you think relevant. Who commissioned major sculptural works, and why? How does the taste and financial means of a patron impact the form of sculpture produced?

7. What types of archaeological data contribute to our understanding of Greek cult ritual? Consider not only architecture but also small finds, traces of ritual activity, etc. How do archaeological data augment the picture of Greek cult ritual that is portrayed in Greek literature?

8. 'Using Pausanias as a guide to a Greek site is an exercise in futility.' Discuss the value of Pausanias to our interpretation of specific Greek sites and monuments. You may agree or disagree with this statement.

9. During the Roman period some Greek cities prospered while others declined. What factors caused one Greek city with a long history to flourish under Roman authority while another withered? How are these developments visible in the archaeological record?

10. Discuss the results of recent archaeological research on the Late Antique countryside. In particular, assess the emergence of ecclesiastical foundations as social and economic centers.

American School of Classical Studies at Athens
Examination in Greek History 2020

Time: 2 hours

Part I: Identification [value, 25 points]. In one or two sentences, identify and explain the historical significance of **five** (5) of the following terms.

Achaean War	First Sacred War	Eupatridai
Peltasts	Delian League	Demetrios Poliorketes
Lelantine War	Pergamon	cleruchy
Herulians	Epaminondas	Harpalos
<i>Xenia</i>	Thirty Tyrants	wa-na-ka

Part II: Essay Questions [value, 75 points]. Answer **three** (3) of the following: be sure to use specific case studies and to address larger issues of methodology and theory within Greek historiography.

- 1) Discuss the evidence for the Sea Peoples and the hypotheses for their emergence and impact. Contextualize your discussion in competing models for the function and fall of the palaces, and/or shifting paradigms for the emergence of the 'Early Iron Age' that followed.
- 2) Compare and contrast the "Lycurgan" constitution and social order of Sparta with conditions at Athens after the reforms of Solon. Endeavor to include considerations of the historical forces that shaped our sources.
- 3) Offer at least two specific case studies of the political uses of the sanctuary and oracle at Delphi in the archaic and classical periods as exemplary of the relationship between religion and politics in this period.
- 4) Contextualize the emergence of coinage, keeping an eye on the paradigms for the 'invention of the polis'. Try to ground your discussion in the histories of at least two different cities, one from the Greek homeland, one from overseas.
- 5) Examine how our evaluation of fifth-century Athenian hegemony is dependent on controversies regarding the chronology of inscriptions of this period. In this inquiry you may want to explore the debate about the probative value of particular letter forms.
- 6) Discuss the military innovations and strategies that enabled the success of the Macedonian armies of Philip II and Alexander: you may choose to contrast these to the technologies, ideologies, tactics/strategy, and political landscapes of war from the preceding eras.
- 7) Characterize the emergence, institutions, and successes or failures of the federal leagues of the 3rd century BC. Note how historical circumstances militated in their favor in comparison with traditional polis governments.
- 8) Outline with as much detail as feasible the fiscal and economic administration of Hellenistic Egypt by the bureaucracy of the Ptolemaic dynasty.

- 9) Assess the engagement of the Julio-Claudian emperors with Greek affairs. Please illustrate your treatment with at least three discrete case studies.
- 10) Examine the policies of Justinian toward the city of Constantinople and the components of its population.

American School of Classical Studies at Athens
Examination in Greek Literature 2020

Time: 2 hours

Directions: Answer Part I and three questions from Part II.

In choosing which questions to answer, try to show as broad a range of knowledge (chronological, geographical, and subject matter) as possible.

Part I: Identifications [value, 25 points]. Identify **five** (5) of the following fifteen terms, being sure to explain the chief significance of the term.

Eurycleia

diacresis

Ctesias

Aesop

Airs, Waters and Places

Proclus

Poseidippus

Polybius

de Saltatione

Shield of Herakles

Blass' Law

Cologne Epode

Cyropaedia

Cratinus

choliamb

Part II: Essay Questions [value, 75 points]. Answer **three** (3) of the following questions.

1. The theme of justice looms large in the poetry of Homer and Hesiod, but their poems treat this theme in very distinct ways. How can a study of *dike* enrich our understanding of how the Homeric and Hesiodic poems relate to each other?

2. Discuss the forms, content and purposes of Pindaric poetry.

3. Tragic choruses have sometimes been treated as proxies for the civic collectivity, at other times as embodying socially marginal groups. Using the chorus of one Aeschylean play and one Euripidean play, discuss the dramatic impact of the chorus on the action of the play.

4. How can we account for a peculiar feature of Middle Comedy, namely the prominence of comic cooks in the plays of the fourth century?

5. In what ways has Hayden White's theories regarding narratology shaped contemporary approaches to the ancient writers of Athenian history?

6. The availability of Jacoby's *FGrH* online and in translation means that fragmentary historians such as Timaeus and Theopompus can now be accessed by a much wider audience. What are the challenges to analyzing fragmentary historians?

7. Aratus' *Phaenomena* has been dubbed the perfect Hellenistic poem, for its blend of didacticism, sky-lore, stoic philosophy and scientific poetry. How would you situate the poem in the history of Greek literature?

8. Travel appears to be a major feature of Greek imperial literature, both as a theme, a trope, and as a context in which literature was produced. Using Aelius Aristides or Dio of Prusa as your point of reference, discuss the role of travel in Greek literature of the Imperial age.

9. The network of students centred on Libanius in late antique Antioch includes such prominent Christians as John Chrysostom and Basil the Great. Is rhetoric the location of meeting of Christian and pagan as complementary rather than competing interpretive communities?

10 Ibn Ridwan Al-Misri produced commentaries on Greek medical texts by Galen, as well as a commentary on Ptolemy's *Tetrabiblos*. With reference to any of the Arab writers and commentators of the 10th and 11th centuries, such as Al-Farabi and Ibn Sina (Avicenna), discuss the role of Arab learning in the transmission of Greek literary culture.