



SAMPLE

THE AMERICAN SCHOOL OF CLASSICAL STUDIES AT ATHENS

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January 28, 2009

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 an exact time and place to administer the exams and about use of a 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 7. All candidates must take both the Greek translation exam (90 minutes) and the Greek history exam (two hours) and either the exam in Greek literature (two hours) or in Greek art and archaeology (two hours). Although candidates stated on their applications whether they wished to take the literature or archaeology exam, we are including both exams, in case of error or a last-minute change of mind.

I leave to your discretion the exact scheduling of the exams and also the exact style of invigilation. Most people won't find it necessary or practical to "sit over" a student for five and a half 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 all three exams, please print out a hard copy of the three files, in case something should go awry, and then send the Word files to Mary Darlington (med@ascsa.org) as attachments to an e-mail by Monday, February 9. 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 Mary Darlington, 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, especially on the Greek exam.

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 at home between 9 a.m. and 5 p.m. EST on 7 February; you may call me at 202-779-3031 or e-mail me at keeslinc@georgetown.edu with any last minute questions.

I thank you on behalf of the Committee and the School for your assistance.

Sincerely yours,

Catherine M. Keesling

Chair, Committee on Admissions and Fellowships



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Instructions for candidates

As a Regular Member applicant you are expected to take three examinations (a total of five and a half hours of examination). All candidates must take the Greek Translation examination (90 minutes) and the Greek History exam (two hours), and either Greek Art and Archaeology (two hours) or Greek Literature (two hours). Though you stated on your application whether you intended to take the literature or the art and archaeology exam, we have sent a full set to your proctor to allow for error or last minute change of mind.

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 haven't completed the passages perfectly. On the Greek Translation exam, candidates translate two of four passages. The exam includes poetry and prose from all periods, from no fixed reading list, and, in fact, tend not to be passages students will 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 have been 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, seven of twelve items. In Part II (value, 75 points) candidates choose three of eight essay topics. Please plan ahead in order to complete all parts of the exams.

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 your proctor 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 simply be your promise not to log on to the Internet during each exam, but you will need to work this out with the proctor ahead of time. We also ask that you not have a mobile phone with you in the examination room.

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 the three exams, the proctor will make a hard copy of the three files and send the Word files to Mary Darlington (med@ascsa.org) as attachments to an e-mail.

If, for some reason, you are not able to write the exam on a computer, please be in contact ahead of time with Mary Darlington, who will send out alternate instructions.

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,

Catherine M. Keesling

Chair, Committee on Admissions and Fellowships

keeslinc@georgetown.edu

January 28, 2009

American School of Classical Studies at Athens
Examination in Greek Translation 2009

Time: 1 and ½ hours (90 minutes)

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

Homeric Hymn 27, To Artemis

Poetry, passage 1:

27. ΕΙΣ ΑΡΤΕΜΙΝ

Ἄρτεμιν αἰείδω χρυσηλάκατον κελαδεινήν,
παρθένον αἰδοίην ἐλαφηβόλον ἰοχέαιραν,
αὐτοκασιγνήτην χρυσαόρου Ἀπόλλωνος,
ἧ κατ' ὄρη σκίοντα καὶ ἄκριας ἠνεμοέσσας
ἄγρηι τερπομένη παγχρύσεια τόξα τιταίνει,
πέμπουσα στονόεντα βέλη τρομέει δὲ κάρηνα
ὕψηλῶν ὀρέων, ἰαχεὶ δ' ἐπι δάσκιος ὕλη
δεινὸν ὑπὸ κλαγγῆς θηρῶν, φρίσσει δέ τε γαῖα
πόντος τ' ἰχθυόεις· ἧ δ' ἄλκιμον ἦτορ ἔχουσα
πάντη ἐπιστρέφεται θηρῶν ὀλέκουσα γενέθλην.

αὐτὰρ ἐπὴν τερφθῆι θηροσκοπὸς Ἴοχέαιρα,
εὐφρήνη δὲ νόον, χαλάσασ' εὐκαμπέα τόξα
ἔρχεται ἐς μέγα δῶμα κασιγνήτοιο φίλοιο
Φοῖβου Ἀπόλλωνος, Δελφῶν ἐς πῖονα δῆμον,
Μουσῶν καὶ Χαρίτων καλὸν χορὸν ἀρτυνέουσα.
ἐνθα κατακρεμάσασα παλίντονα τόξα καὶ ἰούς
ἠγείται, χαρίεντα περὶ χροῖ κόσμον ἔχουσα,
ἐξάρχουσα χοροῦς· αἶ δ' ἀμβροσίην δπ' ἰείσαι
ὕμνεουσιν Δητῶ καλλίσφυρον, ὡς τέκε παῖδας
ἀθανάτων βουλήνι τε καὶ ἔργμασιν ἕξοχ' ἀρίστους.

χαίρετε, τέκνα Διὸς καὶ Δητοῦς ἠυκόμοιο·
αὐτὰρ ἐγὼν ὑμέων <τε> καὶ ἄλλης μνήσομ' αἰοιδῆς.

κελαδεινήν noisy
ιοχέαιραν shooter of arrows
ὀλέκω destroy
ἀρτύνω put in order

American School of Classical Studies at Athens
Examination in Greek Translation 2009

Time: 1 and ½ hours (90 minutes)

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

Euripides Iphigenia among the Taurians, lines 961-982, Orestes' account of his trial
Poetry, passage 2:

ὥς δ' εἰς Ἄρειον ὄχθον ἦκον, ἐς δίκην
ἔστην, ἐγὼ μὲν θάτερον λαβὼν βάθρον,
τὸ δ' ἄλλο πρέσβειρ' ἦπερ ἦν Ἐρινύων.
εἰπὼν <δ' > ἀκούσας θ' αἵματος μητρὸς πέρι,
Φοῖβός μ' ἔσωσε μαρτυρῶν, ἴσας δέ μοι
ψήφους διηρίθμησε Παλλὰς ὠλένη·
νικῶν δ' ἀπήρα φόνια πειρατήρια.
ἴσαι μὲν οὖν ἔζοντο πεισθεῖσαι δίκη
ψήφον παρ' αὐτὴν ἱερὸν ὠρίσαντ' ἔχειν
ἴσαι δ' Ἐρινύων οὐκ ἐπέισθησαν νόμῳ,
δρόμοις ἀνιδρύτοισιν ἠλάστρουν μ' ἀεί,
ἕως ἐς ἀγνὸν ἦλθον αὖ Φοῖβον πέδον.
καὶ πρόσθεν ἀδύτων ἐκταθείς, νῆστις βορᾶς,
ἐπάμοσ' αὐτοῦ βίον ἀπορρήξειν θανάων,

εἰ μὴ με σώσει Φοῖβος, ὅς μ' ἀπώλεσεν.
ἐντεύθεν αὐδὴν τρίποδος ἐκ χρυσοῦ λακῶν
Φοῖβός μ' ἔπεμψε δεῦρο, διοπετὲς λαβεῖν
ἄγαλμ' Ἀθηναίων τ' ἐγκαθιδρῦσαι χθονί.
ἀλλ' ἦνπερ ἡμῖν ὤρισεν σωτηρίαν
σύμπραξον· ἦν γὰρ θεᾶς κατάσχωμεν βρέτας,
μανιῶν τε λήξω καὶ σὲ πολυκόπῳ σκάφει
στείλας Μυκῆναις ἐγκαταστήσω πάλιν.

διαριθμέω reckon up one by one
ὠλένη arm from the elbow downward
πειρατήρια trial for murder
ὠρίζω delimit
ἀνιδρύτοισιν = ἀίδρυτος unsettled, without fixed abode

American School of Classical Studies at Athens
Examination in Greek Translation 2009

Time: 1 and ½ hours (90 minutes)

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

Plutarch's Lives, Serotius the opening of Antaeus' tomb

Prose, passage 3:

Ἐνταῦθα τὸν Ἀνταῖον οἱ Λίβυες ἱστοροῦσι
κείσθαι· καὶ τὸν τάφον αὐτοῦ Σερτώριος διέ-
σκαψε τοῖς βαρβάροις ἀπιστῶν διὰ μέγεθος.
ἐντυχῶν δὲ τῷ σώματι πηχῶν ἐξήκοντα μῆκος,
ὡς φασι, κατεπλάγη, καὶ σφάγιον ἐντεμῶν συνέ-
χωσε τὸ μνήμα, καὶ τὴν περὶ αὐτοῦ τιμὴν τε καὶ
4 φήμην συνηύξησε. Τίγγεται δὲ μυθολογοῦσιν
Ἀνταίου τελευτήσαντος τὴν γυναῖκα Τίγγην
Ἡρακλεῖ συνελθεῖν, Σόφακα δ' ἐξ αὐτῶν γενό-
μενον βασιλεύσαι τῆς χώρας καὶ πόλιν ἐπώνυμον
τῆς μητρὸς ἀποδείξει, Σόφακος δὲ παῖδα γενέσθαι
Διόδωρον, ᾧ πολλὰ τῶν Λιβυκῶν ἔθνων ὑπή-
κουσεν Ἑλληνικὸν ἔχοντι στράτευμα τῶν αὐτόθι
κατοικισμένων ὑφ' Ἡρακλέους Ὀλβιανῶν καὶ
5 Μυκηναίων. ἀλλὰ ταῦτα μὲν ἀνακείσθω τῇ
Ἰόβα χάριτι, τοῦ πάντων ἱστορικωτάτου βασι-
λέων· ἐκείνου γὰρ ἱστοροῦσι τοὺς προγόνους
Διόδωρον καὶ Σόφακος ἀπογόνους εἶναι.

Σερτώριος δὲ πάντων ἐγκρατῆς γενόμενος τοὺς
δεθθέντας αὐτοῦ καὶ πιστεύσαντας οὐκ ἠδίκησεν,
ἀλλὰ καὶ χρήματα καὶ πόλεις καὶ τὴν ἀρχὴν
ἀπέδωκεν αὐτοῖς, ὅσα καλῶς εἶχε δεξάμενος δι-
δόντων.

X. Ἐντεῦθεν ὅποι χρὴ τραπέσθαι βουλευό-
μενον ἐκάλουν Λυσιτανοὶ πρέσβεις πέμψαντες
ἐφ' ἡγεμονίᾳ, πάντως μὲν ἀρχοντος ἀξίωμα μέγα
καὶ ἐμπειρίαν ἔχοντος δεόμενοι πρὸς τὸν ἀπὸ

Ῥωμαίων φόβον, ἐκείνῳ δὲ πιστεύοντες αὐτοὺς
μόνῳ πυνθανόμενοι παρὰ τῶν συγγεγυότων τὸ
ἦθος αὐτοῦ. λέγεται δὲ¹ ὁ Σερτώριος οὔτε ὑφ'
ἡδονῆς οὔτε ὑπὸ δέους εὐάλωτος γενέσθαι, φύσει
δὲ ἀνέκπληκτος ὢν παρὰ τὰ δεινὰ καὶ μέτριος εὐ-
τυχίαν ἐνεγκεῖν· καὶ πρὸς μὲν εὐθυμαχίαν οὐδενὸς
ἀτολμότερος τῶν καθ' ἑαυτὸν ἡγεμόνων, ὅσα δὲ
κλωπείας ἐν πολέμοις ἔργα καὶ πλεονεξίας περὶ
τόπους ἐχυροὺς καὶ διαβάσεις τάχους δεομένας
ἀπάτης τε καὶ ψευδῶν ἐν δέοντι, σοφιστῆς δεινό-
1 τatos.

American School of Classical Studies at Athens
Examination in Greek Translation 2009

Time: 1 and ½ hours (90 minutes)

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

Lucian, The judgement of the goddesses

Prose, passage 4:

ZETΣ

Ἐρμῆ, λαβὼν τοῦτ' ἰδὼν τὸ μῆλον ἄπιθι εἰς τὴν Φρυγίαν παρὰ τὸν Πριάμον παῖδα τὸν βουκόλον —νέμει δὲ τῆς Ἰδῆς ἐν τῷ Γαργάρῳ—καὶ λέγε πρὸς αὐτόν, ὅτι “Σέ, ὦ Πάρι, κελεύει ὁ Ζεὺς, ἐπειδὴ καλὸς τε αὐτὸς εἶ καὶ σοφὸς τὰ ἐρωτικά, δικάσαι ταῖς θεαῖς, ἧτις αὐτῶν ἢ καλλίστη ἐστίν· τοῦ δὲ ἀγῶνος τὸ ἄλθρον ἢ νικῶσα λαβέτω τὸ μῆλον.” ὦρα δὲ ἤδη καὶ ὑμῖν αὐταῖς ἀπιέναι παρὰ τὸν δικαστήν· ἐγὼ γὰρ ἀπωθοῦμαι τὴν δίκαιαν ἐπ’ ἴσης τε ὑμᾶς ἀγαπῶν, καὶ εἰ γε οἶόν τε ἦν, ἠδέως ἂν ἀπάσας νενικηκυῖας ἰδῶν. ἄλλως τε καὶ ἀνάγκη, μὴ τὸ καλλιστεῖον ἀποδόντα πάντως ἀπεχθάνεσθαι ταῖς πλείοσιν. διὰ ταῦτα αὐτὸς μὲν¹ οὐκ ἐπιτήδειος ὑμῖν δικαστής, ὁ δὲ νεανίας οὗτος ὁ Φρυξὶς ἐφ’ ὃν ἄπιτε βασιλικὸς μὲν ἐστὶ καὶ Γανυμήδους τουτοῦ συγγενῆς, τὰ ἄλλα δὲ ἀφελῆς καὶ ὄρειος, κοῦκ ἂν τις αὐτὸν ἀπαξιῶσει τοιαύτης θεάς.

ΑΦΡΟΔΙΤΗ

Ἐγὼ μὲν, ὦ Ζεῦ, εἰ καὶ τὸν Μῶμον αὐτὸν ἐπιστήσεας ἡμῖν δικαστήν, θαρροῦσα βαδιοῦμαι πρὸς τὴν ἐπίδειξιν· τί γὰρ ἂν καὶ μωμήσαιτό μου; χρὴ δὲ καὶ ταύταις ἀρέσκειν τὸν ἄνθρωπον.

ΗΡΑ

Οὐδ’ ἡμεῖς, ὦ Ἀφροδίτη, δέδιμεν, οὐδ’ ἂν ὁ Ἄρης ὁ σὸς ἐπιτραπῆ τὴν δίκαιαν· ἀλλὰ δεχόμεθα καὶ τοῦτον, ὅστις ἂν ἦ, τὸν Πάριον.

ZETΣ

Ἦ καὶ σοὶ ταῦτα, ὦ θύγατερ, συνδοκεῖ; τί φῆς; ἀποστρέφῃ καὶ ἐρυθρίας; ἔστι μὲν ἴδιον τὸ αἰδέεσθαι τὰ τοιαῦτα ὑμῶν τῶν παρθένων· ἐπινεύεις δ’ ὅμως. ἄπιτε οὖν καὶ μὴ χαλεπήνητε τῷ δικαστῇ αἰ νενικημένοι μηδὲ κακὸν ἐντρίψῃσθε τῷ νεανίσκῳ· οὐ γὰρ οἶόν τε ἐπ’ ἴσης πάσας εἶναι καλὰς.

**American School of Classical Studies at Athens
Examination in Greek History 2009**

Time: 2 hours

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

In choosing 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] In one or two sentences, identify seven (7) of the following terms, being sure to give their significance.

Terms:

Amphipolis
dikasteria
Hephaestion
Hypereides
Lysimachus
Naxos (battle)
Onesicritus
ostrakismos
Philochorus
Pittakos
Pleistoanax
Tolmides

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

Essays:

1. Describe the material and textual evidence for cult and ritual in the Late Bronze Age Aegean. How do these data support or problematize Nilsson's proposals for survival and continuity between the world of the palaces and historical Greece?
2. Explain what was the *polis* in its institutional structure and how does it compare to other historical city-state political orders. Be mindful of recent work on the nature of the *polis*.
3. Provide a brief discussion of current debates on the nature of the Greek *emporion* and its role in Greek colonization in the Archaic and Classical periods.
4. Treat the emergence of Greek chattel slavery in the archaic period in the context of other forms of dependent labor.

5. Compare and contrast Attic foreign policy in the periods 478-446 B.C. and 379-350 B.C. in its guiding principles, resources, military techniques, and success of outcomes.
6. Does Solon or Cleisthenes have the greater claim to being called the founder of the Athenian democracy, and why?
7. Provide an explanation for the collapse of the Persian Empire in the face of Alexander's invasion of Asia.
8. Since 1896 the ancient city of Corinth has been under archaeological investigation by the American School of Classical Studies. In 146 BC the Romans sacked the Greek city, massacred or enslaved its inhabitants, and sent its treasures to Rome. Corinth was refounded and settled by Roman veterans a century later as *Colonia Laus Iulia Corinthiensis*. To what extent should Roman Corinth be considered a Greek city, and should the study of its cults, for example, be considered as part of Greek or Roman tradition?

**American School of Classical Studies at Athens
Examination in Greek Literature 2009**

Time: 2 hours

Directions: Answer Part I and three questions from Part II.
In choosing 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] In one or two sentences, identify seven (7) of the following terms, being sure to give their significance.

Terms:

Aetia
Alcaeus
Catalogue of Women
Charon of Lampsacus
Epistles (Plato)
Gorgias
Hymn to Demeter
Ion
Musa puerilis
parabasis
Satyr play
Theocritus

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

Essays:

1. Describe the features of Dark Age or Archaic hexametric poetry that can be related to the phenomenon of orality.
2. Describe the typical form and cultural function of a Pindaric *epinikion*.
3. Treat the main features of Herodotean *historiē* with attention to relevant prose and poetic precursors.
4. Explore the significance of the *Bacchae* of Euripides for understanding the nature of tragedy itself as Dionysiac worship.
5. Provide a survey of Attic oratory with attention to the classification of speeches into sub-genres as to purpose and context of delivery.

6. Examine the emergence and evolution of Greek biography with attention to its differentiation from other forms of historiography.
7. Offer a brief assessment of the *Argonautika* of Apollonius Rhodius; you may opt for concentrating on mythology, style, or characterization as your central focus.
8. Illustrate the impact of discoveries in papyrology for our understanding of ancient literature. Highlight your examination with specific case studies.

**American School of Classical Studies at Athens
Examination in Greek Art and Archaeology 2009**

Time: 2 hours

Directions: Answer Part I and three questions from Part II.
In choosing 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] In one or two sentences, identify seven (7) of the following terms, being sure to give their significance.

Terms:

Aphaia pediments (Aigina)
bouleuteria
Chania
contrapposto
corner contraction
Euphronios
Lerna
Old Athena temple (OAT)
Pantikapaion
Praxiteles
sanctuary of Asklepios at Epidauros
white-ground *lekythoi*

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

Essays:

1. Discuss the present state of research on the volcanic eruption of Thera in the Bronze Age and its effects upon the Minoan civilization on Crete.
2. Discuss the role of Orientalizing themes, and artisans from the east, in the development of vase painting on the Greek mainland.
3. What have been the major advances in the archaeology of cult in the last 100 years?
4. During the Archaic period architectural relief sculpture, by design and execution, reflects the artist's training ranging from painting to sculpture in the round. Conceptually these ends of the spectrum require different expertise. Discuss three examples in architectural sculpture which reflect a background or training in 1) drawing, 2) sculpture, and 3) a synthesis of drawing and sculpture.

5. Greek sculpture of the Archaic and Classical periods has traditionally been approached through the study of stylistic development over time. Choose and explain one other approach to Greek sculpture of these periods. Describe the approach and explain as clearly as possible the issues involved and the specific works of Greek sculpture to which this approach can be applied.
6. Ceramic forms and decorations have been argued to reflect the techniques and patterns proper to textile or to metallurgical technologies and designs. Discuss the evidence for this argument, and consider the impact of these hypotheses for our understanding of Greek vases.
7. The Trojan War remained a popular theme in art throughout much of ancient Greece. Discuss three examples that differ by medium and time period and explain how each belongs to its time and place.
8. Discuss the Alexander Mosaic in the context of the history of Greek wall painting, citing specific earlier examples, the innovations employed by painters, and the sources we have for evidence of earlier wall paintings.