



## AMERICAN SCHOOL OF CLASSICAL STUDIES AT ATHENS

FOUNDED 1881

WWW.ASCSA.EDU.GR

January 24, 2022

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 5, 2022**. All candidates must take two exams: the required Greek History exam and either the Greek Art and Archaeology or Greek Literature exam. Each exam is two hours long. Please make sure that all applicants are given the opportunity to review all questions on the Greek Art & Archaeology and Greek Literature exams before deciding which exam they will choose to take.

I leave to your discretion the exact scheduling of the exams and also the exact style of invigilation. The location and time of the exam will be agreed upon between you and the applicant(s). The location for writing the exam should be quiet and free from outside distractions (i.e. not in a public space, thoroughway, or common area). The exam can be taken remotely, without any in-person interactions, but the attached guidelines for online proctoring must be strictly followed. 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 can be made, but need to be discussed with the Programs Administrator prior to the exam day.) 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 21<sup>st</sup> 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 7**.

Please glance over the files; we have instructed the candidates to give the files names such as

“Jones\_History.” All names and other identifying information will be removed in Princeton, if any, 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 they cannot write the exam on a computer, please be in contact ahead of time with the Programs Administrator, Alicia Dissinger ([adissinger@ascsa.org](mailto:adissinger@ascsa.org)), who will send out alternate instructions. Additionally, if a student has a disability or learning disability that needs accommodation(s), please do not hesitate to make such arrangements. We ask that you notify Alicia Dissinger so she is apprised of the situation, but the information will not be conveyed to the review committee in order to preserve confidentiality and equity.

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 February 5; you may e-mail me at [sscully@bu.edu](mailto:sscully@bu.edu) with any last minute questions. I thank you on behalf of the Committee and the School for your assistance.

Sincerely yours,

Stephen Scully  
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 the Greek History exam (two hours), and choose to write either the Greek Art and Archaeology exam (two hours) or the Greek Literature exam (two hours). You must complete the two exams in order to be considered for admission or a fellowship. You are being given the opportunity to review all questions on the Greek Art and Archaeology and Greek Literature exams before deciding which to write.

All examinations are to be taken without the use of dictionaries, notes, or other outside help. All examinations will offer candidates the opportunity to display their knowledge of ancient Greek. Some but not all essay options on the History, Art and Archaeology, and Literature examinations will include passages of ancient Greek. These options will be weighted equally with essay questions without Greek passages (i.e., applicants will not be penalized if they choose not to respond to any of the questions including Greek passages). Responses to questions that do include Greek passages need not translate the passage but should use the passage, selected words or phrases from the text, and related scholarship to address the essay question.

All exams are set up with two sections: an Identification section, followed by an essay section. On each exam, IDs count for 25% of the grade (approximately 30 minutes, or 6 minutes per ID), and essays count for 75% of the grade (approximately 30 minutes per essay). **Candidates are encouraged to demonstrate the breadth and depth of their knowledge by selecting questions that cover a wide range of chronological periods and intellectual approaches.** Please read the whole exam and allocate your time carefully 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 can be made, but need to be discussed with the Programs Administrator prior to the exam day.) 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 21<sup>st</sup> 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., Jones' history exam would be "Jones\_History," 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 email.

If, for some reason, you are not able to 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. Additionally, if you have a disability or learning disability that needs accommodation(s), please do not hesitate to ask your proctor to make the necessary arrangements. We ask that you, or your proctor, notify Alicia Dissinger so she is apprised of the situation. Such information will not be conveyed to the review committee in order to preserve confidentiality and equity.

Your exams will be read and graded anonymously. Therefore, your name should appear only at the top of the first page (if you so choose), 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,

Stephen Scully  
Chair, Committee on Admissions and Fellowships  
January 24, 2022

**COPY FOR PROCTOR**

## Instructions for candidates

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All examinations are to be taken without the use of dictionaries, notes, or other outside help. All examinations will offer candidates the opportunity to display their knowledge of ancient Greek. Some but not all essay options on the History, Art and Archaeology, and Literature examinations will include passages of ancient Greek. These options will be weighted equally with essay questions without Greek passages (i.e., applicants will not be penalized if they choose not to respond to any of the questions including Greek passages). Responses to questions that do include Greek passages need not translate the passage but should use the passage, selected words or phrases from the text, and related scholarship to address the essay question.

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Best of luck!

Sincerely,

Stephen Scully  
Chair, Committee on Admissions and Fellowships  
January 24, 2022

**COPY FOR STUDENT**

## American School of Classical Studies at Athens

### Examination in Greek History 2022

Time: 2 hours

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

Your choice of IDs and essay prompts should demonstrate your breadth of knowledge (e.g., topical, chronological, methodological).

**Part I: Identifications [value, 25 points].** Identify and discuss, with relevant detail, **five (5)** of the following terms, names, or technical expressions. Be brief but make clear the definition and significance of the term being identified. (Time estimate: 30 minutes; 6 minutes each)

Agesilaus

Asiarch

Chremonidean war

Diocletian's Price Edict

Hecataeus

Herodes Atticus

Marmor Parium (aka "Parian Chronicle")

Peace of Philocrates

Pelasgian

*pentekontaetia*

Philip V

*syssition*

**Part II: Essay Questions [value, 75 points].** Answer three (3) of the following questions. Your choice of questions should represent chronological and methodological breadth. You should present a clear, coherent argument based on archaeological evidence and use detailed engagement with ancient sources where relevant. Answers should combine a discussion of appropriate, specific case studies with broader analysis positioning the question within current scholarly paradigms.

Some questions offer candidates the opportunity to display their knowledge of ancient Greek, by including passages of ancient Greek. These options will be weighted equally with essay questions without Greek passages (i.e., applicants will not be penalized if they choose not to respond to any of the questions including Greek passages). Responses to questions that do include Greek passages need not translate the passage but should use the passage, selected words or phrases from the text, and related scholarship to address the essay question. (Time estimate: 90 minutes, 30 minutes per essay)

1. What are the respective advantages and disadvantages of using archeological and literary evidence to write the history of Greek overseas settlement? In what sense(s) can the two be combined (or not)?

2. Considering its political, social, and economic settings, treat the emergence of Greek chattel slavery in the archaic period, especially in the juxtaposition with other forms of dependent labor such as agricultural dependency and debt bondage. Integrate the following passages.

Solon fr. 36.8-15:

πολλοὺς δ' Ἀθήνας πατρίδ' ἐς θεόκτιτον  
ἀνήγαγον πραθέντας, ἄλλον ἐκδίκως,  
ἄλλον δικαίως, τοὺς δ' ἀναγκαίης ὑπὸ 10  
χρειοῦς φυγόντας, γλῶσσαν οὐκέτ' Ἀττικὴν  
ιέντας, ὡς δὴ πολλαχῆι πλανωμένους·  
τοὺς δ' ἐνθάδ' αὐτοῦ δουλίην ἀεικέα  
ἔχοντας, ἦθη δεσποτέων τρομεομένους,  
ἐλευθέρους ἔθηκα. 15

Tyrtaeus fr. 6:

ὥσπερ ὄνοι μεγάλοις ἄχθεσι τειρόμενοι,  
δεσποσύνοισι φέροντες ἀναγκαίης ὑπο λυγρῆς  
ἦμισυ πάνθ' ὄσσων καρπὸν ἄρουρα φέρει.

Tyrtaeus fr. 7:

δεσπότης οἰμῶζοντες, ὁμῶς ἄλοχοί τε καὶ αὐτοί,  
εὐτέ τιν' οὐλομένη μοῖρα κίχοι θανάτου.

3. Compare the following inscribed examples of early interstate agreements. What aspects of these agreements are attested as well in the far more numerous examples from the 5th century?

Meiggs & Lewis 10. Agreement between Sybaris and the Serdaioi (c. 550-525 BCE)

ἀρμόχθεν οἱ Συβαρῖ-  
ται κ' οἱ σύνμαχοι κ' οἱ  
Σερδαῖοι ἐπὶ φιλότατ-  
ι πιστᾶι κ' ἀδόλοι ἀε- 5  
ίδιον· πρόξενοι ὁ Ζε-  
ὺς κ' Ὀπόλον κ' ὄλλοι θ-  
εοὶ καὶ πόλις Ποσειδα-  
νία.

Meiggs & Lewis 17. Agreement between Eleans and Heraeans (c. 500 BCE)

ἀ φράτρα τοῖρ Φαλείοις· καὶ τοῖς Ἑρ-  
φαίοις· συνμαχία κ' ἕα ἑκατὸν φέτεα·  
ἄρχοι δέ κα τοῖ· αἱ δέ τι δέοι· αἶτε φέπος αἶτε φ-  
άργον· συνέαν κ' ἀλ(λ)άλοις· τά τ' ἄλ(λ)α καὶ πα- 5  
ρ πολέμο· αἱ δέ μὰ συνέαν· τάλαντόν κ'  
ἀργύρο· ἀποτίνοιαν· τοῖ Δι Ὀλυμπίοι· τοῖ κα-  
(δ)δαλέμενοι· λατρεῖόμενον· αἱ δέ τιρ τὰ γ-  
ράφεια· ταῖ κα(δ)δαλέοιτο· αἶτε φέτας αἶτε τ-  
ελεστὰ· αἶτε δᾶμος· ἐν τέπιαροι κ' ἐνέχ-  
οιτο τοῖνταυτ' ἐγραμ(μ)ένοι 10

4. Discuss elite competition in Greek cultural, political and socioeconomic life during the Archaic and Classical periods. What different forms did this competition take?
5. Our periodization of Greek history focuses on big turning points (e.g., the defeat of Xerxes' army in 479 as the end of the Archaic period, the death of Alexander as the start of the Hellenistic period). In what ways (using specific examples) does the traditional periodization mask significant continuities?
6. Sketch a picture of Athenian politics of the Peloponnesian War period, using the accounts of Thucydides and the plays of Aristophanes. Please bring out their similarities and contrasts. Organize your exposition around this passage.

Thuc. 2.65:

ὅσον τε γὰρ χρόνον προύστη (i.e., Pericles) τῆς πόλεως ἐν τῇ εἰρήνῃ, μετρίως ἐξηγεῖτο καὶ ἀσφαλῶς διεφύλαξεν αὐτήν, καὶ ἐγένετο ἐπ' ἐκείνου μεγίστη, ἐπειδὴ τε ὁ πόλεμος κατέστη, ὁ δὲ **(6)** φαίνεται καὶ ἐν τούτῳ προγνοὺς τὴν δύναμιν. ἐπεβίω δὲ δύο ἔτη καὶ ἕξ μῆνας· καὶ ἐπειδὴ ἀπέθανεν, ἐπὶ πλέον ἔτι **(7)** ἐγνώσθη ἡ πρόνοια αὐτοῦ ἢ ἐς τὸν πόλεμον. ὁ μὲν γὰρ ἠσυχάζοντάς τε καὶ τὸ ναυτικὸν θεραπεύοντας καὶ ἀρχὴν μὴ ἐπικτωμένους ἐν τῷ πολέμῳ μηδὲ τῇ πόλει κινδυνεύοντας ἔφη περιέσεσθαι. ...ἐγένετό τε λόγῳ **(10)** μὲν δημοκρατία, ἔργῳ δὲ ὑπὸ τοῦ πρώτου ἀνδρὸς ἀρχή. οἱ δὲ ὕστερον ἴσοι μᾶλλον αὐτοὶ πρὸς ἀλλήλους ὄντες καὶ ὀρεγόμενοι τοῦ πρώτου ἕκαστος γίγνεσθαι ἐτράποντο καθ' **(11)** ἡδονὰς τῷ δήμῳ καὶ τὰ πράγματα ἐνδιδόναι.

7. Was the Athenian Empire an economic *arkhē* or a political *arkhē*?

8. In what ways is it legitimate to describe the Hellenistic period as an “age of cultural globalization”? Include specific examples/case studies in your response, e.g., the 3<sup>rd</sup> century BCE dedicatory inscription that Klearchos (sometimes identified as the peripatetic philosopher Klearchos of Soloi) had inscribed in the founder shrine of Kineas at Aï Khanoum, Afghanistan:

ἀνδρῶν τοι σοφὰ ταῦτα παλαιότερων ἀνάκει[τα]ι  
 ῥήματα ἀριγνώτων Πυθοῖ (i.e., Delphi) ἐν ἡγαθείαι·  
 ἔνθεν ταῦτ[α] Κλέαρχος ἐπιφραδέως ἀναγράψας  
 εἶσατο τηλαυγῇ Κινέου ἐν τεμένει.

παῖς ὢν κόσμιος γίνου,  
 ἡβῶν ἐγκρατής,  
 μέσος δίκαιος,  
 πρεσβύτης εὐβουλος,  
 τελευτῶν ἄλυπος.

9. Provide an analysis of the military innovations in equipment, tactics, training, and logistics that enabled the Macedonian army, inherited from Philip II and deployed by Alexander (as described by Diodorus, below), to conquer the Persian Empire. Where possible, introduce points of contrast with 4th-century polis-warfare and with Hellenistic military practices.

Diodorus Siculus 17.17.3-5

... αὐτὸς δὲ τὸν ἐξετασμὸν τῆς ἀκολουθούσης δυνάμεως ἀκριβῶς ἐποίησατο. εὐρέθησαν δὲ πεζοὶ Μακεδόνες μὲν μύριοι καὶ δισχιλίοι, σύμμαχοι δὲ ἑπτακισχιλίοι, μισθοφόροι δὲ πεντακισχιλίοι, καὶ τούτων ἀπάντων Παρμενίων εἶχε τὴν ἡγεμονίαν. (4) Ὀδρῦσαι δὲ καὶ Τριβαλλοὶ καὶ Ἰλλυριοὶ συνηκολούθουν ἑπτακισχιλίοι, τοξοτῶν δὲ καὶ τῶν Ἀγριάνων αλουμένων χίλιοι, ὥστε τοὺς ἅπαντας εἶναι πεζοὺς καλουμένων χίλιοι, ὥστε τοὺς ἅπαντας εἶναι πεζοὺς τρισμυρίους <καὶ δισχιλίους>. ἵππεῖς δ' ὑπήρχον Μακεδόνες μὲν χίλιοι καὶ ὀκτακόσιοι, Φιλώτου τοῦ (5) Παρμενίωνος ἡγουμένου, Θετταλοὶ δὲ χίλιοι καὶ ὀκτακόσιοι, ὧν ἡγεῖτο Κάλλας ὁ Ἀρπάλου, τῶν δ' ἄλλων Ἑλλήνων οἱ πάντες ἑξακόσιοι, ὧν ἡγεῖτο Ἐρίγυιος, Θραῖκες δὲ πρόδρομοι καὶ Παίονες ἑννακόσιοι, Κάσανδρον ἔχοντες ἡγεμόνα, ὥστε <τοὺς> σύμπαντας ὑπάρχειν ἵππεῖς τετρακισχιλίους καὶ πεντακοσίους. οἱ μὲν οὖν μετ' Ἀλεξάνδρου διαβάντες εἰς τὴν Ἀσίαν τοσοῦτοι τὸ πλῆθος ἦσαν.

**10.** Provide an overview of Greek resistance to Roman rule in Asia Minor and the Aegean region, from after the First Macedonian war to the Battle of Actium

## American School of Classical Studies at Athens

### Examination in Greek Art and Archaeology 2022

Time: 2 hours

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

Your choice of IDs and essay prompts should demonstrate your breadth of knowledge (e.g., topical, chronological, methodological).

**Part I: Identifications [value, 25 points].** Identify and discuss, with relevant detail, **five (5)** of the following terms, names, or technical expressions. Be brief but make clear the definition and significance of the term being identified. (Time estimate: 30 minutes; 6 minutes each)

Early Bronze Age corridor house

Entasis

Εὐφρόνιος ἔγραψεν

Eye cup

Kalapodi

Lesser Attalid dedication

Library of Celsus

Megara Hyblaea

Moldmade bowl

Pytheos

Tholos tomb

Vergina

**Part II: Essay Questions [value, 75 points].** Answer three (3) of the following questions. Your choice of questions should represent chronological and methodological breadth. You should present a clear, coherent argument based on archaeological evidence and use detailed engagement with ancient sources where relevant. Answers should combine a discussion of appropriate, specific case studies with broader analysis positioning the question within current scholarly paradigms.

Some questions offer candidates the opportunity to display their knowledge of ancient Greek, by including passages of ancient Greek. These options will be weighted equally with essay questions without Greek passages (i.e., applicants will not be penalized if they choose not to respond to any of the questions including Greek passages). Responses to questions that do include Greek passages need not translate the passage but should use the passage, selected words or phrases from the text, and related scholarship to address the essay question. (Time estimate: 90 minutes, 30 minutes per essay)

1. Discuss ongoing debate concerning the relationship between the archaeology of the Troad and the story of the Trojan War.

2. Discuss the archaeological evidence for the development of early alphabetic Greek.

3. Identify and discuss the significance of this text:

Στήθι : καὶ οἴκτιρον Κροῖσο παρὰ σῆμα θανόντος  
ὄν ποτ' ἐνὶ προμάχοις : ὄλεσε θῶρος : Ἄρες

4. Many noteworthy works of ancient art are no longer extant, particularly those made of costly materials. How can we use written descriptions of artifacts, such as the ones referenced below, to help us visualize and reconstruct works of art that no longer survive?

Herodotos 1.14

τὴν μὲν δὴ τυραννίδα οὕτω ἔσχον οἱ Μερμνάδαι τοὺς Ἡρακλείδας ἀπελόμενοι, Γύγης δὲ τυραννεύσας ἀπέπεμψε ἀναθήματα ἐς Δελφοὺς οὐκ ὀλίγα, ἀλλ' ὅσα μὲν ἀργύρου ἀναθήματα, ἔστι οἱ πλεῖστα ἐν Δελφοῖσι, πάρεξ δὲ τοῦ ἀργύρου χρυσὸν ἀπλετον ἀνέθηκε ἄλλον τε καὶ τοῦ μάλιστα μνήμην ἄξιον ἔχειν ἐστὶ, κρητῆρες οἱ ἀριθμὸν ἕξ χρύσει ἀνακέαται. [2] ἐστάσι δὲ οὗτοι ἐν τῷ Κορινθίων θησαυρῷ, σταθμὸν ἔχοντες τριήκοντα τάλαντα: ἀληθεῖ δὲ λόγῳ χρεωμένῳ οὐ Κορινθίων τοῦ δημοσίου ἐστὶ ὁ θησαυρός, ἀλλὰ Κυψέλου τοῦ Ἡτίωνος. οὗτος δὲ ὁ Γύγης πρῶτος βαρβάρων τῶν ἡμεῖς ἴδμεν ἐς Δελφοὺς ἀνέθηκε ἀναθήματα μετὰ Μίδην τὸν Γορδίου Φρυγίης βασιλέα. [3] ἀνέθηκε γὰρ δὴ καὶ Μίδης τὸν βασιλῆιον θρόνον ἐς τὸν προκατίζων ἐδίκαζε, ἐόντα ἀξιοθέητον: κεῖται δὲ ὁ θρόνος οὗτος ἔνθα περ οἱ τοῦ Γύγεω κρητῆρες. ὁ δὲ χρυσός οὗτος καὶ ὁ ἄργυρος τὸν ὁ Γύγης ἀνέθηκε, ὑπὸ Δελφῶν καλεῖται Γυγάδας ἐπὶ τοῦ ἀναθέντος ἐπωνυμῆν.

5. How does the archaeological evidence from the Pnyx and the Agora shape our understanding of the history of Athenian political institutions? Consider, in particular, how textual sources, such as Plutarch Them. 19.4 (below), have shaped interpretation of the archaeological evidence.

ὄθεν καὶ τὸν δῆμον ἠῤῥησε κατὰ τῶν ἀρίστων καὶ θράσους ἐνέπλησεν, εἰς ναύτας καὶ κελευστὰς καὶ κυβερνήτας τῆς δυνάμεως ἀφικομένης. διὸ καὶ τὸ βῆμα τὸ ἐν Πνυκί πεπονημένον ὥστ' ἀποβλέπειν πρὸς τὴν θάλασσαν ὕστερον οἱ τριάκοντα πρὸς τὴν χώραν ἀπέστρεψαν, οἰόμενοι τὴν μὲν κατὰ θάλατταν ἀρχὴν γένεσιν εἶναι δημοκρατίας, ὀλιγαρχία δ' ἦττον δυσχεραίνειν τοὺς γεωργοῦντας.

6. Compare descriptions of the physical layout Greek houses, such as the one quoted below, with the archaeological evidence.

Lysias 1.9

πρῶτον μὲν οὖν, ὧ ἄνδρες, (δεῖ γὰρ καὶ ταῦθ' ὑμῖν διηγῆσασθαι) οἰκίδιον ἔστι μοι διπλοῦν, ἴσα ἔχον τὰ ἄνω τοῖς κάτω κατὰ τὴν γυναικωνίτιν καὶ κατὰ τὴν ἀνδρωνίτιν. ἐπειδὴ δὲ τὸ παιδίον ἐγένετο ἡμῖν, ἢ μήτηρ αὐτὸ ἐθήλαζεν: ἴνα δὲ μή, ὅποτε λουῖσθαι δεοί, κινδυνεύη κατὰ τῆς κλίμακος καταβαίνουσα, ἐγὼ μὲν ἄνω διητώμην, αἱ δὲ γυναῖκες κάτω.

7. How has the use of new technologies such as unmanned aerial vehicles, LiDAR, and Ground Penetrating Radar changed contemporary archaeological research practice?

8. Discuss the Riace bronzes in terms of sculptor(s), subject matter, original context and afterlife.

9. How does the study of both urban and rural fortifications inform understanding of the development of Greek warfare in the 4th and 3rd centuries?

10. Pausanias 10.4

στάδια δὲ ἐκ Χαιρωνείας εἴκοσιν ἐς Πανοπέας ἐστὶ πόλιν Φωκέων, εἶγε ὀνομάσαι τις πόλιν καὶ τούτους οἷς γε οὐκ ἀρχεῖα οὐ γυμνάσιόν ἐστιν, οὐ θέατρον οὐκ ἀγορὰν ἔχουσιν, οὐχ ὕδωρ κατερχόμενον ἐς κρήνην, ἀλλὰ ἐν στέγαις κοίλαις κατὰ τὰς καλύβας μάλιστα τὰς ἐν τοῖς ὄρεσιν, ἐνταῦθα οἰκοῦσιν ἐπὶ χαράδρα.

In this passage Pausanias describes what he considers to be the important elements of a Greek city. Compare this description with the actual plan of one of the following communities in the 2nd century CE:

Corinth  
Messene  
Sparta  
Athens

**American School of Classical Studies at Athens**

**Examination in Greek Literature 2022**

Time: 2 hours

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

Your choice of IDs and essay prompts should demonstrate your breadth of knowledge (e.g., topical, chronological, methodological).

**Part I: Identifications [value, 25 points].** Identify and discuss, with relevant detail, **five** (5) of the following twelve terms, names, or technical expressions. Be brief but make clear the definition and significance of the term being identified. (Time estimate: 30 minutes; 6 minutes each)

Dyskolos

iambic pentameter

Kommos

κτῆμα ἐς αἰεί

Lenaia

Lucian

μέγα βιβλίον μέγα κακόν

the New Simonides

πάντα ῥεῖ

Phrynichus

priamel

Satyr drama

**Part II: Essay Questions [value, 75 points].** Answer three (3) of the following questions. Write a well-structured essay, with a clear argument. Be sure to support general statements with reference to specific passages. Answers should combine a discussion of appropriate, specific case studies with broader analysis positioning the question within current scholarly paradigms.

Some questions offer candidates the opportunity to display their knowledge of ancient Greek, by including passages of ancient Greek. These options will be weighted equally with essay questions without Greek passages (i.e., applicants will not be penalized if they choose not to respond to any of the questions including Greek passages). Responses to questions that do include Greek passages need not translate the passage but should use the passage, selected words or phrases from the text, and related scholarship to address the essay question. (Time estimate: 90 minutes, 30 minutes per essay)

1. What kinds of archaic songs fall under the rubric ἔπος/ἔπη? Picking four examples, what do these songs have in common? How do they differ?

2. In the *Poetics*, Aristotle writes of the tragic chorus:

καὶ τὸν χορὸν δὲ ἓνα δεῖ ὑπολαμβάνειν τῶν ὑποκριτῶν, καὶ μόνιον εἶναι τοῦ ὄλου καὶ συναγωνίζεσθαι μὴ ὥσπερ Εὐριπίδῃ ἀλλ' ὥσπερ Σοφοκλεῖ.

Discuss the applicability of this statement to a play by Aeschylus, Sophocles, and Euripides.

3. In the *Aetia*, Callimachus says of his songs:

τεττίγων ἐνὶ τοῖς γὰρ ἀείδομεν οἱ λιγὺν ἦχον  
θῆόρυβον δ' οὐκ ἐφίλησαν ὄνων.

How does this image apply to the *Aetia*? Is it characteristic of a new Hellenistic aesthetic?

4. What, if anything, do the following verses from Archilochus tell us about the poet? Make sure to relate the verses to the full range of his poetry.

ἐν δορὶ μὲν μοι μᾶζα μεμαγμένη, ἐν δορὶ δ' οἶνος  
ἴσμαρικός· πίνω δ' ἐν δορὶ κεκλιμένος.

5. Identify three so-called sophists. What characteristics, if any, do they have in common? Discuss whether it is right to think of a single sophistic movement. Explain. What accounts for the popularity of these writers?

6. Herodotus began his work with the statement:

Ἡροδότου Ἀλικαρνησέος ἱστορίας ἀπόδεξις ἦδε, ὡς μήτε τὰ γενόμενα ἐξ ἀνθρώπων τῷ χρόνῳ ἐξίτηλα γένηται, μήτε ἔργα μεγάλα τε καὶ θωμαστά.

About his own work, Thucydides said he strove for accuracy in his report of τὰ ἔργα:

τὰ δ' ἔργα τῶν πραχθέντων ἐν τῷ πολέμῳ οὐκ ἐκ τοῦ παρατυχόντος πυνθανόμενος ἠξίωσα γράφειν οὐδ' ὡς ἐμοὶ ἐδόκει, ἀλλ' οἷς τε αὐτὸς παρῆν καὶ παρὰ τῶν ἄλλων ὅσον δυνατὸν ἀκριβεῖα περὶ ἐκάστου ἐπεξελεθῶν.

Compare and contrast the historical method of Thucydides and Herodotus. How did these two authors differ as narrators? How, if at all, did the subjects of their inquiry affect their historical method and role as narrator?

7. What is meant by the Second Sophistic? What authors are identified with this "age" and what characteristics, if any, do they share in common?

8. Discuss the role of *Erōs/erōs* in the Greek novel.

9. Hymns, both choral and monodic, were a prominent element of Greek ritual. What is our evidence for hymns sung during the performance of ritual? What does this evidence suggest about the structure and function of the hymn?

10. The poetry of Theognis reflects the poet's anxiety about changes taking place within his community. Theognis 182-191 is one of the more explicit expressions of this anxiety.

Κριούς μὲν καὶ ὄνους διζήμεθα, Κύρνε, καὶ ἵππους  
νέας, καὶ τις βούλεται ἐξ ἀγαθῶν  
βήσασθαι· γῆμαι δὲ κακὴν κακοῦ οὐ μελεδαίνει  
185 ἔσθλος ἀνὴρ, ἦν οἱ χρήματα πολλὰ διδῶι,  
οὐδὲ γυνὴ κακοῦ ἀνδρὸς ἀναίνεται εἶναι ἄκοιτις  
πλουσίου, ἀλλ' ἀφνεὸν βούλεται ἀντ' ἀγαθοῦ.  
χρήματα μὲν τιμῶσι· καὶ ἐκ κακοῦ ἔσθλος ἔγημε  
καὶ κακὸς ἐξ ἀγαθοῦ· πλοῦτος ἔμειξε γένος.  
190 οὔτω μὴ θαύμαζε γένος, Πολυπαῖδη, ἀστῶν  
μαυροῦσθαι· σὺν γὰρ μίσγεται ἔσθλα κακοῖς.

Who are Theognis' "*agathos anēr*" and "*kakos anēr*" and what changes are troubling him? Who is Theognis' audience and what course of action does he seem to recommend? Are these concerns unique to the poetry of Theognis, or are they common to other 6th-century poets from other cities?