



## AMERICAN SCHOOL OF CLASSICAL STUDIES AT ATHENS

FOUNDED 1881

WWW.ASCSA.EDU.GR

January 24, 2023

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 email about this.

All exams are to be given on Saturday, **February 4, 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, and the previously supplied 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. (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 Alicia Dissinger at "adissinger@ascsa.org" as attachments to an email by **Monday, February 6**.

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 a legitimate reason why they cannot write the exam on a computer, please contact the Programs Administrator, Alicia Dissinger ([adissinger@ascsa.org](mailto:adissinger@ascsa.org)), well before February 4 and she will send out alternate instructions. If a student requires any accommodation(s) related to writing the examinations, please do not hesitate to make such arrangements. In such cases, please 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 assured that we give partial credit.

Please feel free to contact me by email 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) or call 617-538-5745 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 an applicant for Regular Membership at the ASCSA 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. The location and time of the exam will be agreed upon between you and the proctor. 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, and the previously supplied guidelines for online proctoring must be strictly followed.

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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 (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, 2023

**COPY FOR PROCTOR**

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Best of luck!

Sincerely,

Stephen Scully  
Chair, Committee on Admissions and Fellowships  
January 24, 2023

**COPY FOR STUDENT**

American School of Classical Studies at Athens

Examination in Greek History 2023

**Time:** 2 hours

**Directions:** In choosing which IDs and essay questions to answer, select a range which will show as broad a scope of knowledge (chronological, geographical, and subject matter) as possible.

**Part I: Identifications [value, 25 pts].** Identify **five** (5) of the following fifteen terms, being sure to explain the chief significance of the term. (30 minutes; 6 minutes each)

1. *Aparkhai* (Delian League)
2. Aspasia
3. Croesus of Lydia
4. Diakrioi (Hill Party)
5. Eumenes of Kardia
6. gymnasiarchy
7. Himera (Battles of)
8. Kalaurian Amphictyony
9. Kleopatra II
10. Lamian War
11. Olympias
12. Pelopidas
13. Pittakos
14. Ptolemy II Philadelphus
15. *syntaxis*

**Part II: Essays [value, 75 points].** Answer **three** (3) of the following essay prompts. Ideally your choice of prompts will reflect chronological, topical, and methodological breadth. You should present a clear, coherent argument and use detailed engagement with ancient sources as relevant.

Some questions offer you the opportunity to display your knowledge of ancient Greek, by including passages of ancient Greek. These options will be weighted equally with essay questions without Greek passages (i.e., you will not be penalized if you 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) as the prompt suggests. In some cases the prompt requires use of the Greek passage, in some it is merely suggested. (Time estimate: 90 minutes, 30 minutes per essay)

1. Discuss how archaeological work at Lefkandi and Eretria has changed how historians view early polis societies.
2. Elites of the late Archaic *poleis* were stressed by demographic, competitive, and economic factors. Discuss these factors (and any other sources of elite anxiety you think are relevant) and our evidence for them. You may want to consider this passage of “Theognis” (38-52) as a springboard for your essay.

Κύρνε, κύει πόλις ἦδε, δέδοικα δὲ μὴ τέκηι ἄνδρα (38)  
 εὐθυνητῆρα κακῆς ὕβριος ἡμετέρης.  
 ἄστοι μὲν γὰρ ἔθ' οἶδε σαόφρονες, ἡγεμόνες δέ (40)  
 τετράφαται πολλὴν εἰς κακότητα πεσεῖν.  
 οὐδεμίαν πω, Κύρν', ἀγαθοὶ πόλιν ὤλεσαν ἄνδρες,  
 ἀλλ' ὅταν ὑβρίζειν τοῖσι κακοῖσιν ἄδη  
 δῆμόν τε φθείρουσι δίκας τ' ἀδίκοισι διδοῦσιν  
 οἰκείων κερδέων εἵνεκα καὶ κράτεος· (45)  
 ἔλπεο μὴ δηρὸν κείνην πόλιν ἀτρεμέ' ἦσθαι,  
 μηδ' εἰ νῦν κεῖται πολλῆι ἐν ἡσυχίῃ,  
 εὔτ' ἂν τοῖσι κακοῖσι φίλ' ἀνδράσι ταῦτα γένηται,  
 κέρδεα δημοσίωι σὺν κακῶι ἐρχόμενα. (50)  
 ἐκ τῶν γὰρ στάσιές τε καὶ ἔμφυλοι φόνοι ἀνδρῶν·  
 μούναρχοι δὲ πόλει μήποτε τῆιδε ἄδοι.

3. *Polis* ideology expressed a preference for *autarcheia* that was seldom if ever achieved in fact. The failure of the ideology is perhaps best explored through the various means undertaken by *poleis* to secure an adequate supply of grain. Identify and discuss some of the mechanisms (economic, military, diplomatic, etc.) that *poleis* used to secure the grain required for their communities during the Classical Period. Cite specific examples where possible.
4. Human mobility at all scales (from mass movements to the individual) is often identified as a characteristic of the Hellenistic Period. Yet there is significant evidence of human mobility at various scales and for various reasons (e.g., emigration/immigration, factional expulsion/flight, trade, exploration etc.), already in the Archaic and Classical periods. Adducing specific examples, discuss the impact, socioeconomic and other, of this earlier mobility.



5. The following passage in Thucydides (2.8.4-5) has not only been a touchstone in the controversy over the ‘popularity’ of Athenian hegemony in the 5th century, but its reading has also shaped contemporary appraisals of the historian himself. Do you think Thucydides was right in his assessment? Why or why not?

ἡ δὲ εὖνοια παρὰ πολὺ ἐποίει τῶν ἀνθρώπων μᾶλλον ἐς τοὺς Λακεδαιμονίους, ἄλλως τε καὶ προειπόντων ὅτι τὴν Ἑλλάδα ἐλευθεροῦσιν. ἔρρωτό τε πᾶς καὶ ἰδιώτης καὶ πόλις εἴ τι δύναιτο καὶ λόγῳ καὶ ἔργῳ ξυνεπιλαμβάνειν αὐτοῖς· ἐν τούτῳ τε κεκωλῦσθαι ἐδόκει ἐκάστῳ τὰ πράγματα ὧς μὴ τις αὐτὸς παρέσται. οὕτως <έν> ὀργῇ εἶχον οἱ πλείους τοὺς Ἀθηναίους, οἱ μὲν τῆς ἀρχῆς ἀπολυθῆναι βουλόμενοι, οἱ δὲ μὴ ἀρχθῶσι φοβούμενοι.

6. The term *autonomia* was frequently deployed in diplomacy and propaganda during the Classical and Hellenistic periods. Citing specific examples where possible, discuss its use in the 5<sup>th</sup> and later centuries. Did it ever signify autonomy in the modern sense?

7. In the following passage Pausanias mentions the statue of Epaminondas and quotes his epitaph (9.15.6). With the epitaph as a springboard, assess the impact of Epaminondas on 4th-century Greek history.

τῷ δὲ ἀνδριάντι τοῦ Ἐπαμινώνδου καὶ ἐλεγεία ἔπεστιν ἄλλα τε ἐς αὐτὸν λέγοντα καὶ ὅτι Μεσσήνης γένοιτο οἰκιστῆς καὶ τοῖς Ἕλλησιν ὑπάρξειεν ἐλευθερίαδ’ αὐτοῦ. καὶ οὕτως ἔχει τὰ ἐλεγεία·

ἡμετέρας βουλαῖς Σπάρτη μὲν ἐκείρατο δόξαν,  
Μεσσήνη δ’ ἱερὴ τέκνα χρόνῳ δέχεται·  
Θήβης δ’ ὀπλοισιν Μεγάλη πόλις ἐστεφάνωται,  
αὐτόνομος δ’ Ἑλλάς πᾶσ’ ἐν ἐλευθερίῃ.

8. The following passage from Xenophon’s *Oeconomicus* (Xen. *Oec.* 7.29-33) describes what he understands to be the social roles assigned “by the god” to men and women. Compare and contrast Xenophon’s account of the social roles of men and women with other textual and archaeological sources.

(29) ταῦτα δέ, ἔφην, δεῖ ἡμᾶς, ὧς γυναῖκα, εἰδότας, ἃ ἐκατέρῳ ἡμῶν προστέτακται ὑπὸ τοῦ θεοῦ, πειρᾶσθαι ὅπως ὡς (30) βέλτιστα τὰ προσήκοντα ἐκάτερον ἡμῶν διαπράττεσθαι. συνεπαινεῖ δέ, ἔφη φάναι, καὶ ὁ νόμος αὐτά, συζευγνὺς ἄνδρα καὶ γυναῖκα· καὶ κοινωνοὺς ὡς περ τῶν τέκνων ὁ θεὸς ἐποίησεν, οὕτω καὶ ὁ νόμος <τοῦ οἴκου> κοινωνοὺς καθίστησι. καὶ καλὰ δὲ εἶναι ὁ νόμος ἀποδείκνυσιν <ἃ> καὶ ὁ θεὸς ἔφυσεν ἐκάτερον μᾶλλον δύνασθαι. ... (32) δοκεῖ δέ μοι, ἔφην, καὶ ἡ τῶν μελιττῶν ἡγεμῶν τοιαῦτα ἔργα

ὑπὸ τοῦ θεοῦ προστεταγμένα διαπονεῖσθαι. Καὶ ποῖα δὴ, ἔφη ἐκείνη, ἔργα ἔχουσα ἢ τῶν μελιττῶν ἡγεμῶν ἐξομοιοῦται τοῖς ἔργοις οἷς ἐμὲ δεῖ πράττειν; (33) Ὅτι, ἔφην ἐγώ, ἐκείνη γε ἐν τῷ σμήνει μένουσα οὐκ ἔα ἀργούς τὰς μελίττας εἶναι, ἀλλ' ἄς μὲν δεῖ ἕξω ἐργάζεσθαι ἐκπέμπει ἐπὶ τὸ ἔργον, καὶ ἂν αὐτῶν ἐκάστη εἰσφέρει οἷδέ τε καὶ δέχεται, καὶ σώζει ταῦτα ἔστ' ἂν δέη χρῆσθαι. ...

9. What functions did ruler cult play in the late Classical and Hellenistic periods? Include specific examples/case studies in your response, such as, e.g., the late 4th-century decree of Skepsis in the Troad granting honors to Antigonus Monophthalmus (*OGIS* 6 ll. 9-25).

... δεδό-

10 χθαι τῷ δήμῳ ἐπειδὴ Ἀντίγονος τῆι τε  
 <π>όλει καὶ τοῖς ἄλλοις Ἑλλησιν μεγάλων  
 ἀγαθῶν αἴτιος γεγένηται· ἐπαινέσαι  
 μὲν Ἀντίγονον καὶ συνησθῆναι αὐτῷ  
 ἐπὶ τοῖς πεπραγμένοις· συνησθῆναι δὲ  
 15 τὴν πόλιν καὶ τοῖς Ἑλλησιν ὅτι ἐλεύθε-  
 [ρ]οὶ καὶ αὐτόνομοι ὄντες ἐν εἰρήνῃ  
 [εἰς] τὸ λοιπὸν διάξουσιν· ὅπως δ' ἂν Ἀντί-  
 γονος τιμηθῆι καταξίως τῶν πεπραγμέ-  
 νων· καὶ ὁ δῆμος φαίνηται χάριν ἀποδι-  
 20 δούς ὧν προεἶληφεν ἀγαθῶν· ἀφορίσαι  
 αὐτῷ τέμενος καὶ βωμὸν ποῆσαι καὶ ἄγαλμα  
 στήσαι ὡς κάλλιστον· τὴν δὲ θυσίαν κα[ί]  
 τὸν ἀγῶνα καὶ τὴν στεφανηφορίαν καὶ  
 τὴν λοιπὴν παν[ήγ]υριν γίνεσθαι αὐτῷ  
 25 καθ' ἕκαστον ἔτ[ος]

10. What events and factors led to the sack of Corinth by the army of L. Mummius in 146 BCE? If you can, balance diplomatic and military events with cultural, social, and psychological factors.

**American School of Classical Studies at Athens**

**Examination in Greek Art and Archaeology 2023**

**Time:** 2 hours

**Directions:** In choosing which IDs and essay questions to answer, select a range which will show as broad a scope of knowledge (chronological, geographical, and subject matter) as possible.

**Part I: Identifications [value, 25 pts].** 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).

1. Ai Khanoum
2. Corinth South Stoa
3. Ekphora
4. Harriet Boyd Hawes
5. Kleophrades Painter
6. Lesche of the Knidians
7. Lysippos
8. Minyan Ware
9. Motya
10. Peak Sanctuary
11. Photogrammetry
12. Pnyx
13. Vari
14. Vapheio Cups
15. Xoanon

**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 your knowledge of ancient Greek, by including passages of ancient Greek. These options will be weighted equally with essay questions without Greek passages (i.e., you will not be penalized if you 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. Making reference to specific cases, evaluate the methodologies used to reconstruct socio-political organization in Bronze Age Greece. What cases and types of evidence, in your opinion, are more convincing and why?
2. Leaving aside the ongoing excavation at Troy, consider the debate on the role of Homer in prehistoric archaeology. Where is scholarship standing today?
3. Discuss the meaning and significance of the following two texts, including their relationship to the objects associated with them.

σῆμα Φρασικλείας·  
 κόρε κεκλέσομαι  
 αἰεὶ, / ἀντὶ γάμο  
 παρὰ θεῶν τοῦτο  
 λαχῶσ' ὄνομα. (*IG I<sup>3</sup> 1261*)

στῆθι : καὶ οἴκτιρον : Κροῖσο  
 παρὰ σῆμα θανόντος : / *hón*  
 ποτ' ἐνὶ προμάχοις : ὄλεσε  
 θῶρος : Ἄρες. (*IG I<sup>3</sup> 1240*)

4. What are some of the major issues in current studies of Greek art of the 7th century B.C.?
5. Pausanias (1.8.5) offers the following account of the statues of the Athenian tyrannicides, Harmodius and Aristogeiton, in the Athenian Agora:

οὐ πόρρω δὲ ἐστᾶσιν Ἄρμόδιος καὶ Ἀριστογεΐτων οἱ κτείναντες Ἴππαρχον: αἰτία δὲ ἥτις ἐγένετο καὶ τὸ ἔργον ὄντινα τρόπον ἔπραξαν, ἑτέροις ἐστὶν εἰρημένα. τῶν δὲ ἀνδριάντων οἱ μὲν εἰσι Κριτίου τέχνη, τοὺς δὲ ἀρχαίους ἐποίησεν Ἀντήνωρ: Ξέρξου δέ, ὡς εἶλεν Ἀθήνας ἐκλιπόντων τὸ ἄστυ Ἀθηναίων, ἀπαγαγομένου καὶ τούτους ἄτε λάφυρα, κατέπεμψεν ὕστερον Ἀθηναίοις Ἀντίοχος.

Discuss what we know about the appearance of these two groups, and the lives and afterlives of their representations.

6. Aristotle (*Politics* 1330b24) alludes to a “more pleasant” layout for a Greek city as follows:

ἡ δὲ τῶν ἰδίων οἰκίσεων διάθεσις ἡδίων μὲν νομίζεται καὶ χρησιμωτέρα πρὸς τὰς ἄλλας πράξεις, ἂν εὐτομος ᾗ καὶ κατὰ τὸν νεώτερον καὶ τὸν Ἱπποδάμειον τρόπον.

What is the “newer,” “Hippodamian” type of city plan to which Aristotle alludes, and what evidence is there for its existence in Greek cities of the Classical and later periods?

7. What do recent studies of colours, pigments and their uses contribute to our understanding of both ancient Greek culture and modern use of the past?

8. Using examples from the Archaic, Classical, and Hellenistic periods, discuss the design and use of the interior spaces of Greek temples. What features do these spaces exhibit?

9. Discuss how scientific analysis of excavated faunal remains and other bioarchaeological material sheds light on Greek ritual practices like those described in the following Homeric passages.

ἔνθεν πανσυδίῃ σὺν τεύχεσι θωρηχθέντες  
 ἔνδιοι ἰκόμεσθ' ἱερὸν ῥόον Ἀλφειοῖο.  
 ἔνθα Διὶ ῥέξαντες ὑπερμενεῖ ἱερὰ καλά,  
 ταῦρον δ' Ἀλφειῶ, ταῦρον δὲ Ποσειδάωνι,  
 αὐτὰρ Ἀθηναίῃ γλαυκώπιδι βοῦν ἀγελαίην,  
 δόρπον ἔπειθ' ἐλόμεσθα κατὰ στρατὸν ἐν τελέεσσι,  
 καὶ κατεκοιμήθημεν ἐν ἔντεσιν οἷσιν ἕκαστος  
 ἀμφὶ ῥοᾶς ποταμοῖο. (Homer, *Iliad* 11.725–732)

αὐτὰρ ἐπεὶ κατὰ μῆρε κἀη καὶ σπλάγχνα πάσαντο,  
 μίστυλλον τ' ἄρα τᾶλλα καὶ ἀμφ' ὄβελοῖσιν ἔπειραν,  
 ὥπτησάν τε περιφραδέως, ἐρύσαντό τε πάντα.  
 αὐτὰρ ἐπεὶ παύσαντο πόνου τετύκοντό τε δαῖτα  
 δαίνυντ', οὐδέ τι θυμὸς ἐδέετο δαιτὸς εἴσης. (Homer, *Iliad* 1.464–468)

10. According to Cassius Dio (69.5.2-3), the emperor Hadrian was liberal in his benefactions to the cities of the Roman empire:

καὶ τὰς πόλεις τὰς τε συμμαχίδας καὶ τὰς ὑπηκόους μεγαλοπρεπέστατα  
ώφέλησε. πολλὰς μὲν γὰρ καὶ εἶδεν αὐτῶν, ὅσας οὐδεὶς ἄλλος αὐτοκράτωρ,  
πάσαις δὲ ὡς εἰπεῖν ἐπεκούρησε, ταῖς μὲν ὕδωρ ταῖς δὲ λιμένας σῖτόν τε καὶ  
ἔργα καὶ χρήματα καὶ τιμὰς ἄλλαις ἄλλας διδούς.

Discuss examples of Hadrianic building projects, like those to which Cassius alludes, in the cities of the Greek mainland and in Asia Minor. What role did this building activity play in fostering cohesion in the Roman empire?

American School of Classical Studies at Athens

Examination in Greek Literature 2023

**Time:** 2 hours

**Directions:** In choosing which IDs and essay questions to answer, select a range which will show as broad a scope 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 (Time estimate: 30 minutes; 6 minutes each)

1. Aratus (of Soloi)
2. Bucolic diaeresis
3. Corinna
4. Hecataeus
5. Heliodorus, *Aethiopica*
6. iambographers
7. Lucian
8. Marmor Parium
9. Melian Dialogue
10. παράβασις
11. *Philippics*
12. Phrynichus (the tragedian)
13. stichomythia
14. sympotic poetry
15. Thales

**Part II: Essays [value, 75 points].** Answer **three** (3) of the following essay prompts. Ideally your choice of prompts will reflect chronological, topical, and methodological breadth. You should present a clear, coherent argument and use detailed engagement with ancient sources as relevant.

Some questions offer you the opportunity to display your knowledge of ancient Greek, by including passages of ancient Greek. These options will be weighted equally with essay questions without Greek passages (i.e., you will not be penalized if you 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) as the prompt suggests. In some cases the prompt requires use of the Greek passage, in some it is merely suggested. (Time estimate: 90 minutes, 30 minutes per essay)

1. Compare Herodotus and Thucydides on causation. How do their views on causation shape or otherwise affect their narratives? Refer to specific passages as relevant, e.g. the following from Thucydides in Book 3:

τοῦ δ' αὐτοῦ θέρους τελευτῶντος Ἀθηναῖοι εἴκοσι ναῦς ἔστειλαν ἐς Σικελίαν ... οἱ γὰρ Συρακόσιοι καὶ Λεοντῖνοι ἐς πόλεμον ἀλλήλοισι καθέστασαν ... ἐς οὖν τὰς Ἀθήνας πέμψαντες οἱ τῶν Λεοντίνων ξύμμαχοι κατὰ τε παλαιὰν ξυμμαχίαν καὶ ὅτι Ἴωνες ἦσαν πείθουσι τοὺς Ἀθηναίους πέμψαι σφίσι ναῦς· ὑπὸ γὰρ τῶν Συρακοσίων τῆς τεγῆς εἴργοντο καὶ τῆς θαλάσσης. καὶ ἔπεμψαν οἱ Ἀθηναῖοι τῆς μὲν οἰκειότητος προφάσει, βουλόμενοι δὲ μήτε σῆτον ἐς τὴν Πελοπόννησον ἄγεσθαι αὐτόθεν πρόπειράν τε ποιούμενοι εἰ σφίσι δυνατὰ εἶη τὰ ἐν τῇ Σικελίᾳ πράγματα ὑποχεῖρια γενέσθαι.

2. Identify the three broad types of rhetorical discourse in the fifth and fourth centuries, making reference to audience, setting, intent, and modes of persuasion.

3. Discuss the differences between choral and monadic lyric, identifying major poets in each group and explain the different types of occasions that can be associated with the performance of their poetry.

4. Discuss in what ways the proem to Hesiod's *Works and Days* (following Greek passage) is and is not programmatic for the rest of the poem.

Μοῦσαι Πιερίθην, ἀοιδῆσι κλείουσαι,  
 δεῦτε, Δί' ἐννέπετε σφέτερον πατέρ' ὑμνείουσαι,  
 ὄν τε διὰ βροτοὶ ἄνδρες ὁμῶς ἄφατοί τε φατοί τε  
 ῥητοί τ' ἄρρητοί τε Διὸς μέγαλοιο ἔκρητι.  
 ῥέα μὲν γὰρ βριάει, ῥέα δὲ βριάοντα χαλέπτει,  
 ῥεῖα δ' ἀρίζηλον μινύθει καὶ ἄδηλον ἀέξει,  
 ῥεῖα δέ τ' ἰθύνει σκολιὸν καὶ ἀγήνορα κάρφει  
 Ζεὺς ὑψιβρεμέτης ὃς ὑπέρτατα δώματα ναίει.  
 κλῦθι ἰδὼν αἰῶν τε, δίκη δ' ἴθυνε θέμιστας  
 τύνη· ἐγὼ δέ κε Πέρση ἐτήτυμα μυθησαίμην.

5. At the beginning of his *Life of Alexander*, Plutarch states that he does not aim to write history. What, according to Plutarch, are his aims and how do his aims affect the narrative (see Greek passage)? You may base your response on a single work or include examples from more than one of his lives.



... διὰ τὸ πλῆθος τῶν ὑποκειμένων πράξεων οὐδὲν ἄλλο προεροῦμεν ἢ παραιτησόμεθα τοὺς ἀναγινώσκοντας, ἐὰν μὴ πάντα μηδὲ καθ' ἕκαστον ἐξειργασμένως τι τῶν περιβοήτων ἀπαγγέλλωμεν, ἀλλὰ ἐπιτέμνοντες τὰ πλεῖστα, μὴ συκοφαντεῖν. οὔτε γὰρ ἱστορίας γράφομεν, ἀλλὰ βίους, οὔτε ταῖς ἐπιφανεστάταις πράξεσι πάντως ἔνεστι δῆλωσις ἀρετῆς ἢ κακίας, ἀλλὰ πρᾶγμα βραχὺ πολλάκις καὶ ῥῆμα καὶ παιδιὰ τις ἔμφασιν ἦθους ἐποίησε μᾶλλον ἢ μάχαι μυριόνεκροι καὶ παρατάξεις αἱ μέγιστα καὶ πολιορκίαι πόλεων. ὥσπερ οὖν οἱ ζωγράφοι τὰς ὁμοιότητας ἀπὸ τοῦ προσώπου καὶ τῶν περὶ τὴν ὄψιν εἰδῶν, οἷς ἐμφαίνεται τὸ ἦθος, ἀναλαμβάνουσιν, ἐλάχιστα τῶν λοιπῶν μερῶν φροντίζοντες, οὕτως ἡμῖν δοτέον εἰς τὰ τῆς ψυχῆς σημεῖα μᾶλλον ἐνδύεσθαι καὶ διὰ τούτων εἰδοποιεῖν τὸν ἐκάστου βίον, ἐάσαντας ἑτέροις τὰ μεγέθη καὶ τοὺς ἀγῶνας.

6. Compare and contrast Plato and Aristotle in regard to their views of mimetic art.
7. What are the distinctive features of New Comedy and the main influences (historical, literary, etc.) on its form and content?
8. Discuss the role of servants or slaves in a play by each of the three major tragic poets (Aeschylus, Sophocles, and Euripides). Do the depictions of these characters differ from one playwright to another? If not, what are the shared characteristics? If so, how do their depictions differ? You may want to use this passage from Euripides' *Medea* (spoken by the nurse) as a springboard for your essay.

σκαιοὺς δὲ λέγων κούδέν τι σοφοῦς  
 τοὺς πρόσθε βροτοὺς οὐκ ἂν ἀμάρτοις,  
 οἵτινες ὕμνους ἐπὶ μὲν θαλίαις  
 ἐπὶ τ' εἰλαπίναις καὶ παρὰ δείπνοις  
 ἠὔροντο βίῳ τερπνὰς ἀκοάς·  
 στυγίους δὲ βροτῶν οὐδεὶς λύπας  
 ἠὔρετο μούση καὶ πολυχόρδοις  
 ὠδαῖς παύειν, ἐξ ὧν θάνατοι  
 δειναί τε τύχαι σφάλλουσι δόμους.  
 καίτοι τάδε μὲν κέρδος ἀκεῖσθαι  
 μολπαῖσι βροτούς· ἵνα δ' εὔδειπνοι  
 δαῖτες, τί μάτην τείνουσι βοήν;

9. In what ways do portraits of *aoidoi* in the *Iliad* and *Odyssey*, such as in the passage presented below, help us understand the composition and themes of both epics and in what ways are they insufficient models for addressing both questions? Be as specific as you can in your answer.

Δημόδοκ', ἔξοχα δὴ σε βροτῶν αἰνίζομ' ἀπάντων.  
ἢ σέ γε μοῦσ' ἐδίδαξε, Διὸς πάις, ἢ σέ γ' Ἀπόλλων'  
λίην γὰρ κατὰ κόσμον Ἀχαιῶν οἴτον αἰεῖεις,  
ὅσσ' ἔρξαν τ' ἔπαθόν τε καὶ ὅσσ' ἐμόγησαν Ἀχαιοί,  
ὥς τέ που ἢ αὐτὸς παρεὼν ἢ ἄλλου ἀκούσας.  
ἀλλ' ἄγε δὴ μετάβηθι καὶ ἵππου κόσμον ἄεισον  
δουρατέου.

10. How do literary sources supplement the material and documentary evidence for studying women's lives in the ancient Greek world? What distortions might the use of literary sources avoid and/or introduce into the subject? Provide examples from both prose and poetry.