



SAMPLE

THE AMERICAN SCHOOL OF CLASSICAL STUDIES AT ATHENS

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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 art and archaeology exam, we have sent a full set to your proctor to allow for error or last minute change of heart.

All examinations, including the Greek translation, are to be taken without the use of dictionaries, notes, or other outside help. You may use a typewriter or a computer for word processing. 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. The passages do not come from any fixed reading list and, in fact, tend not to be passages students will have read. The purpose of the Greek exam is not to see whether students have read a given text before, but to evaluate reading proficiency. No dictionaries or other aids may be used, but unusual words or constructions are 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 eleven 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.

Since the members of the Committee on Admissions and Fellowships will be reading photocopies of your exams, it is in your interest to produce an exam that is easy to photocopy and easy to read once photocopied. Use any kind of 8 1/2" x 11" paper. Do not use a bluebook. Please use dark ink or dark pencil if you are writing your exams by hand, and try to write legibly. Your exams are read and graded anonymously. It is therefore crucial that you not write your name on every page. Put your name and university on the cover sheet only, and write the total number of pages of the exams, with the cover sheet as the first page. Your cover sheet will read, e.g., Jane Jones, Whatever University, page 1 of 17. Number each page of the exam.

Best of luck!

Sincerely,
Carolyn S. Snively

Chair, Committee on Admissions and Fellowships
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26 January, 2004

American School of Classical Studies at Athens

Examination in Greek Translation 2004

Time: 1 and 1/2 hours (90 minutes)

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

Passage 1 (poetry)

Euripides, Herakleidae, lines 1026-1044

King Eurystheus of Argos predicts the benefits that will come from his burial in Attica.

ΕΥΡΥΣΘΕΥΣ

κτείν', οὐ παραιτοῦμαί σε· τήνδε δὲ πτόλιν,
 ἐπεὶ μ' ἀφήκε καὶ κατηδέσθη κτανεῖν,
 χρησμῶ παλαιῶ Λοξίου δωρήσομαι,
 ὃς ὠφελήσει μείζον' ἢ δοκεῖ χρόνῳ.
 θανόντα γὰρ με θάψειθ' οὐ τὸ μόρσιμον, 1030
 δίας πάροιθε παρθένου Παλληνίδος·
 καὶ σοὶ μὲν εὖνους καὶ πόλει σωτήριος
 μέτοικος αἰεὶ κείσομαι κατὰ χθονός,
 τοῖς τῶνδε δ' ἐκγόνοισι πολεμιώτατος, 1035
 ὅταν μόλωσι δεῦρο σὺν πολλῇ χειρὶ
 χάριν προδόντες τήνδε. τοιούτων ξένων
 προύστητε. πῶς οὖν ταῦτ' ἐγὼ πεπυσμένος
 δεῦρ' ἦλθον ἀλλ' οὐ χρησμὸν ἠζόμην θεοῦ;
 Ἦραν νομίζων θεσφάτων κρείσσω πολὺ 1040
 κούκ ἂν προδοῦναί μ'. ἀλλὰ μήτε μοι χοὰς
 μήθ' αἷμ' ἐάσητ' εἰς ἐμὸν στάξαι τάφον.
 κακὸν γὰρ αὐτοῖς νόστον ἀντὶ τῶνδ' ἐγὼ
 δώσω· διπλοῦν δὲ κέρδος ἔξετ' ἐξ ἐμοῦ·
 ὑμᾶς τ' ὀνήσω τούσδε τε βλάψω θανῶν.

Notes

1030. μόρσιμος - adj: fated, destined

1037. προύστητε for προεστήτε from προϊστημι

Passage 2 (poetry)**Babrius, Fable 31, The Mice and their Generals**

Γαλαί ποτ' εἶχον καὶ μύες πρὸς ἀλλήλους
 ἄσπονδον αἰεὶ πόλεμον αἱμάτων πλήρη.
 γαλαί δ' ἐνίκων. οἱ μύες δὲ τῆς ἥττης
 ἐδόκουν ὑπάρχειν αἰτίην σφίσιν ταύτην,
 ὅτι στρατηγούς οὐκ ἔχοιεν ἐκδήλους, 5
 αἰεὶ δ' ἀτάκτως ὑπομένουσι κινδύνους.
 εἶλοντο τοίνυν τοὺς γένει τε καὶ ῥώμῃ
 γνώμῃ τ' ἀρίστους, εἰς μάχην τε γειναίους,
 οἱ σφᾶς ἐκόσμου καὶ διεῖλον εἰς φρήτρας
 λόχους τε καὶ φάλαγγας, ὡς παρ' ἀνθρώποις. 10
 ἐπεὶ δ' ἐτάχθη πάντα καὶ συνηθοίσθη,
 καὶ τις γαλήν μῦς προῦκαλεῖτο θαρσῆσας,
 οἳ τε στρατηγοὶ λεπτὰ πηλίνων τοίχων
 κάρφη μετώποις ἀρμόσαντες ἀκράοις
 ἠγούντο, παντὸς ἐκφανέστατοι πλήθους. 15
 πάλιν δὲ φύζα τοὺς μύας κατειλήφει.
 ἄλλοι μὲν οὖν σωθέντες ἦσαν ἐν τρώγλαις,
 τοὺς δὲ στρατηγούς εἰστρέχοντας οὐκ εἶα
 τὰ περισσὰ κάρφη τῆς ὀπῆς ἔσω δύνειν.
 μόνοι θ' ἐάλωσαν αὐτόθι μυχῶν πρόσθεν 20
 νίκη δ' ἐπ' αὐτοῖς καὶ τρόπαιον εἰστήκει,
 γαλῆς ἐκάστης μῦν στρατηγὸν ἐλκούσης.
 Λέγει δ' ὁ μῦθος: εἰς τὸ ζῆν ἀκινδύνως
 τῆς λαμπρότητος ἠυτέλεια βελτίων.

Notes

1. γαλέη, ἡς F - weasel
14. καρφός, το, N - chip of wood, straw
16. φύζα, F - rout
17. τρώγλη F - hole
19. ὀπή, F - hole

Passage 3

Pausanias, 10.8.6-8, Pausanias' introduction to the lower sanctuary at Delphi where Odysseus was wounded by a boar.

6. Ἐσελθόντι δὲ εἰς τὴν πόλιν εἰσὶν ἐφεξῆς ναοί· καὶ ὁ μὲν πρῶτος αὐτῶν ἐρείπια ἦν, ὁ ἐπὶ τούτῳ δὲ κενὸς καὶ ἀγαλμάτων καὶ ἀνδριάντων· ὁ δὲ αὐτῶν τρίτος καὶ ὁ τέταρτος, ὁ μὲν τῶν ἐν Ῥώμῃ βασιλευσάντων εἶχεν οὐ πολλῶν τινῶν εἰκόνας, ὁ τέταρτος δὲ Ἀθηναῖος καλεῖται Προνοίας. τῶν δὲ ἀγαλμάτων τὸ ἐν τῷ προνάῳ Μασσαλιωτῶν ἀνάθημά ἐστι, μεγέθει τοῦ ἔνδον ἀγάλματος μείζον. οἱ δὲ Μασσαλιῶται Φωκαέων εἰσὶν ἄποικοι τῶν ἐν Ἴωνίᾳ, μοῖρα καὶ αὕτη τῶν ποτε Ἀρπαγον τὸν Μῆδον φυγόντων ἐκ Φωκαίας· γενόμενοι δὲ ναυσὶν ἐπικρατέστεροι Καρχηδονίων τὴν τε γῆν ἣν ἔχουσιν ἐκτήσαντο καὶ ἐπὶ μέγα ἀφίκοντο εὐδαιμονίας.

7. τῶν μὲν δὴ Μασσαλιωτῶν χαλκοῦν τὸ ἀνάθημά ἐστι· χρυσοῦ δὲ ἀσπίδα ὑπὸ Κροίσου τοῦ Λυδοῦ τῇ Ἀθηναῖ τῇ Προνοίᾳ δοθείσαν, ἐλέγετο ὑπὸ τῶν Δελφῶν ὡς Φιλόμηλος αὐτὴν ἐσύλησε. πρὸς δὲ τῷ ἱερῷ τῆς Προνοίας Φυλάκου τέμενός ἐστιν ἥρωος· καὶ ὁ Φύλακος οὗτος ὑπὸ Δελφῶν ἔχει φήμην κατὰ τὴν ἐπιστρατείαν σφίσιν ἀμῦναι τὴν Περσῶν.

8. ἐν δὲ τοῦ γυμνασίου τῷ ὑπαίθρῳ πεφυκέναι ποτὲ ἀγρίαν φασὶν ὕλην, καὶ Ὀδυσσεᾶ, ἥνίκα ὡς τὸν Αὐτόλυκον ἀφικόμενος μετὰ τοῦ Αὐτολύκου τῶν παίδων ἐθήρευε, τότε αὐτὸν τὸ τραῦμα τὸ ὑπὲρ τοῦ γόνατος ἐνταῦθα σχεῖν ὑπὸ τοῦ συός.

Notes

6. ἐρείπιον, N - ruin
ἀνδριάς, ἀνδριάντος, M - statue

7. συλάω - strip, rob, pillage

Passage 4Xenophon, Symposium, I.1-5

Kallias, the erastes of Autolykos, invites Socrates and company for dinner in order to prove to them that he is eager to learn philosophy.

1. Ἄλλ' ἐμοὶ δοκεῖ τῶν καλῶν κάγαθῶν ἀνδρῶν ἔργα οὐ μόνον τὰ μετὰ σπουδῆς πραττόμενα ἀξιομνημόνευτα εἶναι ἀλλὰ καὶ τὰ ἐν ταῖς παιδιαῖς. οἷς δὲ παραγενόμενος ταῦτα γιγνώσκω δηλῶσαι βούλομαι.
2. Ἦν μὲν γὰρ Παναθηναίων τῶν μεγάλων ἵπποδρομία, Καλλίας δὲ ὁ Ἴππονίκου ἐρῶν ἐτύχχανεν Αὐτολύκου παιδὸς ὄντος, καὶ νενικηκότα αὐτὸν παγκράτιον ἦκεν ἄγων ἐπὶ τὴν θέαν. ὡς δὲ ἡ ἵπποδρομία ἔληξεν, ἔχων τὸν τε Αὐτόλυκον καὶ τὸν πατέρα αὐτοῦ ἀπῆει εἰς τὴν ἐν Πειραιεῖ οἰκίαν· συνέιπετο δὲ αὐτῷ καὶ Νικήρατος.
3. ἰδὼν δὲ ὁμοῦ ὄντας Σωκράτην τε καὶ Κριτόβουλον καὶ Ἑρμογένην καὶ Ἀντισθένην καὶ Χαρμίδην, τοῖς μὲν ἀμφ' Αὐτόλυκον ἠγεῖσθαι τινα ἔταξεν, αὐτὸς δὲ προσῆλθε τοῖς ἀμφὶ Σωκράτην, καὶ εἶπεν·
4. Εἰς καλόν γε ὑμῖν συντετύχηκα· ἐστιᾶν γὰρ μέλλω Αὐτόλυκον καὶ τὸν πατέρα αὐτοῦ. οἶμαι οὖν πολὺ ἂν τὴν κατασκευὴν μοι λαμπροτέραν φανῆναι εἰ ἀνδράσιν ἐκκεκαθαρμένοις τὰς ψυχὰς ὥσπερ ὑμῖν ὁ ἀνδρῶν κεκοσμημένος εἶη μᾶλλον ἢ εἰ στρατηγοῖς καὶ ἱππάρχοις καὶ σπουδαρχίαις.
5. Καὶ ὁ Σωκράτης εἶπεν· Ἄει σὺ ἐπισκώπτεις ἡμᾶς καταφρονῶν ὅτι σὺ μὲν Πρωταγόρα τε πολὺ ἀργύριον δέδωκας ἐπὶ σοφίᾳ καὶ Γοργία καὶ Προδίκῳ καὶ ἄλλοις πολλοῖς, ἡμᾶς δ' ὀρᾶς αὐτουργούς τινας τῆς φιλοσοφίας ὄντας.

American School of Classical Studies at Athens

Examination in Greek History 2004

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

Aegae

Delphic amphictyony

dokimasia

trittys

Menelaion

Pithecusae

Battle of Crannon

Flaminius

Herulians

Thersites

Cypselus

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

1. Outline the current debate over the date of the eruption of Thera, and then discuss the implications.
2. Discuss the collapse of Mycenaean civilization, and put it in context with the rest of the Eastern Mediterranean.
3. Describe the roles of the chariot in epic and iconography. If the roles differ, can you explain the differences? What can we learn from this example about the use of epic and iconography as historical sources?
4. Discuss the emergence of the hetaira in the 6th century as an economic, political, and social figure.
5. Describe the resources available to Athens that allowed her to expect victory in the Peloponnesian war. Then consider some of the reasons why, despite those resources, she lost the war.
6. What were the political, military, and institutional consequences of the Macedonian domination of the Greeks? Please take your answer down to the mid 2nd century BC.
7. Describe and account for Roman imperial benefaction to Greece during the 2nd century C.E.
8. Describe the condition of slaves and the institution of slavery from Homer to the age of Menander. Were there changes over time? How much regional variation existed, and why?

American School of Classical Studies at Athens
Examination in Greek Art and Archaeology 2004

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

Metreon	Linear A
Laocoon	stratigraphy
Carl Blegen	stoichedon
Amyklai	entasis
Sesklo and Dimini	Exekias
Zagora	

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

1. How do modern scholars evaluate the relationships between the Homeric poems and the Mycenaean world? Provide specific examples.
2. In what ways have the discoveries made at Lefkandi changed our understanding of Early Iron Age Greece?
3. What are the competing theories for why kouroi and korai were erected, what they were meant to represent, and what their function was? Which do you espouse, and why?
4. Discuss the development of Greek coinage and the factors that led to the various standards and images.
5. Compare and contrast Greek city-planning of the Hellenistic period with that of the Classical period, and explain some of the differences in light of the changes in social, political, and economic conditions.
6. Outline the history of Classical and Hellenistic Greek wall painting, with reference to the key monuments, lost and extant. How have discoveries of the last few decades in Northern Greece affected that history?
7. Consider three of the Caesarean or Augustan monuments in Athens: what were some of the reasons for building these particular monuments in the city?
8. Evaluate the academic split between literary evidence and archaeological evidence; what kinds of information can each provide that the other cannot? Give examples.

American School of Classical Studies at Athens

Examination in Greek Literature 2004

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

dithyramb
Nonnus
scholia
Euhemerus
Milesian tale
Agathon
bucolic diaeresis
Protagoras
Atthidographer
Cassandra
epigram

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

1. What form might literature have taken in the Bronze Age, and why does nothing of it seem to survive?
2. Were the two Homeric poems composed, written down, or finalized by the same poet? Which poem is earlier and why?
3. Discuss the form and content of satyr plays and their purpose within the dramatic tetralogy.
4. In writing his history, what might Thucydides have imitated from the works of Aeschylus, Sophocles, and Euripides, and why?
5. Describe the structural elements (e.g., the parabasis) of Old Comedy. What were their purposes? What are the speculations about their origins?
6. Discuss the kinds of information about the lives and status(es) of women in Greek antiquity that literature can and cannot provide. Give examples.
7. Describe the phenomenon known as the Second Sophistic. Why was it so popular?
8. Consider the reasons why Plutarch wrote biographies and how this approach affects what we see as his strengths and weaknesses as a biographer and therefore his use as a historical source for us.