



SAMPLE

## THE AMERICAN SCHOOL OF CLASSICAL STUDIES AT ATHENS

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January 25, 2008

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 2. 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 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 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@ascসা.org](mailto:med@ascসা.org)) as attachments to an e-mail by Monday, February 4. 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 in my office between 9 a.m. and 5 p.m. EST on 2 February; you may call me at 203-254-4000 ext. 2439 or e-mail me at [kaschwab@mail.fairfield.edu](mailto:kaschwab@mail.fairfield.edu) with any last minute questions.

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

Sincerely yours,

*Katherine A. Schwab*

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 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., 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](mailto: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,

*Katherine A. Schwab*

Chair, Committee on Admissions and Fellowships

[kaschwab@mail.fairfield.edu](mailto:kaschwab@mail.fairfield.edu)

January 25, 2008

COPY FOR PROCTOR'S FILE

**American School of Classical Studies at Athens  
Examination in Greek Translation 2008**

Time: 1 and ½ hours (90 minutes)

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

**Poetry, Passage 1. Aristophanes, *Acharnians* 302-22: Dicaeopolis explains himself to the Chorus of Acharnian demesmen**

- Σοῦ δ' ἐγὼ λόγους λέγοντος οὐκ ἀκούσομαι μακροῦς,  
ὅστις ἐσπείσω Λάκωσιν, ἀλλὰ τιμωρήσομαι.
- {ΔΙ.} Ὠγαθοί, τοὺς μὲν Λάκωνας ἐκποδῶν ἐάσατε,  
τῶν δ' ἐμῶν σπονδῶν ἀκούσατ', εἰ καλῶς ἐσπείσάμην.
- {ΧΟ.} Πῶς δ' ἔτ' ἂν καλῶς λέγοις ἂν, εἴπερ ἐσπείσω γ' ἅπαξ  
οἷσιν οὔτε βωμὸς οὔτε πίστις οὔθ' ὄρκος μένει;
- {ΔΙ.} Οἶδ' ἐγὼ καὶ τοὺς Λάκωνας, οἷς ἄγαν ἐγκείμεθα,  
οὐχ ἀπάντων ὄντας ἡμῖν αἰτίους τῶν πραγμάτων.
- {ΧΟ.} Οὐχ ἀπάντων, ὦ πανοῦργε; ταῦτα δὴ τολμᾶς λέγειν  
ἐμφανῶς ἤδη πρὸς ἡμᾶς; Εἴτ' ἐγὼ σου φείσομαι;
- {ΔΙ.} Οὐχ ἀπάντων, οὐχ ἀπάντων· ἀλλ' ἐγὼ λέγων ὀδὶ  
πόλλ' ἂν ἀποφῆναιμ' ἐκείνους ἔσθ' ἅ καδικομένους.
- {ΧΟ.} Τοῦτο τοῦπος δεινὸν ἤδη καὶ ταραξικάρδιον,  
εἰ σὺ τολμήσεις ὑπὲρ τῶν πολεμίων ἡμῖν λέγειν.
- {ΔΙ.} Κἂν γε μὴ λέγω δίκαια μηδὲ τῷ πλήθει δοκῶ,  
ὑπὲρ ἐπιξήνου 'θελήσω τὴν κεφαλὴν ἔχων λέγειν.
- {ΧΟ.} Εἰπέ μοι, τί φειδόμεσθα τῶν λίθων, ὦ δημόται,  
μὴ οὐ καταξάινειν τὸν ἄνδρα τοῦτον εἰς φοινικίδα;
- {ΔΙ.} Οἷον αὖ μέλας τις ὑμῖν θυμάλωψ ἐπέζεσεν.  
Οὐκ ἀκούσεσθ', οὐκ ἀκούσεσθ' ἑτεόν, ὦ χαρνηίδαί;

**Vocabulary:**

ἐκποδῶν---out of the way, aside  
ἐγκείμεθα---press hard on  
ταραξικάρδιον--heart-rending, disturbing  
ἐπιξήνου--butcher-block (genitive)  
καταξάινειν--tear, pound to pieces  
φοινικίδα---scarlet cloak  
θυμάλωψ--spark

**Poetry, Passage 2. Homer, *Iliad* 3.389-409: Helen reviles Aphrodite**

τῇ μιν ἔισαμένη προσεφώνεε δι' Ἀφροδίτη  
δεῦρ' ἴθ'· Ἀλέξανδρός σε καλεῖ οἶκον δὲ νέεσθαι.  
κεῖνος ὃ γ' ἐν θαλάμῳ καὶ δινωτοῖσι λέχεσσι  
κάλλει τε στίλβων καὶ εἵμασιν· οὐδέ κε φαίης  
ἄνδρῳ μαχεσσάμενον τόν γ' ἐλθεῖν, ἀλλὰ χορὸν δὲ  
ἔρχεσθ', ἢ ἐ χοροῖο νέον λήγοντα καθίζειν.  
Ὡς φάτο, τῇ δ' ἄρα θυμὸν ἐνὶ στήθεσσι ὄρινε·

καί ῥ' ὡς οὖν ἐνόησε θεᾶς περικαλλέα δειρῆν  
 στήθεά θ' ἰμερόεντα καὶ ὄμματα μαρμαίροντα,  
 θάμβησέν τ' ἄρ' ἔπειτα ἔπος τ' ἔφατ' ἔκ τ' ὀνόμαζε·  
 δαιμονίη, τί με ταῦτα λιλαίεαι ἠπεροπεύειν;  
 ἢ πῆ με προτέρω πολίων εὐ ναιομενάων  
 ἄξεις, ἢ Φρυγίης ἢ Μηονίης ἐρατεινῆς,  
 εἴ τίς τοι καὶ κείθι φίλος μερόπων ἀνθρώπων·  
 οὐνεκα δὴ νῦν δίον Ἀλέξανδρον Μενέλαος  
 νικήσας ἐθέλει στυγερῆν ἐμὲ οἴκαδ' ἄγεσθαι,  
 τοῦνεκα δὴ νῦν δεῦρο δολοφρονέουσα παρέστης;  
 ἦσο παρ' αὐτὸν ἰούσα, θεῶν δ' ἀπόεικε κελεύθου,  
 μηδ' ἔτι σοῖσι πόδεσσιν ὑποστρέψειας Ὀλυμπον,  
 ἀλλ' αἰεὶ περὶ κείνον οἴζυε καὶ ἐφύλασσε,  
 εἰς ὃ κέ σ' ἢ ἄλοχον ποιήσεται ἢ ὄ γε δούλην.

Vocabulary:

δινωτοῖσι---inlaid

στίλβων--gleaming

ἠπεροπεύειν---deceive

ἦσο--sit down (imperat.)

οἴζυε---be anxious for (imperat.)

Prose, Passage 1: Plutarch *De Herodoti malignitate* 28: the Argive justification for refusing to fight

28. Ἐπεὶ δ' Ἀργείους ἅπαντες ἴσασι οὐκ ἀπειπαμένους τοῖς Ἕλλησι τὴν συμμαχίαν, ἠγγεῖσθαι δὲ κατὰ τὸ ἡμῖσι πάσης τῆς συμμαχίας<sup>2</sup> ἀξιόσαντας, ὧς ἂν μὴ Λακεδαιμονίοις ἐχθίστοις καὶ πολεμωτάτοις οὖσι ποιῶντες ἀεὶ τὸ προστασσόμενον ἔπωνται, καὶ τοῦτ' ἄλλως οὐκ ἦν, αἰτίαν κακοηθεστάτην ὑποβάλλεται, γράφων, "ἐπεὶ δὲ σφεας παραλαμβάνειν<sup>4</sup> τοὺς Ἕλληνας, οὕτω<sup>5</sup> δὴ ἐπισταμένους, ὅτι οὐ μεταδώσουσι τῆς ἀρχῆς Λακεδαιμόνιοι, μεταίτεειν, ἵνα ἐπὶ προφάσεως ἡσυχίαν ἄγωσι." τούτων δ' ὕστερον ἀναμνησαί φησιν Ἀρταξέρξην<sup>6</sup> ἀναβάντας εἰς Σοῦσα πρέσβεις Ἀργείων, κακῆκινον εἰπεῖν ὡς "οὐδεμίαν νομίζοι πόλιν Ἀργεος φιλιωτέραν"· εἶθ' ὑπειπὼν, ὥσπερ εἴωθε, καὶ ἀναδύομενος οὐκ εἰδέναι φησὶ περὶ τούτων

(863) ἀτρεκέως, εἰδέναι δ' ὅτι πᾶσι ἀνθρώποις ἐστὶν ἐγκλήματα, "καὶ οὐκ Ἀργείοισιν αἰσχίστα πεποιήται.<sup>1</sup> ἐγὼ δὲ λέγειν ὀφείλω<sup>2</sup> τὰ λεγόμενα, πείθεσθαι γε μὴν οὐ παντάπασιν ὀφείλω,<sup>3</sup> καὶ μοι τὸ ἔπος τοῦτο ἐχέτω ἐς πάντα τὸν λόγον. ἐπεὶ καὶ ταῦτα λέγεται, ὡς ἄρα Ἀργεῖοι ἦσαν οἱ ἐπικαλεσάμενοι τὸν Πέρσην ἐπὶ τὴν Ἑλλάδα, ἐπειδὴ σφιν πρὸς τοὺς Λακεδαιμονίους κακῶς ἢ αἰχμὴ ἐστήκεε, πᾶν<sup>4</sup> δὴ βουλόμενοι σφίσι εἶναι πρὸ<sup>5</sup> τῆς παρούσης λύπης."

Vocabulary:

ἀπειπαμένους - refusing

κακοηθεστάτην - malicious

προφάσεως - motive, cause alleged

εἴωθε - in the usual manner

ἀτρεκέως - accurately

ἐγκλήματα - accusations, complaints

Prose, Passage 2: Lucian *On the Dance* 8: Rhea and the Korybantes

8 Πρῶτον δέ φασιν Ῥέαν ἠσθεῖσαν τῇ τέχνῃ ἐν Φρυγίᾳ μὲν τοὺς Κορύβαντας, ἐν Κρήτῃ δὲ τοὺς Κουρήτας ὀρχεῖσθαι κελεῦσαι, καὶ οὐ τὰ μέτρια ὦνατο τῆς τέχνης αὐτῶν, οἳ γε περιορχούμενοι διεσώσαντο αὐτῇ τὸν Δία, ὥστε καὶ σῶστρα εἰκότως ἂν ὁ Ζεὺς ὀφείλῃεν ὁμολογοῖν αὐτοῖς, ἐκφυγῶν διὰ τὴν ἐκείνων ὄρχησιν τοὺς πατρώους ὀδόντας. ἐνόπιος δὲ αὐτῶν ἡ ὄρχησις ἦν, τὰ ξίφη μεταξὺ κροτούντων πρὸς τὰς ἀσπίδας καὶ πηδῶντων ἐνθεόντι καὶ πολεμικόν.

Μετὰ δέ, Κρητῶν οἱ κράτιστοι ἐνεργῶς ἐπιτηδεύσαντες αὐτὸ ἄριστοι ὀρχησθαι ἐγένοντο, οὐχ οἱ ἰδιῶται μόνον, ἀλλὰ καὶ οἱ βασιλικώτεροι καὶ πρωτεύειν ἀξιούντες. ὁ γοῦν Ὅμηρος τὸν Μηριόνην, οὐκ αἰσχῦναι βουλόμενος ἀλλὰ κοσμῆσαι, ὀρχηστὴν προσεῖπεν, καὶ οὕτως ἄρα ἐπίσημος ἦν καὶ γνώριμος ἅπασιν ἐπὶ τῇ ὀρχηστικῇ ὥστε οὐχ οἱ Ἕλληνες μόνον ταῦτα ἠπίσταντο περὶ αὐτοῦ ἀλλὰ καὶ οἱ Τρῶες αὐτοί, καίτοι πολέμιοι ὄντες· ἑώρων γάρ, οἶμαι, καὶ τὴν ἐν τῷ πολεμεῖν αὐτοῦ κουφότητα καὶ εὐρυθμίαν, ἣν ἐξ ὀρχήσεως ἐκέκτητο. φησὶν δὲ τὰ ἔπη ὧδέ πως·

Μηριόνη, τάχα κέν σε καὶ ὀρχηστὴν περ ἔοντα ἔγχος ἐμὸν κατέπαυσε.

## Vocabulary:

- ὦνατο - was benefited
- σῶστρα - thank offering
- ἐνεργῶς - vigorously
- ἐπίσημος - remarkable
- ἔγχος- spear

**American School of Classical Studies at Athens  
Examination in Greek History 2008**

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:**

agoge	Eubulus
Peace of Callias	Demetrius of Phaleron
Decelea	aisymnêtês
Harpalus	Thucydides son of Melesias
Melos	<i>xenia</i>
Aï Khanoum	wa-na-ka

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

1. Select three examples of raw materials or finished products which were part of long-distance trade in the Bronze Age Mediterranean – e.g. glass, ivory, metal ingots – and discuss them in terms of routes of transit, carriers and crafters, and the institutional structures in the Greek world in which they played a role.
2. Use at least two specific examples of Greek settlements beyond the mainland to discuss the causes and character of Greek colonization from the 8th to the 6th centuries B.C.
3. Describe the original purpose and organization of the Delian League, and how and why it gradually turned into an Athenian Empire.
4. Discuss the reliability of Xenophon as a source for the history of Greece in the early 4<sup>th</sup> century. What other evidence is available to evaluate his testimony?
5. Describe the evolution of the Roman domination of Greece from the third through the first centuries B.C.
6. What effects did the notion of citizenship have upon the history of Athens from the Dark Ages through the reforms of Cleisthenes?



7. One way to explain the events of the fourth century B.C. in Greece is through the conflict between the ideal of the autonomous polis and larger notions of Greek identity and security. Trace this conflict from the end of the Peloponnesian War through the death of Philip II.

8. Discuss how geography and natural resources contributed to the significance of two of the following places throughout Greek history: Macedonia, Corinth, Sicily, and Byzantium.



**American School of Classical Studies at Athens  
Examination in Greek Art and Archaeology 2008**

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.

Boustrophedon	lost-wax casting method (indirect)
Tel ed Dab'a (ancient Avaris)	<i>geison</i>
Pioneer Group	Sesklo
Archanes	Old Smyrna
die linkage	Hephaisteion architect
Vergina	Lysippos

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

1. Discuss the form and function of Minoan palaces in light of their possible inspiration in Near Eastern cultures on the one hand, and their eventual counterparts on the Greek mainland on the other.
2. Describe the major monuments of Delphi, choosing carefully in order to exemplify the variety of buildings, facilities, and dedications on the site.
3. Orientalization has been considered to have had pervasive effects on early archaic Greek art and secondarily on the evolution of Greek culture. Write a survey of this phenomenon, trying to provide a conspectus of Orientalizing objects and iconographical elements.
4. What range of dates can be assigned to the Homeric epics, based on the artifacts mentioned therein?
5. Wall paintings in Greece have been either excavated or described in extant texts. What do we know about these wall paintings, the painters and the innovations introduced by them?
6. Discuss the typical form, plan, and contents of Greek houses as we know them from sites such as Olynthus and Delos. What specific features of excavated houses can be connected with activities that occurred in the home?

7. The Amazonomachy was often the subject in wall painting, vase painting and architectural sculpture in the Archaic and Classical periods. Discuss one example from each medium and provide a context and interpretation for its appearance.

8. What are the principal interpretations of the function of Archaic *kore* statues?

**American School of Classical Studies at Athens  
Examination in Greek Literature 2008**

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.

Dionysia  
Aelius Aristides  
Ibycus  
Aristarchus  
Menippos  
Certamen

sphragis  
*Cyropaedia*  
Menander  
*Catalogue of Women*  
paian  
Dissoi Logoi

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

1. Discuss developments in Greek biography from Herodotus to Plutarch.
2. What major themes of Homeric poetry are also to be found in the *Theogony*, *Works and Days*, or *Shield of Heracles* attributed to Hesiod? Choose three examples to discuss.
3. Discuss three examples of dramatic or thematic similarities between the writings of Herodotus and Sophocles. Be as specific as possible with regard to particular passages.
4. Discuss the forms and content of Pindaric poetry.
5. What are the main characteristics of the “Hellenistic aesthetic” in Greek literature? Illustrate with reference to at least three authors.
6. Discuss the Near Eastern elements in Hesiod’s poetry: consider themes and images as well as genre.
7. Compare and contrast the forms, character and social functions of Old and New Comedy: be as specific as possible in providing examples.
8. Herodotus is sometimes considered the first ethnographer, as well as the father of history. Characterize Herodotus’ approach to non-Greek ethnicities. Use specific examples from Herodotus himself and, if appropriate, comparison with other Greek authors and genres on the same topic.