



AMERICAN SCHOOL OF CLASSICAL STUDIES AT ATHENS

FOUNDED 1881

www.ascsa.edu.gr

January 24, 2018

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 3, 2018. All candidates must take two of the four following exams: Greek Translation, Greek History, Greek Art and Archaeology, and Greek Literature. Each exam is two hours long. Although candidates stated on their applications which exams they wished to take, we are including all exams. Please make sure that all applicants are given the opportunity to review all exams and all questions on the exams before deciding which two exams they will choose to take.

I leave to your discretion the exact scheduling of the exams and also the exact style of invigilation. 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 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 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 5.

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.

SAMPLE

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 Alicia Dissinger (adissinger@ascsa.org) 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.

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 (484) 557-2086 (cell) on test day, February 3; you may also e-mail me at jmcinern@sas.upenn.edu with any last minute questions. I thank you on behalf of the Committee and the School for your assistance.

Sincerely yours,

Jeremy McInerney
Acting 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 two of the four following exams: Greek Translation, Greek History, Greek Art and Archaeology, and Greek Literature. Each exam is two hours long. Although you stated on your application which exams you intended to take, we have sent a full set to your proctor. You are being given the opportunity to review all exams and all questions before deciding which two exams you will choose to take.

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 have not completed the passages perfectly. On the Greek Translation exam, candidates translate two of six passages—one passage of prose, one passage of poetry. The exam includes poetry and prose from all periods, from no fixed reading list, and, in fact, tend to be passages students will not 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 sometimes 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, 7 of 13 items. In Part II (value, 75 points) candidates choose 3 of 9 essay topics. 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 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 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 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 Alicia Dissinger (adissinger@ascsa.org) 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,

Jeremy McInerney
Acting Chair, Committee on Admissions and Fellowships
January 24, 2018

COPY FOR PROCTOR

Instructions for candidates

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Best of luck!

Sincerely,

Jeremy McInerney
Acting Chair, Committee on Admissions and Fellowships
January 24, 2018

COPY FOR STUDENT

**American School of Classical Studies at Athens
Examination 2018**

Examination in Greek 2018

Time: 2 hours

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

Poetry, Passage 1:

Hesiod, *Shield of Herakles* 57-77. Herakles slays Kyknos.

<p>ὄς καὶ Κύκνον ἔπεφνεν, Ἀρητιάδην μεγάθυμον. εὔρε γὰρ ἐν τεμένει ἑκατηβόλου Ἀπόλλωνος αὐτὸν καὶ πατέρα ὄν Ἄρην, ἄατον πολέμοιο, τεύχεσι λαμπομένους σέλας ὡς πυρὸς αἰθομένοιο,</p>	60	
<p>ἔσταότ' ἐν δίφρῳ: χθόνα δ' ἔκτυπον ὠκέες ἵπποι νύσσοντες χηλῆσι, κόνις δέ σφ' ἀμφιδεδῆει κοπτομένη πλεκτοῖσιν ὑφ' ἄρμασι καὶ ποσὶν ἵππων. ἄρματα δ' εὐποίητα καὶ ἄντυγες ἀμφαράβιζον*</p>		* "were rattling"
<p>ἵππων ἰεμένων: κεχάρητο δὲ Κύκνος ἀμύμων, ἐλπόμενος Διὸς υἱὸν ἀρήιον ἠνίοχόν τε χαλκῶ δηιώσειν καὶ ἀπὸ κλυτὰ τεύχεα δύσειν. ἀλλὰ οἱ εὐχλωέων οὐκ ἔκλυε Φοῖβος Ἀπόλλων:</p>	65	
<p>αὐτὸς γὰρ οἱ ἐπῶρσε βίην Ἡρακληείην. πᾶν δ' ἄλλος καὶ βωμὸς Ἀπόλλωνος Παγασαίου λάμπεν ὑπαί* δεινοῖο θεοῦ τευχέων τε καὶ αὐτοῦ:</p>	70	* poetic for ὑπὸ
<p>πῦρ δ' ὡς ὀφθαλμῶν ἀπελάμπετο. τίς κεν ἐκείνου ἔτλη θνητὸς ἐὼν κατεναντίον ὀρμηθῆναι πλὴν γ' Ἡρακλῆος καὶ κυδαλίμου Ἰολάου; κείνων γὰρ μεγάλη τε βίη καὶ χεῖρες ἄαπτοι</p>	75	
<p>ἔξ ὤμων ἐπέφυκον ἐπὶ στιβαροῖσι μέλεσσιν. ὄς ῥα τόθ' ἠνίοχον προσέφη κρατερόν Ἰόλαον:</p>		

Poetry, Passage 2:

Sophocles, *Antigone* 556-576. Death will put an end to this marriage.

Ἰσμήνη	ἀλλ' οὐκ ἐπ' ἀρρήτοις γε τοῖς ἐμοῖς λόγοις.	
Ἀντιγόνη	καλῶς σὺ μὲν τοῖς, τοῖς δ' ἐγὼ ἴδοκουν φρονεῖν.	
Ἰσμήνη	καὶ μὴν ἴση νῶν ἐστὶν ἡ ἕξαμαρτία.	
Ἀντιγόνη	θάρσει: σὺ μὲν ζῆς, ἡ δ' ἐμὴ ψυχὴ πάλαι τέθνηκεν, ὥστε τοῖς θανοῦσιν ὠφελεῖν.	560
Κρέων	τῷ παιδὲ φημι τῷδε τὴν μὲν ἀρτίως ἄνουν πεφάνθαι, τὴν δ' ἀφ' οὗ τὰ πρῶτ' ἔφυ.	

Ἰσμήνη	οὐ γάρ ποτ', ὦναξ, οὐδ' ὅς ἂν βλάστη μένει νοῦς τοῖς κακῶς πράσσουσιν, ἀλλ' ἐξίσταται.	
Κρέων	σοὶ γοῦν, ὄθ' εἴλου σὺν κακοῖς πράσσειν κακά.	565
Ἰσμήνη	τί γὰρ μόνη μοι τῆσδ' ἄτερ βιώσιμον;	
Κρέων	ἀλλ' ἦδε μέντοι -- μὴ λέγ': οὐ γὰρ ἔστ' ἔτι.	
Ἰσμήνη	ἀλλὰ κτενεῖς νυμφεῖα τοῦ σαυτοῦ τέκνου;	
Κρέων	ἄρῳσιμοι γὰρ χἀτέρων εἰσὶν γύαι.	
Ἰσμήνη	οὐχ ὡς γ' ἐκείνῳ τῆδέ τ' ἦν ἡρμοσμένα.	570
Κρέων	κακὰς ἐγὼ γυναῖκας υἰέσι στυγῶ.	
Ἄντιγόνη	ὦ φίλταθ' Αἴμον, ὡς σ' ἀτιμάζει πατήρ.	
Κρέων	ἄγαν γε λυπεῖς καὶ σὺ καὶ τὸ σὸν λέχος.	
Χορός	ἦ γὰρ στερήσεις τῆσδε τὸν σαυτοῦ γόνον;	
Κρέων	Ἄιδης ὁ παύσων τούσδε τοὺς γάμους ἔφυ.	575
Χορός	δεδογμέν', ὡς ἔοικε, τήνδε κατθανεῖν.	

Poetry, Passage 3:

Theocritus, *Idyll* 15.80-99. Praxinoa's long vowels

Πραξινοά

πότνι' Ἀθαναία, ποῖαί σφ' ἐπόνασαν ἔριθοι, ποῖοι ζωογράφοι τὰκριβέα γράμματ' ἔγραψαν. ὡς ἔτυμ' ἐστάκαντι, καὶ ὡς ἔτυμ' ἐνδινεῦντι, ἔμψυχ', οὐκ ἐνυφαντά. σοφόν τοι χρῆμ' ὠνθρωπος. αὐτὸς δ' ὡς θαητὸς ἐπ' ἀργυρέας κατάκειται κλισμῶ, πρᾶτον Ἰουλον ἀπὸ κροτάφων καταβάλλων, ὁ τριφίλητος Ἰαδωνίς, ὃ κῆν Ἀχέροντι φιλεῖται.	80 85
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Ἄτερος Ζένος

παύσασθ' ὦ δύστανοι, ἀνάνυτα κωτίλλοισαι
τρυγόνες. ἐκκναισεῦντι πλατειάσδοισαι ἅπαντα.

Γοργώ

μᾶ, πόθεν ὠνθρωπος; τί δὲ τίν*, εἰ κωτίλαι εἰμές; *pron 2nd sg dat doric
πασάμενος ἐπίτασσε. Συρακοσίαις ἐπιτάσσεις; indeclform 90
ὡς δ' εἰδῆς καὶ τοῦτο: Κορίνθιαί εἰμές ἄνωθεν,
ὡς καὶ ὁ Βελλεροφῶν: Πελοποννασιστί λαλεῦμες:
Δωρίσδειν δ' ἔξεστι δοκῶ τοῖς Δωριέεσσι.

Πραξινοά

μη φύη Μελιτώδες ὅς ἀμῶν καρτερὸς εἶη,
πλὰν ἑνός. οὐκ ἀλέγω. μή μοι κενεὸν ἀπομάξης.

95

Γοργώ

σίγη Πραξινοά: μέλλει τὸν Ἄδωνιν αἰεῖδεν
ἀ τᾶς Ἀργείας θυγάτηρ πολυίδρις αἰιδός,
ἄτις καὶ πέρυσιν τὸν ἰάλεμον ἀρίστευσε.
φθεγγεῖται τι σάφ' οἶδα καλόν: διαθρύπτεται ἤδη.

Prose, Passage 1:

Andocides 1.4-6. My enemies think I should flee.

αὐτίκα ἐγὼ πολλῶν μοι ἀπαγγελλόντων ὅτι λέγοιεν οἱ ἐχθροὶ ὡς ἄρα ἐγὼ οὐτ' ἂν ὑπομείναιμι οἰχήσομαί τε φεύγων, -- “τί γὰρ ἂν καὶ βουλόμενος Ἀνδοκίδης ἀγῶνα τοσοῦτον ὑπομείνειεν, ᾧ ἕξεστι μὲν ἀπελθόντι ἐντεῦθεν ἔχειν πάντα τὰ ἐπιτήδεια, ἔστι δὲ πλεύσαντι εἰς Κύπρον, ὅθεν περ ἦκει, γῆ πολλή καὶ ἀγαθὴ διδομένη καὶ δωρεὰν ὑπάρχουσα; οὗτος ἄρα βουλήσεται περὶ τοῦ σώματος τοῦ ἑαυτοῦ κινδυνεῦσαι; εἰς τί ἀποβλέψας; οὐχ ὄρα τὴν πόλιν ἡμῶν ὡς διάκειται;” ἐγὼ δέ, ᾧ ἄνδρες, πολὺ τὴν ἐναντίαν τούτοις γνώμην ἔχω. ἄλλοθί τε γὰρ ὦν πάντα τὰ ἀγαθὰ ἔχειν στερόμενος τῆς πατρίδος οὐκ ἂν δεξαίμην: τῆς τε πόλεως οὕτω διακειμένης ὥσπερ αὐτοὶ οἱ ἐχθροὶ λέγουσι, πολὺ γ' ἂν αὐτῆς μᾶλλον ἐγὼ πολίτης δεξαίμην εἶναι ἢ ἐτέρων πόλεων, αἱ ἴσως πάνυ μοι δοκοῦσιν ἐν τῷ παρόντι εὐτυχεῖν, ἅπερ γιγνώσκων ἐπέτρεψα διαγνῶναι ὑμῖν περὶ τοῦ σώματος τοῦ ἑαυτοῦ.

Prose, Passage 2:

Aeneas Tacticus IV. 8-12. Peisistratus deals with the Megarians

Πεισιστράτῳ γὰρ Ἀθηναίων στρατηγοῦντι ἐξηγγέλη ὅτι οἱ ἐκ Μεγάρων οἱ ἐπιχειροῦντες ἀφικόμενοι πλοίοις ἐπιθέσθαι νυκτὸς ταῖς τῶν Ἀθηναίων γυναιξὶν θεσμοφόρια ἀγούσαις ἐν Ἐλευσίνοι: ὁ δὲ Πεισιστράτος ἀκούσας προενηδρευσε. ἐπεὶ δὲ οἱ ἐκ τῶν Μεγάρων ὡς λεληθότες ἀπέβησαν καὶ ἀπὸ τῆς θαλάττης ἐγένοντο, ἐξαναστάς ὁ Πεισιστράτος τῶν ἐνεδρευθέντων τε ἀνδρῶν ἐκράτησεν καὶ διέφθειρεν τοὺς πλείστους, καὶ τῶν πλοίων οἷς ἀφίκοντο ἐγκρατῆς ἐγένετο. ἔπειτα παραχρῆμα τοῖς ἑαυτοῦ στρατιώταις πληρώσας τὰ πλοῖα ἔλαβε τῶν γυναικῶν τὰς ἐπιτηδειοτάτας συμπλεῦσαι, καὶ κατήγετο εἰς τὰ Μέγαρα ὀψέ

ἀπωτέρω τῆς πόλεως. κατιδόντες οὖν τὰ πλοῖα προσπλέοντα ἀπήντων πολλοὶ τῶν Μεγαρέων, αἱ τε συναρχαὶ καὶ οἱ ἄλλοι, θεώμενοι ὡς εἰκὸς αἰχμαλώτους ἀγομένας ὡς πλείστας... καὶ μετ' ἐγχειριδίων ἀποβάντες τοὺς μὲν καταβαλεῖν, ὅσους δὲ ἂν δύναιντο τῶν ἐπιφανεστάτων συναρπάξουσιν εἰς τὰ πλοῖα. καὶ οὕτως ἐπράχθη. δῆλον οὖν ὅτι μετὰ συσσήμων καὶ μὴ ἀγνοουμένων πρὸς ἀλλήλους, τὰς ἀθροίσεις καὶ τὰς πέμψεις δεῖ ποιεῖσθαι.

Prose, Passage 3:

Eusebius, *Historia ecclesiastica* 6.1. The Severan Persecutions

Ὡς δὲ καὶ Σευῆρος διωγμὸν κατὰ τῶν ἐκκλησιῶν ἐκίνει, λαμπρὰ μὲν τῶν ὑπὲρ εὐσεβείας ἀθλητῶν κατὰ πάντα τόπον ἀπετελεῖτο μαρτύρια, μάλιστα δ' πλήθυνεν ἐπ' Ἀλεξανδρείας, τῶν ἀπ' Αἰγύπτου καὶ Θηβαΐδος ἀπάσης αὐτόθι ὡσπερ ἐπὶ μέγιστον ἀθλητῶν θεοῦ παραπεμπομένων στάδιον διὰ καρτερικωτάτης τε ποικίλων βασάνων καὶ θανάτου τρόπων ὑπομονῆς τοὺς παρὰ θεῶ στεφάνους ἀναδουμένων· ἐν οἷς καὶ Λεωνίδης, ὁ λεγόμενος Ὀριγένους πατήρ, τὴν κεφαλὴν ἀποτμηθεὶς, νέον κομιδῆ καταλείπει τὸν παῖδα· ὅς δὲ ὁποίας ἐξ ἐκείνου περὶ τὸν θεῖον λόγον προαιρέσεως ἦν, οὐκ ἄκαιρον διὰ βραχέων διελθεῖν τῶ μάλιστα πολὺν εἶναι παρὰ τοῖς πολλοῖς τὸν περὶ αὐτοῦ βεβοημένον λόγον. πολλὰ μὲν οὖν ἂν τις εἴποι τὸν βίον τοῦ ἀνδρὸς ἐν σχολῇ παραδοῦναι διὰ γραφῆς πειρώμενος, δέοιτο δ' ἂν καὶ ἰδίας ὑποθέσεως ἢ περὶ αὐτοῦ σύνταξις· ὅμως δ' ἡμεῖς ἐπὶ τοῦ παρόντος ἐπιτεμόμενοι τὰ πλείστα διὰ βραχέων ὡς οἶόν τε, ὀλίγα ἄττα τῶν περὶ αὐτὸν διελευσόμεθα, ἕκ τινων ἐπιστολῶν καὶ ἱστορίας τῶν καὶ εἰς ἡμᾶς τῶ βίῳ πεφυλαγμένων αὐτοῦ γνωρίμων τὰ δηλούμενα φέροντες.

**American School of Classical Studies at Athens
Examination 2018**

Examination in Greek Art and Archaeology 2018

Time: 2 hours

Part I: Identifications [value, 25 points]. In one or two sentences, identify **seven** (7) of the following eighteen terms, being sure to give their chief significance.

Ulu Burun	Kolonos Agoraios	Vergina
koloures	Douris	xoanon
Nereid monument	sphyrelaton	Selinunte
prostas	skeuomorphism	Pantokrator
ekphora	Amasis painter	Harriet Boyd Hawes
Ludovisi throne	Phocaeen Red Slip Ware	Babylas

Part II: Essays [value, 75 points]

Answer **three** (3) questions, trying to show as broad a range of knowledge (chronological, geographical, and by subject matter) as possible.

1. Compare and contrast the architectural refinements and techniques of Minoan and Mycenaean palaces, and discuss how the parallels and divergences intersect with other forms of evidence (metalwork, gems, painting, ceramics).
2. The miniature arts of seal stones reach from Early Minoan through the Hellenistic: discuss the insights these objects offer. Your foci may include developments in the techniques of production; sources and transportation of raw materials; the social and economic contexts in which these objects functioned; their function in the investigation of religion and ritual.
3. Describe the emergence of the Geometric style in vase painting, including its chronology, relationship to other crafts, and centers of production. Include discussion of the debates regarding its role in the expression of traditional narratives.
4. Describe the techniques of production of life-size or larger bronze statues, and the scholarly pathways by which we understand these. You may wish to consider the sources of materials, the distinctions among different techniques, changes over time and our capacity to understand bronzes based on images and replicas in other forms.
5. The Gigantomachy is depicted on vases and in sculptural form from the Archaic through the Hellenistic period; discuss examples from throughout this range, and provide a context and interpretation for its appearance.

6. How is the political incorporation of Greek territories within the Roman state visible in the archaeological record? Refer to specific sites, monuments, iconography or techniques of production; you may draw on examples from the mainland, the islands and Asia Minor.
7. Discuss the advantages and disadvantages of survey archaeology as opposed to site-based excavations.
8. Textile production extended from household to palace to industrial levels, and had an important role in communicating narratives and generating wealth. Preservation of woven goods, however, is minimal within the Greek world. Describe the evidence on which analysis of ancient textiles is based, and the historical role of these goods in terms of production, aesthetics, value and international exchange.
9. Assess the changes in major trading networks connecting the Mediterranean with the East from the 2nd to 7th centuries AD. What role did state power, whether Byzantine or Sassanian or other, play in shaping exchange during this period?
10. Discuss the results of archaeological research on the Late Antique countryside in the last generation. In particular, assess the emergence of ecclesiastical foundations as social and economic centers.

**American School of Classical Studies at Athens
Examination 2018**

Examination in Greek History 2018

Time: 2 hours

Part I: Identifications [value, 25 points]. In one or two sentences, identify **seven** (7) of the following 18 terms, being sure to give their chief significance.

neokoros	Sea Peoples	Eustathios Maleinos
Ionian revolt	isopoliteia	synoikismos
Belisarius	Mt. Pangaion	mousike
Battle of Plataia	Al Mina	Peace of Nikias
St Saviour in Chora	Arsinoë II	epikleros
Battle of Issos	agoge	proxenia

Part II: Essays [value, 75 points]

Answer **three** (3) questions, trying to show as broad a range of knowledge (chronological, geographical, and by subject matter) as possible.

1. Describe the chronology and material evidence for exchange between Minoan Crete and Egypt; what is the evidence for the change or continuity in these seafarers in the Mycenaean period?
2. Describe how the discoveries at Lefkandi have challenged the term 'Dark Ages', and shaped ongoing discussion of the early Iron Age.
3. Describe the economic, political and social impacts of tyranny as a political system. In your answer consider both the positive and negative aspects of tyranny.
4. Describe the context, leaders and outcome of the Sicilian expedition, and its impact on the Peloponnesian war.
5. Describe the historical context for the emergence of the metics of Athens, noting relevant individuals as well as civic and economic frameworks. What did metics gain by assuming this status in Athens, and what were the limitations attendant on their status?
6. In what ways should Alexander the Great be seen as a traditional Argead king? In what ways did he institute a new style of kingship?
7. In what ways did Greek communities resist Roman rule? Discuss examples from the middle Republic to early Empire.

8. Piracy and Privateers: As a maritime power, Greece has a long history of encounters with violent action on the seas that combines predation and risk with economic benefit. Consider the evidence for piracy, both state sponsored and independent, in the ancient Greek world; discuss its economic costs as well as benefits, and the institutional responses to these risks.
9. If one were to write a history of Athens in the 3rd century AD, in what ways would it be different from a history of Athens in the 3rd century BC?
10. “Christian euergetism was not destined to replace pagan forms of civic virtue in the tableaux of [Byzantine] urban life.” In what ways does euergetism represent the appropriation of pagan social structures in the emerging world of late antique Christianity?

**American School of Classical Studies at Athens
Examination 2018**

Examination in Greek Literature 2018

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	epitaphios logos	Archilochus
epyllion	scholia	Androtion
Euhemerus	Stesichorus	Photius
Milesian tale	Hesychius	Philostorgios
Dio Chrysostom	Agathon	bucolic diaeresis
Zonaras	epitome	enjambment

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

1. What precisely is meant by the Epic Cycle? What is the relationship between the poems of the Epic Cycle and the work ascribed to Homer?
2. Ionic *iambos* and Old Comedy are sometimes viewed as generically affiliated. Considering their origins, development and social function, how similar are these genres and how does the relationship between them inform our understanding of them?
3. Polemical invective has been described as central to the Hellenistic historian's craft, but can be seen at work in the writing of 5th century historians as well. Discuss the role of invective in shaping the rhetorical stance of Herodotus and Thucydides.
4. Writing of Euripides' *Ion*, Nicole Loraux comments, "In the interchange between myth and polis . . . the present never ceases to break through the surface of the past since what is near is intermingled with what is far away." Discuss this phenomenon in relation to at least two other Athenian tragedies.
5. How did Alexandrian poets reconcile the 'bookishness' of their poetry with earlier traditions of performance poetry?
6. "From Corinna to Hypatia, the story of women's literature in ancient Greece is a sad tale of suppression, denial and marginalization." Is this a reasonable assessment? Discuss the place of the female author in the history of ancient Greek literature.

7. A good deal of recent research on Greek poetry has focused on musical accompaniment. What is the evidence for the performance of Greek poetry and how has our understanding of ancient Greek music changed in the last generation?
8. Aelius Aristides is often seen as a paradigm of the Second Sophistic. In what ways is the *Roman Oration* typical of Greek literature produced in the Roman Empire?
9. “When one reads the works of such Church historians as Eusebius and Sozomen, one is frequently struck by the simple fact that Church History is a branch of late antique universal history.” Is this a fair assessment of Greek historiography in the 4th and 5th centuries AD?
10. Anthony Kaldellis has written, “Psellos ... very self-consciously revolutionized intellectual life without regard for our categories and narratives...” Discuss the role of Michael Psellos in the transformation of Greek literary culture in 11th century Byzantium.