

American School of Classical Studies at Athens

Examination in Greek Translation 2005

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

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

Poetry—passage 1

Kritias, ΣΙΣΥΦΟΣ ΣΑΤΥΡΙΚΟΣ

A fragment, perhaps the opening lines, of the play.

ἦν χρόνος, ὅτ' ἦν ἀτακτος ἀνθρώπων βίος καὶ θηριώδης ἰσχύος θ' ὑπέρτης, ὅτ' οὐδὲν ἄθλον οὔτε τοῖς ἐσθλοῖσιν ἦν οὔτ' αὖ κόλασμα τοῖς κακοῖς ἐγίγνετο. κἀπειτά μοι δοκοῦσιν ἄνθρωποι νόμους	5
θέσθαι κολαστάς, ἵνα δίκη τύραννος ἦι <ὁμῶς ἀπάντων> τήν θ' ὕβριν δούλην ἔχη ἐζημιούτο δ' εἴ τις ἐξαμαρτάνοι. ἔπειτ' ἐπειδὴ τὰ μφανῆ μὲν οἱ νόμοι ἀπειργον αὐτοὺς ἔργα μὴ πράσσειν βίαι, λάθραι δ' ἔπρασσον, τῆνικαὐτά μοι δοκεῖ <πρώτων> πυκνός τις καὶ σοφὸς γνώμην ἀνήρ [γνώναι] <θεῶν> δέος θνητοῖσιν ἐξευρεῖν, ὅπως εἴη τι δεῖμα τοῖς κακοῖσι, κἂν λάθραι πράσσωσιν ἢ λέγωσιν ἢ φρονῶσι <τι>.	10
ἐντεῦθεν οἶν τὸ θεῖον εἰσηγήσατο, ὡς ἔστι δαίμων ἀφθίτῳ θάλλων βίῳ, νόῳ τ' ἀκούων καὶ βλέπων, φρονῶν τ' ἄγαν προσέχων τε ταῦτα, καὶ φύσιν θεῖαν φορῶν, ὅς πᾶν τὸ λεχθὲν ἐν βροτοῖς ἀκούσεται, <τὸ> δρώμενον δὲ πᾶν ἰδεῖν δυνήσεται.	15
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| l. 4 κολάσμα | chastisement |
| l. 17 θάλλων | flourishing |

Poetry—passage 2

Nonnos, *Dionysiaka*, III, 131-152.

Cadmus looks over the palace and orchard of Electra, daughter of Atlas, and mother or foster mother of Harmonia.

Καὶ δόμον ἔσκοπίαζεν ἀλήμονι Κάδμος ὀπωπῆ,
 Ἡφαίστου σοφὸν ἔργον, ὃν Ἡλέκτρῃ ποτὲ νύμφῃ
 ἐργοπόνος Λήμνιοι Μυριναίῃ κάμε τέχνη,
 δαίδαλα πολλὰ φέροντα. νεοσταθέος δὲ μελάθρου
 χάλκεος οὐδὸς ἔην εὐήλατος· ἀμφίθυροι δὲ 135
 σταθμοὶ ἐμηκύνοντο πολυγλυφῶν πυλεῶνων,
 καὶ λόφος ὀμφαλόεντι διεσφαίρωτο καρῆνῳ
 μεσσοφανῆς ὀρόφοιο· λιθοστρώτοιο δὲ τοίχου
 νῶτα κατεστήρικτο πεπηγότα λευκάδι γύψῳ
 εἰς μυχὸν ἐξ οὐδοῖο. πέλας δὲ τις ὄρχατος αὐλῆς 140
 ἀμφιλαφῆς δροσόεντι φυτῶν ἐβαρύνετο καρπῳ
 τετράγυος πρὸ δόμοιο· καὶ ἄρσενά φύλλα πετάσσας
 θηλυτέρῳ φοίνικι πόθον πιστώσατο φοῖνιξ·
 ὄγχνη τ' ἀγλαόκαρπος ὀμήλικι σύμφυτος ὄγχνη 145
 ὄρθριον ἐψιθύριζεν, ἐλισσομένη δὲ κορύμβοις
 γείτονα πιαλέης ἐπεμάστιε θάμνον ἐλαίης·
 εἰαρινοῖς ἀνέμοισιν ἀναινομένη παρὰ δάφνη
 σειετο μύρσινα φύλλα, καὶ εὐπετάλου κυπαρίσσου
 ὄρθριον ἐρρίπιζε κόμην εὐοδμος ἀήτης·
 συκῆς θ' ἠδυτόκοιο καὶ ἰκμαλέης ἀπὸ ροιῆς 150
 καρπὸς ἐρευθιῶων ἐπεθήλεεν οἶνοπι καρπῳ
 ἀγχιφύτῳ, καὶ μῆλον ἐπήνθεε γείτονα μῆλω·

131	ἀλήμονι	roving	144	ὄγχνη	pear tree
133	Μυριναίῃ	Myrinaian (from Myrina, a city of Lemnos)		σύμφυτος	here, "growing together"
134	νεοσταθέος	newly established	145	κορύμβοις	clusters (of fruit)
137	λόφος	ridge, here probably "dome"	146	θάμνον	bush, here "thick growth"
138	λιθοστρώτοιο	tesselated, paved with stones	149	ἐρρίπιζε	"fanned"
139	νῶτα	here, "facings"		ἀήτης, -ου	blast, here "wind"
140	ὄρχατος	orchard	150	ἰκμαλέης	damp, here "juicy"
141	ἀμφιλαφῆς	spreading wide		ροιῆς	pomegranate-tree
142	τετράγυος (w/ ὄρχατος) of four acres	(actually four γύαι, a measure of land)	151	ἐρευθιῶων	red
143	φοίνικι	female (fruit-bearing) palm		ἐπεθήλεεν	florished
	φοῖνιξ	male palm		οἶνοπι	purple

Prose—passage 3Xenophon, *Cyropaedia*, I, ii, 2-3

Beginning with the natural endowments of Cyrus, the passage discusses the educational system of the Persians.

2. Φύσιν μὲν δὴ τῆς μορφῆς καὶ τῆς ψυχῆς
 τοιαύτην ἔχων διαμνημονεύεται· ἐπαιδεύθη γὰρ
 μὴν ἐν Περσῶν νόμοις· οὗτοι δὲ δοκοῦσιν οἱ νόμοι
 ἄρχεσθαι τοῦ κοινοῦ ἀγαθοῦ ἐπιμελόμενοι οὐκ
 ἔνθενπερ ἐν² ταῖς πλείσταις πόλεσιν ἄρχονται. 5
 αἱ μὲν γὰρ πλείσται πόλεις ἀφείσαι παιδεύειν
 ὅπως τις ἐθέλει τοὺς ἑαυτοῦ παῖδας, καὶ αὐτοὺς
 τοὺς πρεσβυτέρους ὅπως ἐθέλουσι διάγειν, ἔπειτα
 προστάττουσιν αὐτοῖς μὴ κλέπτειν μηδὲ ἀρπάζειν,
 μὴ βία εἰς οἰκίαν παριέναι, μὴ παῖειν δὲ μὴ 10
 δίκαιον, μὴ μοιχεύειν, μὴ ἀπειθεῖν ἄρχοντι, καὶ
 τᾶλλα τὰ τοιαῦτα ὡσαύτως· ἦν δὲ τις τούτων
 τι παραβαίνῃ, ζημίαν αὐτοῖς ἐπέθεσαν. 3, οἱ δὲ
 Περσικοὶ νόμοι προλαβόντες ἐπιμέλονται ὅπως
 τὴν ἀρχὴν μὴ τοιοῦτοι ἔσονται οἱ πολῖται οἷοι 15
 πονηροῦ τιος ἢ αἰσχροῦ ἔργου ἐφίεσθαι. ἐπιμέ-
 λονται δὲ ὧδε.

*Ἔστιν αὐτοῖς ἐλευθέρᾳ ἀγορὰ καλουμένη, ἔνθα
 τὰ τε βασιλεια καὶ τᾶλλα ἀρχεῖα πεποιή-
 ται. ἐντεῦθεν τὰ μὲν ὄνια καὶ οἱ ἀγοραῖοι καὶ 20
 αἱ τούτων φωναὶ καὶ ἀπειροκαλαί ἀπελήλανται
 εἰς ἄλλον τόπον, ὥς μὴ μιν γνῆται ἢ τούτων τύρβη
 τῇ τῶν πεπαιδευμένων εὐκοσμία.

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| l. 1 | μορφῆς | bodily appearance |
| l. 4 | ἄρχεσθαι | begin |
| l. 6 | ἀφείσαι | sc. τινα |
| l. 13 | αὐτοῖς | for αὐτῷ (antecedent τις) |
| l. 18 | ἀγορὰ | public place, public square |
| l. 21 | ἀπειροκαλαί | vulgarity |
| l. 22 | τύρβη | tumult, uproar |

Prose—passage 4

Lysias 24, 10-12. The invalid and his pension.

A response to the charge that the invalid cannot really need a pension because he is rich enough to ride a horse.

Περὶ δὲ τῆς ἐμῆς ἵππικῆς, ἧς οὗτος ἐτόλμησε μνησθῆναι πρὸς
 ὑμᾶς, οὔτε τὴν τύχην δείσας οὔθ' ὑμᾶς αἰσχυνοίς, οὐ πολὺς ὁ
 λόγος. ἐγὼ γάρ, ὦ βουλή, πάντας οἶμαι τοὺς ἔχοντάς τι
 δυστύχημα τοῦτο ζητεῖν καὶ τοῦτο φιλοσοφεῖν, ὅπως ὡς
 ἀλυπτότατα μεταχειριούνται τὸ συμβεβηκὸς πάθος. ὦν εἰς ἐγὼ, 5
 καὶ περιπεπτωκῶς τοιαύτη συμφορᾶ ταύτην ἐμαντῶ
 ῥαστώνῃ ἐξηύρον εἰς τὰς ὁδοὺς τὰς μακροτέρας τῶν ἀναγκ-
 αίων. ὁ δὲ μέγιστον, ὦ βουλή, τεκμήριον ὅτι διὰ τὴν
 συμφορὰν ἀλλ' οὐ διὰ τὴν ὕβριν, ὡς οὗτός φησιν, ἐπὶ τοὺς
 ἵππους ἀναβαίνω· εἰ γὰρ ἐκεκτῆμην οὐσίαν, ἐπ' ἀστράβῃς ἂν 10
 ὠχούμην, ἀλλ' οὐκ ἐπὶ τοὺς ἀλλοτρίους ἵππους ἀνέβαινον νυνὶ
 δ' ἐπειδὴ τοιοῦτον οὐ δύναμαι κτήσασθαι, τοῖς ἀλλοτρίοις
 ἵπποις ἀναγκάζομαι χρῆσθαι πολλάκις. καίτοι πῶς οὐκ
 ἄτοπὸν ἐστίν, ὦ βουλή, τοῦτον ἂν, εἰ μὲν ἐπ' ἀστράβῃς
 ὠχούμενον ἑώρα με, σιωπᾶν (τί γὰρ ἂν καὶ ἔλεγεν;), ὅτι δὲ ἐπὶ 15
 τοὺς ἡτημένους ἵππους ἀναβαίνω, πειρᾶσθαι πείθειν ὑμᾶς ὡς
 δυνατὸς εἰμι; καὶ ὅτι μὲν δυοῖν βακτηρίαιν χρώμαι, τῶν
 ἄλλων μιᾷ χρωμένων, μὴ κατηγορεῖν ὡς καὶ τοῦτο τῶν
 δυναμένων ἐστίν, ὅτι δ' ἐπὶ τοὺς ἵππους ἀναβαίνω, τεκμηρίω
 χρῆσθαι πρὸς ὑμᾶς ὡς εἰμι τῶν δυναμένων; οἷς ἐγὼ διὰ τὴν 20
 αὐτὴν αἰτίαν ἀμφοτέροις χρώμαι.

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| I. 4 | φιλοσοφεῖν | contrive, here with ὅπως with future indicative |
| II. 4-5 | ὡς ἀλυπτότατα | as painlessly as possible |
| I. 7 | ῥαστώνῃ, ἢ | a means of ease, easy way of doing (something), relief
from pain |
| I. 10 | ἀστράβῃ, ἢ | a padded saddle, usually for a mule, commonly used by
women |

American School of Classical Studies at Athens
Examination in Greek History 2005

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.

Antigonos Gonatas

Aspasia

basileus

Brasidas

Demaratus

Eupatridae

Gortyn Code

Melos

Naupactos

peltast

Sphacteria

T. Quinctius Flaminius

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

1. What effects on the development of the polis can be attributed to the invention and spread of coinage? Pick two cities as examples.
2. What respective roles did the deme, tribe and phratry play in the lives of ordinary Athenian citizens?
3. Briefly recount the history of Spartan foreign relations from 404-362 BC. Why did the power of Sparta decline in that period?
4. Briefly describe the expansion of Philip II of Macedon. Why was he able to bring Greece under his sway? Include, for example, factors such as the role played by the sanctuary of Apollo at Delphi in his rise to power.
5. Consider the growth of federal leagues in mainland Greece during the 3rd century BC. Why were these leagues more effective instruments of foreign policy during the Hellenistic age than more traditional polis government?
6. Irad Malkin notes, "Greek ethnicity appears to have been something that was always both traditional and negotiable." Consider how some group of Greeks negotiated, changed, and usually solidified their view of their own collective identity in response to a particular historical circumstance or event (for example but not limited to the Persian invasion, the rise of Macedon, or the colonization of a particular region).
7. Describe and explain the role of athletics in Greek religion. Why are Greek athletic contests always associated with cultic festivals?
8. Describe the impact upon mainland Greece of L. Aemilius Paulus, L. Mummius, L. Cornelius Sulla, and the Emperor Nero. How did Roman attitudes to Greece change over time?

American School of Classical Studies at Athens

Examination in Greek Literature 2005

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.

Agathon

Aristarchus

Bacchylides

Cypria

Dolon

Empedocles

Epideictic

Heliodorus

Hippias of Elis

Oeconomicus

paean

Porson's Bridge

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

1. Discuss the forms, content, and purposes of Pindaric poetry.
2. According to Aristotle's theory of tragedy, is Euripides' *Ion* a tragedy? If so, why? If not, what did Aristotle get wrong?
3. Discuss three examples of dramatic or thematic similarities between the writings of Herodotus and Aeschylus. Be as specific as possible with regard to particular passages.
4. 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.
5. Xenophon's *Hellenica* continues the history of Thucydides. Discuss how Xenophon's thematic goals and historiographical techniques compare to those of Thucydides and why the two historical accounts appear so different.
6. Papyrological discoveries continue to transform our understanding of Greek literature: discuss any one major papyrological discovery and analyze the impact it has had on the understanding of the author and genre in question. What surprises did this discovery have for scholars, and what pre-existing ideas did it confirm?
7. Describe the different versions of the Iphigenia story that appear in Greek literature, and account for the divergences between them.
8. What were Plato's views on art? Discuss them and include specific examples from his dialogues.

American School of Classical Studies at Athens
Examination in Greek Art and Archaeology 2005

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.

Copaic Lake

Euphronios

Laconian lead figurines

lebes gamikos

Nea Nikomedeia

Nikopolis

Olynthus

opisthodomos

Scopas

terminus post quem

tholos tomb

xoanon

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

1. What range of dates can be assigned to the Homeric epics, based on the artifacts mentioned therein? Explain how such a range of dates is possible, and provide examples of artifacts mentioned and their probable (approximate) dates.
2. Suppose graveyards of burials like that discovered at Lefkandi were excavated at Gytheion and Amphipolis. How would that change our understanding of Dark Age society?
3. Write a brief history of Greek sculpture down to 479 BC. Trace the changes and account for them.
4. Discuss varying treatments of one of the following figures or themes as they appear in archaic and Classical vase painting: satyrs; symposia; domestic life.
5. Identify the monuments described as “Cimonian,” and explain the designation. Why are they important for the archaeological history of Athens?
6. Discuss the significance of the Sullan sack or the Herulian sack for the archaeology of Athens.
7. A common question asked of archaeologists by people who are staring down at artefacts and the remains of buildings in a trench is, “How did it happen that they were buried?” Discuss several of the different processes of deposition that have buried archaeological sites and give examples from the Greek world of each. What happened to sites that were not buried?
8. Discuss the major advances in the archaeology of cult during the last 100 years, with reference to specific examples.