

CLASSICAL STUDIES I

Candidates should answer **THREE** questions,
ONE from Section A, and **TWO** from Section B

Section A

*Answers to Question 1 will be marked on both accuracy and elegance of the translation.
Answers to Questions 2 and 3 should display close knowledge of primary non-textual material.*

EITHER:

1. Translate the following passage into English:

ἄλλων τε πολλῶν καὶ καλῶν ἔργων ἕνεκα, ὧ ἄνδρες, ἄξιον Ἡρακλέους μεμνηῆσθαι, καὶ ὅτι τόνδε τὸν ἀγῶνα πρῶτος συνήγειρε δι' εὐνοίαν τῆς Ἑλλάδος. ἐν μὲν γὰρ τῷ τέως χρόνῳ ἀλλοτριῶς αἱ πόλεις πρὸς ἀλλήλας διέκειντο: ἐπειδὴ δὲ ἐκεῖνος τοὺς τυράννους ἔπαυσε καὶ τοὺς ὑβρίζοντας ἐκώλυσε, ἀγῶνα μὲν σωμάτων ἐποίησε, φιλοτιμίαν δὲ πλούτου, γνώμης δ' ἐπίδειξιν ἐν τῷ καλλίστῳ τῆς Ἑλλάδος, ἵνα τούτων ἀπάντων ἕνεκα εἰς τὸ αὐτὸ συνέλθωμεν, τὰ μὲν ὀψόμενοι, τὰ δ' ἀκουσόμενοι: ἠγήσατο γὰρ τὸν ἐνθάδε σύλλογον ἀρχὴν γενήσεσθαι τοῖς Ἑλλησι τῆς πρὸς ἀλλήλους φιλίας. ἐκεῖνος μὲν οὖν ταῦθ' ὑφήγησατο, ἐγὼ δὲ ἤκω οὐ μικρολογησόμενος οὐδὲ περὶ τῶν ὀνομάτων μαχόμενος. ἠγοῦμαι γὰρ ταῦτα ἔργα μὲν εἶναι σοφιστῶν λίαν ἀχρήστων καὶ σφόδρα βίου δεομένων, ἀνδρὸς δὲ ἀγαθοῦ καὶ πολίτου πολλοῦ ἀξίου περὶ τῶν μεγίστων συμβουλεύειν, ὄρων οὕτως αἰσχυρῶς διακειμένην τὴν Ἑλλάδα, καὶ πολλὰ μὲν αὐτῆς ὄντα ὑπὸ τῷ βαρβάρῳ, πολλὰς δὲ πόλεις ὑπὸ τυράννων ἀναστάτους γεγενημένας. καὶ ταῦτα εἰ μὲν δι' ἀσθένειαν ἐπάσχομεν, στέργειν ἂν ἦν ἀνάγκη τὴν τύχην: ἐπειδὴ δὲ διὰ στάσιν καὶ τὴν πρὸς ἀλλήλους φιλονικίαν, πῶς οὐκ ἄξιον τῶν μὲν παύσασθαι τὰ δὲ κωλύσαι, εἰδότας ὅτι φιλονικεῖν μὲν ἐστὶν εὖ πραττόντων, γινῶναι δὲ τὰ βέλτιστα τῶν οἴων ἡμῶν; ὀρῶμεν γὰρ τοὺς κινδύνους καὶ μεγάλους καὶ πανταχόθεν περιεστηκότας: ἐπίστασθε δὲ ὅτι ἡ μὲν ἀρχὴ τῶν κρατούντων τῆς θαλάττης, τῶν δὲ χρημάτων βασιλεὺς ταμίας, τὰ δὲ τῶν Ἑλλήνων σώματα τῶν δαπανᾶσθαι δυναμένων, ναῦς δὲ πολλὰς μὲν αὐτὸς κέκτηται, πολλὰς δ' ὁ τύραννος τῆς Σικελίας.

LYSIAS, 33.1-5 (*Olympic Oration*)

[OVER]

OR:

2. What are the challenges and opportunities in conducting and publishing large scale rescue excavations (such as that depicted below, conducted for the construction of the Thessaloniki metro)?



OR:

3. Is the study of ancient Greek sculpture only a matter for art historians?

Section B

4. How should we understand the concept of honour (*timê*) in Greek society?
5. Is it possible to access 'popular culture' in the Greek world?
6. What do we know about ancient Greek atheism?
7. Discuss narrative and stylistic strategies in Greek lyric poetry, paying particular attention to how they relate to lyric's central preoccupation with the articulation of the self.
8. How does rhetoric relate to characterisation in Greek tragedy?
9. Without Athenian sources, what would a history of the Greek world look like?
10. What did it mean to be 'Greek' under the Roman empire?
11. What can Greek vase painting contribute to our knowledge of Greek homoerotic culture?
12. What was the economic impact of the expansion of the Hellenistic world?
13. 'For Homer, as for a child, the most ordinary things in daily life are profoundly interesting' (DENNISTON). Discuss.
14. According to ancient philosophers, was it ever possible for friendship to exist between men and women?
15. What do proxeny decrees tell us about social structures in the Greek world and beyond?
16. What was the role of vernacular languages in the spread of early Christianity across the empire?
17. How did Greek and Latin speakers interpret and understand hieroglyphs?
18. How and why did Greek understandings of the underworld change over time?
19. How can we access the female experience of Greek medicine and medical practices?

20. Can we see a reception of Latin literature in the Greek literary culture of the imperial period?
21. 'Dreams belonged not to a baffling private universe but to the public sphere' (SIMON PRICE). What can we learn about social life from Artemidorus' *On the Interpretation of Dreams*?
22. Why do we have so many translations of Homer and Sappho, while so many other Greek texts remain overlooked?
23. What have recent developments in archaeology taught us about the nature of Greek colonisation?
24. Can historians of the ancient Greek world do 'Global History'?

CLASSICAL STUDIES II

Candidates should answer **THREE** questions,
ONE from Section A, and **TWO** from Section B

Section A

Answers to Question 1 will be marked on both accuracy and elegance of the translation.

Answers to Questions 2 and 3 should display close knowledge of primary non-textual material.

EITHER:

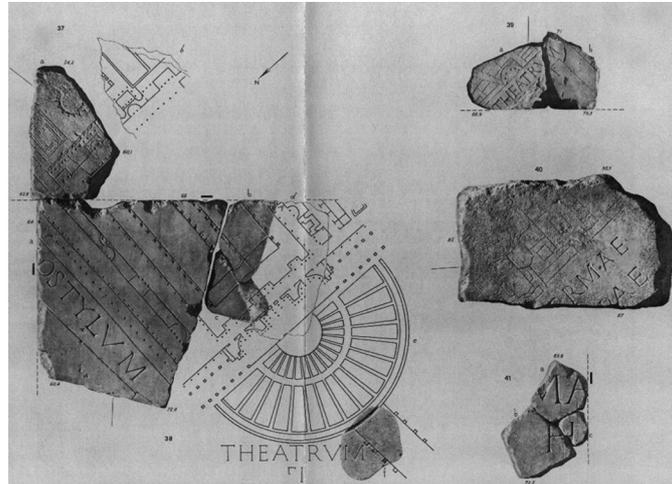
3. Translate the following passage into English:

interea domitis Caesar remeabat Iberis,
victrices aquilas alium laturus in orbem,
cum prope fatorum tantos per prospera cursus
avertere dei. nullo nam Marte subactus,
intra castrorum timuit tentoria ductor
perdere successus scelerum, cum paene fideles
per tot bella manus, satiatae sanguine, tandem
destituere ducem, seu maesto classica paulum
intermissa sono, claususque et frigidus ensis
expulerat belli furias, seu, praemia miles
dum maiora petit, damnat causamque ducemque,
et scelere inbutos etiamnunc venditat enses.
haud magis expertus discrimine Caesar in ullo est,
quam non e stabili, tremulo sed culmine cuncta
despiceret, staretque super titubantia fultus.
tot raptis truncus manibus, gladioque relictus
paene suo, qui tot gentes in bella trahebat,
scit non esse ducis strictos, sed militis, enses.
non pavidum iam murmur erat, nec pectore tecto
ira latens; nam quae dubias constringere mentes
causa solet, dum quisque pavet, quibus ipse timori est,
seque putat solum regnorum iniusta gravari,
haud retinet. quippe ipsa metus exsolverat audax
turba suos. quidquid multis peccatur, inultum est.

LUCAN V.237–260

OR:

4. With reference to the image below, discuss the value of the Severan marble plan in the reconstruction of the built environment of ancient Rome.



OR:

4. Describe this Roman-period artefact which was found in Buckinghamshire in the HS2 excavations. Consider the issues and research questions it raises and what further information you would need to present it more fully.



[OVER]

Section B

5. Did taxation make or break the Empire?
6. 'The Roman constitution was a screen and a sham' (SYME). Discuss.
7. What are advances in the study of DNA able to offer the Roman archaeologist?
8. Why, given how important they were, do Ennius's *Annales* not survive?
9. How and why was literary style political in the late Republic and early Empire?
10. Do we witness the experience of enslaved peoples on the Roman stage?
11. Was there ever any point to writing philosophy in Latin?
12. When were western provincials Roman?
13. Was Roman culture ever secular?
14. What makes a Roman city Roman?
15. Does the *tabula Lugdunensis* help us to understand Claudius and the Gauls?
16. Why did the revolts in the first century of Empire fail?
17. What changed in 212 CE?
18. Were women in the Roman world linguistic innovators or traditionalists?
19. What does the *tau gallicum* tell us about bilingualism?
20. Did Roman historical linguistics exist?
21. What's in a Roman name?
22. Were late antique monasteries about religion?
23. Who is right about the *adventus Saxonum*?
24. Can we ever study Roman expansion without the baggage of modern imperialism?