

Classical Studies

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Programs of Study

The B.A. degree in Classical Studies allows students to explore Greek and Roman antiquity in a variety of ways and provides excellent preparation for careers that require strong skills in interpretation and writing, such as teaching, scholarly research, law, and publishing, and in the humanities in general. Concentrators may choose from the following three variants based on their preparation, interests, and goals: (1) The Language and Literature Variant combines the study of Greek and Latin texts with coverage of diverse areas, including art and archeology, history, philosophy, religion, and science. (2) The Language Intensive Variant focuses on languages with the aim of reading a larger selection of texts in the original languages; it is designed especially for those who wish to pursue graduate studies in classics. (3) The Greek and Roman Cultures Variant emphasizes courses in art and archeology, history, material culture, and texts in translation.

Program Requirements

Degree Program in Classical Studies: Language and Literature Variant.

Students who take the Language and Literature Variant may concentrate either in Greek or in Latin, to the exclusion of the other language, or they may concentrate in one language and minor in the other. The program assumes that, in addition to the concentration requirements, students have satisfied the College language requirement by demonstrating competency equivalent to one year of study in either Greek or Latin.

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

(1) Six courses in Greek or Latin in the concentration that must include the 20100-20300 sequence or higher in at least one language.

(2) Six courses in Greek or Roman art, history, philosophy, science, religion, art, or classical literature in translation, with courses divided between at least two fields, and with approval of the director of undergraduate studies. Courses which carry a Classical Civilization listing between 30100 and 39000 meet this requirement, as do several courses offered in Art History, Philosophy, Political Science, General Studies in the Humanities, and other disciplines. These courses should be chosen in consultation with the director of undergraduate studies.

(3) The B.A. Paper Seminar (CLCV 29800), a one-quarter course spread over two quarters, as described below.

Summary of Requirements:**Language and Literature Variant**

College Language Requirement		<i>demonstrated competence in Latin or Greek equivalent to one year of college-level study</i>
Concentration	6	courses in Latin or Greek
	6	courses in Greek or Roman history, philosophy, science, religion, art, or classical literature in translation
	<u>1</u>	B.A. Paper Seminar (CLCV 29800)
	13	

Degree Program in Classical Studies: Language Intensive Variant. The Language Intensive Variant is designed for students who expect to continue Classical Studies at the graduate level. It aims to provide the level of linguistic proficiency in both Greek and Latin that is commonly expected of applicants to rigorous graduate programs. The program assumes that, in addition to the concentration requirements, students have satisfied the College language requirement by demonstrating competency equivalent to one year of study in either Greek or Latin. Students must also use some of their electives to meet the language requirements of this program variant.

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

(1) Six courses in one classical language (Greek or Latin) at the 20000 level or above and six courses or the equivalent in the other (three of which may be at the introductory level).

(2) Four courses in art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least two fields, and with approval of the director of undergraduate studies. Courses which carry a Classical Civilization listing between 30100 and 39000 meet this requirement as do several courses offered in the area of Art History, Philosophy, Political Science, General Studies in the Humanities, and other disciplines. These courses should be chosen in consultation with the director of undergraduate studies.

(3) The B.A. Paper Seminar (CLCV 29800), a one-quarter course spread over two quarters, as described below.

**Summary of Requirements:
Language Intensive Variant**

College Language Requirement		<i>demonstrated competence in Latin or Greek equivalent to one year of college-level study</i>
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Concentration	6	courses in Latin
	6	courses in Greek
	4	courses in Greek or Roman art, history, philosophy, science, religion, or classical literature in translation
	<u>1</u>	B.A. Paper Seminar (CLCV 29800)
	17	

Degree Program in Classical Studies: Greek and Roman Cultures Variant. This variant is designed for students who are interested in ancient Greece and Rome but wish to focus more on history (political, intellectual, religious, social) and material culture than on language and literature. Because the program allows many courses taught in other departments to count toward concentration requirements, it is especially suited to students who declare their concentration late or who wish to take a double concentration. The program assumes that, in addition to concentration requirements, students have satisfied the College civilization requirement by taking the Ancient Mediterranean World sequence (CLCV 20700-20800), the Athens Program (SOSC 27800-279000), or the Rome Program (SOSC 20800-20900).

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

(1) Three courses in Greek or Latin at any level. (Because students may not place out of this requirement, anyone who enters the program with some competence in Latin or Greek is expected to take three higher-level courses.)

(2) Nine courses in art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least four fields, and with approval of the director of undergraduate studies. Courses that carry a Classical Civilization listing between 30100 and 39000 meet this requirement, as do several courses offered in the area of Art History, Philosophy, Political Science, General Studies in the Humanities, and the like. These courses should be chosen in consultation with the director of undergraduate studies.

(3) The B.A. Seminar (CLCV 29800), a one-quarter course spread over two quarters, as described below.

**Summary of Requirements:
Greek and Roman Cultures Variant**

General Education		CLCV 20700-20800, or Athens Program, or Rome Program
Concentration	3	courses in Greek or Latin†
	9	courses in Greek or Roman art, history, philosophy, religion, science, or classical literature in translation
	<u>1</u>	B.A. Paper Seminar (CLCV 29800)
	13	

† Credit may not be granted by examination.

B.A. Seminar and B.A. Paper. Candidates for the B.A. degree in all variants of the Classical Studies concentration are required to write a substantial B.A. paper. The purpose of the B.A. paper is to enable concentrators to improve their research and writing skills and to give them an opportunity to focus their knowledge of the field upon an issue of their own choosing.

In their *third* year, by Monday of eighth week of Spring Quarter, concentrators must submit to the director of undergraduate studies a short statement proposing an area of research, and the statement must be approved by a member of the Classics faculty who agrees to be the director of the B.A. paper. At the same time, concentrators should meet with the preceptor of the B.A. Paper Seminar to plan a program of research.

Concentrators are required to register in the B.A. Paper Seminar (CLCV 29800) in Autumn Quarter of their fourth year and participate in the seminar throughout Winter Quarter. The focus of the seminar is to discuss research problems and compose preliminary drafts of their B.A. papers. They are expected to exchange criticism and ideas in regular seminar meetings with the preceptor and with other students writing papers, as well as to take account of comments from their faculty readers. The grade for the B.A. Seminar is identical to the grade for the B.A. paper and, therefore, is not reported until the paper has been submitted in Spring Quarter. The grade for the B.A. paper depends on participation in the seminar, as well as on the quality of the paper.

The deadline for submitting the B.A. paper in final form is **Friday of third week of Spring Quarter**. This deadline represents the formal submission, which is final; students should expect to submit and defend substantial drafts much earlier. Copies are to be submitted to the faculty director, seminar preceptor, and director of undergraduate studies. Students who fail to meet the deadline may not be able to graduate in that quarter, and will not be eligible for honors consideration.

Students who undertake a double concentration may meet the requirement for a B.A. paper in Classical Studies by making it part of a single B.A. paper that is designed to meet the requirements of both concentrations. This combined paper must have a substantial focus on texts or issues of the classical period, and must have a Classics faculty member as a reader.

Grading. The first-year sequences in Latin and Greek (LATN 10100-10200-10300, and LATN 11100-11200, GREK 10100-10200-10300, and GREK 11100-11200-11300) and the courses in Greek and Latin composition are open for *P/N* grading for students not using these courses to meet concentration language requirements. All courses taken to meet requirements in the concentration must be taken for letter grades.

Honors. To be recommended for honors, a student must maintain an overall GPA of 3.25 or higher and a GPA of 3.5 or higher in the concentration, and must also demonstrate superior ability in the B.A. paper to interpret Greek or Latin source material and to develop a coherent argument. For a student to be recommended for honors, the B.A. paper must be judged worthy of honors both by the faculty director and an additional faculty reader.

The Paul Shorey Foreign Travel Grant. The Paul Shorey Foreign Travel Grant are grants of \$500 made annually to "needy and deserving students studying Greek or Latin" for participation in the Athens Program or the Rome Program of the College. The deadline for application is March 1.

The Classics Prize. The Classics Prize is a cash award of \$300 made annually to the student who graduates with the best record of achievement in the Classical Studies concentration.

Faculty

D. Allen, M. Allen, E. Asmis, S. Bartsch, H. Dik, C. A. Faraone, J. Hall, N. P. Helmbold, W. R. Johnson, D. Martinez, J. M. Redfield, D. N. Rudall, R. Saller, L. Slatkin, P. White, D. Wray

Courses

Courses designated "Classical Civilization" do not require knowledge of Greek or Latin.

Classical Civilization

20700. Ancient Mediterranean World I. (=ANST 20700, HIST 16700)
This sequence meets the general education requirement in in civilizational studies. This course surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 B.C.). The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians. *W. Scheidel. Autumn, 2002.*

20800. Ancient Mediterranean World II. (=ANST 20800, HIST 16800)
This sequence meets the general education requirement in in civilizational studies. This course surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 B.C.) in autumn; the Roman Republic (509-27 B.C.) in winter; and concludes in spring with the five centuries between the establishment of imperial autocracy in 27 B.C. and the fall of the Western empire in the fifth century A.D. *C. Gray. Winter, 2003.*

20900. Ancient Mediterranean World III. (=ANST 20800, HIST 16800)
This course involves discussion concerning principal features of cultural, religious, social, and economic experiences of the Mediterranean World between the third and sixth centuries AD. Geographical scope includes the western as well as eastern Mediterranean. The instructor considers Near Eastern and Germanic perspectives as well as Graeco-Roman ones. The course involves review of modern scholarly controversies as well as investigation of range of primary sources in translation. *W. Kaegi. Spring, 2003.*

21000. Women in Antiquity. (=CLAS 31000) The portrayal of women in ancient Greek literature; their literary roles as compared to their actual social status; gender roles in ancient Mediterranean cosmologies; readings from epic and lyric poetry, drama, history, oratory, and philosophy, in addition to ancient historical documents and medical texts, as well as from contemporary sociological and anthropological studies that help to analyze the origins of Western attitudes toward women. *L. Slatkin. Autumn, 2002.*

21200. History and Theory of Drama I. (=ANST 21200, CLAS 31200, CMLT 20500/30500, ENGL 13800/31000, GSHU 24200/34200) *May be taken in sequence with ENGL 13900/31100 or individually.* This course is a survey of major trends and theatrical accomplishments in Western drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, medieval religious drama, Marlowe, Shakespeare, and Jonson, along with some consideration of dramatic theory by Aristotle, Horace, Sir Philip Sidney, and Dryden. The goal is not to develop acting skill but, rather, to discover what is at work in the scene, and to write up that process in a somewhat informal report. Students have the option of writing essays or putting on short scenes in cooperation with other members of the class. *End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended.* *D. Bevington, D. N. Rudall. Autumn 2003, 2004.*

22000. History of Philosophy I: Ancient Philosophy. (=ANST 25000, PHIL 25000) *PQ: Completion of the general education requirement in humanities.* This course is an introductory survey of ancient philosophy, focusing on some key works of Plato, Aristotle, and Epicurus. Topics include the good life and its relation to philosophy, methods of scientific explanation, and the nature of the soul. *R. Barney. Autumn, 2002.*

22100. Epictetus and Marcus Aurelius. (=FN DL 24200) The Emperor Marcus Aurelius was a fervent admirer of Epictetus, a former slave, who set up a school for teaching Stoic philosophy. Both thought deeply about problems of fate and free will, and about the obligations of daily life. While Epictetus was intent on launching young men on the right path of life, Marcus Aurelius was prone to look back on his life with probing introspection. We read their works in their entirety, as we explore each author's profoundly original response to his situation. *E. Asmis. Winter, 2003.*

24100. Classical Heroines and Beyond. (=CLAS 34100, MUSI 22400) *Knowledge of Latin or music not required.* This course focuses on two women of Greek mythology, Medea and Phaedra, and how the erotic and tragic narratives of their lives were rendered by artists working in the different social, political and cultural contexts of Nero's Rome (first century) and early modern (seventeenth to eighteenth century) Europe. Gender and genre are central issues of the course. Primary texts to be read (in translation) include Seneca's *Medea* and *Phaedra*, Euripides' *Medea* and *Hippolytus*, Corneille's *Médée*, Racine's *Phèdre*, and a Roman tragedy on Nero's first wife *Octavia* by an ancient imitator of Seneca. Operas to be studied, partly in audio recording and partly through viewing, include Charpentier's *Médée*, Rameau's *Hippolyte et Aricie*, Traetta's *Ippolito ed Aricia* and Monteverdi's *L'Incoronazione di Poppea*. *R. Kendrick, D. Wray. Spring, 2003.*

26200. Roman Archaeology. (=CLAS 36200) This course covers key sites in Roman archaeology and discusses methodological issues. We focus on what can be learned about Roman social history through archaeological remains. *P. Laird. Autumn, 2002.*

26300. Topics in Roman Material Culture. (=CLAS 36300) This course focuses on the material remains of Rome (e.g., paintings, houses, monuments, coins). We especially consider how the material objects of the Roman world contributed to the construction of Roman imperial ideology. *P. Laird. Spring, 2003.*

27100. Ancient Studies Seminar. (=ANST 27100) The ancient studies seminar is an annual seminar of changing content but with an interdisciplinary focus. Its aim is to teach students how to combine historical, literary, and material evidence in studying the ancient world. *Staff. Spring.*

28200. Ancient and Modern Satire: Contextualizing Corrective Invective. (=HUMA 27303) Satire is a literary genre that, however vicious, aims at the correction of human faults, at least in theory. As a comic tool with critical potential, it has proved variously useful in particular historical contexts (e.g., eighteenth century France or Restoration England). The roots of satire, however, stretch back to ancient Rome and its traditional classifications are actually based on the classical satirists, Menippus, Horace, Varro, and Juvenal. This course surveys the roots of the satiric genre by considering contextualized excerpts (in translation) from the ancient satirists. It investigates what the historical and political conditions were under which such "corrective" verse might be written and could be effective. Having developed a literary and historical foundation for ancient satire, the class proceeds to examine select models of modern satire, each within its own historical and political context. *J. Zuber. Winter, 2003.*

28300. Ephron Seminar. This annual seminar of changing context is meant to promote innovative course design. Past Ephron seminars have been about violence in the ancient world. *Staff. Spring.*

Speaking of Women: Gender and Roman Poetry. This class is an introduction to the role of women in Roman poetry from Catullus to Martial. We examine the different ways women are depicted by male (and one female) authors. Our main focus is on primary texts (all in translation), but we also consider some secondary literature pertaining to contemporary approaches to gender issues in ancient poetry. We look at gender as a rhetorical construct and consider its sociocultural context. In general, the course is not a chronological examination, but rather a thematic one, arranged by categories of women (e.g., mythical women, mistresses, famous women). *S. Raucci. Spring.*

29700. Reading Course. *PQ: Consent of faculty sponsor and director of undergraduate studies. Students are required to submit the College Reading and Research Course Form. Staff. Autumn, Winter, Spring, 2002, 2003.*

29800. B.A. Seminar. This seminar is designed to teach students research and writing skills necessary for writing their B.A. paper. Lectures cover classical bibliography, research tools, and electronic databases. Students

discuss research problems and compose preliminary drafts of their B.A. papers. They are expected to exchange criticism and ideas in regular seminar meetings with the preceptor and with other students writing papers, as well as to take account of comments from their faculty readers. The grade for the B.A. Seminar is identical with the grade for the B.A. paper and, therefore, is not reported until the B.A. paper has been submitted in spring quarter. The grade for the B.A. paper depends on participation in the seminar as well as on the quality of the paper. *J. Zuber. Autumn, Winter, 2002, 2003.*

Greek

10100-10200-10300. Introduction to Attic Greek I, II, III. *This sequence covers the introductory Greek grammar in twenty-two weeks and is intended for students who have more complex schedules or believe that the slower pace allows them to better assimilate the material. Like GREK 11100-11200-11300, this sequence prepares students to move into the second-year sequence (GREK 20100-20200-20300).*

10100. Introduction to Attic Greek I. *PQ: Knowledge of Greek not required.* This course introduces students to the basic rules of ancient Greek. Class time is spent on the explanation of grammar, translation from Greek to English and from English to Greek, and discussion of student work. *H. Dik. Autumn, 2002, 2003.*

10200. Introduction to Attic Greek II: Prose. *PQ: GREK 10100.* The remaining chapters of the introductory Greek textbook are covered. Students apply and improve their understanding of Greek through reading brief passages from classical prose authors, including Plato and Xenophon. *D. N. Rudall. Winter, 2002, 2003.*

10300. Introduction to Attic Greek III: Prose. *PQ: GREK 10200.* Students apply the grammatical skills taught in GREK 10100-10200 by reading a continuous prose text by a classical author such as Lysias, Xenophon, or Plato. The aim is familiarity with Greek idiom and sentence structure. *Staff. Spring, 2002, 2003.*

11100-11200-11300. Accelerated Introduction to Attic Greek I, II, III. *This sequence covers the introductory Greek grammar in fifteen weeks. Like GREK 10100-10200-10300, this sequence prepares students to move into the second-year sequence (GREK 20100-20200-20300).*

11100. Accelerated Introduction to Attic Greek I. *PQ: Knowledge of Greek not required.* This course introduces students to the basic rules of ancient Greek. Class time is spent on the explanation of grammar, translation from Greek to English and from English to Greek, and discussion of student work. *Staff. Autumn, 2002, 2003.*

11200. Accelerated Introduction to Attic Greek II. *PQ: GREK 11100.* The remaining chapters of the introductory textbook are covered. Students then apply and improve their knowledge of Greek as they read selections from Xenophon. *H. Dik. Winter, 2002, 2003.*

11300. Accelerated Introduction to Attic Greek III. *PQ: GREK 11200.* Students apply the grammatical skills taught in GREK 11100-11200 by reading a continuous prose text by a classical author such as Lysias, Xenophon, or Plato. The aim is familiarity with Greek idiom and sentence structure. *Staff. Spring, 2002, 20003.*

20100. Intermediate Greek I: Plato's *Phaedo*. *PQ: GREK 10300 or equivalent.* We read Plato's text with a view to understanding both the grammatical constructions and the artistry of the language. We also give attention to the dramatic qualities of the dialogue. Grammatical exercises reinforce the learning of syntax. *E. Asmis. Autumn, 2002, 2003.*

20200. Intermediate Greek II: Sophocles. *PQ: GREK 10300 or equivalent.* This course includes analysis and translation of the Greek text, discussion of Sophoclean language and dramatic technique, and relevant trends in fifth-century Athenian intellectual history. *L. Slatkin. Winter, 2002, 2003.*

20300. Intermediate Greek III: Homer *PQ: GREK 10300 or equivalent.* An introduction to the Homeric dialect and to the convention of oral epic through a study of the *Iliad*. *J. Marks. Spring, 2002, 2003.*

21400/31400. Aristophanes. *PQ: GREK 20300 or equivalent.* We read Aristophanes' *Acharnians*, his first extant play, and do forays into Aristophanes' relationship to Euripides in other plays. The course examines the close relationship between Tragedy and Comedy in the last years of the Athenian Empire. *D. N. Rudall. Autumn, 2002.*

21500/31500. Herodotus. *PQ: GREK 20300 or equivalent.* Book I is read in Greek; the rest of the *Histories* are read in translation. With readings from secondary literature, historical and literary approaches to the *Histories* are discussed, and the status of the *Histories* as a historical and literary text. *H. Dik. Winter, 2003.*

21600/31600. Euripides. *PQ: GREK 20300 or equivalent.* A careful reading of Euripides' *Bacchae*, with attention to language, structure, and the important position which the play holds in the history of Greek religion. As time permits we read selections from other plays as well as other Dionysiac literature, including recent papyrus finds. *D. Martinez. Spring, 2003.*

21700/31700. Greek Lyric and Epinician Poetry. *PQ: GREK 20300 or equivalent.* This class involves reading of the major fragments of Greek monody and of selections from choral poetry, with special emphasis on the lyrics of Sappho and Alcaeus and the odes of Pindar and Bacchylides. There is a discussion of lyric meters and also of the occasions for which these early poems were composed. *Staff. Autumn, 2003.*

21800/31800. Greek Epic. *PQ: Greek 20300 or equivalent.* This course investigates a key text or texts in the Greek Epic tradition. Homer, Hesiod, and Apollonius are among the authors taught in the course. The course may focus on one author or employ a survey method. *Staff. Winter, 2004.*

21900/31900. Greek Oratory/Rhetorical Writing. *PQ: Greek 20300 or equivalent.* This course introduces students to Attic oratory (e.g. Lysias, Demosthenes, Aeschines) and to philosophical writings about rhetoric (Gorgias, Plato, Aristotle). The course may focus on one orator or adopt a survey method. *Staff. Spring, 2003.*

24500/34500. Justin Martyr. *PQ: Consent of instructor.* A careful reading of the Greek text of first and second apologiae of Justin (and selections from other treatises as time permits), with attention to his language and literary style. We also concentrate on Justin as an early defender of and advocate for the Christian faith, the importance of his logos doctrine, his demonology, and his sacramental ideas and theology of worship. *D. Martinez. Autumn, 2002.*

25100/35100. Introduction to Greek Philology. (=BIBL 41800) This course surveys what we know and do not know about the Greek language, and how we know it, in two ways. An overview of the history of the Greek language, from Mycenaean to modern times, helps to place Homer, Plato, the New Testament, and Seferis in the continuum of the Greek language, and we study general principles of language change and how they apply to Greek. Secondly, there is the synchronic grammar of Classical Greek. Approaching the language as a system, rather than a random set of rules, we study a number of central issues in Greek linguistics: how should we approach particles, aspect, and something as deceptively simple as the definite article? *H. Dik. Autumn, 2002.*

25200/35200. Papyrology. (=BIBL 51000) This course concentrates on the methods and perspectives of the discipline of papyrology, including the "hands on" experience of working with actual texts in Chicago's collections of documents in Regenstein and Oriental Institute. No previous knowledge of the field is assumed; we begin from ground up. Among the topics we cover are: the major branches of papyrology (including documentary, literary, magical, and Christian texts), including analysis of the form and structure of different kinds of papyrus documents; the linguistic phenomenon of koine Greek; and the contribution of papyrology to other areas of the study of antiquity such as literature, social history, linguistics, and religion. *D. Martinez. Autumn, 2002.*

29700. Reading Course. *PQ: Students are required to submit the College Reading and Research Course Form. Staff. Autumn, Winter, 2002, 2003.*

34400. Greek Prose Composition. *PQ: Consent of instructor.* Intensive study of the structures of the Greek language and the usage of the canonical Greek prose, including compositional exercises. *Not offered 2002-03; will be offered 2003-04.*

Latin

10100-10200-10300. Introduction to Classical Latin I, II, III. *This sequence covers the introductory Latin grammar in twenty-two weeks and is intended for students who have more complex schedules or believe that the slower pace allows them to better assimilate the material. Like LATN*

11100-11200, this sequence prepares students to move into the second-year sequence (LATN 20100-20200-20300).

10100. Introduction to Classical Latin I. *PQ: Knowledge of Latin not required.* This course introduces students to the basic rules of ancient Latin. Class time is spent on the explanation of grammar, translation from Latin to English and from English to Latin, and discussion of student work. *L. Behnke. Autumn, 2002.*

10200. Introduction to Classical Latin II. *PQ: LATN 10100.* This course begins with the completion of the basic text begun in LATN 10100 and concludes with readings in Latin from Cicero, Caesar, or other prose. *L. Behnke. Winter, 2003.*

10300. Introduction to Classical Latin III: Cicero. *PQ: LATN 10200.* After finishing the text, the course involves reading up to 500 lines of Ovid's *Metamorphoses* during which reading the students consolidate the grammar and vocabulary taught in LATN 10100 and 10200. Students are also prepared for poetic figures and scansion. *L. Behnke. Spring, 2003.*

11100-11200. Accelerated Introduction to Classical Latin I, II. *This sequence covers the introductory Latin grammar in fifteen weeks. Like LATN 10100-10200-10300, this sequence prepares students to move into the second-year sequence (LATN 20100-20200-20300).*

11100. Accelerated Introduction to Classical Latin I. *PQ: Knowledge of Latin not required.* This course covers the first half of the introductory Latin textbook (Wheelock). Classes are devoted to the presentation of grammar, discussion of problems in learning Latin, and written exercises. *Staff. Winter, 2003.*

11200. Accelerated Introduction to Classical Latin II. *PQ: LATN 11100.* This course begins with the completion of the basic text begun in LATN 11100 and concludes with readings in Latin from Cicero, Caesar, or other prose. *Staff. Spring, 2003.*

20100. Intermediate Latin I: Republican Latin Prose. *PQ: LATN 10300 or 11200.* The purpose of this course is to provide experience in reading connected passages of unsimplified Latin prose and at the same time to consolidate the understanding of Latin grammar acquired during the preceding year. There will be additional material on the social and historical background of the texts we read. *S. Bartsch. Autumn, 2002.*

20200. Intermediate Latin II: Seneca. *PQ: LATN 20100 or consent of the instructor.* Readings consist of a tragedy of Seneca and selections from his prose letters and essays. The point of the juxtaposition is to try to understand the feverish violence of Seneca's tragedies in relation to the philosophical project to which he devoted his life. Secondary readings on Rome in the Age of Nero are also assigned. *P. White. Winter, 2003.*

20300. Intermediate Latin III: Virgil: Aeneid. *PQ: LATN 20200 or equivalent.* Reading in Latin of Book 9 or other selections from the second half of the *Aeneid*, together with reading of the entire epic in translation.

Discussions focuses on the literary traditions of Virgil's epic and its cultural and historical contexts. *D. Wray. Spring, 2003.*

21400/31400. Roman Philosophical Poetry/Prose: Lucretius. *De Rerum Natura*. *PQ: Latin 20300 or equivalent.* Lucretius' poem on *The Nature of Things*, an influential and "dangerous" text for ancients and moderns alike, is our fullest surviving exposition of Epicurean philosophy, with its materialist atomic physics, its ethics based on pleasure (rightly understood), and its cosmology in which gods exist but take no part. This poem of the universe is itself a universal poem, treating the nature of matter and spirit, the cosmos and its workings, the gods, human senses and passions, civilization and language, and setting forth Epicurus' answer to the question how best to live. The course includes selected readings in Latin from the *De Rerum Natura* and the entire poem in translation, together with additional readings and discussion on philosophical and poetic issues raised by this unique text in Roman literature. *D. Wray. Autumn, 2002.*

21500/31500. Roman Satire. *PQ: LATN 20300 or equivalent.* Readings include Horace, *Satires* 1.1, 1.4, 1.6, 1.10, 2.1, 2.5, and 2.7; Persius 5; and Juvenal 1, 3, and 6. The object of the course is to study the evolution of Roman satire as a literary genre with a recognized subject matter and style. *P. White. Winter, 2003.*

21600/31600. Roman Oratory: Cicero. *PQ: LATN 23600 or equivalent.* A close reading of two deliberative orations of Cicero (one from the *Catilinarians* delivered at the peak of his career in 63 and one from the *Philippics* given at the close of it in 43), with special attention to the styles and poses of the orator and the role of political speech in the Late Republic. *P. White. Spring, 2003.*

21700/31700. Post-Virgilian Epic. *PQ: LATN 20300 or equivalent.* This class covers selections from Lucan's *Bellum Civile* as well as Statius's *Thebaid*, Valerius Flaccus's *Argonautica* and Silius Italicus's *Punica*. We also read in the secondary literature to get a feel for the positive and negative aspects of approaches scholars have taken toward these works over the years. Among the approaches considered are ones that emphasize possible subversive political critique in the poems, intertextuality, the poems' status as works of art, and, of course, their relationship to Vergilian epic. *Staff. Autumn, 2003.*

21800/31800. Roman Historical Prose. *PQ: LATN 20300 or equivalent.* The Latin reading for this course comprises roughly 80 pages that may alternate in different years between Caesar, Livy, Sallust, Suetonius, and Tacitus. The aim of the course is to convey through both primary and secondary readings a sense of the style, historical methods, and distinctive qualities of the major historians. *Staff. Winter, 2003.*

21900/31900. Roman Drama. *PQ: LATN 20300 or equivalent.* This course focuses alternately on Roman comedy (Plautus, Terence) or Roman tragedy (Seneca), through contextualized reading of one or more plays. Possible topics for discussion include the relation between the Roman theater and other genres of social performance at Rome such as rhetorical declamation; Roman drama's relation to classical and Hellenistic Greek drama; and issues

specific to each playwright, such as Plautine metatheatricality, Terentian *humanitas*, or Senecan Stoicism. *Staff. Spring, 2003.*

25100/35100. Fear of Death. (=PHIL 2/31800, RETH 35100) PQ: Advanced knowledge of Latin. All human beings fear death, and it seems plausible to think that a lot of our actions are motivated by it. But is it reasonable to fear death? And does this fear do good (motivating creative projects) or harm (motivating greedy accumulation, war, and too much deference to religious leaders)? Hellenistic philosophers, both Greek and Roman, were preoccupied with these questions and debated them with a depth and intensity that makes them still highly influential in modern philosophical debate about the same issues (the only issue on which one will be likely find discussion of Lucretius in the pages of *The Journal of Philosophy*). The course focuses on several major Latin writings on the topic: Lucretius Book III, and extracts from Cicero and Seneca. We study the philosophical arguments in their literary setting and ask about connections between argument and its rhetorical expression. In translation we read pertinent material from Plato, Epicurus, Plutarch, and a few modern authors. *M. Nussbaum. Winter, 2003.*

29700. Reading Course. PQ: *Students are required to submit the College Reading and Research Course Form. Staff. Autumn, Winter, Spring, 2002, 2003.*

34400. Latin Prose Composition. PQ: *Consent of instructor.* This is a practical introduction to the styles of classical Latin prose. After a brief and systematic review of Latin syntax, the course combines regular exercises in composition with readings from a variety of prose stylists. The course is intended to increase the students' awareness both of the classical artists' skill and their own command of Latin idiom and sentence structure. *M. Allen. Autumn. Not offered 2003-04.*