

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.

Students in other fields of study may also complete a minor in Classical Studies. Details and sample programs follow information about the concentration.

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, Interdisciplinary 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 Greek or Latin equivalent to one year of college-level study</i>
Concentration	6	courses in Greek or Latin
	6	courses in Greek or Roman history, philosophy, science, religion, art, or classical literature in translation
	$\frac{1}{13}$	B.A. Paper Seminar (CLCV 29800)

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, Interdisciplinary 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** *demonstrated competence in Greek or Latin
equivalent to one year of college-level study*

Concentration	6	courses in Greek
	6	courses in Latin
	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, or the Rome Program.

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 Greek or Latin 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 areas of Art History, Interdisciplinary Studies in the Humanities, Philosophy, Political Science, and the like. 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:
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. Paper 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 for 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. Paper 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 Greek and Latin (GREK 10100-10200-10300, GREK 11100-11200-11300, LATN 10100-10200-10300, LATN 11100-11200) 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 quality 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 provides \$500 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.

Minor Program in Classical Studies

The minor in Classical Studies requires a total of seven courses in Greek, Latin, or classical civilization. Students may choose one of two variants: a language variant that includes three courses at the 20000 level or higher in one language or a classical civilization variant.

Students who elect the minor program in Classical Studies must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. (The deadline for students graduating in 2003–04 is the end of Autumn Quarter 2003.) Students choose courses in consultation with the director of undergraduate studies. The director’s approval for the minor program should be submitted to a student’s College adviser by the deadline above on a form obtained from the adviser.

Courses in the minor (1) may not be double-counted with the student’s concentration(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

The following groups of courses would comprise a minor in the areas indicated. Other programs may be designed in consultation with the director of undergraduate studies. Minor program requirements are subject to revision.

Greek (or Latin) Sample Variant *

GREK (or LATN) 10100-10300. Beginning Greek (or Latin)
GREK (or LATN) 20100-20300. Intermediate Greek (or Latin)
CLCV 21200. History and Theory of Drama
(or, for example, CLCV 21400 [Marginal Populations of
the Roman Empire])

Greek (or Latin) Sample Variant *

GREK (or LATN) 20100-20300. Intermediate Greek (or Latin)
CLCV 20700-20900. Ancient Mediterranean World
CLCV 21400. Marginal Populations of the Roman Empire
(or, for example, CLCV 21200 [History and Theory of Drama])

Classical Civilization Sample Variant *

CLCV 20700-20900. Ancient Mediterranean World
(or, for example, Greek [or Latin]10100-10300)
CLCV 22000. Ancient Philosophy
CLCV 22100. Epictetus and Marcus Aurelius
CLCV 24200. The Invention of the Love Poem
CLCV 27100. Ancient Studies Seminar

** Credit may not be granted by examination
to meet the language requirement for the minor program.*

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 (CLCV)

20000. Travel in the Ancient Mediterranean. (=ANCM 30000, ANST 20000, HIST 20501/30501) The Ancient Mediterranean was a world of travelers, including rural laborers, artisans, skilled craftsmen, the military, tax collectors and other government officials, mystics and holy men, pilgrims, and tourists. In this course, we focus upon the motivations behind travel in antiquity, the limitations and dangers of that travel, and the infrastructure that made it possible. We also explore the results of travel, preserved in the form of historical digressions, accounts of campaigns, and ethnographic and geographical treatises. Texts in English. *C. Grey. Spring.*

20100. Ancient Sparta. (=ANCM 33600, ANST 20100/23600, CLAS 30100, HIST 20302/30302) From Herodotos to Hitler, ancient Sparta has continued to fascinate for its supposedly balanced constitution, its military superiority, its totalitarian ideology, and its brutality. Yet the image we possess of the most important state of the Peloponnese is largely the projection of outside observers for whom the objectification of Sparta could serve either as a model for emulation or as a paradigm of “otherness.” This

course examines the extant evidence for Sparta from its origins through to its repackaging in Roman times and serves as a case-study in discussing the writing of history and in attempting to gauge the viability of a non-Athenocentric Greek history. *J. Hall. Winter.*

20200. North Africa: Late Antiquity to Islam. (=HIST 25701/35701) This course studies the transformation of Late Antique North Africa into a component of the Islamic state and civilization (fifth to eighth centuries C.E.). *W. Kaegi. Autumn.*

20700. Ancient Mediterranean World I. (=ANST 20700, HIST 16700) *This sequence meets the general education requirement in civilization studies.* This course surveys the social, economic, and political history of Greece from prehistory down to the Hellenistic period. 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. *J. Hall. Autumn.*

20800. Ancient Mediterranean World II. (=ANST 20800, HIST 16800) *This sequence meets the general education requirement in civilization studies.* This course surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century B.C.E. to the political crisis following the death of Nero in 69 C.E. Throughout, the focus is upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire, and the implications of these political changes for structures of competition and cooperation within the community. *C. Grey. Winter.*

20900. Ancient Mediterranean World III. (=ANST 20900, HIST 16900) *This sequence meets the general education requirement in civilization studies.* This course involves discussion concerning principal features of cultural, religious, social, and economic experiences of the Mediterranean World between the third and sixth centuries A.D. 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 a range of primary sources in translation. *W. Kaegi. Spring.*

21200. History and Theory of Drama I. (=ANST 21200, CLAS 31200, CMLT 20500/30500, ENGL 13800/31000, ISHU 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, the goal is 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.*

22200. Pagans and Christians. (=ANST 26000, CLAS 32200, RLST 22200) This course examines the Greek roots of early Christianity with some consideration also of its Roman and Jewish/Hebraic backgrounds. Topics include: (1) how the Homeric poems exerted immeasurable influence on the religious attitudes and practices of the Greeks; (2) the theme of creation in works by authors such as Hesiod and Ovid; (3) Greek and Roman conceptions of the afterlife and resurrection; (4) Greek and Roman conceptions of sacrifice, as well as the crucifixion of Jesus as archetypal sacrifice and early Christian reflection on it; (5) ancient magic and the occult, and the Christian response; and (6) the attempted synthesis of Jewish and Greek thought by Philo of Alexandria and its importance for early Christianity. *D. Martinez. Autumn.*

22300. Augustine's *City of God*. (=ANST 23700) The object of this course is to examine in its entirety (at the rate of approximately one book per class) the argument that Augustine unfolds about human history in the *City of God*. Discussion is conducted partly in class and partly online, and discussion of the text is supplemented by lectures and secondary readings on Augustine and his intellectual milieu. *P. White. Winter.*

22400. Moments in Atheism. (=BPRO 24600, HIST 29402) *PQ: Third- or fourth-year standing.* Atheism is as old as religion. As religion and its place in society have evolved throughout history, so has the standing and philosophical justification for non-belief. This course examines the intellectual and cultural history of atheism in Western thought from antiquity to the present. We are concerned with the evolution of arguments for a non-religious worldview, as well as with the attitude of society toward atheism and atheists. *S. Bartsch, S. Carroll. Winter.*

22500. The Economy of Ancient Rome. (=ANST 22500, ECLT 32900, ECON 22000, HIST 21000/31000, NTEC 32900) The course begins with a brief introduction to Roman imperial history and then considers the following topics: agrarian production; the economic consequences of urbanization; the types of labor, including slaves; the legal institutions for business and investment; and the economic consequences of the demographic structure. Class format includes lectures and discussions of ancient texts. *R. Saller. Spring.*

22700. History of Philosophy I: Ancient Philosophy. (=ANST 22400, PHIL 25000) *PQ: Completion of the general education requirements in humanities.* *Autumn.*

23100. Women/Fear/Greek Tragedy. (GNDR 21201) Why is it that personifications of evil were so often, for the ancient Greeks, femininely gendered? Why are female characters in ancient Greek tragedy so often represented by the famous male playwrights (i.e., Aeschylus, Sophocles, Euripides) as sources of fear (i.e., as evil murderesses). And what happens when the tables are turned, and women who experience fear are portrayed? What could explain their differing reactions to fearful situations? By looking closely at a number of the famous plays in translation, and by viewing perhaps one or two modern productions of these plays, this course examines the role of women and the nature of fear in fifth century B.C. Athenian drama. *V. Albritton. Autumn.*

24000. Homer and Vergil. (=CLAS 34000) This class explores the ways in which Homeric themes were “re-invented” for Romans at the dawn of the principate. Topics include heroism, literary and cultural appropriation, the role of female characters, and the representation of the gods. *J. Marks. Spring.*

24200. Greek Drama in Translation. (=CLAS 34200) We examine the cultural, historical, religious, and performance contexts of Classical Greek drama. We read selections from the works of Aeschylus, Sophocles, Euripides, and Aristophanes, probably including *The Oresteia*, *The Oedipus Plays*, *Medea*, *The Trojan Women*, *The Iphigenia Plays*, and *Lysistrata*. *D. N. Rudall. Winter.*

25000. Ovid's *Metamorphoses*. (=FNDL 25000) Welcome to spring and transformation. The goals of this course are threefold: (1) to examine and master the content and structure of the tales contained within the *Metamorphoses*; (2) to explore the influence these tales have had on art, literature, philosophy, psychology, and drama in the two millennia following Ovid's lifetime; and (3) to claim one aspect of the nachleben of the tales to research, write on, and present. *M. Behnke. Spring.*

26500. Rome: The Inscribed City. (=ANST 24800, CLAS 36500) *Knowledge of ancient languages not required.* We look at Roman inscriptions within their municipal contexts (i.e., architectural, social, ritual), exploring how written language functioned on verbal and/or symbolic levels to express status, social ties, and collective and individual identity. The course also presents some of the basic skills necessary to decipher Latin inscriptions. *M. Laird. Winter.*

27100. Ancient Studies Seminar. (=ANST 27100) The content of this annual seminar changes, but its focus is the interdisciplinary exploration of general themes across ancient societies. Its aim is to teach students how to combine historical, literary, and material evidence in their study of the ancient world. *Spring.*

28000. The Idea of Rome. (=ANST 24800, ARTH 20601, CLAS 38000, HIST 20801/30801) This course examines various interpretations of a complex assortment of practices, sensibilities, and political structures that together constituted the Rome world. We explore the multiplicity of ideas of Rome that have been fashioned by insiders and outsiders, ancients and moderns. We consider a variety of evidence: literature and written history, sculpture and painting, and architecture and cinema. Texts in English. *C. Grey, M. Laird. Spring.*

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. *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. Autumn, Winter, Spring.*

29800. B.A. Paper Seminar. This seminar is designed to teach students research and writing skills necessary for writing their B.A. paper. Students

register for one quarter. Participation is required in both quarters. 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. Paper Seminar is identical to 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. *Autumn, Winter.*

Greek (GREK)

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. *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. *D. N. Rudall. Autumn.*

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. *J. Redfield. Winter.*

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. *Spring.*

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. *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. *Autumn.*

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.*

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. *D. Martinez. Spring.*

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 dialog. Grammatical exercises reinforce the learning of syntax. *H. Dik. Autumn.*

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. *C. Faraone. Winter.*

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*. *E. Asmis. Spring.*

22200/32200. Greek Philosophical Writing. *PQ: GREK 20300 or equivalent.* Readings in Greek of one or more classical or Hellenistic Greek philosophers (e.g., Plato, Aristotle, Epictetus). *Winter. Not offered 2003-04; will be offered 2004-05.*

22100/32100 Greek Elegiac Poetry. *PQ: GREK 20300 or equivalent.* Poems composed over a number of centuries in the elegiac meter are studied, beginning with some of the works of Archilochus and Callinus and continuing through a selection of the poems in M. L. West's *Iambi et elegi Graci ante Alexandrum cantati* to poems drawn from the *Greek Anthology*. The poems are discussed in some detail following the method used in *Poetic Craft in the Early Greek Elegists*. *Not offered 2003-04; will be offered 2004-05.*

22300/32300. Greek Tragedy. *PQ: GREK 20300 or equivalent.* Reading in Greek of a tragic drama by Aeschylus, Sophocles, or Euripides. Discussion focuses on the social, intellectual and cultural contexts of Athenian tragedy. *Spring. Not offered 2003-04; will be offered 2004-05.*

23100/33100. Aristophanes. *PQ: GREK 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. *E. Asmis. Winter.*

23200/33300. 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. *Autumn.*

23300/33300. Greek Epic. *PQ: GREK 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. *E. Asmis. Winter.*

23400/33400. Greek Oratory/Rhetorical Writing. *PQ: GREK 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. *J. Redfield. Spring.*

24000/34000. Lucian of Samosata. (=BIBL 44400) *PQ: Two years of Greek.* The class focuses on daily close reading and analysis of Lucian's Greek and discussion of his ideas. Readings include the treatises *Lover of Lies*, *Alexander the False Prophet*, and *The Death of Perigrinus*. As time permits we also read selections from other works such as *The Dialogues*, *The Eunuch*, *The Council of the Gods*, and *The Munchausen-esque True History*. *D. Martinez. Autumn.*

25400/35400. Aristophanes. (=ANST 25406, PHIL 21441/31441) *PQ: Four prior courses in Greek.* We read *Lysistrata* in Greek, and several other plays in translation. In the process we study the form and content of Old Comedy, and relevant issues about sex, gender, and the body. *M. Nussbaum. Winter.*

25500/35500. Greek Historiography. This course introduces students to Greek historiography, through readings in Greek of one or more of the major historians (e.g. Herodotus, Thucydides), together with readings of Greek texts in translation and modern scholarship on historical, literary, political and philosophical issues in Greek historical writing. *Winter.*

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

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. *H. Dik. Autumn.*

Latin (LATN)

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. *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.*

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 from Cicero, Caesar, or other prose. Texts in Latin. *L. Behnke. Winter.*

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.*

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. *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. *Winter.*

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 from Cicero, Caesar, or other prose. Texts in Latin. *Spring.*

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. Additional material is also presented on the social and historical background of the texts we read. *D. Wray. Autumn.*

20200. Intermediate Latin II: Seneca. *PQ: LATN 20100 or consent of instructor.* Readings consist of the *Phaedra* 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.*

20300. Intermediate Latin III: Virgil's 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 focus on the literary traditions of Virgil's epic, and its cultural and historical contexts. *S. Bartsch. Spring.*

21100/31100. Roman Elegy. This course examines the development of the Latin elegy from Catullus to Ovid. The major themes of the course are the use of motifs and topics and their relationship to the problem of poetic persona. *Autumn. Not offered 2003-04; will be offered 2004-05.*

21200/31200. Roman Novel. A reading of selected sections of a novel by Apuleius, including the story of Cupid and Psyche, and the initiation into the cult of Isis. The novel is studied in the context of the history of the ancient novel. Special attention is given to the unique contributions of Apuleius as

magician and philosopher. *Winter. Not offered 2003-04; will be offered 2004-05*

21300/31300. Virgil. Extensive readings in the *Aeneid* are integrated with extensive selections from the newer secondary literature to provide a thorough survey of recent trends in Vergilian criticism of Latin poetry more generally. *Spring. Not offered 2003-04; will be offered 2004-05.*

21700/31700. Post-Virgilian Epic. *PQ: LATN 20300 or equivalent.* We read as much of the epic in Latin as we can (it goes quickly) and all of it in translation, as well as some recent Ovidian scholarship. Discussion topics include Ovid's Hellenistic and Roman poetic traditions; his social, cultural, intellectual, and political contexts; and his narrative strategies. *D. Wray. Autumn. Not offered 2003-04; will be offered 2004-05.*

21800/31800. Roman Historical Prose. *PQ: LATN 20300 or equivalent.* The Latin reading for this course comprises roughly eighty 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. *M. Allen. Spring.*

21900/31900. Roman Drama. *PQ: LATN 20300 or equivalent.* *Pseudolus* by Plautus is read along with secondary readings that explain the social context and the theatrical conventions of Roman comedy. Class meetings are devoted less to translation than to study of the language, plot construction, and stage techniques at work in the *Pseudolus*. Texts in Latin. *P. White. Winter.*

25000/35000. Augustine's Confessions. *PQ: LATN 20600 or equivalent.* Substantial selections from books 1 through 9 of the *Confessions* are read in Latin (and all thirteen books in English), with particular attention to Augustine's style and thought. Further readings in English provide background about the historical and religious situation of the late fourth century A.D. *P. White. Spring.*

25100/35100. Medieval Latin. The course traces developments and continuities in Latin literature from the late-fourth century to the tenth. We examine new Christian literary idioms, such as hymnody, hagiography, and the theological essay, as well as reinterpretations of classical forms of poetry, epistle, biography, and historical writing. We consider the peculiarities of medieval Latin. Attention is paid to how and where literature was cultivated. *M. Allen. Winter.*

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

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; will be offered 2004-05.*