

# Classical Studies

*Director of Undergraduate Studies: Peter White, Cl 25A, 702-8515,  
pwhi@uchicago.edu*

*Administrative Assistant: Kathleen M. Fox, Cl 22B, 702-8514, kfox@uchicago.edu*

*E-mail: classics-department@uchicago.edu*

*Web: humanities.uchicago.edu/depts/classics*

## 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. Students 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 archaeology, 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 archaeology, history, material culture, and texts in translation.

Students in other fields of study may also complete a minor in Classical Studies. Information follows the description of the major.

## Program Requirements

### *Degree Program in Classical Studies: Language and Literature Variant*

Students who take the Language and Literature Variant may focus exclusively on Greek or exclusively on Latin, or they may study both languages with an emphasis on one or the other. The program assumes that, in addition to the requirements for the major, students have completed, or have credit for, a year of language 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 major that must include the 20100-20300 sequence or higher in at least one language (e.g., LATN 20100-20200-20300-21100-21200-21300; or LATN 20100-20200-20300 and GREK 10100-10200-10300).
2. Six courses in Greek or Roman art, history, philosophy, science, religion, or classical literature in translation, with courses divided between at least two fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization listing or a Classics listing between 30100 and 39000 meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. 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

6	courses in Greek or Latin (must include 20100-20200-20300)
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 requirements for the major, students have completed, or have credit for, a year of language study in either Greek or Latin. Students must also use some of their general 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. Any course that carries a Classical Civilization listing or a Classics listing between 30100 and 39000 meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. 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**

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	

\* *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)*

*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 the major, it is especially suited to students who declare their major late or who wish to complete two majors. The program assumes that, in addition to requirements for the major, students have met the general education requirement in civilization studies by taking the Ancient Mediterranean World sequence (CLCV 20700-20800), the Athens Program, or the Rome Program. Students who have met the general education requirement in civilization studies with a different sequence should complete one of these three sequences, which may then count as three of the nine courses in classical civilization required for the major.

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 beyond the level of any credit earned by examination. Students who have not received credit by placement tests or Advanced Placement examinations may register for first-year Greek or Latin 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. Any course that carries a Classical Civilization listing or a Classics listing between 30100 and 39000 meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. 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**

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 major are required to write a substantial B.A. paper. The purpose of the B.A. paper is to enable students 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, students 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, students should meet with the preceptor of the B.A. Paper Seminar to plan a program of research.

Students 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. Participants in the regular seminar meetings are expected to exchange criticism and ideas with each other and with the preceptor, 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 major 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 majors. 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. The use of a single essay to meet the requirement for a B.A. paper in two majors requires approval from directors of undergraduate studies in both majors. A consent form, to be signed by the directors of undergraduate studies, is available from the College advisers. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

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

**Hawthorne Prize.** The John G. Hawthorne Travel Prize is a cash award made annually to an outstanding student in classical languages, literature, or civilization for travel to Greece or Italy or to study classical materials in other countries. The award may be used to facilitate participation in the Athens Program or the Rome Program of the College, to participate in appropriate programs in Greece or Italy organized by other institutions, or to pursue independent research abroad.

**Helmbold Award.** The Nancy P. Helmbold Travel Award is awarded annually to an undergraduate student in recognition of outstanding achievement in Greek and/or Latin and is to be used for travel to Greece or Italy. The award typically goes to a third- or fourth-year student who is pursuing a major in Classical Studies, but other qualified students are welcome to apply. Applicants should submit an official transcript and a one-page statement that describes their travel plans.

**Shorey 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 application deadline is March 1.

**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 major.

### 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 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. 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 major(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, W. R. Johnson, D. Martinez, M. Payne, J. M. Redfield, D. N. Rudall, R. Saller, P. White, D. Wray

**Courses: Classical Civilization (CLCV)**

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

**20200. North Africa, Late Antiquity—Islam.** (=CLAS 30200, HIST 25701/35701, NEHC 20634/30634) For course description, see History. *Readings in translated primary sources as well as the latest modern scholarship. W. Kaegi. Autumn.*

**20700-20800-20900. Ancient Mediterranean World I, II, III.** *Available as a three-quarter sequence (Autumn, Winter, Spring) or as a two-quarter sequence (Autumn, Winter; or Winter, Spring). This sequence meets the general education requirement in civilization studies.* For course description, see History. *Autumn, Winter, 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.* For course description, see English Language and Literature. *End-of-week workshops, in which individual scenes are read aloud dramatically and discussed, are optional but highly recommended. D. Bevington. Autumn.*

**24506. Alexander the Great.** (=ANST 24506, HIST 20802) The exploits of Alexander the Great have fascinated historians since the end of the third century B.C. This course provides an introduction not only to the history of Alexander's reign, but also to the main historiographical traditions (both ancient and modern) that shape our view of his legacy. Texts in English. *C. Hawkins. Winter, 2007.*

**25000. History of Philosophy I: Ancient Philosophy.** (=ANST 23200, PHIL 25000) *PQ: Completion of the general education requirement in humanities.* For course description, see Philosophy. *G. Lear. Autumn.*

**25006. Lecture: Aristotelian Ethics.** (=CLAS 35006, PHIL 21001/31001) For course description, see Philosophy. *G. Lear. Winter.*

**25606. Lucretius and Karl Marx.** (=ANST 25606, CLAS 35606, CMLT 27900/37900, FNDL 24211) Marx called Lucretius, who was a follower of Epicurus, "the greatest representative of Greek enlightenment." In his poem *On the Nature of Things*, Lucretius seeks to convert his fellow Romans to an Epicurean way of life. He explains in detail what the world is made of (atoms) and that there is no reason to fear the gods or death. Marx wrote his doctoral dissertation on Epicurus and Lucretius. He was especially enthusiastic about the idea, which was developed by Lucretius, that humans are free to shape their own lives. *E. Asmis. Autumn, 2006.*

**25700-25800-25900. Ancient Empires I, II, III.** (=NEHC 20011-20012-20013) *This sequence meets the general education requirement in civilization studies.*



For course description, see Near Eastern Languages and Civilizations (Near Eastern History and Civilization). *Autumn, Winter, Spring.*

**25700. Ancient Empires I: The Neo-Assyrian Empire.** (=NEHC 20011) *G. Emberling, S. Richardson. Autumn.*

**25800. Ancient Empires II: The Persian Empire.** (=NEHC 20012) *B. Lincoln. Winter.*

**25900. Ancient Empires III: The Roman Empire.** (=NEHC 20013) *W. R. Johnson. Spring.*

**26206. The Visual Culture of Rome and Her Empire.** (=ANST 26506, ARTH 26805/36805, CLAS 36206) This general survey of Roman material culture uses the archaeological evidence complementary to literary sources in order to delineate the development of Roman society from the Early Republic down to the first sacking of Rome in 410 C.E. Urban planning, public monuments, political imagery, and the visual world of Roman cities, houses, and tombs are discussed in relationship to the political and social processes that shaped their formal development. *E. Mayer. Winter, 2007.*

**27100. Ancient Studies Seminar.** (=ANST 27100) For course description, see Ancient Studies. *Spring.*

**27406. Soil: Patriotism, Pollution, and Literature.** (=CMLT 27100) For course description, see Comparative Literature. *T. Chin. Spring, 2007.*

**27506. Archaic Greece.** (=ANCM 37506, ANST 20200, CLAS 37506, HIST 20303/30303) For course description, see History. *J. Hall. Winter.*

**27706. Historicizing Desire.** (=CMLT 27000, EALC 27410, GNDR 28001) For course description, see Comparative Literature. *T. Chin. Winter, 2007.*

**28300. Ephron Seminar: Approaches to Health and Healing in Greco-Roman Antiquity.** (=ANST 28300) The goal of this annual seminar of changing context is to promote innovative course design. Examples of past topics are gender, death, violence, and law in the ancient world. In 2007, we consider the range of practices available to individuals in antiquity for preserving health and curing illness. In the “medical marketplace” of the ancient world herbalists, magicians, philosophers, and priests competed to offer their healing services. We read philosophico-scientific texts from the *Hippocratic Corpus* and *Galen* alongside evidence for traditions of sacred and popular medicine, investigating these various claims to expertise and the rhetoric used to promote them. By reading testimonials of ancient patients, we discover how they understood their illnesses and the therapeutic dynamic. *J. Downie. Spring.*

**29100. Ancient Myth.** This course examines the social, political, cultural, and religious functions of ancient myth, as well as the various theoretical interpretations

of myth that have been proposed in a variety of fields in order to investigate what myth can tell us about the ancient Greeks and Romans as well as those who regard themselves as the inheritors of classical culture. *Spring.*

**29400. Seminar: Vergil's *Aeneid*.** (=FNDL 24313) *PQ: Second-year standing or higher. Prior reading of Book 1. Class limited to fifteen students.* Using the new translation by Robert Fagles, we closely read the great epic of Rome, examining both its Homeric roots and its *nachleben* as an apologia for empire. We consider such questions/issues as the nature of *Romanitas* in the hero, Aeneas, the stoic philosophical underpinnings of the poem, the pain and promise of empire, and the varieties of human love revealed in the poem. *M. L. Behnke. Spring, 2007.*

**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 the 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 who are 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.*

## Courses: 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 intermediate 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. *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. *S. Bartsch. 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 intermediate sequence (GREK 20100-20200-20300).*

**11100. Accelerated Introduction to Attic Greek I.** This course introduces students to the rudiments 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. *M. Payne. 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. *J. Redfield. 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. *Spring.*

**20100-20200-20300. Intermediate Greek I, II, III.** *This sequence is aimed at students who have completed one of the introductory sequences and at entering students with extensive previous training, as evidenced by a placement exam. As a whole, it provides students with an overview of important genres and with the linguistic skills to read independently, and/or to proceed to advanced courses in the language.*

**20100. Intermediate Greek I: Plato.** *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. *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. *D. Allen. Winter.*

**20300. Intermediate Greek III: Homer.** *PQ: GREK 10300 or equivalent.* Approximately three books of the *Iliad* are read in Greek and the entirety in English. Discussions, lectures, and secondary readings enlarge on the peculiarities of Homeric Greek, oral epic, and the imaginative world projected in the poem. *C. Faraone. Spring.*

*Following the intermediate sequence (GREK 20100-20200-20300), advanced courses are offered in a three-year cycle. For example, courses offered in 2006-07 will be offered again in 2009-10.*

**21700/31700. Lyric and Epinician Poetry.** PQ: GREK 20300 or equivalent.

The first half of this class traces the development of Greek lyric poetry from the fragments of the archaic poets Alcman, Sappho, Anacreon, and Alcaeus, through the radical innovations of Timotheus's *Persae*, to the sophisticated reuse of archaic themes in the Hellenistic lyrics of Theocritus. In the second half we follow the course of epinician poetry from Simonides through Pindar and Bacchylides to Callimachus. *M. Payne. Autumn, 2006.*

**21800/31800. Greek Epic: Apollonius.** Students in this class read Book 3 of the *Argonautica* of Apollonius of Rhodes. We consider character, story world, and the presence of the poet as we endeavor to understand what has become of epic poetry in the hands of its Hellenistic inheritors. *M. Payne. Winter, 2007.*

**21900/31900. Greek Orators: Demosthenes, *De Corona*.** PQ: Minimum of two years of Greek. Demosthenes' *On the Crown*, more than any other speech which has come to us from antiquity, has been held up as the "gold standard" of classical rhetorical prose. We read the entire Greek text with attention to the language, style, and rhetorical energy that have merited such unrestrained praise. We focus on how Demosthenes uses history, exploits Greek notions of patriotism, and develops character assassination to a high art. We also consider the extent to which the finished product may be considered one of the supreme documents of Athenian power and liberty. *D. Martinez. Spring, 2007.*

**22300/32300. Greek Tragedy I.** PQ: GREK 20300 or equivalent. This course is a reading of a tragic drama by Aeschylus, Sophocles, or Euripides. Discussion focuses on the social, intellectual, and cultural contexts of Athenian tragedy. Texts in Greek. *Autumn, 2007.*

**22400/32400. Greek Comedy.** We read Aristophanes' *Acharnians*, his first extant play, and make forays into Aristophanes' relationship to Euripides in other plays. We also examine the close relationship between tragedy and comedy in the last years of the Athenian empire. *Winter, 2008.*

**22500/32500. Greek Historical Writing.** One book of Thucydides 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, as well as the status of the *Histories* as a historical and literary text. *Spring, 2008.*

**25806/35806. Euripides' *Cyclops*.** We read Euripides' *Cyclops*, the only satyr play surviving complete, as well as some of the fragmentary remains of satyr drama by all three major tragedians. We pay particular attention to the generic features of satyr play and the relationship of satyr drama to other tragic dramas. Other topics include fifth-century representations of Odysseus, gender in tragedy, and

the relationship between Dionysus and dramatic festivals at Athens. *A. Romano. Autumn.*

**26500/36500. Greek Linguistics.** *PQ: Consent of instructor.* One might think that Classical Greek grammar should have been figured out by now, but quite a lot in fact remains to be done. What does it mean to “do” linguistics in a dead language? What should a grammar look like? What advances have been made over the past century and what challenges remain? This course introduces the tools and methods of the field. Topics depend in part on student preferences but include the case system of Greek as compared to Latin and the system of moods and tenses. *H. Dik. Autumn, 2006.*

**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.* This course focuses on intensive study of the structures of the Greek language and the usage of the canonical Greek prose, including compositional exercises. *Autumn, 2007.*

### Courses: Modern Greek (MOGK)

**11100/30100. Accelerated Elementary Modern Greek I.** (=LGLN 11100)  
This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets. *Autumn.*

**11200/30200. Accelerated Elementary Modern Greek II.** (=LGLN 11200)  
This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets. *Winter.*

### Courses: 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 11100-11200-11300, this sequence prepares students to move into the intermediate sequence (LATN 20100-20200-20300).*

**10100. Introduction to Classical Latin I.** This course introduces students to the rudiments 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. *M. 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. *M. L. Behnke. Winter.*

**10300. Introduction to Classical Latin III: Cicero.** *PQ: LATN 10200.* After finishing the text, the course involves reading in Latin prose and poetry, during which reading the students consolidate the grammar and vocabulary taught in LATN 10100 and 10200. *Spring.*

**11100-11200-11300. Accelerated Introduction to Classical Latin I, II, III.** *This sequence covers the introductory Latin grammar in fifteen weeks and is appropriate both as an accelerated introduction and also as a systematic grammar review for students who have previously studied Latin. Like LATN 10100-10200-10300, this sequence prepares students to move into the intermediate sequence (LATN 20100-20200-20300).*

**11100. Accelerated Introduction to Classical Latin I.** 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. *Autumn.*

**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. *M. Allen. Winter.*

**11300. Accelerated Introduction to Classical Latin III.** *PQ: LATN 11200.* Students apply the grammatical skills taught in LATN 11100-11200 by reading a continuous prose text such as a complete speech of Cicero. The aim is familiarity with Latin idiom and sentence structure. *Spring.*

**20100-20200-20300. Intermediate Latin I, II, III.** *This sequence is aimed at students who have completed one of the introductory sequences and at entering students with extensive previous training, as evidenced by a placement exam. As a whole, it provides students with an overview of important genres and with the linguistic skills to read independently, and/or to proceed to advanced courses in the language.*

**20100. Intermediate Latin I: Late Republican Prose.** *PQ: LATN 10300 or 11300, or equivalent.* With goals of developing reading and translation skills, we read selections from Sallust and Cicero that range in topic from political conspiracies to the value of literature in society. Language comprehension is also increased by a review of grammar and the introduction of basic aspects of rhetoric and stylistics. Secondary readings may be assigned to set the works of these authors in the social and cultural context of the late Republic. *F. Barrenechea. Autumn.*

**20200. Intermediate Latin II: Seneca.** *PQ: LATN 20100 or equivalent.* Readings consist of Seneca's tragedy *Phaedra* and selections from his prose

letters and essays. Secondary readings on Rome in the Age of Nero, Hellenistic philosophy, and other related topics may also be assigned. *E. Asmis. Winter.*

**20300. Intermediate Latin III: Virgil, *Aeneid*.** PQ: *LATN 20200 or equivalent*. We cover material from Books 1, 2, 4, 6, 8, and 12 of the *Aeneid*. Students are expected to prepare translations for class as well as read secondary material in English. The course also introduces the major interpretive issues of the epic and a brief history of its reception. *M. L. Behnke. Spring.*

*Following the intermediate sequence (LATN 20100-20200-20300), advanced courses are offered in a three-year cycle. For example, courses offered in 2006-07 will be offered again in 2009-10.*

**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, 2007.*

**21200/31200. Roman Novel.** This course is a reading of selected sections of Apuleius's novel, 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 Apuleius' own contribution as a magician and philosopher. *Winter, 2008.*

**21300/31300. Vergil.** 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, 2008.*

**21700/31700. Post-Vergilian 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. *Autumn, 2006.*

**21800/31800. Roman Historiography.** Primary readings are drawn from the Tiberian books, in which Tacitus describes the consolidation of the imperial regime after the death of Augustus. Parallel accounts and secondary readings are used to help bring out the methods of selecting and ordering data and the stylistic effects that typify a Tacitean narrative. *P. White. Spring, 2007.*

**21900/31900. Roman Comedy.** This course is a reading of a comic play by Plautus or Terence with discussion of original performance context and issues of genre, Roman comedy's relation to Hellenistic New Comedy, and related questions. *Winter, 2007.*

**25000/35000. Augustine, *Confessions*.** PQ: LATN 20300 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, 2007*.

**27000/37000. The *Facetiae* of Poggio.** The *Facetiae*, or "Jocose Tales," of Poggio (1380-1459) build on ancient and medieval traditions of jocular literature, often in the bawdy and irreverent spirit of French fabliaux. Poggio's stories show both the consummate mastery of Latinity one would expect of a papal secretary and major humanist, and the earthy humor we might least expect from precisely such a milieu and figure. He was, however, characteristic of his era, as sideways glances at writings by Bebel and Luther show. Source readings in Latin. M. Allen. *Spring, 2007*.

**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 course focuses on intensive study of the structures of the Latin language and the usage of canonical Latin prose, including compositional exercises. D. Wray. *Autumn*.