

Classical Studies

Director of Undergraduate Studies: Helma Dik, Wb 222, 834-2170,
helmadik@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). These six courses must be taken in addition to a year of study or credit

in Greek or Latin that Classical Studies majors are expected to use to meet the College language competency requirement.

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. A research skills paper of from ten to twelve pages in length to be submitted to the director of undergraduate studies by the end of Spring Quarter of the third year. To complete the research skills paper, which is meant to be preparation for writing the B.A. paper, students are expected to develop a reasoned argument on a particular topic that is based not only on primary materials (e.g., ancient literary texts, material culture) but also on research of relevant secondary bibliography. The research skills paper will typically substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization, or Classics course. Students should declare at the start of the Spring Quarter of their third year if they wish to take a certain course in conjunction with the research skills paper and should work closely with their instructor throughout the quarter. NOTE: Beginning with students who entered the University in Autumn Quarter 2006, all students are required to write a research skills paper.

4. The B.A. Paper Seminar (CLCV 29800), a one-quarter course spread over two quarters in the fourth year, 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. A research skills paper of from ten to twelve pages in length to be submitted to the director of undergraduate studies by the end of Spring Quarter of the third year. To complete the research skills paper, which is meant to be preparation for writing the B.A. paper, students are expected to develop a reasoned argument on a particular topic that is based not only on primary materials (e.g., ancient literary texts, material culture) but also on research of relevant secondary bibliography. The research skills paper will typically substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization, or Classics course. Students should declare at the start of the Spring Quarter of their third year if they wish to take a certain course in conjunction with the research skills paper and should work closely with their instructor throughout the quarter. NOTE: Beginning with students who entered the University in Autumn Quarter 2006, all students are required to write a research skills paper.

4. The B.A. Paper Seminar (CLCV 29800), a one-quarter course spread over two quarters in the fourth year, 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
$\frac{1}{17}$	B.A. Paper Seminar (CLCV 29800)

* *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. A research skills paper of from ten to twelve pages in length to be submitted to the director of undergraduate studies by the end of Spring Quarter of the third year. To complete the research skills paper, which is meant to be preparation for writing the B.A. paper, students are expected to develop a reasoned argument on a particular topic that is based not only on primary materials (e.g., ancient literary texts, material culture) but also on research of relevant secondary bibliography. The research skills paper will typically substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization, or Classics course. Students should declare at the start of the Spring Quarter of their third year if they wish to take a certain course in conjunction with the research skills paper and should work closely with their instructor throughout the quarter. NOTE: Beginning with students who entered the University in Autumn Quarter 2006, all students are required to write a research skills paper.

4. The B.A. Paper Seminar (CLCV 29800), a one-quarter course spread over two quarters in the fourth year, 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 may register for the B.A. Paper Seminar (CLCV 29800) in either Autumn or Winter Quarter of their fourth year, but they are expected to participate in seminar meetings throughout both quarters. 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. At the end of Autumn Quarter, a provisional grade will be assigned by the preceptor and communicated to the student via the director of undergraduate studies. Once the B.A. paper has been submitted, the final grade will be determined jointly by the preceptor and faculty director.

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. The deadline for submitting the B.A. paper in its final form is Friday of third week of Spring Quarter.

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 by the faculty director, the preceptor, and an additional faculty reader. Before the end of fifth week of Winter Quarter, the preceptor will make an initial recommendation for honors to the director of undergraduate studies, who will then consult with the

faculty director. If the recommendation is approved, the student will select a second faculty reader in consultation with the faculty director.

The Arthur Adkins Summer Research Fellowship is targeted to third-year undergraduates who are bound for graduate school, and it provides means and opportunity for the writing of a superior research paper on any aspect of the ancient world from the Bronze Age through Late Antiquity. It may be used for travel to classical sites and collections or to other research centers, and/or for living expenses during a summer devoted to research between the third and fourth year. Applicants must submit (in the first week of Spring Quarter) a transcript, statement (two to three pages) outlining their project and its relationship to existing knowledge in the field, plan of research together with a provisional budget for the summer, and letter from a faculty supervisor.

The David Grene Fellowship is targeted to undergraduates whose intellectual interests in the classical world have led them to an area of knowledge that they are unable to pursue during the regular academic year, and it allows them an opportunity to explore that interest through independent study during the summer before graduation. The independent study may involve training in a new discipline (e.g., paleography, numismatics), first-hand experience of ancient sites and artifacts, or ancillary language study. It may be carried out under the auspices of an organized program (e.g., American School of Classical Studies at Athens, American Academy in Rome), or it may be tailored entirely according to the student's own plan. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, provisional budget, and faculty letter of recommendation.

The John G. Hawthorne Travel Prize is awarded annually to an outstanding undergraduate student of classical languages, literature, or civilization for travel to Greece or Italy or for study of classical materials in other countries. The award may be used to pursue a project of the student's own design or to participate in appropriate programs conducted in Greece or Italy. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, provisional budget, and faculty letter of recommendation.

The Nancy P. Helmbold Travel Award is awarded annually to an outstanding undergraduate student of Greek and/or Latin for travel to Greece or Italy. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, proposed budget, and faculty letter of recommendation.

Paul Shorey Foreign Travel Grants of \$500 are available to "needy and deserving students studying Greek or Latin" for participation in the Athens Program or the Rome Program of the College. Application is made by checking the appropriate box on the application form for the Athens Program or the Rome Program.

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

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

Faculty

D. Allen, M. Allen, C. Ando, E. Asmis, S. Bartsch, H. Dik, C. A. Faraone, J. Hall, W. R. Johnson, D. Martinez, E. Mayer, M. Payne, J. M. Redfield, D. N. Rudall, P. White, D. Wray

Courses: Classical Civilization (CLCV)

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

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. This sequence surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), Autumn Quarter; the Roman Republic (527 to 559 BC), Winter Quarter; and the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD, Spring Quarter.

20700. Ancient Mediterranean World I. (=HIST 16700) 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. *Autumn.*

20800. Ancient Mediterranean World II. (=HIST 16800) This course surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the political crisis following the death of Nero in 68 CE. 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. *Winter.*

20900. Ancient Mediterranean World III. (=HIST 16900) This quarter surveys the five centuries between the establishment of imperial autocracy in 27 BC and the fall of the Western empire in the fifth century AD. *Spring.*

21200. History and Theory of Drama I. (=CLAS 31200, CMLT 20500/30500, ENGL 13800/31000, TAPS 28400) *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, H. Coleman. *Autumn.*

21807. Greek Art and Archaeology. (=ARTH 14007) This course is an introduction to Classical Greek sculpture with particular emphasis on the terms that Greeks themselves used to describe the confrontation with images: wonder (*thauma*), grace (*kharis*), and complexity (*poikilia*). We spend the first half of the course examining these terms and their broad pertinence to Classical sculpture. We then spend the second half in detailed consideration of a few monuments (e.g., temple of Zeus at Olympia, Parthenon and Temple of Athena Nike at Athens, Riace Bronzes, Prokne and Itys of Alkamenes, Hygeia of Timotheos, Athenian grave stelai produced during the Peloponnesian War). Texts in English. R. Neer. *Winter.*

22707. Pompeii. (=ARTH 20600/30500, CLAS 32707) Pompeii is an iconic site because of its preservation and excavation history. It is tempting but problematic to treat it as "the" paradigmatic Roman city. When Mount Vesuvius erupted in 79 AD, Pompeii was a small country town well past its prime and not the home of wealthy and educated aristocrats that the more aesthetically minded branch of classical scholarship tends to populate it with. New results on the actual living and economic conditions, such as the predominance of rented housing, throws a new light on the visual culture of the city. We discuss Pompeii's urban development and social life in relation to evolving trends in what is traditionally called "art." E. Mayer. *Winter.*

24306. Byzantine History: 330 to 610. (=CLAS 24306, HIST 21701/31701) This is a lecture course, with limited discussion, of the formation of early Byzantine government, society, and culture. Although we survey event and changes (e.g., external relations), many of the latest scholarly controversies also receive scrutiny. We also discuss relevant archaeology and topography. Readings include some primary sources and examples of modern scholarly interpretations. Texts in English. W. Kaegi. *Autumn.*

24307. Byzantine History: 610 to 1025. (=CLAS 34307, HIST 21702/31702) This is a lecture course, with limited discussion, of the principle developments with respect to government, society, and culture in the Middle Byzantine Period. Although we survey event and changes (e.g., external relations), many of the latest scholarly controversies also receive scrutiny. Readings include some primary sources and examples of modern scholarly interpretations. Texts in English. W. Kaegi. *Spring.*

24607. Art and Death in Ancient Greece and Rome. (=ARTH 20407/30407, CLAS 34607) This course focuses on the different representational strategies by which Greek and Roman societies commemorated their dead, from Archaic Greek *kouros* statues and Classical funerary reliefs to grand monuments (e.g., the original Mausoleum, the rich iconography of Roman sarcophagi, tomb painting). We examine the socio-political, ritual, and aesthetic factors influencing each

genre of funerary art, focusing on the power of the image to act as a vehicle of remembrance and sign of loss in the context of death. *V. Platt. Winter.*

24700. Art and Aesthetics in the Hellenistic World. (=ARTH 20507/30507, CLAS 34707) The Hellenistic period (third to first centuries BC) was a time of extraordinary cultural innovation and experimentation. This course examines the theory and practice of artistic production and reception in prominent Hellenistic centers (e.g., Alexandria, Pergamon), exploring contemporary aesthetic concerns. Topics include the science of vision, tensions between “high” and “low” art, the rise of portraiture, the relationship between art and nature, miniaturism and the colossal, the power of allegory, and interactions between art and text. *V. Platt. Spring.*

25000. History of Philosophy I: Ancient Philosophy. (=PHIL 25000) *PQ: Completion of the general education requirement in humanities. Open only to College students.* This course examines some of the most influential works of ancient Greek philosophy, especially the work of Plato and Aristotle. Topics include the nature and possibility of knowledge and its role in human life, the nature of the soul, and virtue and its relationship to happiness. *G. Lear. Autumn.*

25107. Empire and Enlightenment. (=HIST 20502/30502) The European Enlightenment was a formative period in modern historiography’s development. There was also an age in which the expansionist impulse of European monarchies came under intense philosophical scrutiny on moral, religious, cultural, and economic grounds. We chart a course through these debates by focusing in the first instance on Enlightenment histories of Rome by Montesquieu, Robertson, and Gibbon. We also consider writings on law, history, and international politics by Vico, Voltaire, Adam Smith, and others. *C. Ando. Spring.*

25700-25800-25900. Ancient Empires I, II, III. (=NEHC 20011-20012-20013) *May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies.* Three great empires of the ancient world are introduced in this sequence. Each course focuses on a particular empire, with attention to the similarities and differences among the empires covered in the sequence. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Extensive use is made of visual materials, including artifacts on display in the Oriental Institute Museum. *Autumn, Winter, Spring.*

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

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

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

26200. Visual Culture of Roman and Her Empire. (=CLAS 36200) This general survey of Roman material culture uses the archaeological evidence complementary to literary sources to delineate the development of Roman society from the Early Republic down to the first sacking of Rome in 410 CE. 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.*

26607. Classical Greek Sculpture: Wonder, Grace, and Complexity. (=ARTH 20300/30300, CLAS 36607) This course surveys sculpture, painting, and architecture from ancient Greece from the Bronze Age to the coming of Rome. In addition to close study of the major works, particular attention is paid to their cultural context and to key issues (e.g., nudity in art and life; the origins and development of narrative; art and politics; the status and role of the artist; fakes, forgeries, and the difficulties of archaeological inference). Wherever possible, newly discovered artifacts are included and given special attention. *R. Neer. Spring.*

26707. Money in Ancient Greece from Homer to Alexander. (=CLAS 36707) Coinage has become a minor form of money. But for many centuries, money and coinage were nearly synonymous. In fact the introduction of coinage is often considered to be one of the greatest achievements of the ancient Greeks. This course examines the several forms of coinage and money in the archaic, classical, and beginning of the Hellenistic period. Our goal is to address the social and economic background of the phenomenon and its revolutionary consequences for the ancient Greek world. *A. Bresson. Spring.*

27200/37200. Aeneid in Translation. (=CMLT 28001/38001, FNDL 26611) We confront Virgil’s *Aeneid* in translation as a poem, as an artifact and representation of Greco-Roman culture, as a response to a millennial oral (Homeric) poetic tradition and a particular historical (Augustan) moment, as a reflection of ancient thought rich with significance for contemporary questions about human life, and as a central piece of world literature. Readings include comparative study of English poetic translations ranging from early modernity (Caxton, Douglas, Phayer, Surrey, and Dryden) to the twentieth century (Taylor, Lewis, Jackson Knight, Mandelbaum, and Fitzgerald) and beyond (Lombardo and Fagles). Students who are majoring in Comparative Literature compare versions of a book of the *Aeneid* in at least two languages. *D. Wray. Spring.*

27400. Ancient Greek Drama and Performance Criticism. (=CLAS 37400) This course offers a selection of ancient texts and contemporary studies that address theatrical issues in tragedy and comedy. Topics include props, costumes, space, and movement. The goal is to acquire a critical awareness of the challenges and possibilities offered by these approaches for an interpretation of Greek plays in the context of performance. *F. Barrenechea. Autumn.*

28300. Ephron Seminar. 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. *Spring.*

28407. The Archaeology of the Roman Economy. (=ARTH 20907/30907, CLAS 38407) In the absence of good documentary evidence, the functioning of the economy is one of the least understood aspects of Roman society. Archaeological evidence, even though anecdotal, provides a helpful picture. When used in conjunction with global and representative scientific data on air pollution, pollen profiles, and bone analysis, the increasingly sophisticated remains of dams, watermills, olive presses, *garum* factories, and mines help explain the drastic changes in ancient urbanism that occurred in the late Hellenistic period. *E. Mayer. Winter.*

28707. Empire. (=BPRO 22500, HUMA 22303, ISHU 22303) *PQ: Third- or fourth-year standing. Completion of the general education requirement in civilization studies requirement through a College-sponsored study abroad program.* Students read a variety of texts (e.g., writings of Thucydides, Vergil, and Forster; documents from the caliphate of Andalusia; current articles). By viewing their own experiences in the light of Arab, British, Greek, and Roman empires, students reflect on America's role in the cultures and countries of the twenty-first century. Economics, language, culture, ecology, and social ethics may provide the lenses through which students view and review their experiences. *M. L. Behnke, C. King. Autumn.*

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.*

29507. Plato's Symposium. (=FNDL 22500, PHIL 29507) *Enrollment preference given to students who are majoring in Philosophy or Fundamentals. Class limited to twenty students.* This seminar is a close reading of Plato's text. We concentrate on the questions: What is eros? What does it mean to say that humans are by nature erotic creatures? What does eros have to do with a grasp of what is beautiful and what is true? We also read some relevant secondary literature on these subjects. Texts in English. *J. Lear. Autumn.*

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. *PQ: Fourth-year standing.* This seminar is designed to teach students the 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 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. *Students may register for this seminar in either Autumn Quarter or Winter Quarter, but they are expected to participate in meetings throughout both quarters. 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. *H. Dik. 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. *F. Barrenechea. 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. *F. Barrenechea. 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. *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. *E. Asmis. 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. *J. Redfield. Winter.*

20300. Intermediate Greek III: Homer. PQ: GREK 10300 or equivalent. Close reading of two books of the *Iliad*, with an emphasis on the language along with elements of Greek historical linguistics. *J. Redfield. Spring.*

Following the intermediate sequence (GREK 20100-20200-20300), advanced courses are offered in a three-year cycle. For example, courses offered in 2007–08 will be offered again in 2010–11.

21200/31200. Philosophy. PQ: GREK 20600 or equivalent. Plato's *Statesman (Politicus)* is one of a trilogy of writings by Plato on politics, but it is much less well known than his *Republic* and the *Laws*. There is no good reason for this neglect. Unlike the *Laws*, the *Statesman* shines with rhetorical and dramatic brilliance. It also contains much new, brilliant thinking about political leadership. Plato now turns to exploring the role of laws, which he discusses subsequently in great detail in his *Laws*. He also offers a new view of the citizenry as moral agents rather than as classes. In this course, we look for depths of meaning in the Greek as well as tying the issues to modern concerns. Text in Greek. *E. Asmis. Winter.*

21300/31300. Tragedy. PQ: GREK 20600 or consent of instructor. 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. F. Barronechea. Spring.*

21700/31700. Greek Elegy. PQ: GREK 20600 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, continuing through a selection of the poems in M. L. West *Iambi et Elegi Graeci ante Alexandrum*, and ending with the *Aitia* of Callimachus. *C. Faraone. Autumn.*

26607/36607. Plato's Phaedrus. (=FNDL 22503, PHIL 26700/36700, SCTH 34410) PQ: *Five quarters of Greek or consent of instructor.* We read the dialogue closely in Greek, studying Plato's views of beauty, love, and dialectic. We also read a range of other materials in English, including critical discussions of the dialogue, background material on Greek sexuality, and several literary works that recast the *Phaedrus* in a modern context (e.g., Mann's *Death in Venice*, Murdoch's *The Black Prince*, and Coetzee's *Slow Man*). *Classes conducted in Greek; texts in English and Greek. G. Lear, M. Nussbaum. 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.* This course focuses on intensive study of the structures of the Greek language and the usage of the canonical Greek prose, including compositional exercises. *D. Martinez. Autumn.*

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. *M. Allen. 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. *P. White. 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: *PQ: LATN 10300 or 11300, or equivalent.* Readings concentrate on the correspondence of Pliny the Younger, whose correspondence touches on a remarkable range of topics across social, political, and cultural life early in the second century of this era. We also read selections from Tacitus and Fronto, the one nearly contemporary and the other slightly later than Pliny. We study problems of grammar as necessary. Secondary readings focus on life and literature in Pliny's day. *C. Ando. 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. *S. Bartsch. Winter.*

20300. Intermediate Latin III: Vergil, Aeneid. *PQ: LATN 20200 or equivalent.* This course is a reading of selections from the first six books of the *Aeneid*, with emphasis on Vergil's language, versification, and literary art. Students are also required to read the whole of the epic in an English translation. *D. Wray. Spring.*

Following the intermediate sequence (LATN 20100-20200-20300), advanced courses are offered in a three-year cycle. For example, courses offered in 2007-08 will be offered again in 2010-11.

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. *D. Wray. Autumn.*

21200/31200. Roman Novel. We read extensively from Apuleius's *Metamorphoses*, with special attention to issues of genre, program, sociocultural context, realism, religiosity, and authorial voice. *S. Bartsch. Winter.*

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. *S. Bartsch. Spring.*

23400/33400. Boethius. The *Consolation of Philosophy*, which Boethius wrote in prison after a life of study and public service, offers a lens on Roman politics and culture in the period after Rome ceased to be an imperial capital. The *Consolation* is also a poignant testament from a man divided between Christianity and philosophy. Secondary readings provide historical and religious context for the early sixth century AD. About seventy pages of the text are read in Latin; the entire text is read in English. *P. White. Winter.*

26500/36500. Medieval Latin. This course traces developments and continuities in Latin literature from the late-fourth century to the tenth. We examine new Christian literary idioms (e.g., hymnody, hagiography, the theological essay), as well as reinterpretations of classical forms of poetry, epistle, biography, and historical writing. We also consider the peculiarities of medieval Latin. Attention is paid to how and where literature was cultivated. *M. Allen. Autumn.*

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