

# Classical Studies

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## Programs of Study

The BA 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.

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) 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 BA 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 may complete the research skills paper in conjunction with a course any time prior to the end of their third year; however, students must declare at the start of the quarter in which they choose to take the qualifying course that this is their intention. NOTE: Beginning with students who entered the University in Autumn Quarter 2006, all students are required to write a research skills paper.

(4) The BA 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
$\frac{1}{13}$	BA 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.

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 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 BA 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 may complete the research skills paper in conjunction with a course any time prior to the end of their third year; however, students must declare at the start of the quarter in which they choose to take the qualifying course that this is their intention. NOTE: Beginning with students who entered the University in Autumn Quarter 2006, all students are required to write a research skills paper.

(4) The BA 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
$\frac{1}{17}$	BA Paper Seminar (CLCV 29800)

\* Six courses in one classical language (Greek or Latin) at the 20000 level or above, and six courses 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 placement.
- (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 BA 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 may complete the research skills paper in conjunction with a course any time prior to the end of their third year; however, students must declare at the start of the quarter in which they choose to take the qualifying course that this is their intention. NOTE: Beginning with students who entered the University in Autumn Quarter 2006, all students are required to write a research skills paper.
- (4) The BA 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
$\frac{1}{13}$	BA Paper Seminar (CLCV 29800)

**BA Paper Seminar and BA Paper.** Candidates for the BA degree in all variants of the Classical Studies major are required to write a substantial BA paper. The purpose of the BA 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 that must be approved by a member of the Classics faculty who agrees to be the director of the BA paper. At the same time, students should meet with the preceptor of the BA Paper Seminar to plan a program of research.

Students may register for the BA 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 BA 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 BA Paper Seminar is identical to the grade for the BA paper and, therefore, is not reported until the paper has been submitted in Spring Quarter. The grade for the BA 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 BA paper has been submitted, the final grade will be determined jointly by the preceptor and faculty director.

The deadline for submitting the BA 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 BA paper in Classical Studies by making it part of a single BA 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. CLAS 29800 (the two-quarter BA Paper Seminar) is required

of *all students majoring in Classical Studies*, whether as a double major or as a single major. The use of a single essay to meet the requirement for a BA 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 (1) must maintain an overall GPA of 3.25 or higher and a GPA of 3.5 or higher in the major and (2) must also demonstrate superior ability in the BA paper to interpret Greek or Latin source material and to develop a coherent argument. The BA 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.

## Prizes

**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 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.

**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.

**The Paul Shorey Foreign Travel Grant** is awarded annually to a "needy and deserving" student of Greek or Latin to help defray expenses of participating in the Athens Program or the Rome Program of the College. After being accepted into one of the programs, applicants must submit a transcript and a statement of their qualifications.

**The Pausanias Summer Research Fellowship** is awarded annually to an undergraduate student who is majoring or minoring in Classical Studies and is conducting research abroad in a site of interest for classical studies. The award may be used to pursue a project of the student's own design or to participate in an appropriate institutional program abroad. Applicants must submit (in the first week of Spring Quarter) a transcript, project statement, provisional budget, and faculty letter of recommendation.

## 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

\* *The language requirement for the minor program must be met by registering for courses bearing University of Chicago course numbers.*

## Faculty

M. Allen, C. Ando, E. Asmis, S. Bartsch, A. Bresson, H. Dik, C. A. Faraone, J. Hall, W. R. Johnson, D. Martinez, E. Mayer, S. Nooter, 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.** (=HIST 16700-16800-16900) *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 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 69 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.*

**21700. Archaeology for Ancient Historians.** (=ANCM 31700, CLAS 31700, HIST 20901/39800) This course is intended to act not as an introduction to Classical Archaeology but as a methods course illuminating the potential contribution of material cultural evidence to ancient historians while at the same time alerting them to the possible misapplications. Theoretical reflections on the relationship between history and archaeology are interspersed with specific case-studies from the Graeco-Roman world. *J. Hall. Winter.*

**21807. Greek Art and Archaeology.** (=ARTH 14107) This course surveys sculpture, painting, and architecture from ancient Greece from the end of the

Bronze Age to the Hellenistic period. In addition to close study of the major works, we pay particular attention to their cultural context. Key issues include nudity in art and life; the origins and development of narrative; art and politics; the status and role of the artist; and fakes, forgeries, and the difficulties of archaeological inference. Wherever possible, newly discovered artifacts are given special attention. *R. Neer. Winter.*

**22700. History of Philosophy I: Ancient Philosophy.** (=ANST 23200, PHIL 25000) *PQ: Completion of the general education requirement in humanities.* This course in ancient Greek philosophy studies major works by Plato and Aristotle that introduced the philosophical questions we struggle with to this day: What are the goals of a life well-lived? Why should we have friends? How do we explain weakness of will? What makes living things different from nonliving things? What is the difference between knowledge and belief? What is definition and what is capable of being defined? *A. Callard. Autumn.*

**24309. Byzantium and Islam.** (=CLAS 34309, HIST 22001/32001) This lecture/discussion course covers selected Byzantine-Islamic experiences from the emergence of Islam in the seventh century through the middle of the eleventh century. With no single textbook, this course is not a narrative survey. Topics include diplomatic (political), military, economic, cultural, and religious relations that range from subtle influences and adaptations to open polemics. Readings include modern scholarly interpretations and primary source readings. Texts in English. *W. Kaegi. Spring.*

**25409. Feeding Greece: Grain Production and Trade from the Archaic to the Hellenistic Period.** (=CLAS 35409) This course addresses aspects of grain production and consumption in ancient Greece, including the organization of the market and the food crisis that resulted from inadequate agriculture techniques and poor soil quality. From Aristotle and Demosthenes to Diodorus and Cicero, we draw heavily on literary sources. Epigraphic and papyrological texts also offer a large body of evidence. Beyond the case of grain, students develop insight on a whole set of economic—as well as political, social, and religious—behaviors in the ancient Greek world. *A. Bresson. Autumn.*

**25509. The Greek Colonial World in the Archaic and Classical Period.** (=CLAS 35509) The Aegean cities, and first of all Athens, are linked with the great achievements of ancient Greece. But in the Archaic and Classical periods, a new Greece came into being. This course shows how the new colonial world produced a constellation of brilliant cities that had an existence of their own. Based on both textual and archaeological material, we examine social, political, religious, and economic aspects of this dynamic. We cover a broad geographical field, from Spain to southern Asia Minor or Egypt and from Cyrene to the Pontos. *A. Bresson. Winter.*

**25700-25800-25900. Ancient Empires I, II, III.** (=NEHC 20011-20012-20013) *Taking these courses in sequence is not required. 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 this 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 Egyptian Empire of the New Kingdom.**  
(=NEHC 20012) *Winter.*

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

**26209. Roman Visual Culture in the Northwest Provinces.** (=ARTH 26810/36810, CLAS 36209) The focus of classical archaeology is on the visual culture of Rome's wealthy Mediterranean provinces. But the work of archaeologists in Britain, Gaul, and Central Europe has yielded a rich and interesting sample of Roman art in a variety of social settings. These materials reflect the interaction between local and Mediterranean culture, thereby allowing for a better contextualization of Roman visual culture. This, in turn, helps to improve our understanding of ancient art in general. *E. Mayer. Spring.*

**26409. Romans Outside Rome.** (=CLAS 36409) This course studies the complex history of Roman settlements and emigration outside Italy over the course of the empire. We consider the various problems of demography, urban design, and cross-cultural exchange attendant upon this history; the friction that often arose in the period of conquest between Roman settlers and recently conquered peoples; and the contribution that communities of mixed background ultimately made to the creation of a cosmopolitan, imperial culture. *C. Ando. Spring.*

**27109. Lyric Genres from Classical Antiquity to Postmodernism.** (=CLAS 37109, CMLT 24501/34501, SLAV 24501/34501) This course meets the critical/intellectual methods course requirement for students who are majoring in Comparative Literature. Moving beyond the modern perception of lyric as a direct expression of the poet's subjectivity, this course confronts the remarkable longevity of poetic genres that have remained in use over centuries and millennia, such as the hymn, ode, pastoral, elegy, epistle, and epigram. What kept these classical genres alive for so long and, conversely, what made them serviceable to poets working in very different cultural milieus? In an effort to develop a theory and a history of Western lyric genres, we sample such poets as Sappho, Horace, Marvell, Hölderlin, Whitman, Mandel'shtam, Brodsky, and Milosz. Texts in English. Optional discussion sessions offered in the original (i.e., Greek, Latin, German, Russian). *B. Maslov. Spring.*

**27706. Historicizing Desire.** (=CMLT 27000, EALC 27410, GNDR 28001)

*This course meets the critical/intellectual methods course requirement for students who are majoring in Comparative Literature.* This course examines conceptions of desire in ancient China and ancient Greece through an array of early philosophical, literary, historical, legal, and medical texts (e.g., Mencius, Sima Qian, Book of Songs, Plato, Sappho). We attempt not only to bring out the cultural specificities of ancient erotic experience but also to make visible the historical and geopolitical contingencies of our own methods of reading. To do so, we explore the broader cultural background of the two ancient periods, and engage with theoretical debates on the history of sexuality, feminist and queer studies, and intercultural comparative studies. *T. Chin. Winter.*

**27909. Visual Culture of Rome and its Empire.** (=ARTH 26805/36805, CLAS 37909)

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 CE. In relationship to the political and social processes that shaped their formal development, we discuss urban planning; public monuments; political imagery; and the visual world of Roman cities, houses, and tombs. *E. Mayer. Winter.*

**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.*

**28609. Greek and Roman Historiography.** (=ANCM 38609, CLAS 38609, HIST 20503/30503)

This course provides a survey of the most important historical writers of the Greek and Roman world. We read extensive selections from their work, discussing the development of historiography as a literary genre as well as the development of history as a discipline in the ancient world. Finally, we consider the implications these findings hold for our ability to use the works of Greek and Roman historical writers in our own efforts to construct narratives of the past. Texts in English. *C. Hawkins. 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.*

**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. BA Paper Seminar.** *PQ: Fourth-year standing.* This seminar is designed to teach students the research and writing skills necessary for writing their BA paper. Lectures cover classical bibliography, research tools, and electronic databases. Students discuss research problems and compose preliminary drafts of their BA

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 BA Paper Seminar is identical to the grade for the BA paper and, therefore, is not reported until the BA paper has been submitted in Spring Quarter. The grade for the BA 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.** *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. Nooter. 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. *J. Redfield. 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. *J. Redfield. 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.* Close reading of two books of the *Iliad*, with an emphasis on the language along with elements of Greek historical linguistics. *D. Wray. Spring.*

*Following the intermediate sequence (GREK 20100-20200-20300), advanced courses are offered in a three-year cycle. For example, courses offered in 2009–10 will be offered again in 2012–13.*

**21100/31100. Elegiac Poetry.** *PQ: GREK 203000 or equivalent.* This course is a study of poems composed over a number of centuries in the elegiac meter. Beginning with some of the works of Archilochus and Callinus, we continue through Solon and Simonides to Callimachus and other Hellenistic poets. *Autumn. Not offered 2009–10; will be offered 2010–11.*

**21200/31200. Plato.** *PQ: GREK 203000 or equivalent.* Plato's styles range from conversational to lyrical to rhetorical and so on. A master of characterization and parody, he brings a deep appreciation of poetry to his prose. Or so we think. How can we actually identify Plato's "style" or "styles?" This question has been much debated and, between purple passages, we consider the literature of style and authenticity in the Platonic corpus. *Winter. Not offered 2009–10; will be offered 2010–11.*

**21300/31300. Aeschylus.** *PQ: GREK 203000 or equivalent.* This course is an introduction to Aeschylean drama in general, seen through the special problems posed by one play. Lectures and discussions are concerned with the play, the development and early form of Attic drama, and philosophical material. Modern

Aeschylean scholars are also read and discussed. *Spring. Not offered 2009–10; will be offered 2010–11.*

**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, 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. *S. Nooter. Autumn.*

**21800/31800. Greek Epic: Apollonius.** This course is a reading of 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.*

**21900/31900. Greek Orators: Demosthenes, *De Corona*.** *PQ: Two years or more of Greek.* Demosthenes' *On the Crown*, more than any other speech that 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. *E. Asmis. Spring.*

**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. *H. Dik. 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. *Autumn.*

**10200. Introduction to Classical Latin II.** *PQ: LATN 10100.* This course continues through the basic text begun in LATN 10100. *Winter.*

**10300. Introduction to Classical Latin III.** *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. 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. *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. Our 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: Cicero.** *PQ: LATN 10300 or 11300, or equivalent.* Readings concentrate on Cicero's *Catilinarian Orations*, the famous group of speeches he delivered in 63 BC against L. Sergius Catilina,



who was plotting to overthrow the Roman government. The course includes some discussion of the history and culture of the period, as well as study of problems of grammar as necessary. *S. Bartsch. Autumn.*

**20200. Intermediate Latin II: Seneca.** *PQ: LATN 20100 or equivalent.* Readings consist of a Senecan tragedy and selections from his prose letters and essays. Secondary readings on Rome in the Age of Nero and related topics are also assigned. *P. White. 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 also are required to read the whole of the epic in an English translation. *M. Payne. Spring.*

*Following the intermediate sequence (LATN 20100-20200-20300), advanced courses are offered in a three-year cycle. For example, courses offered in 2009–10 will be offered again in 2012–13.*

**21100/31100. Roman Elegy.** This course examines the development of the Latin elegy from Catullus to Ovid. Our major themes are the use of motifs and topics and their relationship to the problem of poetic persona. *Autumn. Not offered 2009–10; will be offered 2010–11*

**21200/31200. Roman Novel.** This course is a reading of selected sections of Apuleius' novel, including the story of Cupid and Psyche and the initiation into the cult of Isis. We study the novel in the context of the history of the ancient novel. Special attention is given to Apuleius' own contribution as a magician and philosopher. *Winter. Not offered 2009–10; will be offered 2010–11*

**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, and of Latin poetry more generally. *Spring. Not offered 2009–10; will be offered 2010–11*

**21700/31700. Post-Vergilian Epic.** *PQ: LATN 20300 or equivalent.* We read two books of Ovid's *Metamorphoses* in Latin and the entire poem in translation. Discussion topics include prosody, diction, narrative technique, epic tradition, and comparative mythology. *D. Wray. Autumn.*

**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. *M. Allen. Winter.*

**21900/31900. Roman Comedy.** (=TAPS 28425) 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. *S. Bartsch. Spring.*

**25000/35000. Augustine's *Confessions*.** (=FNDL 24310, HUMA 22700, RLST 25100) *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 AD. *P. White. Spring.*

**27209/37209. Cicero's *De Officiis (On Duties)*.** (=PHIL 24209/34209) *PQ: Five quarters of Latin or equivalent, or option to audit.* This course is a study of one of the most influential works in the whole history of Western political thought—a primary foundation for modern ideas of global justice and the just war. We understand it in the context of Cicero's thought and its background in Hellenistic philosophy, and we also do readings in translation that show its subsequent influence. Optional translation sessions held in first hour of each class. *M. Nussbaum. 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 course is a practical introduction to the styles of classical Latin prose. After a brief and systematic review of Latin syntax, we combine regular exercises in composition with readings from a variety of prose stylists. Our goal is to increase the students' awareness of the classical artists' skill and also their own command of Latin idiom and sentence structure. *Not offered 2009–10; will be offered 2010–11.*