DEPARTMENT OF CLASSICS

GREEKS AND ROMANS

Courses and Programs Offered at the

University of Virginia

Fall 2015
Each semester the faculty of the Department of Classics and their colleagues in other departments offer a rich program of courses and special events in classical studies. *The Greeks and Romans* is published to inform the University community of the wealth of opportunities for study during the fall semester, 2015. These are described in the next pages under the following headings:

**I. GREEKS:** Courses in the Greek language and literature, and in Greek art, ideas, history, and other aspects of Greek civilization.

**II. ROMANS:** Courses in the Latin language and Roman literature, and in Roman art, ideas, history, and other aspects of Roman civilization.

**III. COMPARATIVE:** Courses presenting Classical studies in relation to other subjects.

**IV. SPECIAL PROGRAMS AND EVENTS**

**************************************************************************
I. THE GREEKS

The Greek World

CLAS 2010  GREEK CIVILIZATION
Mr. Dillery <jdd4n> TR 0930-1045

Discussion
F 0900-0950
F 1000-1050
F 1200-1250
F 1300-1350
F 1400-1450

An introduction to the literature and history of ancient Greece. All readings will be in translation, including: Homer, Herodotus, Aeschylus, Sophocles, Euripides, Thucydides, Aristophanes, and Plato. Midterm, Final and two writing projects.

CLAS 2559  CLASSICAL MYTH AND ITS INFLUENCE
Ms. Stelow <ars5x> TR 1100-1215

In this course we will follow the path of Helen from Sparta to Troy, from antiquity to the present day. Students will study primary sources form antiquity through the modern period to understand how the Helen of our ancient sources was conceived by medieval, Renaissance and modern authors. All primary source readings will be in translation. Some secondary articles will be assigned. This is a discussion course. Assessments will include short written assignments; three on-hour exams; and a final paper.

ARTH 2055  INTRO TO CLASSICAL ARCHAEOLOGY
Ms. Smith <tjs6e> MWF 1000-1050

Introduces the history, theory, and field techniques of classical archaeology. Major sites of the Bronze Age (Troy, Mycenae) as well as Greek and Roman cities and sanctuaries (e.g., Athens, Olympia, Pompeii) illustrate important themes in Greek and Roman culture and the nature of archaeological data.

ARTH 4591-005  GREEK SCULPTURE
Ms. Smith <tjs6e> M 1530-1800

An undergraduate Art History seminar that traces the history and development of ancient Greek sculpture from the Archaic through Hellenistic periods. Students will be introduced to the styles, themes, materials and techniques of Greek sculpture, as well as to its reception by both ancient writers and later artists.
HIEU 2031   AN INTRODUCTION TO THE HISTORY OF ANCIENT GREECE
Mr. Lendon  <jel4c>          MW       1300-1350

History of Ancient Greece from the Homeric period to the death of Alexander the Great. Development of the city-state, Athenian democracy, and the nature of Greek politics; the conflict between Greece and Persia, and between Sparta and the Athenian naval empire; consequences of the latter conflict--the Peloponnesian War--for subsequent Greek history; finally, the Macedonian conquest of Greece and Persia.

Lecture and weekly discussions; midterm, final, seven-page paper, and occasional quizzes in section. Readings will average between 100 and 125 pages a week, to be taken from the following (students are not responsible--for exam purposes--for the entirety of any of these, although they will have to read all of either Herodotus or Thucydides for the paper):

- Herodotus, History
- Thucydides, The Peloponnesian War
- Plutarch, Greek Lives
- Plato, The Apology of Socrates
- Aristophanes, Three Comedies
- J. M. Moore, Aristotle and Xenophon on Democracy and Oligarchy
- Pomeroy, Burstein, Donlan, and Roberts, Ancient Greece

a xerox packet

HIEU 4511/5021   GREECE IN THE FIFTH CENTURY
Ms. Meyer  <eam2n>          Colloquium in Pre-1700 European History  T   1530-1800

Prerequisite:  HIEU 2031, HIEU 3559 (Hellenistic) or equivalent; or instructor permission. Undergraduates welcome.

This course examines the political, military, and social history of Greece from the end of the Persian Wars (479 BC) to the end of the Peloponnesian War (404 BC). This is the age of the creation of Athenian democracy and Athenian Empire, as well as of the growing tensions with Sparta that eventually resulted in the Peloponnesian War. Understanding these developments is crucial to understanding all Greek history. This class will proceed by discussion, including discussion of five five-page papers written by each student (due variously throughout the term) distributed before the class in which they will be discussed. There will also be two exercises (on working with ancient evidence) and a final exam.

Undergraduates are permitted to take this class as a graduate class (HIEU 5021) or for 4511 credit; in the latter case they would write four rather than five papers but otherwise fulfill the stated requirements of the course. This course fulfills the history colloquium and second writing requirements.

Reading is substantial, averaging approximately 200 pages/week, and will be drawn from the following:

The Landmark Thucydides (R. Strassler, ed.; Free Press)
Plutarch, *Greek Lives* (Oxford World Classics)
J. M. Moore, *Aristotle and Xenophon on Democracy and Oligarchy* (California)
Xenophon, *Hellenica* (Penguin)
C. Fornara, *Archaic Times to the End of the Peloponnesian War* (Cambridge)
and, readings on the Collab course website

**HIEU 7013 ANTHROPOLOGY OF ANCIENT GREECE**
Mr. Lendon <jel4c>

A reading and discussion course tracing the abundant and profitable use made since the early 20th century of anthropological method in the study of ancient Greece. Weekly readings (all in English, translated where necessary) usually mate a classic work of anthropology with a work on Greek religion, history, literature, or culture which makes use of the method presented in that work. Among the readings by Classical scholars there is particular emphasis on the “Paris School” of Vernant, Detienne, and Vidal-Naquet.

Topics include:
- Evolutionism (Frazer with Jane Harrison on Greek religion)
- Durkheim on religion (with Jane Harrison on Greek religion)
- Gift-giving (Mauss and L. G. Mitchell on gift-giving in Greek interstate relations; van Wees)
- Pollution (Douglas with Robert Parker on *miasma*)
- Structuralism (Levi-Strauss with Detienne on Greek spices and religion; Vernant)
- Structuralism and space (Levi-Strauss with Vidal-Naquet)
- Social Drama (Turner with Barry Strauss on the conflict of generations during the Peloponnesian War)
- Honor (Pitt-Rivers and Campbell with Gabriel Hermann and the controversy about violence over honor in Classical Athens)
- Feud (Black-Michaud and D. Cohen on Athenian courts)

Requirements are reading and discussion, reports on works the rest of the class have not read, and a longer paper applying anthropological method to a topic of the student’s own choosing, *which need not be classical* (an excellent paper was once received applying Victor Turner’s Social Drama to the origins of the US Civil War).

**PHIL 2110 HISTORY OF PHILOSOPHY: ANCIENT & MEDIEVAL**
Mr. Secada <jes2f>

A little more than 2500 years ago a handful of thinkers on the frontiers of Greece devised a new way of comprehending their world: Philosophy. This revolution gives birth to science, secular ethics and, in short, to the world we have inherited. In this course we begin with the earliest manifestations of philosophy and move on to three of the greatest minds who ever lived: Socrates, Plato, and Aristotle. Active participation will be strongly encouraged. Students will be required to write two or three papers, sit a final exam, and take occasional short quizzes.
The Greek Language

GREE 1010  ELEMENTARY GREEK
Mr. Mikalson <jdm9x>  MWF  1000-1050

Discussion  TR  0930-1045
Discussion  TR  1230-1345

The elements of ancient Greek, including the forms of verbs and nouns, the rules of syntax, and a beginning vocabulary. This and the following semester course (GREE 1020) are preparation for either GREE 2010, 2020 (Xenophon, Plato, Herodotus, and Euripides) or GREE 2230, 2240 (the Gospels and Epistles of the New Testament). There will be short readings, exercises in writing Greek, frequent quizzes, and an hour exam and a final.

GREE 2010  INTERMEDIATE GREEK I
Mr. George <chg4n>  MWF  1000-1050

In this course we’ll read selections from Xenophon’s Anabasis and Plato’s Apology. Along the way, there will be a review of grammar introduced in first-year Greek, as well as exercises to increase fluency in the finer points of the language.

GREE 2230  THE NEW TESTAMENT I
Mr. Kovacs <pdk7g>  MWF  1200-1250

This intermediate course aims to solidify the student’s knowledge of Greek grammar, syntax, and vocabulary and give practice in reading the Greek New Testament. Readings come from the gospels, primarily Luke and John, with consideration of questions of interpretation as well as grammar and translation. (Letters of Paul will be read in Greek 2240). Prerequisite: Greek 1010-1020 or equivalent (one year of classical or Koine Greek). Requirements: regular quizzes, midterm, and final examination.

GREE 3030  ADVANCED READING IN GREEK
Mr. Dillery <jdd4n>  TR  1230-1345

We will read Euripides’s Helen and major portions of Thucydides Book 3 and 8. We will also look at the Helen of Gorgias. Mid-term, final, and end of term paper.

GREE 5090  GREEK PROSE COMPOSITION
Mr. Kovacs <pdk7g>  MW  1530-1645

This course teaches students how to read Greek with genuine confidence by learning to write it correctly and stylishly. There are weekly exercises of increasing sophistication in translating
English into Greek. We begin with English that is written for translation into Greek, but soon progress to the more interesting challenges of turning genuine English into Attic Greek. This work will be accompanied by readings in Greek prose authors with attention to their style.

GREE 5100  HOMER (ILIAD)
Ms. Clay <jsc2t>  TR  1530-1645

We will read the whole *Iliad*, work on diction, meter, the Homeric Kunstsprache, historical background, narrative, and religion.

There will be reports, quizzes, commentary exams, and a paper.
II. THE ROMANS

The Roman World

CLAS 3130  AGE OF AUGUSTUS
Mr. Evans <cme2c>  TR  1400-1515

Studies the times, person, and accomplishments of the Roman Emperor Augustus (63 B.C.-14 A.D.), with special emphasis on the literature, art, architecture, and political developments of the period.

CLAS 5559  PRUDENTIUS
Mr. Hays <bgh2n>  TR  1400-1515

Active in the years around 400 AD, Aurelius Prudentius Clemens has been seen as both the last great classical Latin poet and the first great Christian one. This seminar will focus on his Peristephanon, a series of poems in praise of martyrs (including some from the poet's native Spain). We will examine these texts from various perspectives; in addition to Prudentius's literary technique and use of earlier poets like Vergil, Ovid and Seneca, we will consider the work's relationship to the cult of the saints and to late antique art and aesthetics. Some attention will be devoted to the text and manuscript tradition of the poems, including the extensive tradition of medieval glossing. This is a course for classicists, medievalists, religious historians, and anyone interested in a world in rapid transition. Students who enroll for LATI 5559 will be expected to read the poems in Latin; those who sign up for CLAS 5559 will do the readings in translation.

HIEU 3041  FALL OF THE ROMAN REPUBLIC
Ms. Meyer <eam2n>  TR  1100-1215

This upper-level lecture class assumes a basic knowledge of Roman history. It will cover the most tumultuous period in Roman history, that which stretches from 133 BC to the establishment of Octavian (Augustus) as the first emperor in 27 BC. This was the age of the great generals (Marius, Sulla, Pompey, Caesar); of great oratory (Cicero), of amazing changes in the city of Rome itself, in Italy, and in the ever-growing provinces; an age of shifting political alliances, howling crowds, and the eventual transformation of a Republic into a monarchy. How did this come about? Could the Republic maintain an empire, or was the dominance of one man unavoidable? We will read mostly primary sources in translation, averaging about 140 pages a week; there will be sporadic discussions, a midterm, a final, one 5-6 page paper, and one 10-12 page paper. Reading will be drawn from:

H. H. Scullard, From the Gracchi to Nero (fifth edition, 1982)
Plutarch, Makers of Rome and The Fall of the Roman Republic (Penguin)
Julius Caesar, Civil Wars and Gallic War (Oxford)
M. Tullius Cicero, On Government and Selected Political Speeches (Penguin)
and, a course packet
The Latin Language

LATI 1010 ELEMENTARY LATIN I  
Ms. Crawford <jwc8n>  
Discussion  
TR 0930-1045  
TR 1100-1215  
TR 1530-1645  

Beginning grammar and composition with simple Latin readings.

LATI 1030 FUNDAMENTALS OF LATIN  
MTWR 0900-0950  
MTWR 1100-1150  

Review of basic Latin grammar and vocabulary, with simple readings. Prerequisite: Two or more years of high school Latin.

LATI 2010 INTERMEDIATE LATIN I  
MWF 0900-0950  
MWF 1200-1250  
MWF 1400-1450  

Introductory readings from Latin literature.

LATI 2020 INTERMEDIATE LATIN II  
MWF 1000-1050  
MWF 1200-1250  

Selected readings from Latin literature.

LATI 3070 LIVY  
Mr. Miller <jfm4j>  
MWF 1100-1150  

Reading of Book 1 of Livy's History, along with comparative passages from Virgil and Ovid. Midterm, final exam, writing assignment.
LATI 3559  
**SENECA, TRAGEDIES**  
Mr. Hays <bgh2n>  
TR  0930-1045

This course will center on a close reading of Seneca's *Thyestes*, a gory study of adultery, murder and family dysfunction that refutes the popular (but mistaken) idea that revenge is a dish best served cold. Time permitting, we will also survey the modern reception of Senecan tragedy in the Elizabethan period and beyond, with special attention to Shakespeare's *Titus Andronicus*.

LATI 3559  
**VERGIL, ECLOGUES**  
Ms. Clay <jsc2t>  
TR  1230-1345

This course will be a close reading (translation and analysis) of Vergil’s *Eclogues*. Our aim will be to make a detailed exploration of Vergil’s poetry through in-class reading of the Latin text and discussion of literary and cultural issues. Attention will be given to Vergil’s poetic technique and to the interpretation of his poetry within its historical and literary context. Careful translation of the Latin will be stressed.

LATI 4559  
**TACITUS, AGRICOLA**  
Ms. Crawford <jwc8n>  
MWF  1300-1350

In this course we will read and translate Tacitus' *Agricola* (the biography of Tacitus' father-in-law, the governor of Britain) in its entirety, with discussion of the historical and political issues that inform the work. In addition, we will investigate the Roman conquest of Britain and its consequences. There will be two hour tests, student reports, and a research paper, as well as daily translation and the occasional quiz.

LATIN 5559  
**DIDACTIC POETRY**  
Mr. Miller <jfm4j>  
MW  1400-1515

Reading of Lucretius' *De rerum natura*, Virgil's *Georgics*, and Ovid's *Ars amatoria*. Reports and writing assignments.

This course will have two instructors, Professor John Miller and Visiting Assistant Professor, Anke Walter.

LATI 5559  
**PRUDENTIUS**  
Mr. Hays <bgh2n>  
TR  1400-1515

Active in the years around 400 AD, Aurelius Prudentius Clemens has been seen as both the last great classical Latin poet and the first great Christian one. This seminar will focus on his *Peristephanon*, a series of poems in praise of martyrs (including some from the poet's native Spain). We will examine these texts from various perspectives; in addition to Prudentius's literary technique and use of earlier poets like Vergil, Ovid and Seneca, we will consider the work's relationship to the cult of the saints and to late antique art and aesthetics. Some attention will be devoted to the text and manuscript tradition of the poems, including the extensive tradition of medieval glossing. This is a course for classicists, medievalists, religious historians, and anyone interested in a world in rapid transition. Students who enroll for LATI 5559 will be expected to read the poems in Latin; those who sign up for CLAS 5559 will do the readings in translation.
III. COMPARATIVE

CLAS 3040 WOMEN AND GENDER IN ANCIENT GREECE AND ROME
Ms. Myers <ksm8m> MWF 1300-1350

This course will examine the construction of gender in ancient Greece and Rome, with a focus on women's roles and lives. Students will be introduced to the primary material on women and gender in antiquity and to current debates about it. No prior knowledge is required. We will consider the Cultural Identity or Ideals constructed for women and men in Ancient literature in comparison with the historical evidence and analyze how the cultural categories of male and female were delineated and deployed in various social, political, and literary contexts. We shall also consider how this material may shed light on contemporary issues, as the societies of ancient Greece and Rome are often considered to provide the origins of present Western attitudes towards women. Subjects addressed will include sexual stereotypes and ideals, power-relations of gender, familial roles, social and economic status, social and political history, art, medicine, and religion. In addition to the ancient literary texts, attention will be given to the historical evidence, such as inscriptions and archaeological remains. Readings for this course will include Greek and Latin texts in translation, including poetry, history, drama, rhetoric, and inscriptions. There will be two exams, weekly reports, and a paper. This class fulfills the second writing requirement.

CLAS 3300/5300 INTRODUCTION TO INDO-EUROPEAN LINGUISTICS
Mr. George <chg4n> MW 1530-1445

Languages as superficially different as English, Greek, Latin, and Sanskrit in fact all developed from a single “proto-language,” called Proto-Indo-European. This course will explore the following questions: What was this proto-language like? How do we know what it was like? By what processes did it develop into the various daughter languages? How can we trace words as diverse as wit, idea, video, and Veda back to a common source? Familiarity with Greek or Latin is recommended but not required.

PHIL 2500/300 SURVEY IN PHILOSOPHY: CHINESE & GREEK MORAL PHILOSOPHY
Mr. Lomasky <lel3f> MW 1400-1450 +Discussion

Almost 2500 years ago explosions of philosophy burst forth in Greece and China. Most of the notable philosophers who emerged then focused on the question of what is required for human beings to live excellent lives despite all the obstacles that might get in the way of doing so. Ancient moral philosophy both East and West is strikingly different from how the discipline is conceived today. While contemporary ethics largely addresses itself to particular problem cases like steering runaway trolleys away from large groups of people toward smaller groups or whether to torture innocents if that is the only means to deter murderous terrorists, ancient moral philosophy mostly addressed itself to questions concerning the attributes of a virtuous character and how it can be inculcated, what the great owe to the small and vice versa, structures of authority among private parties and also the state, and other long-term normative phenomena.
Not surprisingly, these problems sometimes are seen very differently from a Chinese perspective than from Athens. In this course we will examine and contrast theories offered by Plato, Aristotle, Confucius, Mencius, Mozi and others. There are no prerequisites for the course except intellectual energy and openness. Students will be required to participate in discussion, write several short papers, and sit for several quizzes and/or tests.

**PHIL 8510  ANCIENT HISTORY TOPIC: PLATO’S MIDDLE DIALOGUES**  
Mr. Devereux <dtd2e>  
T  1500-1800

The main focus will be on the *Republic*; we will consider both the treatment of virtue and its relationship to happiness (eudaimonia), and the metaphysical/epistemological theory (the ‘Theory of Forms’) presented in books 5-7. We will also look at parts of the *Phaedo* and *Symposium* which relate to the central doctrines of the *Republic*.

**PLPT 3010  ANCIENT AND MEDIEVAL POLITICAL THEORY**  
Mr. Klosko <gk>  
MW  1000-1050

Major political theories and political theorists during the ancient and medieval periods. Authors and/or texts covered include Plato, Aristotle, Cicero, Epicurus, St. Augustine, St. Thomas Aquinas, Luther, and the Vindiciae Contra Tyrannos.

**RELC 2050  THE RISE OF CHRISTIANITY**  
Mr. Shuve <kes2ba>  
MW  1300-1350

How did a movement that began as a Jewish sect become the official religion of the Roman Empire and forever change the world? In this course, we will trace Christianity’s improbable rise to religious and cultural dominance in the Mediterranean world during the first millennium of the Common Era. We will examine archaeological remains, artistic creations and many different kinds of writings—including personal letters, stories of martyrs and saints, works of philosophy and theology, and even gospels that were rejected for their allegedly heretical content—as we reimagine and reconstruct the lives and struggles of early and medieval Christians. Our goal will be to understand the development of Christian thought, the evolution of the Church as an institution, and how Christianity was lived out and practiced by its adherents.

**RELC 3040  PAUL: LETTERS AND THEOLOGY**  
Ms. Spittler <jes9cu>  
TR  1100-1215

The apostle Paul is arguably the most important figure in the development of early Christianity. Of the 27 books of the New Testament, thirteen are explicitly attributed to Paul; of these thirteen, seven are near unanimously recognized by scholars as having been written by Paul himself – his letter to the Thessalonians being the earliest piece of Christian literature that we have today. Paul is also the primary hero of the longest narrative in the New Testament, the Acts of the Apostles,
as well as multiple non-canonical narratives. In this course we will study the life, teachings, and influence of Paul through careful reading of four different types of ancient texts. We will consider: 1) his own letters, paying close attention to his role within the larger Christian community, including his disputes with other prominent figures; 2) letters written in Paul’s name by Christians of subsequent generations, including some texts the authenticity of which is still disputed by scholars (e.g. 2 Thessalonians and Colossians) and others that were quite clearly composed well after Paul’s death (e.g. his correspondence with the philosopher Seneca); 3) narrative texts in which Paul plays a leading role, including the canonical Acts and the non-canonical Acts of Paul; and 4) non-Pauline canonical texts that seem to contradict Paul’s positions on multiple issues (e.g. James and 2 Peter). Because the one absolutely incontrovertible thing we know about Paul is that he was a resident of the Roman Empire in the first century C.E., we will begin with an historical survey, setting the material covered in this course within its geographical, cultural and social contexts.

RELC 3675 GENDER AND POWER IN ANCIENT & MEDIEVAL CHRISTIANITY
Mr. Shuve <kes2ba>  
This course examines the construction of women’s identities and sexualities in late antique and medieval Christian communities. We will consider the following questions: How was femaleness defined in the ancient world? Why were women excluded from the priestly hierarchy of the church? How did male clerics subsequently circumscribe women’s roles in the church? And how did women respond?

RELC 5559 ANCIENT FICTION & EARLY CHRISTIAN & JEWISH NARRATIVES
Ms. Spittler <jes9cu>  
Several important phenomena in the history of literature coincide in the first centuries CE: the invention of the novel (that is, fictive literature in prose), the adoption of the book (or “codex”) format, and the emergence of Christian literature, specifically the composition of prose narratives about Jesus and his disciples. In this seminar, we will ask how and to what extent these phenomena are related. To that end, we will read a wide variety of texts, including the earliest romance novels (e.g. Chariton’s Chaereas and Callirhoe), Jewish novellas (e.g. Joseph and Aseneth) and Christian narratives both canonical (e.g. the Gospel of Mark) and apocryphal (e.g. the Acts of Paul). In these texts we will read about prison escapes, crucifixions, apparent deaths and resurrections, love at first sight, true love lost, beast fights in the arena, travel to exotic lands, shipwrecks, and pirates—lots and lots of pirates. We will consider questions of definition and genre, but our primary goal will be—through reading both widely and deeply—to increase our understanding of how ancient prose narratives function. Simply put, we will try to become better readers of these texts.
**IV. SPECIAL PROGRAMS AND EVENTS**

**The Arthur F. Stocker Lectureship**

The Arthur F. Stocker Endowment Fund for Classical Lectures was established in 1984 by the colleagues, friends, and former students of Arthur F. Stocker, in recognition of his contributions to the field of Classics. This year the Stocker Lecture will be held on April 20, 2015. The speaker will be Cynthia Damon from University of Pennsylvania.

**The James S. Constantine Lectureship**

The James S. Constantine annual lectureship was established in 1987 by the colleagues, friends, and former students of James S. Constantine, in recognition of his contributions to the teaching and study of the Classics. The Constantine lecture takes place every fall semester.

**Lectures Sponsored by the Classics Graduate Association**

Each year the graduate students of the Department of Classics arrange a series of public lectures by distinguished scholars of their own choosing. Also, the Classics Graduate Association sponsors an annual colloquium, at which graduate students from the University of Virginia and other universities, and a distinguished senior scholar, present papers on a selected theme. The next CGA Colloquium will be held in the Spring of 2015.

**Tuesday Luncheons**

At Tuesday Luncheons during the academic year, students, faculty of the Classics Department, and other persons with classical interests hear and discuss papers relevant to the Classics.

**The Virginia Senior Classical League**

The Virginia Senior Classical League is a statewide organization of college students who are interested in the ancient world. The VSCL assists the Virginia Junior Classical League at the VJCL Convention each fall. Each year the VSCL also runs two *Certamina* (academic competitions for high school Latin students) for the VJCL. Students interested in joining should e-mail president@vscl.org.

**The Classics Club at UVA**

The purpose of the Classics Club is to promote community both among Classics Majors and other interested undergraduates through the facilitation of educational, social, and service-related activities. For further information send an e-mail to: classicsclub@virginia.edu.

**The Archaeological Institute of America**

The Archaeological Institute of America is an educational and scientific society of archaeologists and others interested in archaeological study and research. There is a chapter of the AIA in Charlottesville, and those interested in joining should contact Professor John Dobbins <dobbins>. The AIA sponsors a series of lectures, which are free and open to the public.