

*DEPARTMENT OF CLASSICS*

# ***GREEKS AND ROMANS***

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*Courses and Programs Offered at the*

**University of Virginia**



***Fall 2016***



***THE GREEKS AND ROMANS***  
**at the**  
**University of Virginia**

**FALL, 2016**

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, 2016. These are described in the next pages under the following headings:

- I. GREEKS:** Courses in 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**

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## I. THE GREEKS

### The Greek World

**CLAS 2010**  
**Mr. Petrovic** <TBA>

#### GREEK CIVILIZATION

##### Discussion

<b>TR</b>	<b>0930-1045</b>
<b>F</b>	<b>0900-0950</b>
<b>F</b>	<b>1000-1050</b>
<b>F</b>	<b>1200-1250</b>
<b>F</b>	<b>1300-1350</b>
<b>F</b>	<b>1400-1450</b>

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 papers.

**ARTH 3591**  
**Ms. Smith** <ths6e>

#### MEDITERRANEAN ART AND MYTH

**TR**      **1400-1515**

This course focuses on the mythological stories, figures, and setting of the ancient Greek and Roman worlds, including the Near East and Egypt. Works of ancient literature and art are introduced and analyzed, as well as theories of anthropology, religious studies, and art history. Important themes are landscape, memory, narrative, and the role of Classical myth in popular culture.

**ARTH 4591**  
**Ms. Smith** <ths6e>

#### DIONYSOS: ART, MYTH, AND CULT

**M**      **1530-1800**

This advanced seminar focuses on the Greek god of wine and drama and his appearance in ancient Greek and Roman art. Students will be introduced to a wide range of material evidence, including vases, sculpture, minor arts, and wall-painting. Some classical texts in translation will be read. The course evaluation will be based on a series of reading response essays, class participation/discussion, a term paper, and an oral presentation.

#### **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 5001**

**DARK AGE GREECE**

**Ms. Meyer** <eam2n>

**M 1530-1800**

(Prerequisite: HIEU 2031 or equivalent.)

The rise of Greek civilization through the seventh century B.C. This discussion seminar will stress an interdisciplinary approach to the fragmented study of early Greek history, and use archaeological evidence as well as more traditional literary sources to examine fundamental topics like the rise of the *polis*; the development of the idea of citizenship; the beginnings of coinage (and the question of how to define value); the importance of purported changes in warfare; writing, literacy, and law-givers; the values and activities of the aristocracy (and how these can be identified and defined); colonization; and the development of sanctuaries. We will read a mix of primary sources and secondary monographs (an established survey, either O. Murray's *Early Greece* or Jonathan Hall's *A History of the Archaic Greek World*; F. de Polignac, *Cults, Territories, and the Origins of the Greek City-States*; V. Hanson, *The Other Greeks*; I. Morris, *Archaeology as Cultural History*, among others); some of the work of the course will be reports on the ever-burgeoning scholarship in this field. Requirements will include: two oral reports, one on an historical monograph and one on an archaeological site; one exercise on evidence; one shorter paper analyzing a scholarly controversy; and one longer paper analyzing approaches to the 'rise of the polis' question. Reading will average 250 pages/week.

**PHIL 2110**

**HISTORY OF PHILOSOPHY: ANCIENT & MEDIEVAL**

**Mr. Secada** <jes2f>

**MW 1100-1150**

**+Discussion**

This course is an introduction to the history of philosophy from its beginnings in the Greek colonies of Asia Minor to the Renaissance and the end of the Middle Ages. The lectures do not aim to offer a comprehensive summary; you will find that in any of several histories of philosophy, one of which is required reading for the course. In the lectures we will instead discuss a few selected major philosophers and we will concentrate on some of their doctrines and arguments. We will, however, look at cultural developments which took place during this period and we will study philosophical works in their more general social and historical setting. The

course seeks to provide historical as much as philosophical knowledge and understanding. Requirements include several short quizzes and a term paper.

**PHIL 3110**

**PLATO**

**Mr. McCready-Flora**

**TR 1100-1215**

This course introduces the student to Plato through a variety of his richest, most fascinating works. Our reading list: *Euthyphro*, *Apology*, *Crito*, *Gorgias*, *Republic*, *Theaetetus*, and the *7th Letter*. We will emphasize close reading aimed at *philosophical* understanding. This means we will treat texts not primarily as literary or cultural artifacts, but rich veins of argument, analysis, concepts and questions.

We will engage Plato and his characters as fellow philosophers. This means understanding their arguments and assumptions, critically examining their reasoning, and proposing alternatives to their conclusions. We will cast this same critical eye on our own reasoning and come to terms with what these texts have to offer people (like us) who encounter them here and now.

The course presupposes introductory work in Philosophy but no acquaintance with Plato or other Greek thinkers

**RELC 1220**

**EARLY CHRISTIANITY AND THE NEW TESTAMENT**

**Ms. Spittler** <jes9cu>

**MW 0900-0950**

This course is an introduction to the 27 individual books that the New Testament comprises. Our broad goal is to reach a better understanding of what each of these texts meant in its ancient context, and to learn something about the individuals and communities that produced and used them.

## The Greek Language

### **GREE 1010**

**Mr. Dillery** <jdd4n>

### **ELEMENTARY GREEK**

**MWF 1100-1150**

#### Discussion

**TR 0930-1045**

#### Discussion

**TR 1230-1345**

In this course the student will begin the study of the ancient Greek language, 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 a midterm and final exam.

### **GREE 2010**

**Mr. Mikalson** <jdm9x>

### **INTERMEDIATE GREEK I**

**MWF 1000-1050**

In this course we'll read Plato's *Crito* in Greek and the *Euthyphro*, *Apology*, and *Phaedo* in English. 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**

**Mr. Miller** <jfm4j>

### **THE NEW TESTAMENT I**

**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, 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 3010**

**Ms. Clay** <jsc2t>

### **ADVANCED READING IN GREEK**

**TR 1230-1345**

We will read Herodotus Book 8 and Aeschylus' *Persians*. Both contain accounts of the battle of Salamis from very different points of view and in two different genres. We will also look at the newly found and very fragmentary poem of Simonides on the battle of Plateia and Timotheus' *Persians*. There will be frequent quizzes, a mid-term, and final, as well as a paper.

**GREE 5070****GREEK ORATORS****Mr. Dillery** <jdd4n>**MW****1400-1515**

In this class we will examine one representative oration from each of the following Greek orators: Antiphon, Lysias, Isocrates, Aeschines, Demosthenes, and Hypereides. Midterm and final exam; report and a final paper.

**GREE 5559****HESIOD****Ms. Clay** <jsc2t>**TR****1530-1645**

We will read the *Theogony*, *Works and Days* and selected fragments from the *Catalogue of Women*, as well as glance at the reception of Hesiod in Antiquity. In the first part of the course Thanasis Vergados and I will be presenting a draft of our commentary on the *Theogony* and look forward to student feedback. There will be a paper, class presentations, and pop quizzes.

## II. THE ROMANS

### The Roman World

**CLAS 3130**  
**Mr. Moore** <TBA>

**AGE OF AUGUSTUS**

**TR 1400-1515**

Studies in the times, person, and accomplishments of the Roman Emperor Augustus (63 BCE- 14 CE), with special emphasis on the literature, art, architecture, and political developments of the period. Midterm, final exam, and project/paper. No prerequisites.

**HIEU 3041**  
**Ms. Meyer** <eam2n>

**FALL OF THE ROMAN REPUBLIC**

**TR 1100-1215**

This upper-level lecture class assumes a basic knowledge of Roman history but has no prerequisites. 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 130 pages a week; there will be ten in-class discussions, a midterm, a final, one 5-6 page paper, and one 7-10 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)  
 Sallust, *Jugurthine War and Conspiracy of Catiline* (Penguin, transl. Woodman, 2007)  
 Julius Caesar, *Civil Wars* and *Gallic War* (Oxford)  
 M. Tullius Cicero, *On Government* and *Selected Political Speeches* (Penguin)  
 and a course packet

**HIEU 5559**  
**Mr. Lendon** <lendon>

**LATE ANTIQUITY, AD 235-410**

**T 1530-1800**

This new class, a discussion seminar, examines the great Roman crisis of the third century and the Romans' response to it, as well as the nature of reestablished Roman rule through the fourth century AD. This is the great age of the emperors Diocletian and Constantine, of Julian and Theodosius. Topics to be examined include governance, warfare, the late-antique economy, religious strife, the life of cities, similarities and differences between East and West, and more general assessments of different aspects of late-antique culture. The major work of the course will be a twenty-five-page research paper, along with two oral reports (one on the research underway), as well as continued high-quality contribution to discussion. Reading will be mainly drawn from primary sources in translation.

This class will also be co-listed with a 4501 (undergraduate thesis seminar).





**LATI 5559**  
**Ms. Myers** <ksm8m>

**OVID *METAMORPHOSES***

**TR**      **1400-1515**

This course will focus on Ovid's *Metamorphoses*. The emphasis will be on a close reading and interpretation of selected books and an understanding of the poem as a whole. Attention also will be given to the major critical approaches to the poem in recent scholarship (genre, intertextuality, politics, narratology, gender, etc.). Students will be asked to translate, report on secondary scholarship, and do close readings (commentary/line reports). There will be a midterm (translation/commentary) and a final paper/project.

### III. COMPARATIVE

**CLAS 3210 TRAGEDY & COMEDY**  
**Ms. Petrovic <TBA> MW 1500-1615**

This course treats Greek tragedy and comedy and their Roman adaptations in English translation. There will be readings from the plays of Aeschylus, Sophocles, Euripides, Aristophanes, and Menander, Plautus, Terence, and Seneca. Lectures and discussions will cover the conventions of ancient theater, staging, dramaturgy, and the interpretation of individual plays. No prerequisites.

**PHIL 7120 ARISTOTLE**  
**Mr. Devereux <dtd2e> M 1530-1800**

Aristotle's *Metaphysics* - We will focus on his theory of substance, beginning with his early work, the *Categories*, and proceeding to the *Physics*, Books I and II, and then the *Metaphysics*. We will discuss such central topics as the matter-form distinction, essence and definition, being an underlying subject of predication, and Aristotle's reasons for rejecting Platonic Forms

**RELC 2050 THE RISE OF CHRISTIANITY**  
**Mr. Shuve <kes2ba> MW 1000-1050**  
**+ Discussions**

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 5559 LITURGY AND SELF-FASHIONING IN LATE ANTIQUITY**  
**Mr. Shuve <kes3ba> R 1400-1630**

This course will explore the role played by "liturgy" in creating and sustaining identities in Late Antiquity (c. 200-800 CE), especially in Christianity, but also in Judaism. Through the study of texts, art, and architecture, we will explore the ways that various rituals and communal experiences helped individuals to locate themselves in the world.

## 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, a longtime member of the Department, in recognition of his contributions to the field of Classics. The Endowment supports an annual lecture by a distinguished visiting scholar on a topic related to Latin literature or culture. This year the Stocker Lecture will be held on April 21, 2016. The speaker will be Katharina Volk from the University of Pennsylvania. She will speak on “The Importance of Being Cato: Engaged Philosophy in the Late Republic.”

### **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, a longtime member of the Department, in recognition of his contributions to the teaching and study of the Classics. Every fall a distinguished visiting scholar delivers a lecture on a topic related to Greek literature or culture. The 2016 Constantine lecturer will be announced near the beginning of the next academic year.

### **Classics Graduate Student Colloquium**

Each year the graduate students of the Department of Classics sponsors a 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 on April 16 and the topic will be: *Dis Manibus*: (Im)mortality and the Afterlife in the Ancient World.

### **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. Those interested in attending should contact Jon Mikalson (jdm9x@virginia.edu)

### **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 consult the League website at <http://vscl.webs.com/>.

### **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: [rmm8cw@virginia.edu](mailto:rmm8cw@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](mailto:dobbins)>. The AIA sponsors a series of lectures, which are free and open to the public.