

DEPARTMENT OF CLASSICS

GREEKS AND ROMANS

Courses and Programs Offered at the

University of Virginia



Spring 2017

THE GREEKS AND ROMANS
at the
University of Virginia

SPRING, 2017

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 spring semester, 2017. 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**

I. THE GREEKS

The Greek World

CLAS 2040

Mr. Miller <jfm4j>

GREEK MYTHOLOGY

Discussion

MW	1000-1050
R	0930-1020
R	1100-1150
R	1400-1450
F	0900-0950
F	1000-1050
F	1200-1250
F	1300-1350
F	1300-1350
F	1400-1450

An introduction to the myths of the ancient Greek (and, to a lesser extent, Roman) gods and heroes; to modern approaches to the study of myths (historical, religious, psychological, anthropological, etc.); to the reception of classical myths in later ages; and to adaptations of myths in selected Greek and Roman literary texts. Quizzes, short writing assignments, midterm, final examination.

CLAS 2559

Mr. Dillery <jdd4n>

GREEK AND ROMAN SCIENCE & TECHNOLOGY

MWF 1400-1450

This course will focus on the development of Greek science from the Archaic to the Roman periods (700 BC – AD 300). Topics that will be examined in detail will include medicine and disease, biology, physics, mathematics, and technology and invention. There will be a midterm, final, and final paper.

CLAS 3150

Mr. Hays <bgh2n>

GODS AND ANDROIDS

TR 1230-1345

What do the epics of ancient Greece and Rome have to do with sci-fi, graphic novels and film? How do story patterns persist and change over time? What makes a hero? What does it mean to be human? What does it mean *not* to be human? We'll tackle these and other questions by pairing ancient works with modern ones and seeing what they have to say to one another. Works to be read and discussed include Homer's *Iliad*, Apollonius's *Argonautica*, Vergil's *Aeneid*, Ridley Scott's *Blade Runner* (director's cut), Alan Moore & Dave Gibbons's *Watchmen* and the rebooted 2004 *Battlestar Galactica*. This course meets the criteria for UVA's Second Writing Requirement.

ARTH 3591
Ms. Smith <tjs6e>

GREEK VASE PAINTING

TR 1400-1515

Survey of the major styles, techniques, and painters of Greek vases produced in the Archaic and Classical periods (c.700-350 BC). Emphasizes themes of myth and daily life, the relationship of vases to other ancient arts, the legacy of form and decoration in the arts of later periods, such as 18th-century England, and comparisons with other cultures, such as the Native American Southwest. Prerequisite: any course in Art History, Anthropology, Classics or History.

ARAH 9505
Ms. Smith <tjs6e>

HELLENISTIC GREEK ART

T 1000-1230

This graduate seminar explores the arts of Hellenistic Greece, with particular emphasis on painting, sculpture, and luxury arts. Students will be introduced to the history of the study of Hellenistic art, including recent developments and scholarly research in the field. Themes will include: public and private, ethnicity and identity, memory and monumentality, functionality and realism.

PHIL 2780
Mr. Lomasky <l3f>

ANCIENT POLITICAL THOUGHT

MW 1300-1350

It isn't possible to study politics adequately without looking to the great Greek political philosophers. For one thing, the word *politics* is Greek in origin. For another thing, democracy was born in Greece. For yet another...well, take the class and find out. If you do, you will read several works by Plato, including a big chunk of *Republic*. You will also study Aristotle's *Politics* and Thucydides' history of the Peloponnesian War. We will aim for a maximum of discussion to accompany lectures. I'll ask you to write two or three short-to-medium-length papers and in the fullness of time to take a final exam. There will also be occasional pop quizzes.

PHIL 3120
Mr. Devereux <dtd2e>

ARISTOTLE

TR 1530-1645

An introduction to the philosophy of Aristotle, focusing on the theories and ideas of lasting importance in the history of Western philosophy. Readings will be drawn from his works on metaphysics, theory of science, natural philosophy, ethics, and political philosophy.

**PHIL 7510 SEMINAR ON ANCIENT HISTORY: PSYCHOLOGY & EPISTEMOLOGY:
ARISTOTLE AND PLATO**

Mr. McCready-Flora <icm5h>

M

1530-1800

Deep introduction to issues of philosophical psychology and epistemology in the works of Plato and Aristotle. Plato readings include *Timaeus* and the first third of the *Theaetetus*. Readings from Aristotle will focus on his own account of the human soul, with a special emphasis on what, in his view, makes human cognition different from that of the other animals. We'll have to do some epistemology in order to figure that out.

RELC 3030

JESUS AND THE GOSPELS

TBD <tbatb>

MWF

0900-0950

This course focuses on Jesus of Nazareth as an historical figure, that is, as he is accessible to the historian by means of historical methods. Our most important – though not our only – ancient source of information on Jesus are the four canonical Gospels, and so much of the course will involve reading and attempting to understand these texts. To that end, we will discuss the special problems involved in the interpretation of ancient texts, as well as the various methods used by contemporary scholars in response to these problems. We will also discuss the complex relationship of literary works and the historical persons they depict. Ultimately, we will attempt to reconstruct at least the broad outlines of Jesus' activity and teachings, while also attempting to define the limits of our sources.

The Greek Language

GREE 1020

Mr. Dillery <jdd4n>

ELEMENTARY GREEK II

Discussion

MWF 1000-1050

TR 0930-1045

TR 1230-1345

This course, which presupposes Greek 1010, is intended to give a solid grounding in the elements of ancient Greek (forms of verbs, nouns, and adjectives, rules of syntax, vocabulary) and some practice in reading easy Greek. It is a preparation for either the classical sequence 2010, 2020 (Xenophon and Plato; Herodotus and Euripides) or the New Testament sequence 2230, 2240 (Gospels, Epistles).

GREE 2020

Mr. Mikalson <jdm9x>

INTERMEDIATE GREEK II

MWF 1000-1050

In the fourth semester of Greek, we venture forth beyond Attic prose for the first time. We begin with selections from the *Histories* of Herodotus, who wrote a delightful, easy-going Ionic Greek. Afterwards, as an introduction to the language of Greek tragedy, we'll read (most of) Euripides' *Medea*, with its tense portrayal of a "barbarian" woman scorned.

GREE 2240

Mr. Petrovic <ap2bd>

NEW TESTAMENT II

MWF 1200-1250

The aims of this course are to solidify your knowledge of Hellenistic Greek grammar and vocabulary and to gain speed and proficiency in reading and translating sections from the Book of Acts and from the letters of Saint Paul. Prerequisite: Greek 1010-1020 or permission of the instructor.

GREE 3020

Ms. Petrovic <ip3k>

ADVANCED READING IN GREEK

TR 1230-1345

In this course we will read Books 1, 6, 9, and 24 of the *Iliad*. As we read about the rage of Achilles, the domestic harmony of Hector and Andromache, and the grief the Trojans feel for their dead hero, we will pay close attention to the language the epic poet uses to tell his story, especially the implications of oral composition for how we understand the epithets and formulae so characteristic of the poem. There will be quizzes, a final, and a paper.

GREE 5559**GREEK INSCRIPTIONAL POETRY****Mr. Petrovic** <ap2bd>**MW****1530-1645**

In this class we will read a wide selection of Greek inscriptional poems (esp. epigrams and hymns) composed in a variety of dialects, from the Archaic period to Late Antiquity. There will be a significant epigraphic component to the course, which will introduce participants to some of the discipline-specific editing techniques (esp. work with squeezes, photographs, drawings), as well as to the production of diplomatic and full editions with an accompanying *apparatus criticus*, and a philological commentary. The selection of texts will be largely drawn from *Carmina epigraphica Graeca* vols. I-II, and *Steinepigramme aus dem Griechischen Osten*. In addition, we will discuss some of the most significant poems found on stone in the past 25 years. Among other things, students will be expected to present a short report (10 minutes) and a long paper (30 minutes) in class, submit several written exercises, a paper, and take a midterm and a final exam.

GREE 5559**SURVEY OF HELLENISTIC LITERATURE****Ms. Petrovic** <ip3k>**TR****1530-1645**

This survey focuses on the evolution of Greek literature during the Hellenistic period, and will include a rigorous study of the texts and their cultural and historical contexts.

We shall also engage in exploring the way the Hellenistic poets reveal their standards for art – what genres, topics, and style do they advocate? How do they engage in literary criticism? And how does this discussion influence their own poetry and aesthetics?

The course will focus on the following authors and texts:

- Callimachus' *Aetia*, hymns, epigrams, and *iambi*
- Apollonius' *Argonautica*
- Theocritus' Bucolic poetry and *Idylls*
- Posidippus' epigrams
- Herodas' *Mimiambi*
- Hellenistic inscriptional epigrams

There will be reports, quizzes, and a paper.

II. THE ROMANS

The Roman World

CLAS 2020

Ms. Myers <*ksm8m*>

ROMAN CIVILIZATION

Discussion

TR	0930-1045
F	0900-0950
F	1000-1050
F	1100-1150
F	1300-1350

This course serves as a general introduction to the history, literature, social life, institutions, and ideology of ancient Rome, from the origins to the 2nd century AD. We will look especially at the ways in which the Romans constructed a collective cultural identity for themselves, with attention paid also to groups marginal to or excluded from that identity (e.g. women, slaves, barbarians). Readings will focus on the ancient texts and sources, including the comedies of Plautus and Terence, Vergil's epic *Aeneid*, historical writing by Sallust and Tacitus, biographies by Plutarch and Suetonius, the love poetry of Ovid, and Petronius's novel *Satyricon*. Requirements include midterm and final exams, weekly reading responses, and a paper.

ARTH 2054

Mr. Dobbins <*dobbins*>

ROMAN ART AND ARCHAEOLOGY

MW 1230-1345

Following a brief introduction exploring Etruscan art, we begin as Livy does: with the foundation of the city, i.e., Rome! Our eventual focus is on the monuments of imperial Rome and on the architecture, sculpture, painting, and mosaics in Italy and throughout the empire. Also considered are Pompeii, Ostia, major cities of the Roman provinces, such as Ephesus, Lepcis Magna, Palmyra, and villas, houses, and their decoration. Archaeological methodology is introduced and employed to confront chronological and interpretive questions.

ARTH 3591

Mr. Dobbins <*dobbins*>

ART HISTORY COLLOQUIUM: *PROBLEMS IN ROMAN
ART & ARCHAEOLOGY*

MW 0930-1045

A more complete title would be "Problems in Roman Art and Archaeology: Exercises in the description, analysis, contextualization, and interpretation of Roman art." The "problems in" part of the expanded title emphasizes that there are scholarly issues, or problems, in the interpretation of works of art (this is not unique to the Roman field). The small-enrollment colloquium provides an opportunity to examine various types of Roman art from several time periods. Fundamentally, this colloquium—as is true for art history and archaeology as a whole—

is about placing works into their context so that they can be understood by us at this remote distance from their creation. We target a variety of works, of different sorts, so that you can self-consciously exercise and enhance your analytical and writing skills. There are weekly writing exercises. Weekly sessions are structured discussions in which I function as discussion leader, but you do the discussing. Some minimal lecturing will also occur, but SIS is wrong in calling this a “lecture” course. The course culminates in 10-15-minute oral presentations that will be summarized in a 5-page, single-spaced paper (not counting illustrations).

HIEU 2041**ROMAN REPUBLIC & EMPIRE****Ms. Meyer** <eam2n>Discussion

MW	1100-1150
W	1500-1530
W	1700-1750
W	1800-1850

A survey of the political, social, and institutional growth of the Roman Republic, with close attention given to its downfall and replacement by an imperial form of government; and the subsequent history of that imperial form of government, and of social and economic life in the Roman Empire, up to its own decline and fall. Readings of ca. 120 pages per week; midterm, final, and one seven-page paper.

Readings will be drawn from the following:

- Sinnegan and Boak, *A History of Rome* (text)
- Livy, *The Early History of Rome*
- Plutarch, *Makers of Rome*
- Suetonius, *The Twelve Caesars*
- Tacitus, *Annals of Imperial Rome*
- Apuleius, *The Golden Ass*
- R. MacMullen, *Roman Social Relations*
- and a course packet

HIEU 5061**ROMAN IMPERIALISM****Ms. Meyer** <eam2n>**M** **1530-1800**

(Prerequisite: HIEU 2041, HIEU 3021, HIEU 3041 or instructor permission)

How and why did the Romans come to dominate the known world by 140 BC? This course explores the relations between the martial tenor of Roman society, the army, war aims, and diplomacy and internal politics. Was the Roman empire assembled intentionally or unintentionally? Did the Romans of the Middle Republic have a foreign policy, or a strategic sense, at all? A discussion seminar open to graduate students and advanced undergraduates.

Readings average 200 pages per week; one seven-to-ten-page paper, one ten-to-fifteen-page paper, one brief oral report, and a final.

Undergraduates may also take this class for 4501 credit after prior discussion with the instructor.

Readings will be drawn from Livy, Polybius, and Plutarch; a selection of modern scholars, including W.V. Harris and A. Eckstein; and readings on Collab.

PHIL 3140

HISTORY OF MEDIEVAL PHILOSOPHY

Mr. Lomasky <lel3f>

MW

1700-1815

The philosophers of the so-called Middle Ages include Christians, Jews, and Muslims in dialogue within their own communities as well as across sectarian lines. This course will not attempt to provide a play-by-play of all this action but will instead focus on major books by three of the major thinkers of this extended period: Augustine's *Confessions*, Maimonides' *Guide for the Perplexed*, Aquinas's *Summa Theologica*. The course can, then, be subtitled "Two Saints and a Rabbi." These are individuals of surpassing (and continuing) philosophical as well as theological interest. Understanding why that is so is a central goal of the class. Our studies will be historical but will also take these figures as speaking importantly to issues that remain current. Students will write three short (approximately 5 pp.) papers as well as a final exam and, possibly, a midterm.

The Latin Language

LATI 1020	ELEMENTARY LATIN II		
Ms. Crawford <jwc8n>		MWF	1100-1150
	<u>Discussion</u>	TR	0930-1045
		TR	1100-1215
		TR	1230-1345

This course is a continuation of Latin 1010. The basics of Latin grammar and syntax are continued. Translation of continuous Latin passages is also introduced. The course prepares the student to enter Latin 2010.

LATI 2010	INTERMEDIATE LATIN I		
Mr. Moore <dwm7a>		MWF	1100-1150
		MWF	1200-1250

Introductory readings from Latin literature.

LATI 2020	INTERMEDIATE LATIN II		
	Mr. Moore <dwm7a>	MWF	0900-0950
	Ms. Gilbert <mho2pd>	MWF	1000-1050
	Mr. Zehner <jbz9fa>	MWF	1300-1350

Selected readings from Latin literature.

LATI 3559	VERGIL, AENEID 12		
Mr. Woodman <ajw6n >		TR	1230-1345

Virgil's *Aeneid* is regarded as one of the greatest glories of Western European literature. In twelve books of epic verse the poet tells the story of Aeneas and his journey from Troy on a quest to found a new city in Italy. The second half of the poem describes the challenges and opposition he faces once he has arrived on Italian shores, and the famous last book represents the climax when the hero confronts Turnus.

LATI 3559**CAESAR****Ms. Crawford** <jwc8n>**MWF 1300-1350**

In this course we will read and translate selections from Caesar's *Gallic Wars* and his *Civil War*, with consideration of historical and political issues, personalities and personnel, and strategies on the battle field and in the senate.

LATI 4559**TACITUS, ANNALS****Mr. Woodman** <ajw6n>**TR 1400-1515**

Tacitus is generally regarded as Rome's greatest historian, and in his last and greatest work, the *Annals*, he describes the emperors who followed Augustus – the so-called Julio-Claudian dynasty – during the years AD 14-68. Book 1 begins with the transition of power from the dying Augustus to his reluctant successor, the notorious Tiberius, but much of the book is taken up with accounts of mutinies amongst the Roman legions and fighting in the forests of Germany. Tacitus' Latin is famously challenging, but this is one of his very greatest narratives.

LATI 5559**LIVY****Mr. Miller** <jfm4j>**MW 1400-1515**

The class will read Books 1 (Kings), 5 (Veii and Gallic attack), and 21 (Hannibal) along with relevant secondary literature. Class discussion, reports, writing assignments.

LATI 5559**FORGERY, FRAUD, AND IMPOSTURE****Mr. Hays** <bgh2n>**TR 1400-1515**

This course will focus on some ancient literary works that are not what they purport to be, along with some others whose *bona fides* has been questioned. We will examine some notionally distinct types of fabrication (forgery, plagiarism, hoaxes, pastiche, pseudepigraphy, parody, and fiction), and their methods and motivations. In the process we will find ourselves raising some larger questions. How do we recognize a fake? How does the meaning of a work change when its authorship is reassigned? To what extent does the study of art forgery provide a helpful paradigm for the interpretation of forged texts? What does a successful fake reveal about its consumers? What, if anything, can the fake tell us about the real? Works to be considered may include: the letters of Phalaris, the pseudo-Sallustian letters and invectives, poems from the *Appendix Vergiliana*, the Helen Episode in *Aeneid* 2, various pseudo-Ovidian works, the correspondence of Seneca and St. Paul, the *Parallela Minora* attributed to Plutarch, the Troy narratives of Dares and Dictys, and the *Historia Augusta*. We will look also at some notable modern frauds, and at the history of fake-busting, from Valla and Bentley to Carter and Pollard. Graduate students from other fields are welcome; advanced undergraduates by instructor permission.

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 4, 2017. The speaker will be David Levene of NYU.

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 usually takes place every fall semester. This year, the Constantine Lecture is on October 28, 2016. The speaker is Andrew Ford from Princeton University.

The Classics Graduate Association

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 2017.

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.