

DEPARTMENT OF CLASSICS

GREEKS AND ROMANS

Courses and Programs Offered at the

University of Virginia



Spring 2018

THE GREEKS AND ROMANS
at the
University of Virginia
SPRING, 2018

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, 2018. 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.

PHIL 3120

Mr. McCready-Flora <icm5h>

ARISTOTLE [3]

MW 1400-1515

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.

The Greek Language

GREE 1020	ELEMENTARY GREEK II		
Mr. Dillery <jdd4n>	<u>Discussion</u>	MWF	1000-1050
		TR	1100-1215
		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	INTERMEDIATE GREEK II		
Mr. Dillery <jdd4n>		MWF	1300-1350

In the fourth semester of Greek, we venture forth beyond Attic prose for the first time. We begin with selections from the *History* of Herodotus. Afterwards, as an introduction to the language of Greek tragedy, we'll read (most of) Euripides' *Hecuba*.

GREE 2240	NEW TESTAMENT II		
Ms. Petrovic <ip3k>		MWF	1000-1050

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 3040	ADVANCED READING IN GREEK		
Ms. Petrovic <ip3k>		MWF	1300-1350

Five books of the *Odyssey* will be read, chosen to give some sense of the whole poem. Some things that will be emphasized: meter and reading aloud; the Homeric dialect; the characteristics of traditional poetry; the question of oral composition; the historical and religious background; narrative construction; characterization; and style. There will be quizzes, a midterm, a final, and various written assignments.

GREE 5559**GREEK RELIGION**

Mr. Petrovic <ap2bd>

TR

1530-1645

The course will deal with the most important methodological and theoretical approaches to Greek religion and bring participants up to speed with current trends in scholarship on Greek religion. Special topics include: rites of passage, sacrifice, purity and pollution, divination and oracles, and magic. We will read and analyse a wide range of literary (poetry, drama, philosophy) and epigraphic sources in Greek (especially the Greek normative texts, the so called *leges sacrae*), as well as modern theoretical treatises on Greek religion. Students will be expected to engage closely with Greek epigraphy, Greek dialects and material culture. Prerequisites: excellent command of Greek, and reading knowledge of German, Italian, French and modern Greek. There will be regular tests, a midterm examination (translations, passages for comment, mini-essays), presentations (30 minutes, fully written-out (ca 3500-3700 words), and submitted one week before presentation, along with a structured handout), and a final research paper developed from the oral presentation (6-7000 words).

GREE 5559**GREEK PROSE STYLE: A LINGUISTIC HISTORY**

Mr. George <chg4n>

MW

1530-1645

How is the prose style of Demosthenes different from that of Lysias? Is Xenophon really the 'naughty boy of Attic syntax', as Gildersleeve put it? And what exactly makes Thucydides so hard? In this course, we'll consider such questions by reading both ancient stylistic accounts of major prose authors, as well as recent linguistic scholarship that touches on syntactic and pragmatic issues, like word order and particle use, that are relevant to the understanding of prose style. Rather than approaching style through composition, we'll instead read selections from the authors in question in close conjunction with pertinent linguistic and stylistic literature, to see where existing scholarship is successful at explaining the facts, and where it falls short.

II. THE ROMANS

The Roman World

CLAS 2020

Mr. Hays <bg2n>

ROMAN CIVILIZATION

Discussion

TR	1230-1345
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 *Satyrica*. Requirements include midterm and final exams, weekly reading responses, and a paper.

HIEU 2041

Ms. Meyer <eam2n>

ROMAN REPUBLIC & EMPIRE

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 5051:**THE ROMAN EMPIRE****Ms. Meyer** <eam2n>**M****1530-1800**

Prerequisites for undergraduates: HIEU 2041 OR HIEU 3041; or instructor permission

This course will examine the Principate from its founding (27 B.C.) to the beginning of the third-century crisis (A.D. 235). It will proceed by an examination of themes and topics rather than as a narrative: these themes and topics will include emperor and administration, local municipalities, slavery and varying gradations of freed status and citizenship, patronage, social mobility, economy, romanization, the courts, emperor-cult, and resistance to Rome. Students are expected to write five exercises based on ancient sources; to write one five-to-seven-page paper; and to take a final exam.

Readings will be drawn from the following:

C. Wells, *The Roman Empire*

Tacitus, *Annals and Histories*

Josephus, *Jewish War*

Pliny, *Letters*

Apuleius, *Apology*

M. Goodman, *The Ruling Class of Judaea. The Origins of the Jewish Revolt Against Rome A.D. 66-70* (Cambridge U. P., 1987)

R. MacMullen, *Paganism in the Roman Empire* (Yale)

R. MacMullen, *Romanization in the Time of Augustus* (Yale)

S. Price, *Rituals and Power. The Roman Imperial Cult in Asia Minor* (Cambridge U.P., 1984)

and additional readings on Collab

The Latin Language

LATI 1020	ELEMENTARY LATIN II		
Mr. Moore <dwm7a>		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		
Ms. Blythe <bab8h>		MWF	1100-1150

Introductory readings from Latin literature.

LATI 2020	INTERMEDIATE LATIN II		
	Mr. Moore <dwm7a>	MWF	0900-0950
	Ms. Campbell <cmc2eb>	MWF	1000-1050
	Ms. Campbell <cmc2eb>	MWF	1300-1350

Selected readings from Latin literature.

LATI 3559	PETRONIUS		
Ms. Blythe <bab8h>		MWF	1300-1350

In this course we will read selections from Petronius' *Satyrical*, a Latin novel following the misadventures of a hapless academic and con artist named Encolpius as he wanders around Italy. Along the way he and his traveling companions encounter priestesses, slaves, freedmen, poets, sailors, and seductresses. Attention will be given to translation and literary interpretation, as well as the historical, cultural, and literary contexts in which the novel was written. We will view two film adaptations of the novel. There will be a midterm exam, a commentary project, oral reports, and a final exam.

LATI 3559	SENECAN DRAMA		
Ms. Campbell <cmc2eb>		MWF	1400-1450

In this course, we will read the entirety of the revenge tragedy *Thyestes*. Written by the versatile Silver Age author Seneca the Younger, this play is a gory extravaganza that heavily inspired

Shakespeare and could even teach Tarantino a thing or two. We will read the play closely to gain an understanding of the hallmarks of Senecan drama, and seek to contextualize and culturally situate this work by discussing both the political climate in which it was written and the philosophical questions it raises and engages with. Assessments will include writing assignments, a midterm, and a final.

LATI 3559**CICERO AND TACITUS ON ORATORS****Mr. George** <chg4n>**MWF 1100-1150**

Latin students, approaching Cicero through speeches like the *Catilinarians*, often form opinions about what they find successful (or not) in his oratory. But what did Cicero himself have to say about eloquence and its role in Roman society? What made someone the ideal orator, and what did that orator need to know? To answer these questions, we'll begin the course by reading relevant selections from Cicero's *De Oratore*. Then, in the second half, we'll jump 150 years forward to the Empire and see what's changed. In the *Dialogus de Oratoribus*, where Tacitus is at his most Ciceronian in style, the historian considers the supposed decline of oratory: Has it in fact deteriorated? If so, is it because there's been a general worsening of morals? Or just because the political situation has become so calm that there's no need for stirring speeches anymore?

LATI 4559**OVID****Ms. Myers** <ksm8m>**TR 1400-1515**

This course will be a close reading (translation and analysis) of selections from Ovid's epic poem the *Metamorphoses*. Our aim will be to make a detailed exploration of Ovid's poetry through in-class reading of the Latin text and discussion of literary and cultural issues. Attention will be given to Ovid's poetic technique and to the interpretation of his poetry within its historical and generic context. Careful translation of the Latin will be stressed; secondary readings and a paper will also be assigned.

LATI 5559**OVID'S LATER ELEGIES****Mr. Miller** <jfm4j>**MW 1400-1515**

A study of Ovid's *Fasti* and the verse letters from Tomis (*Tristia*, *Epistulae ex Ponto*) in light of one another. Ovid's unfinished *Fasti* was revised to some extent after Ovid's exile in AD 8 and would anyway have probably been read as an early Tiberian text when published posthumously. Thus the calendar-poem has much in common with the exilic elegies and vice versa. We will pay special attention to issues of literary history, politics, late Augustan and Tiberian culture, and the city of Rome.

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

An introduction to one of the most important and influential Roman poets after Vergil. We will focus primarily on the *Thebaid*, but with some attention also to the *Silvae* and *Achilleid*. In addition to the text itself we will look at the tradition of scholia and commentary on Statius, and on his reception in Dante and others.

III. COMPARATIVE

CLAS 2559 THE SCEPTER AND THE PODIUM: LESSONS IN LEADERSHIP FROM THE ANCIENT WORLD

Mr. Moore <dwm7a>

MWF 1400-1450

From the framing of the U.S. Constitution to the Trump White House, American leaders have turned to the ancient world for examples of leadership and governance. In this course, students will explore the models of leadership (both good and bad) offered by the history and literature of ancient Greece and Rome and consider the implications of these for today's discourse. We will read ancient explanations for the rise of iconic leaders like Pericles and Augustus. Despite much popular acclaim, what separates these rulers from villainous demagogues, despots, and tyrants? Students will also examine how Greek tragedians use mythological figures – such as Agamemnon, Antigone, and Creon – to pose serious questions about leadership in the Athenian city-state. Students will consider leadership of and by sectors in ancient society widely marginalized: how and in what ways can an ancient woman or slave be a leader? We will evaluate effective methods of persuasion through readings from ancient oratory. Students will not only assess ancient models of leadership but will practice techniques of leadership themselves through group assignments, presentations, and debate.

CLAS 3559 CONSTRUCTIONS OF GENDER AND SEXUALITY IN CLASSICAL ANTIQUITY

Ms. Blythe <bab8h>

TR 1230-1345

This course offers an introduction to constructions of gender and sexuality in classical antiquity. We will examine Greek and Roman attitudes toward gender performance and sexual expression, with a focus on how certain categories of each were idealized and institutionalized. Some themes we will explore include ideals of femininity and masculinity, marriage, medical ideas about conception and childbirth, rites of passage, gendered space, sexuality in religious contexts, relationships between social class and sexual expression, gender ambiguity and cross-dressing, the applicability of terms such as “homosexual,” “transgender,” and “sexual subculture” to the study of ancient gender and sexuality, and the erotics of the gaze. We will address the challenges involved in attempting to access the voices of women, slaves, the lower classes, and gender nonconforming individuals in the ancient sources. Classes will include both lecture and discussion. We will read ancient literary texts and consider historical evidence such as art, archaeological material, and inscriptions. There will be a midterm exam, response essays, oral reports, and a final paper. All texts will be read in translation and there are no prerequisites.

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, 2017. The speaker will be Antony Augoustakis, University of Illinois.

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 November 16, 2017. The speaker is Deborah Boedeker, Professor Emerita, Brown 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 2018.

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.