

DEPARTMENT OF CLASSICS

GREEKS AND ROMANS

Courses and Programs Offered at the

University of Virginia



Fall 2020

THE GREEKS AND ROMANS
at the
University of Virginia

FALL, 2020

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, 2020. These are described in the next pages under the following headings:

- I. **CLAS:** Classics courses in translation.

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

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

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

- V. **SPECIAL PROGRAMS
AND EVENTS**

I. CLASSICS

CLAS 2010

Mr. Dillery <jdd4n>

GREEK CIVILIZATION

MW 1300-1350

Discussion

F 0900-0950

F 0900-0950

F 1000-1050

F 1300-1350

F 1400-1450

F 1400-1450

This course satisfies Humanities and/or Historical Studies requirements.

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.

CLAS 2300

Mr. Hays <bgh2n>

ANCIENT ROME AT THE MOVIES

MWF 1100-1150

This course satisfies Humanities requirements.

Ancient Rome has exercised a fascination on movie producers and directors almost since the beginnings of cinema itself. This class will study the representation of Rome on both the big and small screen from the early days until now. We'll watch some of the major achievements of the genre, from Mervyn LeRoy's *Quo Vadis* through William Wyler's *Ben Hur*, Stanley Kubrick's *Spartacus*, and Anthony Mann's *The Fall of the Roman Empire*, to Ridley Scott's *Gladiator*. We'll also view and discuss some less distinguished efforts, from the "sword-and-sandal" era and beyond. We'll look at predecessors from the silent and black & white years, and at depictions of Rome on television. There will be readings from classical sources (e.g. Plutarch and Suetonius), from film theory, and from the historical novels that inspired some of the films. Throughout the semester we'll be asking how these imagined Romes relate to historical reality, how they engage in dialogue with one another, and how they function as a mirror for the concerns and anxieties of our own society.

CLAS 3350 LANGUAGE AND LITERATURE OF THE EARLY CELTS

Mr. George <chg4n>

MWF 1300-1350

This introduction to the Celtic inhabitants of Gaul and the British Isles interweaves two approaches, one linguistic, one literary. First, we will explore how the Celtic languages work, focusing on the basics of Old Irish—which includes such exotic features as initial mutations and conjugated prepositions—but also finishing off with some Middle Welsh. Second, we will compare writings about the Celts found in Ancient Greek and Latin authors with readings of Celtic literature in translation, notably Ireland's closest equivalent to the *Iliad*, the *Táin Bó Cúailnge*, whose Achilles-like hero Cú Chulainn undergoes a monstrous transformation (called

the “warp-spasm” by one translator) when he fights: “He sucked one eye so deep into his head that a wild crane couldn’t probe it onto his cheek out of the depths of his skull; the other eye fell out along his cheek”.

**CLAS 3559 THE ANCIENT ROOTS OF MODERN ATHEISM:
FROM SOCRATES TO DAWKINS**

Ms. Kuin <ik6mg>

MWF 1400-1450

When did people start losing their religion and why? The ancient Greeks began questioning the existence and powers of the gods already before Socrates and Plato. Critics of the myths of Homer and early natural philosophers subjected the religious beliefs of their contemporaries to rigorous scrutiny. Starting off in the sixth century BCE this course introduces the ideas of ancient Greek and Roman doubters, disbelievers, and atheists, and traces their strong influence from the Renaissance up to the present day. We will investigate the intellectual history of ancient criticisms of religion, and how ancient thinkers shaped modern atheism and secularity. Students will read ancient authors such as Plato, Aristophanes, Epicurus, Lucretius, Cicero, and Lucian, and post-classical authors ranging from Desiderius Erasmus to Richard Dawkins. All texts will be read in English translations. There are no prerequisites. **This course fulfills the Second Writing Requirement.**

II. THE GREEKS

GREE 1010

Mr. George <chg4n>

ELEMENTARY GREEK

MWF 1000-1050

Discussion

Discussion

TR 0800-0915

TR 1230-1345

This course will introduce students to the fundamental building blocks of Ancient Greek, from the alphabet and the sounds of the language, through the rich array of forms and rules of syntax that allow nouns and verbs to be deployed with intricate flexibility, to the basic vocabulary of a language that has bequeathed to English such words and concepts as *democracy*, *history*, *theater*, and *epic*. Together with the spring semester sequel, GREE 1020, it serves as preparation for the second-year sequence, in which students read Xenophon and Plato in the fall (GREE 2010), and either the New Testament (GREE 2230/2240) or Herodotus and Euripides (GREE 2020) in the spring. As with learning any language, regular practice is important, so assignments include short readings, exercises in writing Greek, and frequent quizzes, as well as two hour-tests and a final.

GREE 2010

Mr. Petrovic <ap2bd>

INTERMEDIATE GREEK I

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. There will be frequent quizzes, two tests, and final.

GREE 3010

Mr. Petrovic <ap2bd>

ADVANCED READING IN GREEK

MWF 1200-1250

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. There will be frequent quizzes, a mid-term, and final.

GREE 5230

Ms. Petrovic <ip3k>

SURVEY OF HELLENISTIC POETRY

TR 1400-1515

This survey focuses on the evolution of Greek literature during the Hellenistic period, and will focus on a 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*
- Herodas' *Mimiambi*

There will be reports, quizzes, midterm, and a final exam or a paper.

GREE 5559

THE GREEK NOVEL

Mr. Dillery <jdd4n>

TR

1530-1645

This class will focus on three Ancient Greek novels: Xenophon of Ephesus, Chariton, and Heliodorus. In addition, important antecedents will be examined (in particular Xenophon of Athens' *Cyropaedia*), as well as novel fragments and 'para-novels' (e.g. the Life of Aesop and the Alexander Romance).

III. THE ROMANS

LATI 1010
Mr. Miller <jfm4j>

ELEMENTARY LATIN I

MWF 1100-1150

Discussion

TR 0800-0915

TR 1230-1345

TR 1700-1815

An introduction to the grammar and syntax of Latin, with attention also to acquiring basic vocabulary and a start on reading via adapted Latin texts about ancient history and myth. Daily exercises and drills, frequent quizzes, practice writing Latin, tests. Plenary sessions with the lead instructor MWF; discussion section TR with Teaching Assistants. The course continues in the Spring with Latin 102, which in turn leads to LATI 2010-2 at the intermediate level, where students read from masterworks of Latin literature (for example, Ovid, Catullus, and Cicero).

LATI 1030
Mr. Celotto <gc4fw>

FUNDAMENTALS OF LATIN

MTWR 0900-0950

MTWR 1100-1150

This course is designed to introduce you to the Latin language through *Wheelock's Latin*. Your main objective in this course will be to gain a working knowledge of the fundamentals of Latin grammar, syntax, and vocabulary by learning paradigms, and reading and translating sentences and passages adapted from and inspired by ancient Roman orators, historians, poets, and playwrights. At the end of this semester, the successful student will be able to identify the morphology of nouns and verbs, and understand Latin syntax.

Prerequisite: two or more years of high-school Latin.

LATI 2010

INTERMEDIATE LATIN I

TBA MWF 0900-0950

TBA MWF 1200-1250

TBA MWF 1400-1450

Introductory readings from Latin literature.

LATI 2020

INTERMEDIATE LATIN II

Ms. Kuin <ik6mg> **MWF 0900-0950**

Mr. Hill <rsh7bu> **MWF 1200-1250**

In this course you will continue your study of Latin through the translation of ancient authors in prose and poetry. This class will focus on reading the poems of Catullus and Cicero's *Pro Caelio*. In addition to prepared readings, students will do in class exercises to improve their

understanding of Latin grammar, as well as short Latin compositions. Students in this course must have completed Intermediate Latin I (2010) with a minimum grade of C-. Successful completion of this course will complete the Intermediate Latin sequence and meet the language requirement for the College of Arts and Sciences.

LATI 3080**HORACE SATIRES****Ms. Kuin** <ik6mg>**MWF 1000-1050**

In this course we will read Horace's debut as a poet: Book 1 of the Satires. In studying this experimental and exciting work we will focus on the genre of satire, Horace's conversational use of the hexameter, the position of the satires among Horace's other works, the use of humor for frankness and socio-cultural criticism, Horace's engagement with his literary predecessors in the Satires, and the influence of these poems on later Latin literature and beyond. Additionally, we will consider the work's immediate historical context: the eve of the reign of Augustus. Students will complete quizzes, exams featuring seen and unseen passages, short composition assignments, and a final essay.

LATI 3090**MEDIEVAL LATIN****Mr. Hays** <bgh2n>**MWF 1400-1450**

In this course we will read the *Romance of Apollonius of Tyre*, an early medieval novel involving incest, murder, piracy, riddles, shipwrecks, ball-games, prostitution, virtuous fishermen, wicked step-parents, and more riddles. Time permitting, we will also look at the novel's later influence, notably on Shakespeare's *Pericles*.

LATI 3270**SENECA****Mr. Celotto** <gc4fw>**TR 1400-1515**

This course is designed to introduce you to the work of the 1st century CE statesman, philosopher, and playwright Seneca. The main focus of the course will be on Seneca's political thought. By engaging in close reading of both his prose writings and his dramatic production, we will tackle Seneca's views on the institution of the Empire in general, and on the emperor Nero in particular. In the first half of the course we will read selections from the *De Clementia*, a treatise advising Nero to be a virtuous sovereign. In the second half we will read excerpts from the *Thyestes*, a tragedy written to denounce the dangers of tyrannical rule. Particular attention will be devoted to issues of grammar, syntax, meter, and style.

LATIN 4050**LATIN PROSE COMPOSITION****Mr. Corbeill** <apc3m>**MWF 1200-1250**

This class will combine Latin prose composition exercises and readings from Cicero, with the goal of actively recognizing, understanding, and *using* key characteristics of literary prose style from the Late Republic. Roughly one-third of the term will be spent working quickly through the textbook *Bradley's Arnold*; interspersed with these exercises will be three extended compositions

into Latin of passage English prose. We shall also be studying closely one speech of Cicero, *pro Archia* (an encomium disguised as a defense speech). These readings will be supplemented by short lectures or group discussions on topics relevant to composition (e.g., colometry; Wackernagel's Law; prose rhythm; prose style of authors other than Cicero) and comparisons with other prose authors.

Latin poetry, with its apparent disdain for consistent rules of syntax, cannot be understood fully without a firm grasp of the mechanics of Latin prose. The class will close with a brief foray into verse composition.

LATI 5300

LATIN SURVEY

Mr. Corbeill <apc3m>

MW

1530-1645

This survey focuses on the development of Latin prose from its origins to the early empire, with occasional glances to poetry for comparative purposes. Over the course of the term, students will familiarize themselves with the biographies and secondary literature on the authors read (in particular stylistic and philological studies). Texts covered will include archaic Latin, Plautus, Cato, Cicero (treatises, letters, and oratory), Sallust, Horace (*Odes*), Livy, Tacitus (*Annales*), and readings from J. N. Adams, *An Anthology of Informal Latin, 200 BC-AD 900*. There will be quizzes, exams, and in-class presentations as well as several short -written assignments.

LATI 5310

LATIN DIDACTIC POETRY

Mr. Miller <jfm4j>

MW

1400-1515

This course will study the genre of didactic poetry in Latin literature, with a focus on Lucretius' *De rerum natura*, Virgil's *Georgics*, and Ovid's *Ars amatoria*. Attention to Greek precursors (especially Hesiod and Aratus), to ancient and modern theorizing, and perhaps a glance at Manilius and Grattius. Reports, research paper or examination.

IV. AFFILIATED COURSES

ARTH 1500

ART AND DEVOTION

Ms. Smith <tjs6e>

TR 1530-1645

What is the relationship between art and religion across cultures and at different times in history? How do objects and images of devotion teach us about beliefs and ritual practices? This introductory seminar in Art History is intended for first- and-second year students, and it will emphasize reading, writing, and discussion about these topics. Artistic examples and assignments will range from the ancient and medieval Mediterranean worlds, to India, China, and the modern United States.

ARTH 1503

ART AND POWER

Mr. Rogers <dkr5t>

TR 1530-1645

Art and architecture have the ability to instill and reinforce notions of power throughout the world. This course illustrates how visual and material cultures can express power from ancient Egypt to the Gothic cathedrals, focusing on the ways in which past societies were able to assert control over others through simple to complex ideological programs—along with their resonances today. Numerous artistic media will be explored, including architecture, painting, sculpture, mosaics, coins, and gems—amongst many others.

ARTH 2053

GREEK ART AND ARCHAEOLOGY

Ms. Smith <tjs6e>

TR 1100-1215

The vase painting, sculpture, and other arts of the Greeks, from the Bronze Age through the Hellenistic periods. Works are studied in their social, political, and religious contexts with a special focus on archaeology and material culture.

ARTH 3062

POMPEII

Mr. Rogers <dkr5t>

MW 1530-1645

The eruption of Mt Vesuvius in 79 CE preserved numerous sites throughout the region of the Bay of Naples that provide a special lens to examine Roman life and society. Using Pompeii and other sites as case studies, this course explores the daily lives of ancient Romans through archaeological, epigraphical, and literary evidence. Topics that will be covered include: civic administration, religion, entertainment, domestic life, society, economy, and urbanism. Special attention will also be paid to the excavation and recovery of Pompeii—and its place in the modern cultural imagination.

HIEU 2031 AN INTRODUCTION TO THE HISTORY OF ANCIENT GREECE

Mr. Lendon <lendon@virginia.edu>

MW 1300-1350

Not for CR/NC.

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):

The Landmark Herodotus (R. Strassler, ed.; Free Press)

The Landmark Thucydides (R. Strassler, ed.; Free Press)

Plutarch, *Greek Lives* (Oxford)

Plato, *The Apology of Socrates* (Hackett)

J. M. Moore, *Aristotle and Xenophon on Democracy and Oligarchy* (California)

S. Pomeroy et al., *Ancient Greece* (textbook: edition to be determined)

a xerox packet (available at NK Print and Design on Elliewood Avenue)

HIEU 3041

THE FALL OF THE ROMAN REPUBLIC

Ms. Meyer <eam2n>

TR

1100-1215

Not for CR/NC.

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 140 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/new foreword 2011)

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

Note: graduate students are welcome to take this class as **HIEU 9025**, a “graduate tutorial” in the History Department. We will have extra meetings and extra readings, and the final paper will be longer and more professional. Meeting times will be geared to everyone’s convenience.

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

(Prerequisite: HIEU 2041, HIEU 3021, HIEU3041, 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 2 —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. Harris and A. Eckstein; and readings on Collab.

HIEU 7013**ANTHROPOLOGY OF ANCIENT GREECE****Mr. Lendon** <lendon@virginia.edu>**M****1530-1800**

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.

Topic include:

Evolutionism (Frazer with Jane Harrison)

Durkheim on religion (with Jane Harrison)

Structuralism (Levi-Strauss with Vernant and Detienne)

Functionalism (Malinowski with Girard)

Rites of passage, liminality, and the social drama (van Gennep and Victor Turner)

Reciprocity and revenge (Mauss and Malinowski, Herman and Kurke)

Symbolic Anthropology (Clifford Geertz)

Honor and Feud (Pitt-Rivers with Adkins and Cohen)

Habitus and Field (Pierre Bourdieu)

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>**MW****1000-1050**

+Discussion**This course satisfies History area requirements.**

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
TBA <tba>

PLATO [3]

TR 0930-1045

This course satisfies the History requirement for those who have or will take PHIL 2120 - Modern

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

This course introduces the student to Plato through a variety of his richest, most fascinating works. 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 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.

V. 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 was held on January 15, 2020. The speaker was Amy Richlin of UCLA, and the title of her talk was: "*Plautus on the Beach: Race, Law, and Human Trafficking in the Roman 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 2020 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 sponsor 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 March 21, 2020, and the topic will be: "*Warning: Storm Approaching. Weather, the Environment, and Natural Disasters in the Ancient Mediterranean.*" Keynote Speaker: Clara Bosak Schroeder, University of Illinois at Urbana-Champaign.

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 John Miller (jfm4j@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 among other interested undergraduates through the facilitation of educational, social, and service-related activities. For further information send an e-mail to: hls2mn@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.