

*DEPARTMENT OF CLASSICS*

# *GREEKS AND ROMANS*

---

*Courses and Programs Offered at the*

**University of Virginia**



*Spring 2022*



***THE GREEKS AND ROMANS***  
**at the**  
**University of Virginia**  
**SPRING 2022**

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 2022. These are described in the next pages under the following headings:

- I. CLASSICS:** 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. AFFILIATED:** Courses presenting Classical studies in relation to other subjects.
- V. SPECIAL PROGRAMS AND EVENTS**

\*\*\*\*\*

## I. CLASSICS

**CLAS 2020**  
**Mr. Hays** <bgh2n>

### ROMAN CIVILIZATION

#### Discussion

<b>TR</b>	<b>1230-1345</b>
<b>F</b>	<b>1000-1050</b>
<b>F</b>	<b>1100-1150</b>
<b>F</b>	<b>1400-1450</b>
<b>F</b>	<b>1500-1550</b>

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.

**CLAS 2040**  
**Mr. Miller** <jfm4j>

### GREEK MYTHOLOGY

#### Discussion

<b>MW</b>	<b>1000-1050</b>
<b>R</b>	<b>0830-0920</b>
<b>R</b>	<b>0930-1020</b>
<b>R</b>	<b>1400-1450</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>
<b>F</b>	<b>1500-1550</b>

This course is an introduction to the myths of the ancient Greek (and, to a lesser extent, Roman) gods and heroes; to the reception of classical myths in later ages; to some modern approaches to the study of myths (historical, religious, psychological, anthropological, etc.), and to adaptations of myths in selected Greek and Roman literary texts. A few quizzes and written responses to readings; midterm and final.

**CLAS 3040/WGS 3500**  
**Ms. Myers** <ksm8m>

### WOMEN AND GENDER IN CLASSICAL ANTIQUITY

<b>TR</b>	<b>1400-1515</b>
-----------	------------------

This course will focus on the construction of gender roles in Ancient Greece and Rome. Students will be introduced to the primary material on women and gender in antiquity and to current debates about it. We will examine the Cultural Identity or Ideal 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. Readings for this course will include Greek and Latin texts in translation,

including poetry, history, drama, rhetoric, and inscriptions. Articles and additional readings will be assigned.

**CLAS 3300/5300 INTRODUCTION TO INDO-EUROPEAN LINGUISTICS**  
**Mr. George <chg4n> MWF 1300-1350**

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.

**CLAS 3559 ANCIENT GREEK SCIENCE, TECHNOLOGY, AND MEDICINE**  
**Mr. Dillery <jdd4n> 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, engineering, and technology. There will be a midterm, final, and a final project/paper.

## II. THE GREEKS

### GREE 1020

Mr. Dillery <jdd4n>

### ELEMENTARY GREEK II

#### Discussions

MWF 1000-1050

TR 0930-1045

TR 1230-1345

In this class the student will complete the study of Elementary Greek, finishing the textbook (Mastronarde, *Introduction to Attic Greek*) and begin to read passages of connected Greek, finishing with sections of Plato's *Apology*.

### GREE 2020

Ms. Kuin <ik6mg>

### INTERMEDIATE GREEK II

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 *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.

Text editions:

Barbour, A. L. (1964) *Selections from Herodotus*. Norman, OK.

Mastronarde, D. J. (2002) *Euripides: Medea*. Cambridge.

### GREE 2230

Ms. Spittler <ik6mg>

### NEW TESTAMENT I

MWF 1000-1050

In this course we will translate some of the earliest and most influential Christian narratives, with an eye to their immediate cultural context. Readings include selections from the canonical Gospels of Mark, Matthew, Luke, and John, along with various non-canonical narratives, such as the Protevangelium of James and the Infancy Gospel of Thomas. Grammar review as necessary; some Greek composition.

### GREE 3040

Mr. Petrovic <ap2bd>

### ADVANCED READING IN GREEK

TR 1100-1215

A selection of books from Homer's *Odyssey* will be read. 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 assignments.

### GREE 5090

Mr. George <chg4n>

### GREEK PROSE COMPOSITION

MW 1530-1645

Why is there a definite article before this abstract noun? What's this seemingly random καί doing here? Just how unusual is this hyperbaton? These are the sorts of questions one has to be able to answer in order to appreciate fully what's going on in a passage of Greek—and they're also the sorts of questions that are best answered by actively producing (or at least attempting to produce) grammatical, idiomatic Attic prose. Accordingly, in this course, we'll systematically progress through the finer points of Greek grammar by writing lots of Greek, beginning with small-scale exercises, then progressing to the translation of longer passages from English into Greek.

**GREE 5559**

**ANCIENT RECEPTION OF ODYSSEUS**

**Ms. Arthur-Montagne** <hvks9ks>

**TR**

**1530-1645**

Seminar on the reception of Odysseus across several genres of Greek literature. Primary readings will include *Od.* 6-8, and selections from Euripides, Sophocles, Plato, and Plutarch. Secondary scholarship will focus on Homeric reception in antiquity, and the metaliterary and philosophical dimensions of Odysseus' persona. Students will be expected to translate in class, analyze and discuss articles, and complete a seminar paper.

### III. THE ROMANS

#### LATI 1020

Mr. Corbeill <apc3m>

#### ELEMENTARY LATIN II

##### Discussions

MWF	1100-1150
TR	0930-1045
TR	1100-1215
TR	1230-1345

This course is a continuation of Latin 1010. We shall finish covering the basic principles of Latin grammar and syntax through elementary exercises in comprehension and composition. The course also includes frequent illustrated lectures highlighting various aspects of the culture of ancient Rome. We conclude the semester with the reading of unadapted passages of Latin prose and poetry from Roman antiquity. The course prepares the student to enter Latin 2010.

#### LATI 2010

#### INTERMEDIATE LATIN I

Ms. Kuin <ik6mg>

Mr. Moench <psm5dn>

MWF	0900-0950
MWF	1200-1250

Readings from Ovid's poem *Metamorphoses*, including the stories of Daedalus and Icarus and Apollo and Daphne, and from Nepos' biography of Hannibal the Carthaginian general. Grammar review as necessary, and some Latin composition.

#### LATI 2020

#### INTERMEDIATE LATIN II

Mr. Celotto <gc4fw>

Mr. Crusemire <hsc4py>

Ms. Maggiore <hm3pq>

MWF	0900-0950
MWF	1100-1150
MWF	1300-1350

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 works of Cicero and Catullus. Students in this course must have completed Intermediate Latin I (2010) with a minimum grade of D-. Successful completion of this course will complete the Intermediate Latin sequence and meet the language requirement for the College of Arts & Sciences.

#### LATI 3559

Ms. Kuin <ik6mg>

#### APULEIUS

MWF	1200-1250
-----	-----------

In this course we will read selections from Apuleius' *Metamorphoses* (*The Golden Ass*) and his *Self-Defense on a Charge of Magic* (*Apologia*) in Latin, and both works in English in their entirety. We will relate these texts to the author's social and cultural environment in Roman North Africa, and consider their importance for understanding the second century CE within the intellectual history of the Roman Empire. In particular we will explore the overlap between philosophy, literature, and religion/magic as different modes of inquiry. Careful translation of the



Latin, with attention for Apuleius' prose style, will be stressed, including grammar review. The course may be used to satisfy the Second Writing Requirement.

Text editions (students do not need to purchase these, xeroxed pages will be provided):

M. Zimmerman, *Apulei Metamorphoseon Libri XI. Oxford classical texts*. Oxford; New York: Oxford University Press, 2012

V. Hunink, *Apuleius of Madauros: Pro se de magia (Apologia)*. Amsterdam: J.C. Gieben, 1997

English translation (please purchase this):

*Apuleius: The Golden Ass*. Translated by Sarah Ruden. New Haven: Yale University Press, 2011.

**LATI 3559**

**SUETONIUS**

**Mr. Celotto** <gc4fw>

**MWF 1400-1450**

This course is designed to introduce you to Suetonius' *De vita Caesarum*, a collection of biographies of Julius Caesar and the first eleven Roman emperors. Suetonius sketches a vivid portrait of these twelve leaders by discussing their family background, career before accession, public actions, private life, appearance, personality, and death. In this course we will engage in close reading of the *Life of Claudius*. Particular attention will be devoted to issues of grammar, syntax, and style.

**LATI 3559**

**PERSIUS**

**Mr. Celotto** <gc4fw>

**MWF 1100-1150**

This course is designed to introduce you to Persius' *Satires*. Persius' poems censure the decadence of the national morals in 1<sup>st</sup> century CE Rome, countering contemporary vice with the principles of Stoic ethics. In this course we will engage in close reading of the whole collection. Particular attention will be devoted to issues of grammar, syntax, meter, and style.

**LATI 4559 CICERO AND SALLUST: THE CATILINARIAN CONSPIRACY**

**Mr. Corbeill** <apc3m>

**MWF 0900-0950**

In 63 BC, the disaffected young aristocrat L. Sergius Catilina conspired unsuccessfully with other members of the Roman elite to overthrow the state. Following violent resistance, the conspirators were executed, contrary to Roman custom. Two contemporary accounts survive, one written by Cicero, a leading magistrate of that year, and the second by a senator, Sallust. This class will consider how one reconstructs "history" by analyzing the very different styles and perspectives of the two authors. There will be two examinations, a research report, and a final paper analyzing the Latin styles of each author.

**LATI 5050****Mr. Hays** <bgh2n>**LATIN PALAEOGRAPHY****TR****1400-1515**

This course will be an introduction to palaeography and manuscript studies, centering on Latin but with some excursions into the vernacular as well. We will look at the physical basis of manuscript culture, the major scripts in use from ca. 400 to 1500 AD, the cultural contexts in which medieval manuscripts were produced and consumed, and their preservation and reception in the modern era. Part of our focus will be on manuscripts and fragments from Special Collections at UVA, and the course will culminate in a final project based on these materials. Graduate students from other departments are welcome; participants should ideally have at least a couple of years of college-level Latin.

**LATI 5559****Mr. Miller** <jfm4j>**VIRGIL'S *ECLOGUES*****MW****1400-1515**

This course will study Virgil's collection of ten pastoral poems from various perspectives, especially as the inauguration of the bucolic genre at Rome after Theocritus' *Idylls* and as meditations on the situation of Rome and Italy during the triumviral period. Other topics will include religion, politics, topographical fantasy, neoteric poetics and engagement with Catullus, interface with contemporary poets (Gallus and early Horace), Servius' commentary on the *Eclogues*, and ecocriticism. Daily discussions of the Latin text and readings in secondary literature; reports; quizzes; research paper.

**IV. AFFILIATED COURSES**

**ARTH 2054 ROMAN ART AND ARCHAEOLOGY**  
**Mr. Rogers <dkr5t>** **TR 1400-1515**

“What have the Romans ever done for us??” That iconic question in Monty Python’s *Life of Brian* will be a major thread in our course this semester. This semester, we will explore the artistic, architectural, and archaeological monuments of ancient Italy and its expansive Roman Empire from the founding of Rome to the end of the Roman Empire. Our journey will start from the origins under Etruscan influence through the periods of the Roman Republic and Principate, using a variety of media, including monumental and domestic architecture, wall paintings, mosaics, sculpture, and coins, as well as ancient written sources. Our goal is to examine Roman art and archaeology within its extended historical and cultural context, from sites throughout the ancient Mediterranean. The monuments of ancient Roman art and archaeology discussed in class are representative of the culture that produced them and reflect the major historical, social, and philosophical developments of the era that still impact on our lives today, both in a positive and negative light.

**ARTH 2055 INTRODUCTION TO CLASSICAL ARCHAEOLOGY**  
**Ms. Smith <tjs6e>** **TR 1100-1215**

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) which illustrate important themes in Greek and Roman culture and the nature of archaeological data.

**ARTH 3591 RACE, ETHNICITY, & ANTIQUITY**  
**Mr. Rogers <dkr5t>** **MW 1400-1515**

This course explores the critical concepts of race and ethnicity in the ancient Mediterranean by examining the art, archaeology, and literature of the Greek and Roman worlds. In understanding how the Greeks and Romans conceptualized their own racial differences—we will make connections with later periods of history, including our own. By the end of the course, we will be able to identify the difference between the way ancient peoples and modern societies think about race and ethnicity, and to demonstrate how contemporary discussions of these topics have been shaped by our relationship with antiquity.

**HIEU 2041 ROMAN REPUBLIC & EMPIRE**  
**Mr. Lendon <jel4c>** **MW 1400-1450**  
**+Discussion**

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**

**Mr. Lendon** <jel4c>

**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* (text)

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*

R. MacMullen, *Paganism in the Roman Empire*

R. MacMullen, *Romanization in the Time of Augustus*

and additional readings on Collab

### **PHIL 3120**

### **ARISTOTLE**

**Mr. McCready-Flora** <icm5h>

**TR 1100-1215**

An introduction to the philosophy of Aristotle through close reading of key texts in translations with the aim of achieving a philosophical understanding of his views and their lasting influence. Readings will focus on his metaphysics, epistemology, philosophy of mind and theory of natural science, though expect material from his ethics and social philosophy as well.

**PHIL 7510 SEMINAR ON ANCIENT HISTORY TOPIC: ARISTOTLE [3]****Mr. McCready-Flora** <icm5h>**R****1530-1800****This course satisfies History-Ancient area requirements.**

Graduate-level treatment, in translation, of Aristotle's *On the Soul* and other relevant texts, e.g. *Movement of Animals* and parts of the *Nicomachean Ethics*. We will survey all parts of the work but give particular attention to book 3, which covers human reason (*nous*), imagination (*phantasia*), and the cognitive basis of animal movement. We will also consider the nature of the soul; function (*ergon*) and its place in Aristotle's natural philosophy; the varieties of human and animal perception; memory and recollection, practical reason and its various failure modes, and what makes humans cognitively distinct. Knowledge of Greek helpful but not required. Readings to include substantial amounts of secondary literature, with the aim of introducing students to the practices of scholarship and professional history of philosophy.

**PLPT 3010 ANCIENT AND MEDIEVAL POLITICAL THEORY****Mr. Klosko** <gk>**MW****1000-1115**

Western Political theory from Plato to the Reformation. Focus is on central works of Plato and Aristotle, the rise of Hellenistic political theory, and Christian political theory of the medieval period. Among authors covered are Plato, Aristotle, Epictetus, St. Augustine, St. Thomas Aquinas, and Martin Luther. For the medieval period, central themes are natural law, the rise of constitutionalism and resistance theory, and allegorical interpretation of Scripture.

## 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, in recognition of his contributions to the field of Classics. This year the Stocker Lecture will be held Spring 2022. The speaker will be Julia Hejduk, Baylor University.

### **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 will be October 27, 2021. The speaker is Emily Mackil, UC Berkeley.

### **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 Spring 2022.

### **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.