

DEPARTMENT OF CLASSICS

GREEKS AND ROMANS

Courses and Programs Offered at the

University of Virginia



Spring 2019

THE GREEKS AND ROMANS
at the
University of Virginia
SPRING, 2019

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, 2019. 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. 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

TR	1230-1345
F	1000-1050
F	1100-1150
F	1400-1450
F	1500-1550

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
Ms. Petrovic <ip3k>

GREEK MYTHOLOGY

Discussion

MW	1000-1050
R	0830-0920
R	0930-1020
R	1400-1450
F	0900-0950
F	1000-1050
F	1200-1250
F	1300-1350
F	1400-1450
F	1500-1550

An introduction to the weird and wonderful world of ancient Greek and Roman myths: We will read and analyze the stories about gods and heroes in selected Greek and Roman literary texts, we will look into the way these myths have been interpreted and reshaped through reception from Antiquity to the modern age and will also survey the modern theoretical approaches to the study of myths (historical, religious, psychological, anthropological, etc.) Quizzes, short writing assignments or creative engagements with the material in other media, midterm, final examination.

CLAS 2559
Mr. Moore <dwm7a>

ANCIENT MEDICINE

MWF	1400-1450
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Imagine a world without antibiotics, with no understanding of genetics or cell biology, and where dissection of the human body was taboo. The practice of medicine in the ancient world was so limited by factors like these that doctors were often derided as lowly quacks merely out to exploit

the vulnerable. Yet, despite these limitations in knowledge and technology, extraordinary doctors such as Hippocrates and Galen were able to make brilliant discoveries about disease and the human body that had substantial impact on medical practice not only in their own times but also in ours. In this course, you will have the opportunity to explore ancient medical writings to consider both the remarkable, often insurmountable, challenges faced by ancient doctors as well as the significant advances in medical knowledge achieved during these times. Readings will focus primarily on the art of medicine in ancient Greece and Rome but will compare parallel developments in Asia and Africa as well. Specific topics will include plague, cult practices, and reproductive medicine in the ancient world.

CLAS 2559 DIVINE KINGSHIP IN THE ANCIENT MEDITERRANEAN WORLD

Mr. Dillery <jdd4n>

MWF 1500-1550

In this course we will examine the ideology of kingship in the ancient Mediterranean world, from Mesopotamia, Egypt, Israel, Persia, Greece, and Rome, from the Fourth Millennium BC to the end of Antiquity (roughly Fifth Century AD). In particular the focus will center on monarchy and its relation to the divine: the king as a god, as a child of the divine, as a human divinely authorized. Several related questions will be examined, but the chief one being: what does this connection with the divine achieve for the societies in question? There will be a midterm, final, and final paper.

CLAS 3559 RACE & ETHNICITY IN GREEK AND ROMAN ANTIQUITY

Mrs. Teets <sct4ze>

TR 1530-1645

This course explores how Greeks and Romans defined people groups and the differences between them that we would describe in terms of race or ethnicity. We will be driven by two key questions: how did Greeks and Romans construct identities and define difference, and how have interpretations of these constructions influenced modern thinking about race? We will examine both primary ancient sources in translations, and secondary sources spanning four centuries. We begin with a general orientation to the current state of academic discussions of race, and proceed to the current debate among classics scholars over whether “race” existed in Greek and Roman antiquity. From here, we will explore ancient Greek and Roman theoretical approaches to racial identity through primary source texts. Because a thorough examination of all Greek and Roman racial categorizations and their use/abuse in the modern era is not possible in one semester, we will explore a number of important case studies of both ancient and modern discourses, including the invention of the “barbarian” in the Persian Wars, the controversy surrounding Martin Bernal’s *Black Athena*, Cleopatra and Intersectionality, the Jewish diaspora and anti-Semitism, and the role of Greek and Roman sources in racial formation in American Slavery, Nazi Germany, and the so-called “Alt-Right.” Throughout the semester, students will practice reflective writing and design a final project in the medium of their choice that will allow them to pursue a topic of their particular interest.

II. THE GREEKS

GREE 1020

Mr. George <chg4n>

ELEMENTARY GREEK II

Discussion

MWF 1000-1050

TR 0930-1045

TR 1230-1345

This course, for which GREE 1010 is a prerequisite, completes the students' introduction to the fundamental building blocks of Ancient Greek, with special focus on the wide range of forms that Greek verbs can take on, making them an especially flexible tool for conveying subtle differences of meaning. On completion of GREE 1020, students will be prepared 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 weekly quizzes, as well as two tests and a final.

GREE 2020

Ms. Petrovic <ip3k>

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.

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

GREE 2230

Mr. Petrovic <ap2bd>

NEW TESTAMENT I

MWF 1000-1050

"In the beginning was the Word." The Gospel of John foregrounds the Word, and, in this intermediate course, we'll follow suit, reading selections from the Gospels of the New Testament in the original Greek, with the aim of solidifying students' knowledge of Greek grammar, syntax, and vocabulary. Time permitting, we'll consider questions of interpretation as well.

Prerequisite: Greek 1010-1020 or equivalent (one year of Classical or Koine Greek).

GREE 3020**ADVANCED READING IN GREEK****Mr. Dillery** <jdd4n>**MWF 1300-1350**

In this course we will be reading in their entirety Homer *Iliad* Books 1 and 9, and selections from 6 and 2. We shall study the text from the perspective of oral poetics, meter, archaic narrative, and archaic social history. There will be a midterm, final, and a final paper.

GREE 5090**GREEK PROSE COMPOSITION****Mr. George** <chg4n>**MW 1530-1645**

Why is there a definite article before this abstract noun? What's this seemingly random καί doing here? What happens to conditional clauses when they're shifted into indirect speech? 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, working largely from Eleanor Dickey's *Introduction to the Composition and Analysis of Greek Prose* for small-scale exercises, but also drawing on additional materials to practice the linguistic legerdemain required to transform longer passages from English into Greek.

GREE 5559**LUCIAN****Mr. Petrovic** <ap2bd>**MW 1400-1515**

In this course we will read a series of works written by, or attributed to, Lucian of Samosata, one of the most important and most influential authors of the Second Sophistic. There will be several quizzes, oral presentations, a midterm, and a final OR a research paper.

III. THE ROMANS

LATI 1020

Mr. Corbeill <apc3m>

ELEMENTARY LATIN II

Discussion

MWF 1100-1150
 TR 0930-1045
 TR 1100-1215
 TR 1700-1815

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 semester will conclude with the reading of unadapted passages of Latin prose and poetry from Roman antiquity. The course prepares the student to enter Latin 2010.

LATI 1030

Ms. Herbert <seh9b>

FUNDAMENTALS OF LATIN

MTWR 0800-0850

An accelerated study of basic Latin grammar and vocabulary, with simple readings, intended as preparation for second-year Latin. Prerequisite: Two or more years of high school Latin, or permission of the instructor.

LATI 2010

Mr. Moore <dwm7a>

INTERMEDIATE LATIN I

MWF 1100-1150

Introductory readings from Latin literature.

LATI 2020

INTERMEDIATE LATIN II

Ms. Herbert <seh9b>

Mr. Celotto <gc4fw>

Ms. Teets <sct4ze>

MWF 0900-0950

MWF 1000-1050

MWF 1300-1350

Selected readings from Latin literature.

LATI 3070

Mr. Moore <dwm7a>

LIVY – AND THE FOUNDATIONS OF ROME

MWF 1200-1250

Foundation myths are a hallmark of every nation and culture. They give us a concept not only of where we came from but of who we are. Ancient Rome was no exception. In fact, the Romans had not just one foundation myth but many. While Romulus is commonly identified as the “founder” of Rome, other mythological figures like Hercules and Aeneas are also associated with its origin. With the inclusion of other famous stories such as the Sabine women and the rape of

Lucretia, a rich and complex tapestry emerges that tells us as much about Roman cultural identity as it does about their distant past. This course will explore these Roman foundation myth through reading (in Latin) Book 1 of Livy's *Ab urbe condita* supplemented by other accounts of Rome's origin as presented by Cicero, Virgil, and Ovid. This will enable us to consider the variation in these foundation myths and, consequently, in the ideological purposes of each.

Prerequisite: Latin 2020 or equivalent.

LATI 3160

LUCRETIUS

Mr. Celotto <gc4fw>

TR

1500-1615

This course is designed to introduce you to Lucretius' *De Rerum Natura*. The goal of this didactic poem is to explain Epicurean philosophy to a Roman audience. Lucretius focuses on topics such as the principles of atomism, the nature of the soul, and the functioning of sensation. In this course we will engage in close reading of some of the most famous and significant passages of the poem. Particular attention will be devoted to issues of grammar, syntax, meter, and style.

LATI 3559

CAESAR

Mr. Corbeill <apc3m>

MWF

1400-1450

The *Bellum Gallicum* (*Gallic Wars*) of Julius Caesar represents one of the choicest pieces of Latin prose from Roman antiquity, as Caesar describes the gradual conquest of the entirety of ancient Gaul—roughly modern France and Belgium—in a precise and often heartless narrative. We will examine the text from a variety of angles: Caesar as a Latin stylist much admired from Cicero to the present; military tactics; Caesar's role in Roman history; depiction of non-Roman peoples; narrative technique. Particular attention will be paid to how the apparent transparency of his language helps Caesar hide unattractive details. Requirements will include an oral presentation and related research paper in addition to quizzes and exams on translation and comprehension of the Latin text.

LATI 4559

JUVENAL, SATIRES

Mr. Celotto <gc4fw>

MWF

1400-1450

This course is designed to introduce you to Juvenal's *Satires*. Juvenal's poems offer a bleak portrait of early 2nd century CE Rome, in which virtue has been replaced by vice. Juvenal's targets include social climbers, hypocrites, versemongers, women, and even the emperor Domitian. In this course we will engage in close reading of Book 1 of the *Satires*. Particular attention will be devoted to issues of grammar, syntax, meter, genre, and style.

LATI 5559**HORACE, *ODES*****Mr. Miller** <jfm4j>**TR****1400-1515**

This course will study Horace, *Odes* Books 1-4 and the *Carmen Saeculare*, with particular attention to style, religion, ideology, genre, myth-making, meter, structure, and the erotic. Reports and paper.

LATI 5559**SURVEY OF LATE LATIN PROSE****Mr. Hays** <bgh2n>**TR****1530-1645**

This course will offer introductory readings in the Latin prose literature of late antiquity, with a focus on the late fourth and early fifth centuries. Likely reading include selection from Ammianus's histories, Augustine's autobiographical *Confessions*, the *Itinerarium* of the woman pilgrim Egeria, and Jerome's *Life of Paul the Hermit*, along with late antique epistles, both pagan and Christian. We will try to understand these texts in their cultural and historical context, with attention also to questions of style, genre, and literary tradition.

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 on March 19, 2019. The speaker will be Christina Kraus, Yale 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 November 15, 2018. The speaker is Susan Stephens, Stanford 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 on March 30, 2019. The speaker will be Kathleen Coleman, Harvard University.

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.