

The Classics Department

A New Curriculum

For Implementation Fall 2008

MISSION STATEMENT

The Classics Department plays a vital role in the educational and scholarly life of Brooklyn College. We are committed to the College's central mission of providing a superior education in the liberal arts, both through our participation in the Core Curriculum and by means of our wide range of elective courses.

The discipline of Classics examines and interprets the cultures of ancient Greece and Rome from a wide variety of perspectives, including: language and literature; history; mythic, religious, political and philosophical traditions; ideologies of gender and sexuality; material remains of architecture and art. These two distinct but related civilizations helped lay the foundations of Western culture, but in some respects are noticeably alien from modernity. By engaging students in the study and critical analysis of classical antiquity, we thus help them gain knowledge and critical skills needed to live in a globally interdependent world, and we advance the college's mission of being hospitable to multicultural interests.

Our commitment to academic rigor manifests itself in our thorough preparation of students who aim to pursue graduate work within our discipline. At the same time, since our subject matter demands an interdisciplinary approach, we actively collaborate with other departments (for example, Art, English, History and Philosophy) by means of cross-listed courses and other forms of mutual support.

PROGRAM GOALS

The Classics program aims to help students achieve the following knowledge goals:

- a) a simultaneously broad and deep familiarity with the range of surviving Greek and Roman texts and genres, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated;
- b) mastery of the fundamental morphology, syntax and vocabulary of Ancient Greek and/or Latin;
- c) the ability to describe and analyze the influence that the Latin and Greek languages have exerted on English.

The Classics program aims to help students achieve the following skills goals:

- a) the ability to build cogent and critically rigorous arguments regarding literary texts and cultural issues which respect the complexity and ambiguity frequently characterizing the material;
- b) the ability to describe and analyze with intellectual rigor the relationship between ancient Greek and Roman and modern Western cultures, in terms of both differences and continuities;
- c) through learning one or two complex, highly inflected languages, the ability to use language in general with analytical rigor and clarity, as well as the ability to describe historical developments in language

Table of Documents Appended

Type of Document	Course or Program	Status
A-III: Changes in Degree Programs	New Major	Awaiting clearance from History, no difficulty anticipated.
A-IV: New Course	CLAS 45: Government and Society in Antiquity	DONE, note clearance letter attached.
A-IV: New Course	CLAS 46: Rhetoric: Theory and Practice from Antiquity to Present Day	Reading assignments of individual weeks missing
A-IV: New Course	CLAS 60.2: The Rise of Macedon	Awaiting cross listing course number and clearance from History.
A-IV: New Course	CLAS 62.1: Ancient Cities	DONE
A-IV: New Course	CLAS 62.2: Approaches to Greek and Latin Poetry	DONE
A-IV: New Course	CLAS 63: Ancient Explorations	DONE
A-IV: New Course	CLAS 69: Capstone Seminar	DONE
A-IV: New Course	GRK 35: Greek Orators	DONE
A-IV: New Course	LAT 41: Roman Drama	DONE
A-IV: New Course	LAT 42: Roman Lyric Poetry	DONE
A-IV: New Course	LAT 43: Cicero	DONE
A-IV: New Course	LAT 44: Latin Elegy	<i>Not included here, awaiting final draft.</i>
A-IV: New Course	LAT 45: Latin Historians	DONE
A-V: Changes in Existing Courses	CLAS 13: Social Themes Ancient and Modern	DONE
A-V: Changes in Existing Courses	CLAS 32: Greek and Roman Epic	DONE
A-V: Changes in Existing Courses	CLAS 61.1: Julio-Claudian Rome: City of Empire	Awaiting clearance from History, no difficulty anticipated.
A-V: Changes in Existing Courses	GRK 12: Intermediate Greek: Attic Prose	DONE
A-V: Changes in Existing Courses	Systematic changes of course numbers, prerequisites, and descriptions	Awaiting clearance from History, no difficulty anticipated.
A-VI: Other Changes	Systematic withdrawal of courses	DONE, note clearance letter attached.

Queries: inactive courses, documents pertaining to multiple courses, non-standard courses, such as CLAS 63 and 69, variation in lengths of bibliographies and similar aspects, departmental documents emphasizing writing.

Course Numbers and Names

Not countable toward major or minor

Prerequisite: None.

0.1 Special Topics

0.11 Vocabulary Building

0.12 Medical and Scientific Terminology

Not countable toward the major

Prerequisite: CSI or CC 1.1. Corequisite: Education 37.

13 Social Themes

Electives countable toward the major

Prerequisite: English 1 or permission of chairperson.

15 Greek and Roman Mythology

22 Greek Athletics

26 Introduction to Archaeology

28 Science and Technology in Classical Antiquity

29 Summer Archaeological Field School

30 Environmental Ideologies and their Classical Roots

31 Reading Tragedy

32 Ancient Epic

35 Moral Choices in Classical Literature

38 Special Topics

39 Comic Tradition in Greece and Rome

42 Exile and Return in Classical and Caribbean Epic

44 Makings of Pastoral Myth

45 Government and Society in Classical Antiquity

46 Rhetoric: Theory and Practice from Antiquity to the Present (*additional prerequisite: English 2*)

Research electives countable toward the major; all course descriptions include phrase “emphasis on research methodologies”; current course numbers in parentheses

Prerequisites: English 2 or permission of the chairperson.

60.1 (18) Athens: Democracy and Imperialism

60.2 Rise of Macedon

60.3 (17) Delphi and Apollo: The Oracle and the Site

61.1 (16) Julio-Claudian Rome: City of Empire

61.2 (37) Pagans, Christians and Jews

62.1 Ancient Cities

62.2 Greek and Latin Poetics

62.3 (14) Gender and Sexuality

63 Ancient Explorations

Capstone seminar

Prerequisites: Completion of 75 credits or more; either Latin 11 or Greek 12; and one Classics course numbered 60 or higher. Or permission of the chairperson.

69 Capstone Seminar

Interdepartmental Humanities Seminar

74.7 Interdepartmental Humanities Seminar

Honors courses (by permission only)

84 Independent Research (*renamed from "Seminar"*)

Greek

- 1 Elementary Greek 1
- 1.9 Greek Institute
- 2 Elementary Greek 2
- 12 Intermediate Greek: Attic Prose
- 14 Homer
- 31 Greek Drama I: Aeschylus and Sophocles
- 32 Greek Drama II: Euripides and Aristophanes
- 33 Herodotus and Thucydides: Athenian Politics
- 34 Plato and Aristotle: Political Ideals
- 35 Greek Orators
- 36 Greek Institute: Intensive Reading
- (37 Prose Composition – *inactive*)
- 38 Studies in Greek
- 39 Readings in Greek (1 credit)

Latin

- 1 Elementary Latin I
- 2 Elementary Latin II
- 1.9 Latin Institute
- 11 Intermediate Latin
- 12 Vergil
- 33 The Satiric Spirit
- 34 Vulgar and Medieval Latin
- 36 Latin Institute: Intensive Reading
- 37 Prose Composition
- 38 Studies in Latin
- 39 Readings in Latin (1 credit)
- 41 Roman Drama
- 42 Roman Lyric Poetry
- 43 Cicero
- 44 Latin Elegy
- 45 Latin Historians

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Classics

Date of departmental approval: October 9, 2007

Effective Date of the Change: Fall 2008

B.A. degree program in Classics (1504)

Bulletin language and precise degree requirements

The Classics Department offers a major and minor in classics.

~~Department Requirements (30-39 credits):~~

~~Classics 16 and 18~~

~~Six courses chosen from the following: Greek 14 or 1.9, Latin 12 or 1.9, or any Classics, Greek, or Latin course numbered 13 or higher. (Greek 36 and Latin 36 each count as two courses for the fulfillment of this requirement.)~~

~~Two of the following: Art 12.60, 12.70, Comparative Literature 42.1, English 50.2, 50.5, 50.7, History 21.4, 21.5, Philosophy 11.1~~

Department Requirements: (29-37 credits)

Classics is a writing-intensive major.

Students who have studied Greek or Latin before coming to Brooklyn College may receive a waiver of some of these requirements from the chairperson.

Option I: Concentration in Ancient History

The Ancient History concentration is for students with an interest in the history of classical antiquity who may want to pursue such study in graduate school. It is also an excellent choice for students interested in law, politics, or business.

Greek 1, Greek 2, and Greek 12 or Greek 1.9 or Latin 1, Latin 2 and Latin 11 or Latin 1.9.

HIST 21.4 or 21.5.

Two of the following: CLAS 15, 22, 26, 28, 30, 31, 32, 35, 38, 39, 42, 44, 45, 46. Any Latin course numbered above 11 or any Greek course numbered above 12 can be substituted for one of these courses.

Three of the following: CLAS 60.1, 60.2, 60.3, 61.1, 61.2, 62.1, 62.3, 63, 84.

Capstone Seminar: CLAS 69.

Option II: Concentration in Classical Languages

The Language concentration is specially designed for students who wish to attend graduate school in classics, linguistics, or philosophy. It is also an excellent choice for those who plan to teach languages in high school, and for those who will pursue law or computer studies.

Latin 1, Latin 2, and Latin 11 or Latin 1.9.

Greek 1, Greek 2, and Greek 12 or Greek 1.9.

Greek 36 or Latin 36 and two of the following: Greek 31, 32, 33, 34, 35, 38; Latin 12, 33, 34, 37, 38, 39, 41, 42, 43, 44, 45 or four of the following: Greek 14, 31, 32, 33, 34, 35, 38; Latin 12, 33, 34, 37, 38, 39, 41, 42, 43, 44, 45. Two of these courses must be numbered 30 or above. Greek 14 is not open to students who have completed Greek 1.9. Latin 12 is not open to students who have completed Latin 1.9.

One of the following: CLAS 15, 22, 26, 28, 29, 30, 31, 32, 35, 38, 39, 42, 44, 45, 46.

One of the following: 60.1, 60.2, 60.3, 61.1, 61.2, 62.1, 62.2, 62.3, 63.

Capstone Seminar: CLAS 69.

Option III: Concentration in Classical Literature

The Literature concentration is for students who want to enter professional fields such as law, medicine, business, communications, etc. A good choice for double majors. Not intended for students planning to pursue graduate study in Classics.

Greek 1, Greek 2, and Greek 12 or Greek 1.9 or Latin 1, Latin 2 and Latin 11 or Latin 1.9.

Four of the following: CLAS 15, 31, 32, 35, 38, 39, 42, 44, 46, 84. Latin 12 or Greek 14 or above may be substituted for up to 2 of these courses. One course in ancient philosophy may be substituted for 1 of these courses.

One of the following: 60.1, 60.2, 60.3, 61.1, 61.2, 62.1, 62.2, 62.3, 63.

Capstone Seminar: CLAS 69.

Option IV: Concentration in Material Cultures

The Material Cultures concentration is intended for students who plan to go on for further study in Graeco-Roman archaeology, art history, architecture, anthropology, or museum studies. It is also an excellent choice for students

interested in industries emphasizing visual skills, such as marketing and communications.

Greek 1, Greek 2, and Greek 12 or Greek 1.9 or Latin 1, Latin 2 and Latin 11 or Latin 1.9.

CLAS 26 and two of the following: CLAS 29, 38, 62.1, 63, 74.4, 84; ART 12.50, 12.60, 12.70.

One of the following: CLAS 60.1, 60.2, 60.3, 61.1, 61.2, 62.3, 84.

One of the following: CLAS 15, 31, 32, 35, 38, 39, 42, 44, 46, 84. Latin 12 or Greek 14 may be substituted for this course.

Capstone Seminar: CLAS 69.

Rationale:

1. The Department seeks to change its major requirements to allow for four separate concentrations within the discipline of Classics. These changes more accurately reflect the current state of post-baccalaureate educational requirements for those students continuing on to graduate school within the discipline, as well as skills and knowledge required for majors continuing on to other disciplines, professional schools, or the workplace. These changes also address the department goals of providing students with a simultaneously broad and deep familiarity with the range of surviving Greek and Roman texts and genres, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated; the ability to build cogent and critically rigorous arguments regarding literary texts and cultural issues which respect the complexity and ambiguity frequently characterizing the material; the ability to describe and analyze with intellectual rigor the relationship between ancient Greek and Roman and modern Western cultures, in terms of both differences and continuities; and finally, through learning one or two complex, highly inflected languages, the ability to use language in general with analytical rigor and clarity, as well as the ability to describe historical developments in language.

Additionally, the new major concentrations seek to meet the goals of Brooklyn College in several respects. In terms of the College's commitment to Academic Quality, the new major concentrations will allow the department to sustain and expand research opportunities for our students, as all of the concentrations include as requirements not only at least one course in which research methodologies are emphasized, but also an upper-level Capstone seminar during which the students produce a major research project. In terms of the College's goal of creating a student-centered campus, the new courses, and particularly the Capstone seminar, will allow faculty to forge stronger ties with students, particularly in terms of participation in research projects. The new

major concentrations will also strengthen departmental advising, in that faculty will be able to help students choose a concentration and courses on the basis of student goals and interests. Finally, in terms of the College's commitment to being a model citizen in the borough of Brooklyn, the expanded course offerings and concentrations under the new major design will allow the department to more readily meet the educational needs of students from diverse backgrounds and who have varied goals and plans for the future.

2. The commitment of the department to student success and academic quality will be greatly enhanced by the development of new courses and the existence of the new four major concentrations. In order to help students develop their writing and research abilities, the department has taken two steps. First, we seek to classify our major concentrations as writing intensive. Second, many of the new and existing courses in the department have been revised to classify them as research-oriented, in which the faculty will focus on developing research methodologies and their students' research skills.

3. The course objectives of all courses in the department, both existing and new, have been revisited and, where necessary, revised to more demonstrably support the goals of the department and the College.

4. The new major concentrations will allow the department greater opportunity to develop student skills in terms of the department goals listed above (see under #1) Major concentrations have been designed so that students will be required to take at least three semesters of either Greek or Latin to satisfy graduation requirements, giving them a strong base in ancient languages which will enhance their abilities to use language with rigor and clarity and, through the ability to read texts in these languages, to discuss cogently the complexity and ambiguity of the ancient sources often evident in the original language but lost in translation. Major concentrations also reflect the necessity of students being familiar with ancient sources, not only literary but also archaeological, and being able to develop lines of inquiry and argumentation based upon these sources. Each concentration requires at least one course which emphasizes research methodologies, as well as the successful completion of a Capstone seminar during which students will examine various issues of the study of antiquity in great depth and will develop, complete, and present a substantial research project which takes into account issues in the source materials.

5. Course objectives from several of the courses designed in conjunction with the new major concentrations include the ability of students to use with accuracy and precision relevant specialized vocabulary; the ability of students to describe similarities and differences, and articulate historical, literary, or socio-political trends which affected the development of various aspects of ancient societies; the ability of students to differentiate between and critique primary and secondary sources; the ability of students to identify and locate appropriate sources on which to base their research projects; the ability of students to write clear and

cogent interpretive prose which demonstrates critical thinking abilities; and the ability of students to make articulate contributions to classroom discussions and exercises, including both informal and formal settings. Objectives such as these directly address the goals of the department in that they are designed to stimulate the ability to build cogent and critically rigorous arguments regarding literary texts and cultural issues which respect the complexity and ambiguity frequently characterizing the material; to perpetuate the ability to describe and analyze with intellectual rigor the relationship between ancient Greek and Roman and modern Western cultures, in terms of both differences and continuities; and to provide a simultaneously broad and deep familiarity with the range of surviving Greek and Roman texts and genres, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated, and to examine the same.

6. Program Assessment Schedule:

Year One: Goal to be Assessed: the ability to build cogent and critically rigorous arguments regarding literary texts and cultural issues which respect the complexity and ambiguity frequently characterizing the material.

Method of Assessment: In courses designed to emphasize research methodologies, track student progress through successive stages of preparation of a research project or paper. Note changes in the thesis statement, development of the bibliography, development of the argumentation through outline, rough draft, and final draft, and incorporation of professorial feedback into the final product.

“Closing the Loop”: Analyze student progress (or lack of student progress) via the data gathered at various stages of the research project. Notice significant improvement from stage to stage, and also make note of stages where expected progress was not achieved. If necessary, redesign one or more stages of the assignment to better facilitate the desired outcome.

Year Two: Goal to be Assessed: student mastery of the fundamental morphology, syntax and vocabulary of Ancient Greek and/or Latin.

Method of Assessment: Track student progress in assignments in second year and advanced Greek and Latin courses. Examine student progress in areas such as: the ability to translate Greek and/or Latin texts into English without the assistance of a dictionary; student ability to provide syntactical analysis of complex sentences; student ability to recognize figures of thought and speech and other rhetorical and poetic devices within the Greek or Latin texts. Students should show marked increases in these skills as the course progresses, as demonstrated by performance on graded assignments in which they are asked to translate without the aid of dictionaries, analyze the syntax of elements of complex sentences, and write on elements of poetic or rhetorical speech or diction within certain passages.

“Closing the Loop”: Track student grades on these assignments. If students fail to show marked improvement from beginning to end of the course, closely

examine areas in which they fail to improve. If necessary, spend more class time on emphasizing these elements and stress acquisition of these skills in homework assignments.

Year Three: Goal to be Assessed: students gain a simultaneously broad and deep familiarity with the range of surviving Greek and Roman texts and genres, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated.

Method of Assessment: During the Capstone Seminar, encourage students to examine historical, social, literary, material, and performance contexts of the ancient sources under discussion. Their final research project should include texts from numerous Greek and Roman sources of different genres, and should take into account how these contexts, changes in these contexts over time, and type of source being analyzed, might fundamentally change the perspective of the ancient source or the type(s) of information contained within it. By the time of the Capstone Seminar, students will have already completed at least one course emphasizing research methodologies, and should readily incorporate the skills gained from successful completion of that course into discussion in class, conferences with their professor, and their research project.

“Closing the Loop”: If students do not seem prepared to apply research methodologies to their Capstone seminar, examine methods to make the skill set gained from the previous course more portable. Students should gain in ability to analyze the ancient sources over time; if progress throughout the semester in terms of class discussion or development of the research project in appropriate areas is not noted, redesign stages of the research project to emphasize more concretely analysis of sources, perhaps through the production of annotated bibliographies, detailed analytical outlines, or other such smaller assignments.

Clearances sought from the Department of History for Option I: Concentration in Ancient History and from the Department of Anthropology for Option II: Concentration in Material Culture.

Approval **sought** from the WAC Committee.

SECTION A-IV: NEW COURSE
Department of Classics
Classics

Date of Departmental Approval: 17 May 2007

Effective Date: Fall 2008

45 Government and Society in Antiquity

3 hours, 3 credits

Bulletin Description

Political structures and institutions of Classical Athens and Republican Rome. Investigation of constitutional forms. Contrast between theoretical frameworks and historical realities. Investigation of the nature of social status, types of power and imperialism.

Prerequisite: English 1 or permission of the chairperson

Frequency of offering: Once every other year

Projected enrollment: One section; limit 25 students

Clearances sought and obtained from the Department of Political Science. See attached letters.

Rationale: A constitution is the social contract by which a group of people agree to be governed. This course examines that which makes the social contracts negotiated by the Athenians and Romans unique products of their individual cultures. At the same time the comparative framework inherent in the syllabus design also trains students in constitutional theory and invites them to transfer this analytical framework to other governmental systems.

The content of the course provides a solid training in the realities of early democratic and republican forms of government, while exploding much of the romanticism and idealization which pervades many modern representations of Greco-Roman government.

Department Goals Addressed by Course: This course addresses three of the Department's goals for students. First, it will help students achieve a simultaneously broad and deep familiarity with the range of surviving Greek and Roman texts and genres, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated. Second, it will provide them an opportunity to build skills relating to the ability to build cogent and critically rigorous arguments regarding literary texts and cultural issues which respect the complexity and ambiguity frequently characterizing the material. Finally, the course will aid students in describing and analyzing with

intellectual rigor the relationship between ancient Greek and Roman and modern Western cultures, in terms of both differences and continuities.

Objectives of Course:

1. Students will be able to use with accuracy and precision the specialized vocabulary relevant to the historical periods studied in this class.
2. Students will be able to describe similarities and differences among constitutional frameworks studied in this class.
3. Students will be able to articulate the socio-political and cultural trends which affected the development of Athenian and Roman constitutional government.
4. Students will be able to find and identify appropriate historical sources on which to base their historical argumentation.
5. Students will be able to differentiate between primary sources and secondary literature, and be able to critique and employ both in their historical argumentation.
6. Students will be able to write interpretive prose which is clear and cogent.
7. Students will be able to make articulate contributions to classroom discussion regarding the interpretation of primary sources and the critique of secondary literature.

Outcomes Anticipated for Course:

1. Students use with accuracy and precision the specialized vocabulary relevant to the historical periods studied in writing assignments and classroom discussion.
2. Students describe with precision similarities and differences among constitutional frameworks studied in this class, demonstrating an awareness of the possibilities of ambiguity or multiple perspectives.
3. Students articulate the socio-political and cultural trends which affected the development of Athenian and Roman constitutional government.
4. Students collect meaningful and relevant historical sources on which to base their historical argumentation.
5. Students differentiate between primary sources and secondary literature, and critique their utility, as they employ both in their historical argumentation.
6. Students write clear, well-researched, and cogent essays which build arguments based on specific primary sources.
7. Students make articulate contributions to classroom discussion.

Course Outline:

1. What is a constitution? (Week 1)
 - Escaping modern paradigms
 - Written documents vs. cultural precedence
 - Common classification systems
 - Nature of the available evidence
 - Readings:* Lintott, A., *The Constitution of the Roman Republic*, chap 12.
 - Rhodes, P. *Athenian Democracy* (2004)
2. Magistracies (Week 2, Athens; Week 3, Republican Rome)
 - What types of responsibilities must be delegated to individuals?
 - On what makes one eligible to serve?
 - What limits the power of each office?
 - Classical Athens: archon, Kleisthenes, *strategoí*, *euthynai*, *dokimasia*
 - Republican Rome: *cursus honorum*, Tribunes of the People, Quaestors, Aediles, Praetors, Consuls, Censors
 - Readings:* Lintott, A., *The Constitution of the Roman Republic*, chap 7.
 - Aristotle, *The Athenian Constitution*, selections
 - Rhodes, P. *Athenian Democracy* (2004)
3. Assemblies and Other Deliberative Bodies (Week 4, Athens; Week 5, Republican Rome)
 - Why are there different types of assemblies?
 - What is the relationship of these groups to the magistracies?
 - How does procedure constrain power of these groups?
 - Classical Athens: *Boule*, *Ekklesia*, Prytany, Areopagos
 - Republican Rome: Senate, *contiones*, *comitia centuriata*, *comitia tribute*, *concilium plebis*
 - Readings:* Lintott, A., *The Constitution of the Roman Republic*, chap 5.
 - Aristotle, *The Athenian Constitution*, selections
 - Rhodes, P. *Athenian Democracy* (2004)
4. Law Courts (Week 6, Athens; Week 7, Republican Rome)
 - Who can initiate proceedings?
 - Who decides the case?
 - How does procedure influence the course of events?
 - Classical Athens: the *Heliaia* and the Courts, *Dikaisterion*, the Laws of Solon, revision of the law code (403), the trial of Sokrates
 - Republican Rome: extortion trials, cases of electoral bribery, influence of the Ciceronian corpus
 - Readings:* Lintott, A., *The Constitution of the Roman Republic*, chap 9.
 - Selections from Cohen, D. *Law, Violence, and Community in Classical Athens* (1995)
 - Freeman, ed. *The Murder of Herodes and Other Trials from the Athenian Law Courts* (selections)

5. Citizenship and The Unenfranchised (Week 8, Athens; Week 9, Republican Rome)

What differentiated citizens from unenfranchised population groups?
 How did those without the vote influence the political process?
 To what extent was there mobility within the social hierarchy?
 Classical Athens: metics, the case of Pasion, Lysias
 Republican Rome: manumission, aristocratic marriages, Latin rights
Readings: selections from Nicolet, C. *The World of the Citizen in Republican Rome* (1980).
 Selections from Manville, P. *The Origins of Citizenship in Ancient Athens* (1990).

6. Military Matters and Interstate Relations (Week 10, Athens; Week 11, Republican Rome)

What military responsibilities did individual citizens have?
 How does the state take military decisions?
 What political advantages can be achieved through diplomacy and treaties?
 Classical Athens: the Delian League, the Second Athenian Confederacy, *proxenoi*
 Republican Rome: *provincia*, *imperium*, *bellum justum*, census classifications
Readings: selections from Badian, E., *Roman Imperialism in the Late Republic*, 2nd ed. (1968).
 Rhodes, P. *Athenian Democracy* (2004)

7. Role of Religion (Week 12 Athens; Week 13 Republican Rome)

How did rituals define the community?
 When did religious concerns affect political decision?
 Could religious authority be translated into civic power?
 Classical Athens: the Eleusinian Mysteries, sacrifice, the Delphic Oracle
 Republican Rome: *templum*, *pomerium*, auguries, sacrifices, oaths
Readings: Lintott, A., *The Constitution of the Roman Republic*, chap 10.
 Selections from Mikalson, J. *Athenian Popular Religion* (1987)

8. Consolidation and Review (Week 14)

Method of Evaluation:

Class Participation (30%): This includes not only attendance, but also frequent and cogent participation in classroom discussions and other activities, clearly demonstrating completion of the required outside reading. There will be 4 short quizzes throughout the semester. (5 percentage points will be removed from your final grade for each unexcused absence).

Midterm (30%): The midterm will consist of some short answer and fill in the blank questions, as well as a compare, contrast essay question. Three possible questions will be announced in the preceding class. One of these questions will appear on the test.

Final Examination (40%): The final will consist of three parts. Part one tests factual information accumulated over the whole of the semester. Part two tests reading comprehension and analysis; passages from reading assignments from the second half of the semester will be given and the student will be asked to respond to specific questions about those passages. The third part is designed to test the synthesis of information and critical thinking skills; there will be a choice of essay questions which require reference to both Greece and Rome.

Method of Assessment:

Class Participation will primarily allow for assessment of O7, but will also address O1-3 and 5.

The *Midterm* will primarily allow for assessment of O1-3, but will secondarily address O6.

The *Final* will primarily allow for assessment of O1-3, but will also particularly focus on O4-6.

Bibliography:

Possible Texts:

Primary

Polybius, *Histories*, Book 6

Cicero, *On the Laws*

Cicero, *On the Commonwealth*

Cicero, *Selected Speeches*

Livy, *History*, excerpts

Freeman, ed. *The Murder of Herodes and Other Trials from the Athenian Law Courts*

Aristophanes, *Wasps*, *Lysistrata*

Aristotle, *The Athenian Constitution*

Reeve, C.D.C. (ed.) *The Trials of Socrates*

Secondary

A. Lintott, *The Constitution of the Roman Republic* (1999).

M. Beard and M. Crawford, *Rome in the late Republic* (2nd ed. 2000)

M. H. Crawford, *The Roman Republic* (2nd ed., 1992)

C. Nicolet, *The World of the Citizen in Republican Rome* (1980).

K. Raaflaub, J. Ober, and R. Wallace, eds. *Origins of Democracy in Ancient Greece* (2007).

P. Rhodes, ed. *Athenian Democracy* (2004).

D. Cohen, *Law, Violence, and Community in Classical Athens* (1995).
 Manville, P. *The Origins of Citizenship in Ancient Athens* (1990).

Background Reading:

- Badian, E., *Roman Imperialism in the Late Republic*, 2nd ed. (1968).
 Brunt, P.A., *Social Conflict in the Roman Republic* (1971).
 Flower, H. (ed.), *The Cambridge Companion to the Roman Republic* (2004).
 Gruen, E. S., *Roman Politics and the Criminal Courts, 149-78 BC* (1968).
 Taylor, L.R. *Roman Voting Assemblies* (1966).
 also see her *Voting Districts of the Roman Republic* (1960).
 Walbank, F. W., 'Polybius on the Roman Constitution' *Classical Quarterly* 37 (1943), 73-89.
 also see his *Polybius*, chapter 5.
 Anderson, G. *The Athenian Experiment: Building and Imagined Political Community in Ancient Attica, 508-490 BCE* (2003).
 Cartledge, P., P. Millet and S. von Reden, eds. *Kosmos: Essays in Order, Conflict, and Community in Classical Athens* (1998).
 Cohen, D. *Law, Sexuality, and Society: The Enforcement of Morals in Classical Athens* (1991).
 McGlew, J. *Tyranny and Political Culture in Ancient Greece* (1993).
 Meiggs, R. *The Athenian Empire* (1972).
 Ober, J. *Political Dissent in Democratic Athens* (1998).
 ----- *The Athenian Revolution* (1996).
 ----- *Mass and Elite in Democratic Athens: Rhetoric, Ideology, and the Power of the People* (1989).
 Ober, J. and C. Hedrick, eds. *Demokratia: A Conversation on Democracies, Ancient and Modern* (1996).

SECTION A-IV: NEW COURSE**Department of Classics****Classics****Date of Department Approval** 9 October 2007**Effective date for the course becoming part of the curriculum** Fall 2008**46 Rhetoric: Theory and Practice from Antiquity to the Present**

3 hours, 3 credits

Bulletin Description Study of the classical rhetorical tradition. Practical application of rhetorical techniques in oral speech and writing. Critique of the uses of rhetoric.

Prerequisites: English 2 or permission of the chairperson.

Frequency of Offering: 1 every other year

Projected enrollment: 20 students per year

Clearances: None

Rationale: Instruction in rhetoric formed the backbone of a liberal-arts education from the time of Plato down to the early twentieth century, when it began to be displaced by various forms of literary analysis. Nevertheless, rhetoric, “the art of public speaking,” has continued to thrive in a mix of classical and modernist forms in our public discourse. This course aims to provide students with a firm understanding of the classical tradition of rhetoric, the ability to analyze and critique persuasive discourse using the canons of rhetoric as a guide, and a knowledge of the rhetorical arts useful for developing their own powers of communication.

Department Goals Addressed by the Course:

This course addresses three of the Department’s goals for students. It will give students a deep familiarity with the writings of the major ancient rhetoricians, and of the literary, social, historical, and performance contexts in which these texts were produced and circulated; provide them with the ability to build cogent and critically rigorous arguments regarding literary texts and cultural issues that respect the complexity and ambiguity frequently characterizing the material; and teach them how to describe and analyze with intellectual rigor the relationship between ancient Greek and Roman and modern Western cultures, in terms of both differences and continuities in the rhetorical tradition.

Objectives of the Course:

1. Students will be able to discuss the contribution of the major classical rhetoricians and situate them within their particular cultural contexts.
2. Students will be able to define and give examples of the various rhetorical devices used by the classical rhetoricians.
3. Students will be able to provide an analysis of passages of creative or persuasive prose in terms of their classical rhetorical style and strategy.
4. Students will be able to compose passages of creative or persuasive prose which illustrate various aspects of classical rhetorical style and strategy.
5. Students will be able to turn pieces of creative or persuasive prose into effective oral presentations.
6. Students will be able to describe similarities and differences between ancient and modern rhetorical practice.
7. Students will be able to critique the classical rhetorical tradition from a social and ethical viewpoints.

Outcomes Anticipated for Course:

1. Students are able to discuss the contribution of the major classical rhetoricians and situate them within their particular cultural contexts.
2. Students are able to define and give examples of the various rhetorical devices used by the classical rhetoricians.
3. Students are able to provide an analysis of passages of creative or persuasive prose in terms of their classical rhetorical style and strategy.
4. Students are able to compose passages of creative or persuasive prose which illustrate various aspects of classical rhetorical style and strategy.
5. Students are able to turn pieces of creative or persuasive prose into effective oral presentations.
6. Students are able to describe similarities and differences between ancient and modern rhetorical practice.
7. Students are able to critique the classical rhetorical tradition from social and ethical viewpoints.

Course Outline:

Week 1 Review of English Grammar
Gucker, selections

Week 2 Figures of Thought
Quintilian, bk. 9, ch. 1-2; Lanham, selections

Week 3 Figures of Speech
Quintilian, bk. 9, ch. 3; Lanham, selections

Week 4 Invention and Topics

Aristotle, *Topics*, bk. 1; 'Cicero' *Ad Herennium*, bk. 3

Week 5 Arrangement

Quintilian, bk. 7

Week 6 Memory and Delivery

Quintilian, bk. 11

Week 7 Styles I: High, Low, and Middle

Demetrius, *On Style*; 'Cicero' *Ad Herennium*, bk. 4

Week 8 Styles II: The 'Sublime'

Longinus, *On the Sublime*

Week 9 Pathos

Aristotle, *Rhetoric*, bk. 2; Quintilian, bk. 6, ch. 2

Week 10 Ethos

Lysias, *Select Speeches*

Week 11 Description

Plato, *Symposium*; Cicero, *Against Verres*

Week 12 The Ethics of Rhetoric

Plato, *Gorgias*

Week 13 From Ancient to Modern

Conley, selections

Week 14

Review and Summation

Method of evaluation:

30% - Homework There will be daily homework requiring students to practice and master the new material at an elemental level.

20% - Composition and Oral Presentation Each week students will be required to compose, memorize, and deliver short sentence- to paragraph-length 'themes' which illustrate classical rhetorical styles and strategies.

10% - Quizzes There will be bi-weekly quizzes featuring terms and concepts to be defined and passages for rhetorical analysis.

20% - Midterm There will be a midterm featuring discussion of rhetorical concepts and passages for rhetorical analysis.

20% - Final There will be a midterm featuring discussion of rhetorical concepts, passages for rhetorical analysis, and essays critiquing the rhetorical tradition.

Method of assessment:

Homework will allow for assessment of O1 (Outcome 1, see above), O2, and O3.

The *Composition and Oral Presentation* will primarily allow for assessment of O4 and O5.

The *Quizzes* will allow for assessment of O1, O2, and O3.

The *Midterm* will primarily allow for assessment of O1 and O3, with secondary assessment of O6 and O7.

The *Final* will allow for assessment of O1, O3, O6, O7.

Bibliography:

Primary Texts:

Plato, *Symposium, Gorgias*

Lysias, *Select Speeches*

Aristotle, *Rhetoric*

Demetrius, *On Style*

Cicero, *On the Orator, Select Speeches, Ad Herennium*

Longinus, *On the Sublime*

Quintilian, *Institutes of Oratory*

Secondary Works:

Wayne Booth, *The Rhetoric of Rhetoric* (Blackwell 2004)

Thomas M. Conley, *Rhetoric in the European Tradition* (Chicago 1994)

Edward P. J. Corbett, Robert J. Connors, *Classical Rhetoric for the Modern Student* (Oxford 1998)

Philip Gucker, *Essential English Grammar* (Dover 1966)

George Kennedy, *A New History of Classical Rhetoric* (Princeton 1994)

Richard A. Lanham, *A Handlist of Rhetorical Terms* (California 1991)

SECTION A-IV: NEW COURSE
Department of Classics
Classics

Date of Departmental Approval: 17 May 2007

Effective Date: Fall 2008

60.2 The Rise of Macedon

3 hours, 3 credits

Bulletin Description

Rise of Macedon, from feudal state to world power. Development of government and society. Political and military developments under Philip II and Alexander the Great. Cultural exchange under Alexander. Focus on archaeological, epigraphic, and literary evidence. Emphasis on research methodologies **This course is the same as History ##.**

Prerequisite: English 2 and at least sophomore standing; or permission of the chairperson.

Frequency of offering: Once every other year

Projected enrollment: One section; limit 25 students

Clearances sought **and obtained** from the Department of History on account of the cross listing. **See attached letters.**

Rationale: The Ancient Greeks classed the Macedonians as non-Greek barbarians, practically devoid of culture and sophistication. Yet under Alexander the Great the Macedonians not only conquered much of the known world, but also were celebrated for spreading the elements of Greek culture. This course examines the development of Macedonia, from its Iron Age origins as a feudal state to its consolidation under the early Argead kings to its emergence as a leading world power in the fourth century BCE. The conquests of Alexander the Great further allowed for cultural exchange between the Greeks and other societies, including the Persians, Indians, and Egyptians, which changed the face of the eastern Mediterranean world and ushered in the period known as the Hellenistic era.

Department Goals Addressed by Course: This course addresses three of the Department's goals for students. First, it will help students achieve a simultaneously broad and deep familiarity with the range of surviving Greek and Roman texts and genres, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated. Second, it will provide them an opportunity to build skills relating to the ability to

build cogent and critically rigorous arguments regarding literary texts and cultural issues which respect the complexity and ambiguity frequently characterizing the material. Finally, the course will aid students in describing and analyzing with intellectual rigor the relationship between ancient Greek and Roman and modern Western cultures, in terms of both differences and continuities.

Objectives of Course:

1. Students will be able to use with accuracy and precision the specialized vocabulary relevant to the historical period studied in this class.
2. Students will be able to describe the effects of cultural interchange among different populations studied in this class.
3. Students will be able to articulate the socio-political and cultural trends which affected the development of the Macedonian state from its Iron Age inception until the death of Alexander.
4. Students will be able to find and identify appropriate historical sources on which to base their historical argumentation.
5. Students will be able to differentiate between primary sources and secondary literature, and be able to critique and employ both in their historical argumentation.
6. Students will be able to write interpretive prose which is clear and cogent.
7. Students will be able to make articulate contributions to classroom discussion regarding the interpretation of primary sources and the critique of secondary literature.

Outcomes Anticipated for Course:

1. Students use with accuracy and precision the specialized vocabulary relevant to the historical period studied in writing assignments and classroom discussion.
2. Students describe with precision the effects of cultural interchange among different populations, demonstrating an awareness of the possibilities of ambiguity or multiple perspectives.
3. Students articulate the socio-political and cultural trends which affected the development of the Macedonian state from its Iron Age inception until the death of Alexander.
4. Students collect meaningful and relevant historical sources on which to base their historical argumentation.
5. Students differentiate between primary sources and secondary literature, and critique their utility, as they employ both in their historical argumentation.
6. Students write clear, well-researched, and cogent essays which build arguments based on specific primary sources.
7. Students make articulate contributions to classroom discussion.

Course Outline:

Week 1: Introduction: Why Study Macedon?

Intro to Sources and Materials

Week 2: Iron Age Macedon

Readings: Borza, E. *In the Shadow of Olympus: The Emergence of Macedon* (1990), chapters 1-3

Week 3: The Emergence of the Argeads

Readings: Borza, E. *In the Shadow of Olympus: The Emergence of Macedon* (1990), chapter 4

Week 4: Macedonians and Persians: Friends or Enemies?

Readings: Borza, E. *In the Shadow of Olympus: The Emergence of Macedon* (1990), chapter 5

Week 5: Perdikkas II and the Peloponnesian War

Readings: Borza, E. *In the Shadow of Olympus: The Emergence of Macedon* (1990), chapter 6

Week 6: Archelaos: A Philosopher King?

Readings: Borza, E. *In the Shadow of Olympus: The Emergence of Macedon* (1990), chapter 7

Week 7: The Emergence of Philip II

Readings: Borza, E. *In the Shadow of Olympus: The Emergence of Macedon* (1990), chapter 8

Week 8: The Fourth Sacred War and Philip II

Readings: Borza, E. *In the Shadow of Olympus: The Emergence of Macedon* (1990), chapter 9

Green, P. *Alexander of Macedon, 356-323 B.C.: A Historical Biography* (1991), chapter 1

Week 9: The Battle of Chaironeia and the Assassination of Philip

Readings: Borza, E. *In the Shadow of Olympus: The Emergence of Macedon* (1990), chapters 10 and 11

Week 10: Alexander on the Road to Empire

Readings: Green, P. *Alexander of Macedon, 356-323 B.C.: A Historical Biography* (1991), chapters 2 and 3

Week 11: The Defeat of Persia

Readings: Green, P. *Alexander of Macedon, 356-323 B.C.: A Historical Biography* (1991), chapters 4-6

Week 12: Mutiny in India

Readings: Green, P. *Alexander of Macedon, 356-323 B.C.: A Historical Biography* (1991), chapters 7-8

Week 13: Final Conquests and Death of Alexander

Readings: Green, P. *Alexander of Macedon, 356-323 B.C.: A Historical Biography* (1991), chapters 9-10

Week 14: The Legacy of Alexander

Readings: Worthington, I. *Alexander the Great: Man and God* (2004), chapters 15 and 16

Method of Evaluation:

Class Participation (20%): This includes not only attendance, but also participation in class discussions and writing exercises which demonstrates completion and analysis of the assigned outside readings. (5 percentage points will be deducted from your final grade for each unexcused absence.)

Midterm Examination (20%): During class, five theses will be distributed (for example: "The timber resources of the Macedonians allowed them to play a disproportionately large role in the events of the Peloponnesian War, despite their relative political insignificance.") On the midterm three of these theses will be presented and students will be asked to respond with short, well-developed essays either supporting or refuting the theses. Students will be allowed to bring an index card bearing quotations from primary sources to incorporate into their essays to support their position. Answers should include how this evidence, when combined, supports or invalidates the theses.

Final Examination (25%): The final examination will consist of three parts: 1) an essay section similar to the one described for the midterm examination above, consisting of only 2 essays rather than 3; 2) a section of short identifications of key people, places, and concepts that have emerged throughout the course, during which students will have to write a paragraph demonstrating not only that they know and understand who or what is being identified, but also that they can place it in its larger historical or cultural context and evaluate its significance. Students will have a choice of 6 out of 10 identifications 3) a section of images or textual evidence for comment and discussion.

Research Paper, 8-10 double-spaced pages (20%): The paper will be completed in stages, including the submission of 1) choice of topic; 2) submission of annotated bibliography; 3) submission of detailed outline, including thesis statement; 4) rough draft; 5) final draft. The paper grade will be based upon the submission of the final draft, BUT 5 percentage points will be deducted from the paper grade for each missed or late preparatory stage.

Short Response Papers (15%): Throughout the semester the students will have five opportunities to produce short (2-3 pages, double-spaced) response papers to selected outside readings. They will be required to produce three such response papers, demonstrating that they have given careful thought to these readings and analyzing specific aspects of them. These are not opinion papers; rather, the students must demonstrate that they have engaged with the readings and given careful consideration to any issues which may arise from them.

Method of Assessment:

Class Participation will primarily allow for assessment of O7, but will also address O1-3 and 5.

The *Midterm* will primarily allow for assessment of O4-6, but will also address O1-3.

The *Final* will primarily allow for assessment of O1-6.

The *Research Paper* will primarily allow for assessment of O4-6.

The *Short Response Papers* will primarily allow for assessment of O3 and O6, but will secondarily focus on O1 and O2.

Bibliography:

Possible Texts:

Primary:

Arrian, *History of Alexander*

Herodotos, *Histories*

Secondary:

Borza, E. *In the Shadow of Olympus: The Emergence of Macedon* (1990)

Green, P. *Alexander of Macedon, 356-323 B.C.: A Historical Biography* (1991)

Background Reading:

Borza, E. *Before Alexander: Constructing Early Macedonia* (Publications of the Association of Ancient Historians 6 (1999)

Roisman, J. *Alexander the Great: Ancient and Modern Perspectives* (1995)

Worthington, I. *Alexander the Great: Man and God* (2004)

Lane Fox, R. *The Search for Alexander* (1980)

Bosworth, A.B. *Alexander and the East: The Tragedy of Triumph* (1996)

Hammond, N.G.L. *The Genius of Alexander the Great* (1997)

Errington, R.M. *A History of Macedonia* (1990)

Green, P. *Alexander to Actium: The Historical Evolution of the Hellenistic Age* (1990)

SECTION A-IV: NEW COURSE
Department of Classics
Classics

Date of approval by department: 17 May 2007

Effective Date: Fall 2008

62.1 Ancient Cities

3 hours, 3 credits

Bulletin Description

Development of urban culture in the ancient Mediterranean world. Surveys of societal changes brought about by urbanization, negotiation of secular and sacred space, political transformations, and development of new technologies. Focus on archaeological, textual, numismatic, and epigraphical evidence. Emphasis on research methodologies.

Prerequisite: English 2 and at least sophomore standing; or permission of the chairperson.

Frequency of Offering:

Once every other year.

Projected enrollment:

One section; limit 25 students.

Clearances:

None.

Rationale: The phenomenon of urbanization is not a modern development. This course examines the role of urbanization in the ancient Mediterranean world through the medium of focused studies on cities in different areas of the region and chronological approaches to examine the wider historical developments of the period.

In a largely agrarian world, ancient cities acted as foci for historical, social, and cultural change in disproportionate measure to their actual size. Cities such as Athens and Rome became not only population centers but also centers of learning, culture, and art. In addition, the development of cities also led to significant changes such as the rise of urban planning, the development of written law codes, and the creation of systems of exchange.

Department Goals Addressed by Course: This course addresses three of the Department's goals for students. First, it will help students achieve a simultaneously broad and deep familiarity with the range of surviving Greek and Roman texts and genres, and of the literary, social, historical, material and

performance contexts in which these texts were produced and circulated. Second, it will provide them an opportunity to build skills relating to the ability to build cogent and critically rigorous arguments regarding literary texts and cultural issues which respect the complexity and ambiguity frequently characterizing the material. Finally, the course will aid students in describing and analyzing with intellectual rigor the relationship between ancient Greek and Roman and modern Western cultures, in terms of both differences and continuities.

Objectives of Course:

1. Students will be able to use with accuracy and precision the specialized vocabulary relevant to the material evidence studied in this class.
2. Students will be able to decode and interpret basic archeological site plans.
3. Students will be able to articulate the socio-political and cultural trends which affected the development of individual cities.
4. Students will be able to find and identify appropriate historical sources on which to base their historical argumentation.
5. Students will be able to differentiate between primary sources and secondary literature, and be able to critique and employ both in their historical argumentation.
6. Students will be able to write interpretive prose which is clear and cogent.
7. Students will be able to articulate their interpretation of primary sources and the critique of secondary literature in both formal presentations and informal class discussions.

Outcomes Anticipated for Course:

1. Students use with accuracy and precision the specialized vocabulary relevant to the material evidence studied in writing assignments and classroom discussion.
2. Students identify key features on basic archeological site plans, describe their meaning, and discuss their significance.
3. Students articulate the socio-political and cultural trends which affected the development of individual cities.
4. Students collect meaningful and relevant historical sources on which to base their historical argumentation.
5. Students differentiate between primary sources and secondary literature, and critique their utility, as they employ both in their historical argumentation.
6. Students write clear, well-researched, and cogent essays which build arguments based on specific primary sources.
7. Students make articulate contributions to classroom discussion and clear cogent formal presentations.

Course Outline:**Week 1:** Introduction: Why Study Ancient Cities?

Intro to Sources and Materials

Week 2: Iron Age Greece: Renaissance, Revolution and the Rise of the Polis*Readings:* C. Gates, *Ancient Cities*, chap. 11.**Week 3:** Sparta and Athens before the Persian Wars*Readings:* C. Gates, *Ancient Cities*, chap. 13.**Week 4:** Panhellenism and Greek Sanctuaries: Delphi and Olympia*Readings:* C. Gates, *Ancient Cities*, chap. 14.**Week 5:** Fifth-Century Athens: the Classical Polis and Society*Readings:* C. Gates, *Ancient Cities*, chap. 15.**Week 6:** Cities in the Fourth Century: Priene and Olynthus*Readings:* C. Gates, *Ancient Cities*, chap. 16.**Week 7:** Hellenistic Capitals: Pergamon and Alexandria*Readings:* C. Gates, *Ancient Cities*, chap. 17.**Week 8:** Republican Rome: Defining Space through Ritual*Readings:* C. Gates, *Ancient Cities*, chap. 19.**Week 9:** Imperial Rome: Spectacles and Sanitation*Readings:* selections from C. Edward and G. Woolf (edd.), *Rome the Cosmopolis*.**Week 10:** The Transformation of Italian Cities: Pompeii and Ostia*Readings:* C. Gates, *Ancient Cities*, chap. 21.**Week 11:** The Cities of North Africa: Carthage, Timgad, Leptis Magna, Volubilis*Readings:* selections from P. L. MacKendrick, *The North African Stones Speak*.**Week 12:** Crossroads with the East: Palmyra, Petra, and Dura Europas*Readings:* selections from M. Sartre, *The Middle East under Rome*.**Week 13:** A New Rome: Constantinople*Readings:* C. Gates, *Ancient Cities*, chap. 24.**Week 14:** Consolidation and Review

Method of Evaluation:

Class Participation (25%): This includes not only attendance, but also frequent and cogent participation in classroom discussions and other activities, clearly demonstrating completion of the required outside reading. (5 percentage points will be removed from your final grade for each unexcused absence.

Formal Research Presentation (20%): In addition to regular participation, a formal research presentation will be required, including a minimum of 5 well-designed PowerPoint slides and a handout containing a bibliography of both primary and secondary sources. The topic must be distinct from that of the research paper, and students must submit a plan for the presentation at least one week in advance of their assigned presentation date.

Research Paper, 8-10 double-spaced pages (30%): The paper will be completed in stages: (1) declaration of broad topic; (2) submission of bibliography; (3) rough outline; (4) thesis statement and detailed outline, demonstrating analysis of evidence; (5) rough draft; (6) final draft. Paper grade will be based on the submission of the final draft, BUT 5 percentage points will be docked from the paper grade for each missed or late preparatory stage.

Web Exercise, 2-3 double-spaced pages (5%): Use of Internet sources is becoming increasingly common for student research, but not all websites are created equal. The Web exercise requires students to compare and contrast two websites on a given topic, evaluating their accuracy, detail, and use of primary literary and visual sources.

Final Examination (20%): On the last day of class eight theses will be distributed (for example: "The placement of sanctuaries in the ancient world had important implications for the negotiation of boundaries and borders.") On the final a choice of six of these eight theses will be given and students will be asked to supply appropriate primary evidence to support or refute four of them. Answers should include 2-3 short quotations or images and an explanation of how the evidence when combined together validates or invalidates the thesis. The remainder of the exam will consist of images or passages of text for comment and discussion. There will be one map question requiring students to indicate the location of the cities studied.

Method of Assessment:

Class Participation will primarily allow for assessment of O7, but will also address O1-3, and 5.

The *Formal Research Presentation* will primarily allow for assessment of O7, but will also address O1-5.

The *Research Paper* will primarily allow for assessment of O6, but will also address O1-5.

The *Web Exercise* will primarily allow for assessment of O4-5, but will also address O1 and 6.

The *Final* will primarily allow for assessment of O1-3, but will also particularly focus on O4-6.

Bibliography

Possible Texts:

- Connolly, P. and H. Dodge. *The Ancient City: Life in Classical Athens and Rome*. (Oxford, 2000).
- Gates, C. *Ancient Cities: The Archaeology of Urban Life in the Ancient Near East, Greece, and Rome*. (Routledge 2003).
- Nagle, D. and S. Burstein. *The Ancient World: Readings in Social and Cultural History, 3rd edition*. (Prentice Hall 2005).
- Winks, R.W. and S. Mattern-Parkes. *The Ancient Mediterranean World*. (Oxford 2004).
- Edward, C. and G. Woolf (edd.), *Rome the Cosmopolis* (Cambridge 2003).
- MacKendrick, P. L., *The North African Stones Speak* (UNC Press 1980).
- Sartre, M., *The Middle East Under Rome* (Harvard 2005).

Background Reading:

- Alcock, S. and R. Osborne, eds. *Placing the Gods* (Oxford 1994).
- Barber, R.A. *A Guide to Rural Attika* (N.P.1999).
- Barton, I. M., *Roman Public Buildings* (Exeter 1989).
- Boyd, T.D. and M.H. Jameson. "Urban and Rural Land Division in Ancient Greece." *Hesperia* 50 (1981) 327-42.
- Cahill, N. *Household and City Organization at Olynthus* (Yale 2002)
- Camp, J. McK. *The Archaeology of Athens* (New Haven 2001).
- Coulson, W.D.E., O. Palagia, T.L. Shear, Jr., H.A. Shapiro and F.J. Frost. *The Archaeology of Athens and Attica under the Democracy* (Oxford 1994)
- de Polignac, F. *Cults, Territory, and the Origins of the Greek City-State*. Trans. Janet Lloyd. (Chicago 1995).
- Eilers, C. *Roman Patrons of Greek Cities* (Oxford 2002).
- Ferla, K. *Priene, 2nd edition* (Athens 2006).
- Gorman, V. *Miletos: The Ornament of Ionia* (Ann Arbor 2001).
- Green, P. *Alexander to Actium: The Historical Evolution of the Hellenistic Age* (California 1990).
- Jones, N.F. *Rural Athens Under the Democracy* (Philadelphia 2004).
- Rich, J. and A. Wallace-Hadrill, eds. *City and Country in the Ancient World* (London 1991).
- Travlos, J. *Pictorial Dictionary of Athens* (London 1971).

SECTION A-IV: NEW COURSE
Department of Classics
Classics

Date of Departmental Approval: 17 May 2007

Effective Date: Fall 2008

62.2 Approaches to Greek and Latin Poetry

3 hours; 3 credits.

Ancient and modern approaches to literature in general and poetry in particular. Study of characteristic features of ancient Greek and Latin poetry, such as intertextuality and metapoetry. Readings will include selections from modern introductions to literary theory, Plato's *Republic*, Aristotle's *Poetics* and Horace's *Ars Poetica*, and relevant Greek and Latin poetic texts in English translation. Emphasis on research methodologies.

Prerequisite: English 2 and at least sophomore standing; or permission of the chairperson.

Frequency of offering: Once every other year

Projected enrollment: One section; limit 25 students

Clearances: None

Rationale: This course addresses an issue central to the study of classical antiquity: the fact that many of the textual "sources" we have are not just "evidence" for ancient history, language, culture, or even literary history, but also works of verbal art participating in a self-conscious artistic tradition known in Greek as *poiesis*. In the first part of this course, students are introduced to ancient and modern approaches to literature in general and poetry in particular: we will begin with recent overviews such as those by Hans Bertens, Jonathan Culler and Terry Eagleton, by way of contextualizing the approaches found in such ancient texts as Plato's *Republic*, Aristotle's *Poetics*, and Horace's *Ars Poetica*. In the second part of the course students will study two quintessentially literary phenomena that are especially characteristic of ancient Greek and Latin poetry and that have received an increasing amount of scholarly attention over the past few decades: the intertextual (poetry referring directly or indirectly to other poetry by means of open citation, indirect allusion, verbal echoes, etc.) and the metapoetic (poetry referring directly and indirectly to itself by metaphoric and other means). Discussion will be based on readings from ancient poetry in translation, ranging from Homer's *Iliad* and *Odyssey* to Virgil's *Aeneid* to Ovid's *Metamorphoses* and *Art of Love* to Martial's epigrams. Students' written work throughout the semester will build up to a final paper that will focus on a specific example or set of examples of either phenomenon in Greek or Latin poetry and will take into account scholarly debate on the relevant issues.

Department Goals Addressed by Course: This course addresses three of the Department's goals for students. First, it will help students achieve a simultaneously broad and deep familiarity with the range of surviving Greek and Roman texts and genres, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated. Second, it will provide them an opportunity to build skills relating to the ability to build cogent and critically rigorous arguments regarding literary texts and cultural issues which respect the complexity and ambiguity frequently characterizing the material. Finally, the course will aid students in describing and analyzing with intellectual rigor the relationship between ancient Greek and Roman and modern Western cultures, in terms of both differences and continuities.

Objectives of Course:

1. Students will be able to identify and describe influential modern approaches to literature in general and poetry in particular.
2. Students will be able to describe the approaches to poetry found in such ancient texts as Plato's *Republic*, Aristotle's *Poetics* and Horace's *Ars Poetica*
3. Students will be able to identify the phenomenon of intertextuality and articulate some of the ways it functions in Greek and Latin poetry.
4. Students will be able to identify the phenomenon of metapoetry and articulate some of the ways it functions in Greek and Latin poetry.
5. Students will be able to write essays about poetry that are clear and cogent but also sensitive to possible ambiguities or unanswerable questions.
6. Students will be able to make effective oral classroom presentations.

Outcomes Anticipated for Course:

1. Students identify and describe influential modern approaches to literature in general and poetry in particular (e.g. new criticism, structuralism and post-structuralism, reader-response criticism)
2. Students describe the approaches to poetry found in such ancient texts as Plato's *Republic*, Aristotle's *Poetics* and Horace's *Ars Poetica*
3. Students describe some of the ways Greek and Latin poetic texts refer to and make use of other poetic texts.
4. Students describe some of the ways Greek and Latin poetry refers to itself.
5. Students write essays about poetry that are clear and cogent but also sensitive to possible ambiguities or unanswerable questions.
6. Students will make oral classroom presentations that are clear, well-organized and of appropriate length.

Course Outline

Week 1: What is literature?

Readings: Culler, Chapters 2 (“What is literature and does it matter?”) and 5 (“Rhetoric, Poetics and Poetry”); Eagleton, Chapter 1 (“What is literature?”)

Weeks 2-3: Reading poetry: modern approaches

Readings: Bertens, Chapters 1 (“Reading for Meaning”), 2-3 (“Reading for Form I-II”); Eagleton, Chapter 2 (“Phenomenology, Hermeneutics, Reception Theory”); Culler, Chapter 4 (“Language, Meaning and Interpretation”); Martindale, Chapter 1

Weeks 4-7: Reading poetry: ancient approaches

Readings: Plato, *Republic* (selections); Aristotle, *Poetics*; Horace, *Ars Poetica*

Weeks 8-9: Intertextuality: modern approaches

Readings: Allen, Chapter 1 (“Origins: Saussure, Bakhtin, Kristeva”); Edmunds, Introduction; Braund, Chapter 11 (“Literary Texture and Intertextuality”);

Weeks 10-11: Intertextuality: case studies from Greek and Latin poetry

Readings: Conte, Chapter 1; Sharrock-Morales (selections); Hinds, Chapters 1 and 2; Excerpts from Homer (*Iliad* and *Odyssey*) and Virgil (*Aeneid*); Ovid, *Amores* 1.5 and Martial’s epigrams (Williams, “Ovid, Martial and Poetic Immortality”); Ovid, *Ars amatoria* 3 and Martial 2.41 (Williams, “Identified Quotations and Literary Models”)

Weeks 12: Self-reflexivity and metapoetry: modern approaches

Readings: Stam, Chapters 1 and 2; Braund, Chapter 12 (“Metapoetics”); Schiesaro, Chapter 1

Weeks 13-14: Self-reflexivity and metapoetry: case studies from Greek and Latin poetry

Readings: Excerpts from Homer (*Iliad* and *Odyssey*); Excerpts from Catullus (1), Horace (C. 3.30), Ovid (*Metamorphoses*); Martial, select epigrams (Williams, “Text, Poet and Reader in the Epigrams of Martial”)

Method of evaluation:

Attendance and class participation (15%).

A classroom presentation on some specific aspect of literary theory (15%).

One brief (4-5 page) essay on some aspect of Plato’s, Aristotle’s or Horace’s approaches to poetry (15%).

One longer (8-10 page) paper on an ancient poem, poetic passage, or small set of poetic texts, incorporating relevant scholarly debate (30%).

Final exam (25%).

Method of assessment:

Attendance and class participation will primarily allow for O2-4 but will also address O1.

The classroom presentation will primarily allow for O6 but will also address O1.

The brief essay will primarily allow for O2 but will also address O5
 The longer paper will primarily allow for O5 but will also address O3-4.
 The final exam will primarily allow for O3-4 but will also address O2.

Bibliography

- Allen, Graham. *Intertextuality*. London-New York 2000.
- Barchiesi, Alessandro. *Speaking Volumes: Narrative and Intertext in Ovid and Other Latin Poets*. Trans. Matt Fox and Simone Marchesi. London 2001.
- Benediktson, D. Thomas. *Literature and the Visual Arts in Ancient Greece and Rome*. Norman, Okla. 2000.
- Bertens, Hans. *Literary Theory: The Basics*. New York-London 2001.
- Braund, Susanna Morton. *Latin Literature*. London-New York 2002.
- Conte, Gian Biagio. *The Rhetoric of Imitation*. Trans. Charles Segal. Ithaca 1986.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. New York-Oxford 1997.
- Eagleton, Terry. *Literary Theory: An Introduction*. Cambridge 1996.
- Else, Gerald. *Plato and Aristotle on Poetry*. Chapel Hill 1986.
- Edmunds, Lowell. *Intertextuality and the Reading of Roman Poetry*. Baltimore 2001.
- Ford, Andrew. *Origins of Criticism. Literary Culture and Poetic Theory in Classical Greece*. Princeton 2002.
- Fowler, Don. *Roman Constructions: Readings in Postmodern Latin*. Oxford 2000.
- Halliwell, Stephen (ed. and trans.) *Aristotle's Poetics*. Chicago 1998.
- Hardison, O.B. and Leon Golden. *Horace for Students of Literature. The Ars Poetica and its Tradition*. Gainesville 1995.
- Hinds, Stephen. *Allusion and Intertext: Dynamics of Appropriation in Roman Poetry*. New York-Cambridge 1997.
- Jones, John. *On Aristotle and Greek Tragedy*. Stanford 1980.
- Kilpatrick, Ross. *The Poetry of Criticism. Horace, Epistles II and Ars Poetica*. Edmonton 1990.
- Laird, Andrew, ed. *Oxford Readings in Ancient Literary Criticism*. Oxford-New York 2006.
- Martindale, Charles. *Redeeming the Text: Latin Poetry and the Hermeneutics of Reception*. New York-Cambridge 1993.
- Roman, Luke. "The Representation of Literary Materiality in Martial's Epigrams." *Journal of Roman Studies* 91 (2001): 113-145.
- Russell, D.A. and Winterbottom, M. *Ancient Literary Criticism: The Principal Texts in New Translations*. Oxford 1972.
- . *Classical Literary Criticism*. New York-Oxford 1989.
- Schiesaro, Alessandro. *The Passions in Play. Thyestes and the Dynamics of Senecan Drama*. Cambridge-New York 2003.
- Sharrock, Alison. *Seduction and Repetition in Ovid's Ars Amatoria 2*. New York-Oxford 1994.
- Sharrock, Alison and Helen Morales (ed.) *Intertextuality: Greek and Roman Textual Relations*. Oxford-New York 2000.
- Spentzou, Efrossini. *Readers and Writers in Ovid's Heroides. Transgressions of Genre and Gender*. Oxford-New York 2003.
- Stam, Robert. *Reflexivity in Film and Literature*. New York 1992.
- Thomas, Richard. *Reading Virgil and his Texts. Studies in Intertextuality*. Ann Arbor 1999.
- Van Sickle, John. "The Book-Roll and Some Conventions of the Poetic Book." *Arethusa* 13 (1980): 5-42.
- Williams, Craig. "Identified Quotations and Literary Models: The Example of Martial 2.41." In Ruurd Nauta et al., eds., *Flavian Poetry* (Brill 2005), pp. 329-348.
- . "Ovid, Martial, and Poetic Immortality: Traces of Amores 1.15 in the Epigrams." *Arethusa* 35 (2002): 417-433.
- . "Sit nequior omnibus libellis. Text, Poet, and Reader in the Epigrams of Martial." *Philologus* 146 (2002): 150-171.
- Wyke, Maria. "Written Women. Propertius' scripta puella." *Journal of Roman Studies* 77 (1987): 47-61.

SECTION A-IV: NEW COURSE
Department of Classics
Classics

Date of approval by department: 17 May 2007

Effective Date: Summer 2009

63 Ancient Explorations

6 hours, 6 credits

Bulletin Description:

Summer course which meets for four weeks on campus and for two weeks at an ancient site abroad. Topography and monuments of a major center of ancient Greek or Roman civilization such as Athens, Rome, the Bay of Naples, or western Asia Minor. Detailed presentations in class and reports on site. Emphasis on research methodologies.

Prerequisite: English 2 and at least sophomore standing; or permission of the chairperson.

Frequency of offering:

Every summer.

Projected enrollment:

One section; limit 15 students

Clearances:

None.

Rationale: This course will give students first-hand experience of the physical environment and urban spaces in which the Greeks and Romans lived. A different site will be visited each summer; the sample syllabus covers Athens.

The course will have the equivalent of 40 105-minute meetings (on the summer schedule) and will thus carry six credits. Half of the class meetings will be held in Brooklyn so that the students can prepare for the site visit. Students will then spend two weeks on site, with morning and afternoon sessions on ten days; these sessions will run approximately three hours each but will be counted as equivalent to one 105-minute class each for a total of 20 summer class meetings on site. Because of the unusual schedule, the course outline lists each class meeting or equivalent rather than each week's work.

Departmental Goals Addressed by Course: The course will help students achieve the following *knowledge goal*: a simultaneously broad and deep familiarity with the range of surviving Greek and Roman texts and genres, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated.

The course will also further the following *skills goals*: a) the ability to build cogent and critically rigorous arguments regarding literary texts and cultural issues which respect the complexity and ambiguity frequently characterizing the material; b) the ability to describe and analyze with intellectual rigor the relationship between ancient Greek and Roman and modern Western cultures, in terms of both differences and continuities.

More generally, of course, students of Classics will derive an obvious benefit from seeing and studying ancient sites.

Objectives of Course:

1. Students will be able to use with accuracy and precision the specialized vocabulary relevant to the material evidence studied in this class.
2. Students will be able to decode and interpret basic archeological site plans.
3. Students will be able to articulate the socio-political and cultural trends which affected the development of various sites and monuments.
4. Students will be able to find and identify appropriate material and literary evidence on which to base their argumentation.
5. Students will be able to differentiate between primary sources and secondary literature, and be able to critique and employ both in their argument.
6. Students will be able to write interpretive prose which is clear and cogent.
7. Students will be able to articulate their interpretation of primary sources and the critique of secondary literature in both formal presentations and informal class discussions.

Outcomes Anticipated for Course:

1. Students use with accuracy and precision the specialized vocabulary relevant to the material evidence studied in writing assignments and classroom discussion.
2. Students identify key features of archeological sites, describe their meaning, and discuss their significance.
3. Students articulate the socio-political and cultural trends which affected the development of various sites and monuments.
4. Students present arguments based on appropriate material and literary evidence.
5. Students differentiate between primary sources and secondary literature, and use and critique each appropriately in their presentations.
6. Students write clear, well-researched, and cogent reports and essays.
7. Students make clear and cogent formal presentations and comment cogently on those of others.

Course Outline:

In Brooklyn:

Each unit represents one 105-minute class.

1. Topography of Athens

Reading: Camp, J., *The Archaeology of Athens*, chapter 1

2. Early History of Athens

Reading: Camp, J., *The Archaeology of Athens*, chapter 2

Hurwit, J. M., *The Acropolis in the Age of Pericles*, chapter 1

3. Acropolis: Early History

Reading: Camp, J., *The Archaeology of Athens*, chapter 3

Hurwit, J. M., *The Acropolis in the Age of Pericles*, chapter 2

4. Acropolis: the Periclean rebuilding program

Reading: Camp, J., *The Archaeology of Athens*, chapter 4

Hurwit, J. M., *The Acropolis in the Age of Pericles*, chapter 3

5-6. Parthenon

Reading: Camp, J., *The Archaeology of Athens*, chapter 4 (pp. 74-83)

Boardman, J., *The Parthenon and its Sculptures* (selections)

Hurwit, J. M., *The Acropolis in the Age of Pericles*, chapters 4, 9

7. Erechtheion

Reading: Camp, J., *The Archaeology of Athens*, chapter 4 (pp. 93-99)

Hurwit, J. M., *The Acropolis in the Age of Pericles*, chapter 6

Connolly, Joan B. *Portrait of a Priestess: Women and ritual in Ancient Greece* (selections)

8. Propylaia; Temple of Athena Nike

Reading: Camp, J., *The Archaeology of Athens*, chapter 4 (pp. 82-92)

Hurwit, J. M., *The Acropolis in the Age of Pericles*, chapters 5, 7

9. Hephaisteion

Reading: Camp, J., *The Athenian Agora*, selections

Dinsmoor, W. B., *The Architecture of Ancient Greece* (selections)

Spawforth, A., *The Complete Greek Temples* (selections)

10. Temple of Olympian Zeus

Reading: Camp, J., *The Archaeology of Athens*, chapter 6

Dinsmoor, W. B., *The Architecture of Ancient Greece* (selections)

Spawforth, A., *The Complete Greek Temples* (selections)

11. Theater of Dionysos

Reading: Pickard-Cambridge, A. W., *The Theatre of Dionysus in Athens* (selections)

12. Odeion of Perikles; Choregic Monuments

Reading: Camp, J., *The Archaeology of Athens, Part II: Athens* (selections)

Hurwit, J. M., *The Acropolis in the Age of Pericles*, chapter 8 (selections)

13. Areopagos, Pnyx, Agora

Reading: Camp, J., *The Archaeology of Athens, Part II: Athens* (selections)

Camp, J., *The Athenian Agora* (selections)

14. The Agora in the Hellenistic and Roman periods

Reading: Camp, J., *The Athenian Agora*, selections

15. Stadion

Reading: Camp, J., *The Archaeology of Athens, Part II: Athens* (selections)

Kyle, D. G., *Athletes in Ancient Athens* (selections)

16. Kerameikos

Reading: Camp, J., *Archaeology of Athens, Part II: Athens* (selections)

17. Theaters at Menidi (Acharnai), Thorikos, Rhamnous, Peiraios

Reading: Camp, J., *Archaeology of Athens, Part II: Attica* (selections)

18. Fortifications of Athens

Reading: Camp, J., *Archaeology of Athens, Part II: Attica* (selections)

Winter, F. E., *Greek Fortifications* (selections)

19. Marathon, Brauron

Reading: Camp, J., *Archaeology of Athens, Part II: Attica* (selections)

Pedley, J., *Sanctuaries and the Sacred in the Ancient Greek World* (selections)

Hurwit, J. M., *The Acropolis in the Age of Pericles*, chapter 8 (selections)

20. Eleusis and the Eleusinian Mysteries

Reading: Mylonas, G., *Eleusis and the Eleusinian Mysteries* (selections)

Pedley, J., *Sanctuaries and the Sacred in the Ancient Greek World* (selections)

Connolly, Joan B. *Portrait of a Priestess: Women and ritual in Ancient Greece* (selections)

In Athens:

Each unit represents half a day, or the equivalent of one 105-minute class. Students will have completed the research for their reports in the first part of the course; thus no readings are listed. Each student will have copy of basic texts such as Camp's *The Archaeology of Athens*, appropriate maps and guidebooks, and access to online resources including those developed as part of the course.

- | | |
|---|--|
| 1. Overview: Lykabettos | 11. Lysikrates Monument, Arch of Hadrian, Olympian Zeus, Stadium |
| 2. Acropolis: Fortifications and History | 12. Kerameikos |
| 3. Acropolis: Propylaia and Athena Nike | 13. Eleusis |
| 4. Acropolis: Parthenon | 14. Attica: Brauron, |
| 5. Acropolis: Erechtheum | 15. Thorikos, Sounion |
| 6. Acropolis: Museum | 16. Attica: Marathon, |
| 7. Theater of Dionysos | 17. Rhamnous |
| 8. South Slope: Odeion, Pnyx, Cult Places | 18. National Museum |
| 9. Agora: Stoa of Attalos | 19. National Museum |
| 10. Agora: Stoa Basileios, Hephaisteion, etc. | 20. Peiraios |

Each student will prepare two site reports and will make two presentations for each report: one in Brooklyn and one on site.

There will be a password-protected web site for the course. Each student will post his/her presentations so that everyone in the course can view them. At the conclusion of the course the students will post a final revision of their presentations. They will also be required to keep a formal journal while they are on site. There will be a final examination.

Method of Evaluation:

Oral reports and class participation (35%): This will include not only the two site reports but also frequent and cogent discussion of all the reports and all the sites visited.

Final web-posted version of reports (25%): This will involve the design and presentation, with text, graphics, and scholarly references, of detailed information on both sites reported on by the student.

Journal (15%): This will be a formal record of the student's observations and analysis of each day's work in the field.

Final Examination (25%): The examination will require students to demonstrate knowledge of the topography, material remains, and cultural context of at least two sites or monuments other than the ones on which they have reported. The questions will be mostly essays but will include briefer questions based on identifications.

Method of Assessment:

Oral reports and class participation will primarily allow for assessment of O7, but will also address O1-5.

The *final web-posted reports* will primarily allow for assessment of O6 and O7 but will also address O1-5.

The *journal* will address goals O2-4.

The *final examination* will primarily address goals O1, O4, O5, and O6.

Bibliography:

Possible Texts:

Camp, John McK. *The Archaeology of Athens* (New Haven 2001).

Hurwit, J. M. *The Acropolis in the Age of Pericles* (Cambridge 2004).

Background Reading:

Anderson, G. *The Athenian Experiment: Building an Imagined Political Community in Ancient Attica, 508-490 B.C.* (Ann Arbor 2003).

Barber, R. A. *A Guide to Rural Attika* (N.P.1999).

Boardman, John. *The Parthenon and its Sculptures* (Austin 1985).

Camp, John McK. *The Athenian Agora: A Guide to the Excavation and Museum* (Athens 1990).

----- *The Athenian Agora* (London 1992).

Clinton, Kevin. *Myth and Cult: The Iconography of the Eleusinian Mysteries* (Stockholm 1992).

Connolly, Joan B. *Portrait of a Priestess: Women and ritual in Ancient Greece* (Princeton 2007).

Connolly, P., and Dodge, H. *The Ancient City: Life in Classical Athens and Rome* (Oxford 1998).

Coulson, W. D .E., O. Palagia, T. L. Shear, Jr., H.A. Shapiro and F. J. Frost. *The Archaeology of Athens and Attica under the Democracy* (Oxford 1994).

de Polignac, F. *Cults, Territory, and the Origins of the Greek City-State*. Trans. Janet Lloyd. (Chicago 1995).

Dinsmoor, W. B. *The Architecture of Ancient Greece* (revised edition, New York 1973).

Jones, N. F. *Rural Athens Under the Democracy* (Philadelphia 2004).

Hurwit, J. M. *The Athenian Acropolis: History, Mythology, and Archaeology from the Neolithic Era to the Present* (Cambridge 1999).

Kyle, D. G. *Athletes in Ancient Athens* (Leiden 1987).

Mauzy, Craig A. *Agora Excavations 1931-2006: A Pictorial History* (Princeton 2006).

Mylonas, George. *Eleusis and the Eleusinian Mysteries* (Princeton 1961).

Papadopoulos, John K. *The Art of Antiquity: Piet de Jong and the Athenian Agora* (Athens 2007).

Pedley, J. *Sanctuaries and the Sacred in the Ancient Greek World* (Cambridge 2005).

Pickard-Cambridge, A. W. *The Theatre of Dionysus in Athens* (Oxford 1946).

Rhodes, Robin F. *Architecture and Meaning on the Athenian Acropolis* (Cambridge 1995).

Rich, J. and A. Wallace-Hadrill, eds. *City and Country in the Ancient World* (London 1991).

Spawforth, A. *The Complete Greek Temples* (London 2006).

Taylor, M. C. *Salamis and the Salaminioi: The History of an Unofficial Athenian Demos* (Amsterdam 1997).

Travlos, John. *Pictorial Dictionary of Ancient Athens* (London 1971).

Winter, F. E. *Greek Fortifications* (London 1971).

Web sites: Many sites provide maps, photos and general background. Especially useful will be the web site of the American School of Classical Studies at Athens (<http://www.ascsa.edu.gr/>), once the upgrade of the site is completed.

SECTION A-IV: NEW COURSE
Department of Classics
Classics

Date of Departmental Approval: 9 October 2007

Effective date: Fall 2008

69 Capstone Seminar

4 hours and independent research and conference; 4 credits

Bulletin Description:

Capstone seminar for majors with upper junior or senior standing. Focus to be chosen by instructor. Emphasis on research methods, evidentiary analysis, and classical language skills. Interpretive writing, class presentation, and final research paper.

Prerequisite: *Completion of 75 credits or more; either Latin 11 or Greek 12; and one Classics course numbered 60 or higher; or permission of the chairperson.*

Frequency of offering: once per year in the spring semester

Projected enrollment: 10 students per year

Clearances: None

Rationale : The capstone seminar is designed to draw together the diverse skills students acquire within the classics major and prepare them for the challenges of further academic or professional training. This is the culmination of a student's progress toward the degree. Each of the four major concentrations -- (1) Ancient History, (2) Classical Languages, (3) Classical Literature, and (4) Material Culture – requires students to gain experience in at least one of the classical languages, and to successfully complete courses taught in translation and courses emphasizing research methodologies. The capstone provides a structured means by which students can utilize the skills acquired in each of these areas, and then supports them as they undertake a focused research project of their own. The seminar environment allows for peer support as well as faculty mentorship.

Department Goals Addressed by Course: The Capstone will directly address both the knowledge and skill goals of the Classics program. The selected topics will draw on the research expertise of individual faculty members and thereby provide students with a simultaneously broad and deep familiarity with the range of surviving Greek and Roman texts and genres, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated. To further this goal students will be encouraged to draw

connections with earlier courses. Majors are also expected to achieve mastery of the fundamental morphology, syntax and vocabulary of Ancient Greek and/or Latin; the capstone will provide an opportunity to apply that mastery in a research context. The emphasis on writing and research will further develop the students' ability to build cogent and critically rigorous arguments regarding literary texts and cultural issues which respect the complexity and ambiguity frequently characterizing the material, as well as their ability to use language in general with analytical rigor and clarity.

Depending on the selected topic it is also anticipated that the Capstone may in some years help students attain the ability to describe and analyze with intellectual rigor the relationship between ancient Greek and Roman and modern Western cultures, in terms of both differences and continuities, and/or the ability to describe and analyze the influence that the Latin and Greek languages have exerted on English.

Objectives of Course:

1. Students will be able to use with accuracy and precision the specialized vocabulary relevant to the topic studied in this class.
2. Students will be able to interpret the primary evidence relevant to the topic.
3. Students will be able to use their classical language skills to help them interpret the primary evidence.
4. Students will be able to articulate the socio-political and cultural trends which affected the evidence relevant to the topic.
5. Students will be able to find and identify appropriate sources on which to base their argumentation.
6. Students will be able to differentiate between primary sources and secondary literature, and be able to critique and employ both in their argumentation.
7. Students will be able to write interpretive prose which is clear and cogent.
8. Students will be able to articulate their interpretation of primary sources and the critique of secondary literature in both formal presentations, informal class discussions, and in conference with the professor.

Outcomes Anticipated for Course:

1. Students are able to use with accuracy and precision the specialized vocabulary relevant to the topic studied in this class.
2. Students are able to interpret the primary evidence relevant to the topic.

3. Students are able to use their classical language skills to help them interpret the primary evidence.
4. Students are able to articulate the socio-political and cultural trends which affected the evidence relevant to the topic.
5. Students are able to find and identify appropriate sources on which to base their argumentation.
6. Students are able to differentiate between primary sources and secondary literature, and be able to critique and employ both in their argumentation.
7. Students are able to write interpretive prose which is clear and cogent.
8. Students are able to articulate their interpretation of primary sources and the critique of secondary literature in both formal presentations, informal class discussions, and in conference with the professor.

Sample Course Outline:

Week 1: Introduction to Ancient Prose Fiction and Research Methodology

Week 2: Literary Precursors I: Wonders Abroad

Homer, *Odyssey*; Herodotus, *Histories* 1-2

Individual Conference with Professor: Development of Topic for 1st Research Paper

Week 3: The First Novel (?)

Chariton, *Chaereas and Calirrhoe*

Week 4: Tradition Established

Xenophon, *Ephesian Tale*; Achilles Tatius, *Leucippe and Cleitophon*

Individual Conference with Professor: Development of Thesis, Ancient Source, and Bibliography for First Research Paper

Week 5: The World of the Second Sophistic

Artemidorus, *Interpretation of Dreams*; Lucian, *True History* and *Alexander the False Prophet*

Week 6: Literary Precursors II: The Happy Ending

Euripides, *Ion*, *Alcestis*, and *Hippolytus*; Menander, *Dyskolos*; Theocritus, selected poems.

Individual Conference with Professor: Discussion of Draft of First Research Paper

Week 7: The Perfect Romance

Longus, *Daphnis and Chloe*

First Research Paper Due

Week 8: Epic Novel, Novel Epic

Heliodorus, *Aithiopika*

Individual Conference with Professor: Development of Topic for Final Research Paper

Week 9: Literary Precursors III: The Sausage as Art Form

Suetonius, *Twelve Caesars* (Nero); Horace, *Satires I*; Juvenal, *Sixteen Satires*

Week 10: The Urban Ulysses

Petronius, *Satyricon*

Individual Conference with Professor: Development of Thesis, Ancient Sources, and Bibliography for Final Research Paper

Week 11: Braying your Prayers

Apuleius, *The Golden Ass*

Week 12: Historical Fiction, or 200 years as a Best-seller

Ps.-Callisthenes, *The Alexander Romance*

Individual Conference with Professor: Discussion of Draft of Final Research Paper

Week 13: Is that all there is?

Selected fragmentary novels from Winkler and Stevens' *Ancient Greek Novels: The Fragments*

Week 14: Discussion and final review

Final Research Paper Due

Method of Evaluation:

Class Participation (20%): This includes the attendance requirements and active involvement in class discussion. Also, each student will be required to give one in-class oral presentation approximately five to ten minutes in length, involving synopsis and analysis of one of the required readings.

First Research Paper and Conference (20%): During the first half of the semester, each student will be required to write a research paper of approximately 2,250 words. The paper must be an analysis of at least three of the authors, tracing some specific aspect of the Novelistic tradition across different works, with analysis rooted in and supported by the texts. It should also cite and discuss some modern scholarship on the works, and incorporate quotations from the primary texts in the original together with the student's own translations of relevant passages.

Final Research Paper and Conference (40%): Each student will be required to write an extended research paper (i.e. one that makes use of secondary source scholarship, as well as the primary texts) of approximately 3,500 words. The topic, bibliography, and rough draft will be reviewed by the Professor in conference with the student over the course of the semester. For at least one of the classical languages, students will be expected to quote from the primary texts in the original and supply their own translations of relevant passages.

Final Examination (20%): The final exam will require the student to complete five short essays on the works and themes discussed over the course of the semester. The students will be expected to demonstrate knowledge of the texts (i.e. plot), but also a detailed understanding of the technical vocabulary, thematic connection, and social and historical contexts of the works. The students will choose 4 of the five essays from four sets of pairs; the fifth question will be mandatory.

Method of assessment:

Class Participation will primarily allow for assessment of O8, but will also address O1-2, 4 and 6.

The *First Research Paper* will primarily allow for assessment of O7, but will also address O1-6.

The *Final Research Paper* will primarily allow for assessment of O7, but will also address O1-6.

The *Final* will primarily allow for assessment of O1-2 and 4, but will also particularly focus on O7.

Sample Bibliography:

Required Texts:

Apuleius, *The Golden Ass*
 Artemidorus, *The Interpretation of Dreams*
 Euripides, *Ion, Alcestis, and Hippolytus*
 Herodotus, *Histories*
 Homer, *The Odyssey*
 Horace, *The Satires*
 Juvenal, *Sixteen Satires*
 Lucian, *Selected Dialogues* (tr. C.D.N. Costa, 2005)
 Petronius, *Satyricon*
 Reardon, B. P. (ed.), *Collected Ancient Greek Novels* (1989)
 Suetonius, *Twelve Caesars*
 Theocritus, *Idylls*

Winkler, J., and Stevens, S., *Ancient Greek Novels: The Fragments* (1994)

Secondary Scholarship:

Bartsch, S. *Decoding the Ancient Novel* (1989)

Bowie, E.L. "The Greek Novel", *The Cambridge History of Classical Literature* Vol. I.4 (1989)

Hägg, T. *The Novel in Antiquity* (1983)

Konstan, D. *Sexual Symmetry: Love in the Ancient Novel and Related Genres* (1994)

MacAlister, S. *Dreams and Suicides: The Greek Novel from Antiquity to the Byzantine Empire* (1996)

Morgan, J.R., and Stoneman, R. (eds.) *Greek Fiction: The Greek Novel in Context* (1994)

Perry, B.E. *The Ancient Romances* (1967)

Reardon, B.P. *The Form of Greek Romance* (1991)

Slater, N.W. *Reading Petronius* (1989)

Walsh, P.G. *The Roman Novel* (1970)

SECTION A-IV: NEW COURSE
Department of Classics
Greek (classical)

Date of Departmental Approval: 17 May 2007

Effective Date: Fall 2008

35 Greek Orators
3 hours, 3 credits

Bulletin Description

Close readings of ancient Greek orators, including, but not necessarily limited to, Isocrates, Demosthenes and Aischines. Study of the particular genres of forensic and epideictic oratory and their conventions.

Prerequisite: Greek 14 or Greek 1.9 or permission of the chairperson.

Frequency of offering: Once every other year

Projected enrollment: 10 students per year.

Clearances: None

Rationale: This course will allow students to continue to develop their skills in the Greek language, while at the same time engaging in a detailed examination of the genre of oratory from both a literary and historical perspective. Among the issues investigated will be a consideration of how the public nature of oratory affects both its structure and content and how this impacts the value of oratorical texts as evidence for the history and culture of Greece. The extensive prose narratives of oratorical works provide a rich background for students in developing their reading and translation skills, as well as a grounding in grammatical analysis and techniques for reading comprehension.

Department Goals Addressed by Course: This course addresses four of the Department's goals for students. First, it will help students develop the ability to use language in general with analytical rigor and clarity, as well as the ability to describe historical developments in language, through learning one or two complex, highly inflected languages. Second, students will gain the ability to describe and analyze the influence that the Latin and Greek languages have exerted on English. Third, it will help students gain a mastery of the fundamental morphology, syntax and vocabulary of Ancient Greek and/or Latin. Finally, study of ancient oratory will help them achieve a simultaneously broad and deep familiarity with the range of surviving Greek and Roman texts and genres, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated.

Objectives of Course:

1. Students will be able to render the text into clear English prose without the assistance of a dictionary or other aids.
2. Students will be able to provide an analysis of the syntax of complex sentences.
3. Students will be able to identify figures of thought and speech and other rhetorical devices.
4. Students will be able to articulate the explicit or implicit themes of the text.
5. Students will be able to describe how the text is informed by its social and historical context.
6. Students will be able to make effective use of lexica, commentaries, and other appropriate aids.
7. Students will be able to offer articulate contributions to classroom discussion.

Outcomes Anticipated for Course:

1. Students are able to render the text into clear English prose without the assistance of a dictionary or other aids.
2. Students are able to provide an analysis of the syntax of complex sentences.
3. Students are able to identify figures of thought and speech and other rhetorical devices.
4. Students are able to articulate the explicit and implicit themes of the text.
5. Students are able to describe how the text is informed by its social and historical context.
6. Students are able to make effective use of lexica, commentaries, and other appropriate aids.
7. Students make articulate contributions to classroom discussion.

Course Outline:

Week 1: Overview of the authors and historical background of oratory

Unit 1: Demosthenes

Weeks 2 -5: *On the Crown* (selections)

Week 2: sections 1-29

Week 3: sections 50-83

Quiz

Week 4: sections 132-168

Week 5: sections 285-end

Quiz

Unit 2: Aischines

Weeks 6-9: *Against Ctesiphon* (selections)

Week 6: sections 1-15

Week 7: sections 16-39

Quiz

Week 8: sections 56-75

Week 9: sections 234-end

Quiz

Unit 3: Isocrates

Weeks 10-13: *Encomium of Helen*

Week 10: sections 1-16

Week 11: sections 17-37

Week 12: sections 38-58

Week 13: sections 59-69

Quiz

Week 14: Discussion: Rhetoric and Characterization in Classical Athens

Review of Major Themes

Method of Evaluation:

25% - Quizzes There will be 5 quizzes featuring passages that are to be translated and provided with appropriate grammatical commentary.

20% - Midterm There will be a midterm featuring passages that are to be translated and provided with grammatical, rhetorical, or thematic commentary, as well as 1 essay question.

25% - Final There will be a final exam featuring passages that are to be translated and provided with grammatical, rhetorical, or thematic commentary, as well as 1 essay question.

20% - Homework: Students will submit written translations and/or commentaries of selected passages.

10% - Class Participation This includes attendance as well as evaluation of preparation for in-class translation and discussion.

Method of Assessment:

Quizzes will primarily allow for assessment of O1, and secondarily for O2.

The *Midterm* will primarily allow for assessment of O 1-3, but also will particularly focus on O4-5.

The *Final* will primarily allow for assessment of O 1-3, but also will particularly focus on O4-5.

Homework will primarily allow for assessment of O6, and secondarily for O2-3.

Class Participation will primarily allow for assessment of O7, and secondarily for O2-5.

Bibliography*Possible Texts*

Demosthenes, *On the Crown* (Cambridge Greek and Latin Classics)

M. R. Dilts, *Aeschinis Orationes* (1997)

Background Reading

Harris, E.M. *Aeschines and Athenian Politics* (1995).

Murphy, J.J. *Demosthenes' On the crown; A critical study of a masterpiece of ancient oratory*, (Studies in speech) (1967).

Sealey, R. *Demosthenes & His Time* (1993).

SECTION A-IV: NEW COURSE
Department of Classics
Latin

Date of Departmental Approval 9 October 2007

Effective date for the course becoming part of the curriculum Fall 2008

41 Roman Drama

3 hours, 3 credits

Bulletin Description Readings of select plays by the major Roman dramatists, Plautus, Terence, and Seneca. Students will read at least two plays in the original. Attention to be paid to style, meter, dramaturgy, relationship of the plays to their Greek models, the social context of performance, and the reception of Roman drama in Renaissance and modern theater.

Prerequisites: Latin 12 or Latin 1.9 or permission of the chairperson.

Frequency of Offering: 1 every other year

Projected enrollment: 10 students per year

Clearances: None

Rationale:

The plays of the Roman dramatists exercised a pervasive influence on later Western theater, running from Shakespeare's *Comedy of Errors* to *A Funny Thing Happened on the Way to the Forum*. They were also influential texts in their own day, setting the standard for popular (Plautus), polite (Terence), and elevated (Seneca) literary discourse, and shedding much light on the social norms and anxieties of Roman culture. This course offers students the opportunity to read two select plays in the original; instructors may choose to focus either on comedy or tragedy or on some combination of the two. In addition to improving their skills at Latin translation, students also make an intensive study of literary analysis and the arts of communication.

Department Goals Addressed by the Course:

This course addresses three of the Department's goals for students. It will help students achieve mastery of the fundamental morphology, syntax and vocabulary of Latin, while also giving them a simultaneously broad and deep familiarity with a specific Roman genre, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated. Through learning a complex, highly inflected language, the course will increase the students' ability to use language in general with analytical rigor and clarity, as well as the ability to describe historical developments in language.

Objectives of Course:

1. Students will be able to render the texts into clear English prose without the assistance of a dictionary or other aids.
2. Students will be able to provide an analysis of the syntax of complex sentences.
3. Students will be able to identify figures of thought and speech and other rhetorical and poetic devices.
4. Students will be able to articulate the implicit or explicit themes of the texts.
5. Students will be able to describe how the texts are informed by its social and historical context.
6. Students will be able to make effective use of lexica, commentaries, and other appropriate aids.
7. Students will be able to provide summary and critique of key works of secondary literature on the text.
8. Students will be able to offer articulate contributions to classroom discussion.

Outcomes Anticipated for Course:

1. Students are able to render the texts into clear English prose without the assistance of a dictionary or other aids.
2. Students are able to provide an analysis of the syntax of complex sentences.
3. Students are able to identify figures of thought and speech and other rhetorical and poetic devices.
4. Students are able to articulate the implicit or explicit themes of the texts.
5. Students are able to describe how the texts are informed by its social and historical context.
6. Students are able to make effective use of lexica, commentaries, and other appropriate aids.
7. Students are able to provide summary and critique of key works of secondary literature on the texts.
8. Students are able to offer articulate contributions to classroom discussion.

Course Outline:

Week 1 Introduction

Roman theater and dramatists. Early reception of Greek drama at Rome.

Week 2 *Miles Gloriosus*

assignment: ll. 1-155 discussion: the Plautine prologue

Week 3 *Miles Gloriosus*

assignment: ll. 156-312 discussion: introduction to meter

Week 4 *Miles Gloriosus*

assignment: ll. 313-480 discussion: comic formulae

Week 5 *Miles Gloriosus*

assignment: ll. 481-700 discussion: gender roles

Week 6 *Miles Gloriosus*

assignment: ll. 701-946 discussion: Plautine dramaturgy

Week 7 *Miles Gloriosus*

assignment: ll. 947-1199 discussion: Plautine *cantica*

Week 8 *Miles Gloriosus*

assignment: ll. 1200-1437 discussion: comparison with Shakespeare's *Comedy of Errors*

Week 9 Midterm

Week 10 *Rudens*

assignment: ll. 1-183 discussion: audience of the plays

Week 11 *Rudens*

assignment: ll. 184-410 discussion: slaves and masters

Week 12 *Rudens*

assignment: ll. 411-614 discussion: Greek elements in Plautus

Week 13 *Rudens*

assignment: ll. 615-838 discussion: Plautine meters (II)

Week 14 *Rudens*

assignment: ll. 839-1190 (selections) discussion: patterns of imagery

Week 15 *Rudens*

assignment: ll. 1191-1423 discussion: Plautus and everyday Latin

Method of Evaluation:

20% - Midterm There will be a midterm featuring passages that are to be translated and provided with grammatical, rhetorical, or thematic commentary.

30% - Final There will be a final exam featuring passages that are to be translated and provided with grammatical, rhetorical, or thematic commentary, as well as a short essay question.

20% - Homework Every other week students will submit written translations of select poems.

20% - Class Participation Evaluated on the basis of attendance and preparation for in-class translation and discussion.

10% - Formal Class Presentation Students will offer a 15-minute in-class presentation on a poem selected in consultation with the instructor.

Method of Assessment:

The *Midterm* will primarily allow for assessment of O1 (= Outcome 1, see above), and through the section of commentary will also demonstrate that O2-4.

The *Final* will primarily allow for assessment of O1, through the section of commentary will also demonstrate that O2-4, and through the essay question will show O5 and O7.

Homework will allow for assessment of O1, 2, and 6.

Class Participation, will allow for assessment of O 1-4, 6, and 8.

The *Formal Class Presentation* will allow for assessment of O5, 7, and 8.

Bibliography:

Primary texts:

Plautus. 1997. *Miles Gloriosus*, edited by M. Hammond, A. Mack, and W. Moskalow. Cambridge.

Plautus. 1969. *Rudens*, edited by H. C. Fay. Bristol.

Secondary texts and background reading:

Allen and Greenough. 2001. *New Latin Grammar*, ed. by A. Mahoney. Focus.

Lindsay, W. M. 2002. *Syntax of Plautus*. Duckworth.

Segal, E. 1987. *Roman Laughter. The Comedy of Plautus*. Oxford.

Konstan, D. 1983. *Roman Comedy*. Cornell.

Slater, N. W. 1985. *Plautus in Performance*. Princeton.

Duckworth, G. E. 1952. *The Nature of Roman Comedy: A Study in Popular Entertainment*. Princeton.

McCarthy, K. 2000. *Slaves, Masters, and the Art of Authority in Plautine Comedy*. Princeton.

SECTION A-IV: NEW COURSE
Department of Classics
Latin

Date of Departmental Approval 9 October 2007

Effective date for the course becoming part of the curriculum Fall 2008

42 Roman Lyric Poetry

3 hours, 3 credits

Bulletin Description Readings from the two major Roman lyric poets, Catullus and Horace. Translation of their work and study of its style, themes and imagery, meter, relationship to Greek models, and social context.

Prerequisites: Latin 12 or Latin 1.9 or permission of the chairperson.

Frequency of Offering: 1 every other year

Projected enrollment: 10 students per year

Clearances: None

Rationale:

At Rome the ancient Greek lyric tradition produced two poets of genius, Catullus and Horace, whose work would explore the modes that have defined subsequent lyric – the sentimental, modernist, civic, personal, religious, classical, and Romantic styles. As authors they were significant even in their own day, and set the tone for literary discourse during the ages of Julius Caesar and the emperor Augustus. The course offers students the opportunity to read this poetry in the original, and to study the connection between the two writers. In addition to improving their skills at Latin translation, students will also make an intensive study of literary analysis and the arts of communication.

Department Goals Addressed by the Course:

This course addresses three of the Department's goals for students. It will help students achieve mastery of the fundamental morphology, syntax and vocabulary of Latin, while also giving them a simultaneously broad and deep familiarity with a specific Roman genre, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated. Through learning a complex, highly inflected language, the course will increase the students' ability to use language in general with analytical rigor and clarity, as well as the ability to describe historical developments in language.

Objectives of Course:

1. Students will be able to render the texts into clear English prose without the assistance of a dictionary or other aids.
2. Students will be able to provide an analysis of the syntax of complex sentences.
3. Students will be able to identify figures of thought and speech and other rhetorical and poetic devices.
4. Students will be able to articulate the implicit or explicit themes of the texts.
5. Students will be able to describe how the texts are informed by its social and historical context.
6. Students will be able to make effective use of lexica, commentaries, and other appropriate aids.
7. Students will be able to provide summary and critique of key works of secondary literature on the text.
8. Students will be able to offer articulate contributions to classroom discussion.

Outcomes Anticipated for Course:

1. Students are able to render the texts into clear English prose without the assistance of a dictionary or other aids.
2. Students are able to provide an analysis of the syntax of complex sentences.
3. Students are able to identify figures of thought and speech and other rhetorical and poetic devices.
4. Students are able to articulate the implicit or explicit themes of the texts.
5. Students are able to describe how the texts are informed by its social and historical context.
6. Students are able to make effective use of lexica, commentaries, and other appropriate aids.
7. Students are able to provide summary and critique of key works of secondary literature on the texts.
8. Students are able to offer articulate contributions to classroom discussion.

Course Outline:

Week 1 Introduction. Lives of Catullus and Horace. The Greek lyric tradition.

Week 2 Catullus (I)

Cat. 1-4, 7-8, 10-11, 31, 47-49

Week 3 Catullus (II)

Cat. 69-76, 83-92.

Week 4 Horace (I)
Carm. 1.1-3, 10-13, 37

Week 5 Horace (II)
Carm. 2.1, 3, 10, 14, 19, 20

Week 6 Horace (III)
Carm. 3.8, 18, 23, 25, 26

Week 7 Horace (IV)
Carm. 4.1-4

Week 8 Midterm

Week 9 Themes: Time and Place
Cat. 5, 9, 46, 51, 58; Hor. *Carm.* 1.4, 9, 14, 22, 25, 36, 3.29, 4.7,

Week 10 Themes: Speech and Silence
Cat. 1, 6, 27, 30, 31, 50; Hor. *Carm.* 1.6, 18, 27, 32, 38, 3.30

Week 11 Themes: Helen of Troy
Cat. 36, 42, 51; Hor. *Carm.* 1.15-17, 2.16

Week 12 Themes: Genres and a Dialogue
Cat. 34, 45; Hor. *Carm.* 1.21, 2.8, 26, 3.9, 13, 21-23, *Carmen Saeculare*

Week 13 Themes: The Symposium
Cat. 13, 27, 50; Hor. *Ep.* 13, *Carm.* 1.20, 27, 37, 2.7

Week 14 Themes: Death and Mourning
Cat. 65, 101; Hor. *Carm.* 1.24, 2.9, 4.7, 12

Week 15 Themes: Being Roman
Cat. 54, 93, 113-114; Hor. *Carm.* 3.1-6

Method of Evaluation:

20% - Midterm There will be a midterm featuring passages that are to be translated and provided with grammatical, rhetorical, or thematic commentary.

30% - Final There will be a final exam featuring passages that are to be translated and provided with grammatical, rhetorical, or thematic commentary, as well as a short essay question.

20% - Homework Every other week students will submit written translations of select poems.

20% - Class Participation Evaluated on the basis of attendance and preparation for in-class translation and discussion.

10% - Formal Class Presentation Students will offer a 15-minute in-class presentation on a poem selected in consultation with the instructor.

Method of Assessment:

The *Midterm* will primarily allow for assessment of O1 (= Outcome 1, see above), and through the section of commentary will also demonstrate that O2-4.

The *Final* will primarily allow for assessment of O1, through the section of commentary will also demonstrate that O2-4, and through the essay question will show O5 and O7.

Homework will allow for assessment of O1, 2, and 6.

Class Participation, will allow for assessment of O 1-4, 6, and 8.

The *Formal Class Presentation* will allow for assessment of O5, 7, and 8.

Bibliography:

Primary texts:

The Student's Catullus, 2nd edition, ed. Daniel H. Garrison. Oklahoma University Press, 2000.

Horace Odes and Epodes: A New Annotated Latin Edition, ed. Daniel H. Garrison. Oklahoma University Press, 1998.

Miller, Andrew W. *Greek Lyric: An Anthology*. Hackett Publishing, 1996.

Secondary texts and background reading:

Allen and Greenough. 2001. *New Latin Grammar*, ed. by A. Mahoney. Focus.

Fordyce, C. J., ed. 1961. *Catullus: A Commentary*. Oxford.

Fraenkel, E. 1957. *Horace*. Oxford.

Janan, M. 1994. "When the Lamp is Shattered": *Desire and Narrative in Catullus*. Carbondale, IL.

Johnson, W. R. 1982. *The Idea of Lyric. Lyric Modes in Ancient and Modern Poetry*. Berkeley.

Lyne, R. O. A. M. 1995. *Horace: Behind the Public Poetry*. New Haven.

Nisbet, R. G. M., and M. Hubbard. 1970. *Horace Odes Book I*. Oxford.

----- 1978. *Horace Odes Book II*. Oxford.

Putnam, Michael C. J. 2006. *Poetic Interplay. Catullus and Horace*. Princeton.

SECTION A-IV: NEW COURSE
Department of Classics
Latin

Date of Departmental Approval: 17 May 2007

Effective Date: Fall 2008

43 Cicero

3 hours, 3 credits

Bulletin Description:

Close reading of select portions of the Ciceronian corpus. Exploration of his different genres, particularly the relationship of style and content. Texts considered in light of their socio-political context.

Prerequisites: Latin 12 or Latin 1.9 or permission of the chairperson.

Frequency of Offering: Once every other year.

Projected enrollment: 10 students per year.

Clearances: None

Rationale: This course allows students to develop their Latin language skills, while simultaneously gaining an understanding of one of the most influential Roman writers. Cicero defined for later generations the conventions of Latin rhetoric, served as the inspiration of elite epistolary culture, and produced numerous innovative philosophic prose works. Students will be encouraged to consider how Cicero adapts his style and presentation not only for different subject matter, but even when presenting the same subject matter to different audiences. They will also learn what socio-political developments in the Late Republic fostered Cicero's contributions to Latin literature. The extended and varied prose of Cicero also presents rich material to teach students different reading skills, from formal translation with rigorous grammatical analysis to techniques for efficient reading for comprehension.

Department Goals Addressed by Course: This course addresses three of the Department's goals for students. It will help students achieve mastery of the fundamental morphology, syntax and vocabulary of Latin, while also giving them simultaneously a deep familiarity with a single Roman author and a broad exposure to different genres. At the same time course covers the literary, social, historical, material and performance contexts in which these texts were produced and circulated. Through learning a complex, highly inflected language, the course will increase the students' ability to use language in general with analytical rigor and clarity, as well as the ability to describe historical developments in language

Objectives:

1. Students will be able to render the text into clear English prose without the assistance of a dictionary or other aids.
2. Students will be able to provide an analysis of the syntax of complex sentences.
3. Students will be able to identify figures of thought and speech and other rhetorical devices.
4. Students will be able to articulate the implicit or explicit themes of the text.
5. Students will be able to describe how the text is informed by its social and historical context.
6. Students will be able to make effective use of lexica, commentaries, and other appropriate aids.
7. Students will be able to offer articulate contributions to classroom discussion.

Outcomes:

1. Students render the text into clear English prose without the assistance of a dictionary or other aids.
2. Students provide an analysis of the syntax of complex sentences.
3. Students identify figures of thought and speech and other rhetorical devices.
4. Students articulate the implicit or explicit themes of the text.
5. Students describe how the text is informed by its social and historical context.
6. Students make effective use of lexica, commentaries, and other appropriate aids.
7. Students offer articulate contributions to classroom discussion.

Course Outline:

Week 1 – Overview of Cicero’s career and earlier manifestations of the genres

Unit 1 – Persuasive Speech

Weeks 2 & 3 – In the Courts: *First Verrine*

How is the senatorial audience addressed?

What is invective?

How does this exemplify the work of a young orator?

Weeks 4 & 5 – Before the People: *On Pompey’s Command*

What themes are similar between this and the *Verrines*?

How has the audience and setting changed?

To what extent is fear or other emotions invoked?

Unit 2 – Writing to Friends and Family

Weeks 6 through 9 – *Select Letters* (edited by D. R. Shackleton Bailey)

How can we understand the difference between private and public communication?

Do the letters from Cilicia compare thematically to the speeches?

What is rhetorical about the epistolary style?

How is strong emotion communicated, particularly in the exile letters?

What conventions are evident in letters of recommendation?

Unit 3 – Reflections

Weeks 10 & 11 – *On Friendship*

Why use a historical setting?

What is the function of dialogue in historical work?

Week 12 & 13 – *On Duty*

How is the time of composition significant?

What audience is being addressed?

Week 14 – Student Presentations and Review

Method of Evaluation:

25% - Course Notebook: Students will be expected to submit their course notebooks; these will consist of their cumulative vocabulary lists, line commentaries and questions on individual passages, as well as other homework assignments.

40% - Unit Tests: There will be a unit tests for the first two units (20% each) featuring passages that are to be translated and provided with grammatical, rhetorical, or thematic commentary.

25% - Final: There will be a final exam featuring passages from the final unit that are to be translated and provided with grammatical, rhetorical, or thematic commentary. There will also be an essay question requiring students to draw on their knowledge of all three units.

10% - Class Participation and Final Presentation: This includes attendance as well as evaluation of preparation for in-class translation and discussion. In the last week, students will be asked to select a short passage to be ‘taught’ to the class.

Method of Assessment:

The *Course Notebook* will primarily allow for assessment of O6) (= Outcome 6 above), and secondarily for O2 and O3.

The *Unit Tests* will primarily allow for assessment of O1, and secondarily for O2-5.

The *Final* will allow for assessment of O1-3, but will particularly focus on O4-5.

Class Participation and *the Final Presentation* will primarily allow for assessment of O7, and secondarily for O2-5.

Bibliography

Possible Texts

Excerpts from:

Cicero's *First Verrine*

On Pompey's Command

Select Letters (edited by D. R. Shackleton Bailey)

On Duties

On Friendship

Background Reading

Brunt, P.A., *Fall of the Roman Republic* (Oxford, 1988), 370-7.

Dorey, T.A., 'Honesty in Roman Politics', in T.A. Dorey (ed.), *Cicero* (London, 1964).

Everitt, Anthony. *Cicero: The Life and Times of Rome's Greatest Politician*. New York: Random House, 2002.

Fantham, E., 'Early Training of the Roman Orator: Principles and Practice', *Paideia* lv (2000), 197-215

Fuhrmann, Manfred. *Cicero and the Roman Republic*. Trans. W. E. Yuill. Oxford: Blackwell, 1992.

Griffin, M., 'The Intellectual Developments of the Ciceronian Age', *CAH IX*² (Cambridge, 1994), ch. 18

--- 'Philosophy, Politics and Politicians', in M.T. Griffin & J. Barnes (edd.), *Philosophia Togata I* (Oxford, 1989), 16-18

Hutchinson, G.O., *Cicero's Correspondence: A Literary Study*. (Oxford, 1998).

Kennedy, G., *The Art of Persuasion in the Roman World* ch. 3

Kirby, John T. "Ciceronian Rhetoric: Theory and Practice." *Roman Eloquence: Rhetoric in Society and Literature*. London: Routledge, 1997.

MacKendrick, Paul. *The Speeches of Cicero: Context, Law, and Rhetoric*. London: Duckworth, 1995.

Meador, Prentice A. "Rhetoric and Humanism in Cicero." *Philosophy & Rhetoric* 3 (1970): 1-12.

Nisbet, R.G.M., 'The Speeches' in T.A. Dorey (ed.), *Cicero* (London, 1964)

Rawson, E., *Cicero. A portrait*. (1975).

Shackleton Baily, D. R., *Commentaries on Cicero's Letters* (Cambridge, 1965 -).

Steel, C., *Cicero, Rhetoric, and Empire* (Oxford, 2001).

Vasaly, Ann. *Representations: Images of the World in Ciceronian Oratory*. Berkeley: U of California P, 1993.

Wood, Neal. *Cicero's Social and Political Thought*. Berkeley, CA: U of California P, 1988.

SECTION A-IV: NEW COURSE
Department of Classics
Latin

Date of Departmental Approval 9 October 2007

Effective date for the course becoming part of the curriculum Fall 2008

44 Latin Elegy

3 hours, 3 credits

Bulletin Description Survey of the major Latin love elegists, including Catullus, Propertius, Tibullus, and Ovid. Particular attention will be paid to themes of love and war, the structure of the Roman poetry book, the elegists' subjective style, and the development of the genre from its origins in Catullus to its codification by Ovid.

Prerequisites: Latin 12 or Latin 1.9 or permission of the chairperson.

Frequency of Offering: 1 every other year

Projected enrollment: 10 students per year

Clearances: None

Rationale: Roman elegy had a distinguished history and represents one of the most important developments in the representation of love in western literature. This course studies the major poets, focusing on their erotic poetry, but also giving attention to erudite poems written on a variety of topics. The course follows a roughly chronological scheme beginning with elegies written in the late Republic and continuing into the Age of Augustus.

Department Goals Addressed by the Course: This course addresses three of the Department's goals for students. It will help students achieve mastery of the fundamental morphology, syntax and vocabulary of Latin, while also giving them a simultaneously broad and deep familiarity with a specific Roman genre, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated. Through learning a complex, highly inflected language, the course will increase the students' ability to use language in general with analytical rigor and clarity, as well as the ability to describe historical developments in language.

Objectives of Course:

1. Students will be able to render the texts into clear English prose without the assistance of a dictionary or other aids.

2. Students will be able to provide an analysis of the syntax of complex sentences.
3. Students will be able to identify figures of thought and speech and other rhetorical and poetic devices.
4. Students will be able to articulate the implicit or explicit themes of the texts.
5. Students will be able to describe how the texts are informed by its social and historical context.
6. Students will be able to make effective use of lexica, commentaries, and other appropriate aids.
7. Students will be able to provide summary and critique of key works of secondary literature on the text.
8. Students will be able to offer articulate contributions to classroom discussion.

Outcomes Anticipated for Course:

1. Students are able to render the texts into clear English prose without the assistance of a dictionary or other aids.
2. Students are able to provide an analysis of the syntax of complex sentences.
3. Students are able to identify figures of thought and speech and other rhetorical and poetic devices.
4. Students are able to articulate the implicit or explicit themes of the texts.
5. Students are able to describe how the texts are informed by its social and historical context.
6. Students are able to make effective use of lexica, commentaries, and other appropriate aids.
7. Students are able to provide summary and critique of key works of secondary literature on the texts.
8. Students are able to offer articulate contributions to classroom discussion.

Course Outline:

Week 1 Introduction. The elegiac meter. Greek elegy and epigram. Canon of Roman elegists.

Week 2 Theme: Roman origins of the genre
Assignment: Catullus 65, 67, 68

Week 3 Theme: The elegiac book (I). Propertius bk. 1
Assignment: Prop. 1.1, 1.3, 1.5, 1.6, 1.7, 1.9

Week 4 Theme: The elegiac book (II). Propertius bk. 1
Assignment: Prop. 1.10, 1.11, 1.12, 1.15

Week 5 Theme: The elegiac book (III). Propertius bk. 1
Assignment: Prop. 1.16, 1.17, 1.19, 1.20, 1.21, 1.22

Week 6 Theme: Openings.
Assignment: Prop. 2.1, 3.1, Tibullus 1.1

Week 7 Theme: Love and War
Assignment: Tib. 1.7, 1.10, 2.5, Prop. 2.7, 3.4, 3.5

Week 8 Midterm

Week 9 Theme: The Knight Gallus
Assignment: Vergil *Ecl.* 10; Gallus fragment (read Anderson, Parsons, and Nisbet 1979)

Week 10 Theme: The elegiac book (IV). Tibullus bk. 1
Assignment: Tib. 1.4, 1.5, 1.6, 1.8, 1.9

Week 11 Theme: Mimetic poems.
Assignment: Prop. 4.6, Tib. 2.1

Week 12 Theme: Sulpicia
Assignment: [Tib.] 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18 (read Santirocco (1979) and Parker (1994))

Week 13 Theme: Voices from the grave.
Assignment: Prop. 4.7, 4.11

Week 14 Theme: Early Rome
Assignment: Prop. 4.1a, 4.4, 4.9, Tib. 2.5

Week 15 Theme: Parody and Instruction
Assignment: Ovid, *Ars Amatoria*, bks. 1-3 (English)

Method of Evaluation:

20% - Midterm There will be a midterm featuring passages that are to be translated and provided with grammatical, rhetorical, or thematic commentary.

30% - Final There will be a final exam featuring passages that are to be translated and provided with grammatical, rhetorical, or thematic commentary, as well as a short essay question.

20% - Homework Every other week students will submit written translations of select poems.

20% - Class Participation Evaluated on the basis of attendance and preparation for in-class translation and discussion.

10% - Formal Class Presentation Students will offer a 15-minute in-class presentation on a poem selected in consultation with the instructor.

Method of Assessment:

The *Midterm* will primarily allow for assessment of O1 (= Outcome 1, see above), and through the section of commentary will also demonstrate that O2-4.

The *Final* will primarily allow for assessment of O1, through the section of commentary will also demonstrate that O2-4, and through the essay question will show O5 and O7.

Homework will allow for assessment of O1, 2, and 6.

Class Participation, will allow for assessment of O 1-4, 6, and 8.

The *Formal Class Presentation* will allow for assessment of O5, 7, and 8.

Bibliography:

- Day, A. A. *The Origins of Latin Love Elegy*. 1938.
 Kennedy, D. F. *The Arts of Love*. 1993.
 Lyne, R. O. A. M. *The Latin Love Poets*. 1980.
 Ross, D. O. *Backgrounds to Augustan Poetry*. 1975.
 West, Martin L. "Elegy." In *Studies in Greek Elegy and Iambus*, 1-21. 1974.
 Platnauer, Maurice. *Latin Elegiac Verse*. Cambridge. 1951.
 CATULLUS.
 Fordyce, C. J. *Catullus. A Commentary*. 1965.
 Merrill, E. T. *Catullus*. 1965.
 Quinn, Kenneth. *The Catullan Revolution*. 1969.
 PROPERTIUS.
 Butler, H. E. and E. A. Barber. *The Elegies of Propertius. Edited with an introduction and commentary*. 1933.
 Richardson, L. *Propertius. Elegies I-IV*. 1977.
 TIBULLUS.
 Murgatroyd, Paul. *Tibullus I. A Commentary on the First Book of the Elegies of Albius Tibullus*. 1980.
 Murgatroyd, Paul. *Tibullus. Elegies II*. 1994.
 Putnam, Michael C. J. *Tibullus. A Commentary*. 1973.
 SULPICIA.
 Parker, Holt N. "Sulpicia, the Auctor de Sulpicia, and the Authorship of 3.9 and 3.11 of the Corpus Tibullianum." *Helios* 21 (1994) 39-62.
 Santirocco, Matthew S. "Sulpicia Reconsidered." *CJ* 74 (1979) 229-239.
 OVID.
 Kenney, E. J. *Amores ; Medicamina faciei femineae ; Ars amatoria ; Remedia amoris*. 1961. 2d ed. 1994.
 GALLUS.
 Anderson, R. D., P. J. Parsons, and R. G. M. Nisbet. "Elegiacs of Gallus from Qasr Ibrim." *JRS* 69 (1979) 125-155.

SECTION A-IV: NEW COURSE
Department of Classics
Latin

Date of Departmental Approval: 17 May 2007

Effective Date: Fall 2008

45 Latin Historians

3 hours, 3 credits

Bulletin Description:

Close readings of Latin historical authors, including, but not necessarily limited, to Sallust, Caesar, Livy, and Tacitus. Concentration on conventions of the genre as a whole and the features the sub-genres of the historical monograph, commentaries, and annalistic history.

Prerequisites: Latin 12 or Latin 1.9 or permission of the chairperson.

Frequency of Offering: Once every other year.

Projected enrollment: 10 students per year.

Clearances: None

Rationale: This course allows students to develop their Latin language skills, while simultaneously gaining an understanding of the genre of history from both a literary and historical perspective. Students will be encouraged to consider how style and presentation are relevant when considering the value of a text as historical evidence. They will also learn what developments to the genre are distinctively Roman and how these features continue to permeate our understanding of history writing. The extended prose of the historical genre also presents rich material to teach students different reading skills, from formal translation with rigorous grammatical analysis to techniques for efficient reading for comprehension.

Department Goals Addressed by Course: This course addresses three of the Department's goals for students. It will help students achieve mastery of the fundamental morphology, syntax and vocabulary of Latin, while also giving them a simultaneously broad and deep familiarity with a specific Roman genre, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated. Through learning a complex, highly inflected language, the course will increase the students' ability to use language in general with analytical rigor and clarity, as well as the ability to describe historical developments in language

Objectives of Course:

1. Students will be able to render the text into clear English prose without the assistance of a dictionary or other aids.
2. Students will be able to provide an analysis of the syntax of complex sentences.
3. Students will be able to identify figures of thought and speech and other rhetorical devices.
4. Students will be able to articulate the implicit or explicit themes of the text.
5. Students will be able to describe how the text is informed by its social and historical context.
6. Students will be able to make effective use of lexica, commentaries, and other appropriate aids.
7. Students will be able to offer articulate contributions to classroom discussion.

Outcomes Anticipated for Course:

1. Students render the text into clear English prose without the assistance of a dictionary or other aids.
2. Students provide an analysis of the syntax of complex sentences.
3. Students identify figures of thought and speech and other rhetorical devices.
4. Students articulate the implicit or explicit themes of the text.
5. Students describe how the text is informed by its social and historical context.
6. Students make effective use of lexica, commentaries, and other appropriate aids.
7. Students offer articulate contributions to classroom discussion.

Course Outline:

Week 1 – Overview of the Authors and Background on Greek Historiography

Unit 1 – How to Get Started: Conventions of the Prologue

Week 2 – Opening of Sallust's *Jugurthine War* and *Catilinarian Conspiracy*

Week 3 – Opening of Caesar's *Gallic War* and *Civil War*

Week 4 – Prologue of Livy's *History*

Week 5 – Opening of Tacitus' *Annals*

Unit 2 – Speeches in History: Rhetoric and Characterization

Week 6 – Caesar and Cato debate in the *Catilinarian Conspiracy*

Week 7 – The indirect discourse of Caesar's *Commentaries*

Week 8 – Livy's speeches before the battle at Zama

Week 9 – Claudius' speech on the admission of Gauls to the Senate,
Tacitus and the Epigraphic Evidence

Unit 3 – Action! Narrative Styles

Week 10 – The surrender of Jugurtha (Sallust)

Week 11 – Caesar routes Ariovistus (Caesar)

Week 12 – Hannibal crossing the Alps (Livy)

Week 13 – Rome burns (Tacitus)

Week 14 – Student Presentations and Review

Method of Evaluation:

25% - Course Notebook: Students will be expected to submit their course notebooks; these will consist of their cumulative vocabulary lists, line commentaries and questions on individual passages, as well as other homework assignments.

40% - Unit Tests: There will be a unit tests for the first two units (20% each) featuring passages that are to be translated and provided with grammatical, rhetorical, or thematic commentary.

25% - Final: There will be a final exam featuring passages from the final unit that are to be translated and provided with grammatical, rhetorical, or thematic commentary. There will also be an essay question requiring students to draw on their knowledge of all three units.

10% - Class Participation and Final Presentation: This includes attendance as well as evaluation of preparation for in-class translation and discussion. In the last week, students will be asked to select a short passage to be ‘taught’ to the class.

Method of Assessment:

The *Course Notebook* will primarily allow for assessment of O6) (= Outcome 6 above), and secondarily for O2 and O3.

The *Unit Tests* will primarily allow for assessment of O1, and secondarily for O2-5.

The *Final* will allow for assessment of O1-3, but will particularly focus on O4-5.

Class Participation and the *Final Presentation* will primarily allow for assessment of O7, and secondarily for O2-5.

Bibliography

Possible Texts

Sallust's *Jugurthine War* and *Catilinarian Conspiracy*

Caesar's *Gallic War* and *Civil War*

Livy's *History*

Tacitus' *Annals*

Background Reading

- Briscoe, J. *A Commentary on Livy Books XXXI-XXXIII* (Oxford, 1973).
- Briscoe, J., *A Commentary on Livy Books XXXIV-XXXVII* (Oxford, 1981).
- Chaplin, Jane D., *Livy's Exemplary History*. Oxford / 2000
- Classen, C.J. "Tacitus - Historian between Republic and Principate." *Mnemosyne* ser. 4, 41 (1988) 93-116.
- Cleary, Vincent. 1985. "Caesar's *Commentarii*: Writings in Search of a Genre." *CJ* 80:345-50.
- Develin, R. "Tacitus and the Techniques of Insidious Suggestion." *Antichthon* 17 (1983) 64-95.
- Dorey, T. A. (ed), *Latin Historians* (1966).
- Dorey, T.A. (ed.), *Livy* (London, 1971, a collection of essays).
- Dorey, T.A., ed. *Tacitus*. London 1969.
- Feldherr, Andrew. *Spectacle and Society in Livy's History* (Berkeley, 1998).
- Forsythe, Gary. *Livy and Early Rome: A Study in Historical Method and Judgement*. Stuttgart: Steiner, 1999.
- Ginsburg, J. *Tradition and theme in the Annals of Tacitus*. Salem, New Hampshire 1984.
- Goodyear, F.R.D. *Tacitus*. Greece and Rome Surveys 4. Oxford 1970
- _____. "Tacitus." In *The Cambridge History of Classical Literature II. Latin Literature*, E.J. Kenney and W.V. Clausen, ed., 642-55. Cambridge 1982.
- Jaeger, Mary, *Livy's Written Rome* (Ann Arbor, 1997).
- Kraus, C. S. and A.J. Woodman. *Latin Historians*. New surveys in the classics, no. 27. (1997).
- Kraus, C.S., *Livy: Ab urbe condita VI*. (Cambridge, Eng., 1994)
- Luce, T.J. and A.J. Woodman, edd. *Tacitus and the Tacitean Tradition*. Princeton 1993.
- Martin, R.H. *Tacitus*. Berkeley and Los Angeles 1981.
- Mellor, R. *Tacitus*. Routledge 1993.
- Mellor, R., *The Roman historians* (2002).
- Miller, N. P., 'Dramatic Speech in Roman Historians', *G&R* 22 (1975), 45-57.
- Oakley, S. P., *A Commentary on Livy, Books VI-X*. (Oxford, Eng, 1997-)
- Ogilvie, R. M., *A Commentary on Livy Books 1-5* (Oxford, 1965; repr. with addenda, 1970).
- Paul, G.M., *Historical Commentary on the Jugurthine War* (1984) 1-6.
- Potter, D. S., *Literary texts and the Roman historian* (1999).
- Sacks, K. S., 'Rhetoric and Speeches in Hellenistic Historiography', *Athenaeum* 64 (1986), 383-95.
- Stevens, C. E. 1952. "The 'Bellum Gallicum' as a Work of Propaganda." *Latomus* 11:3-18, 165-79.
- Syme, R. *Tacitus*. 2 vols. Oxford 1956.
- Syme, R. *Sallust* (1962).
- Walbank, F. W., 'Speeches in Greek Historians', The Third J. L. Myres Memorial Lecture (1970).
- Walsh, P.G., *Livy, Book XXXVI-Book XL* (5 vols., Warminster, Eng., 1990-)
- Wiseman, T. P., 'Practice and Theory in Roman Historiography', in his *Roman Studies* (1987) 244-62.
- Woodman, A. J. 1988. *Rhetoric in Classical Historiography: Four Studies*. London: Croom Helm.

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Classics
Classics

Addition of corequisite

Date of departmental approval: 17 May 2007

From:

13 Social Themes: Ancient and Modern

3 hours; 3 credits

Analysis of representative ancient Greek texts (epic, history, philosophy, tragedy, comedy) to investigate four significant social themes: the family, cultural diversity, love, and the role of women. Analysis of texts organized on the collaborative model with small working groups along with traditional lecture and classroom discussion.

Prerequisite: Core Studies 1 or Core Curriculum 1.1 or permission of the chairperson.

To:

13 Social Themes: Ancient and Modern

3 hours; 3 credits

Analysis of representative ancient Greek texts (epic, history, philosophy, tragedy, comedy) to investigate four significant social themes: the family, cultural diversity, love, and the role of women. Analysis of texts organized on the collaborative model with small working groups along with traditional lecture and classroom discussion.

Prerequisite: Core Studies 1 or Core Curriculum 1.1 or permission of the chairperson.

Corequisite: Education 37.

Rationale: This specification of the corequisite reflects the existing situation: Classics 13 is designed for Education majors who must take the course together with Education 37.

SECTION A-V: CHANGE IN EXISTING COURSE**Department of Classics**

Changes in title, description, and prerequisites

Date of departmental approval: May 17, 2007

From:**~~32 Homer and Heroism: Epic Dimensions~~**

~~3 hours; 3 credits~~

~~The entire Iliad and Odyssey in translation. Heroic ideologies. Narrative and thematic structure. Oral vs. written communication.~~

~~Prerequisites: Core Studies 1 or Core Curriculum 1.1 or permission of the chairperson.~~

To:**32 Greek and Roman Epic**

3 hours; 3 credits

Development of epic poetry among the Greeks and Romans. Homer's *Iliad* and *Odyssey*, Apollonius' *Argonautica*, Vergil's *Aeneid*, Statius' *Thebaid*, Lucan's *Pharsalia*. Oral and written traditions. Narrative focus and intertextuality.

Prerequisites: English 1 or permission of the chairperson.

Rationale: Instead of studying two epic poems, the course will cover the Greco-Roman epic tradition. The *Iliad*, *Odyssey*, and *Aeneid* will be the central focus, along with selections from other Greek and Roman epic poems and briefer excerpts from the earliest non-Greek epic poetry and from modern works building on the ancient tradition.

This course will further a knowledge goal of the department by giving students a simultaneously broad and deep familiarity with the range of surviving Greek and Roman texts and genres, and of the literary, social, historical, material and performance contexts in which these texts were produced and circulated.

It will also help students to achieve two skills goals: the ability to build cogent and critically rigorous arguments regarding literary texts and cultural issues which respect the complexity and ambiguity frequently characterizing the material; and the ability to describe and analyze with intellectual rigor the relationship between ancient Greek and Roman and modern Western cultures, in terms of both differences and continuities.

SECTION A-V: CHANGE IN EXISTING COURSE**Department of Classics****Classics**

Changes in title, description, and prerequisites

Date of departmental approval: May 17, 2007

From:**16 Rome: City of Empire**

3 hours; 3 credits

~~The rise of Rome as the capital of an empire. Urban environment: housing, public buildings, monuments. Portrayals in literature of the Roman empire. Varied population of Rome: distinctions among the social classes, role of women, ethnic minorities (e.g. Greeks, Jews, Christians). Later transformation of the city and empire.~~

~~**Prerequisite:** Core Studies 1 or Core Curriculum 1.4 or permission of the chairperson.~~

To:**61.1 Julio-Claudian Rome: City of Empire**

3 hours; 3 credits

Establishment of a dynasty. Literary and historiographical reflections of empire. Changes in the urban environment and provincial landscape: housing, public buildings, monuments, boundaries, land use. Developments in the social hierarchy: slavery, class issues, role of women, ethnic and religious minorities. Emphasis on research methodologies.

Prerequisite: English 2 and at least sophomore standing; or permission of the chairperson.

Rationale: The proposed bulletin change reflects how the content of the course -- the types of material studied, the methodologies utilized, and the themes explored -- has not altered, but does introduce a tight chronological focus. This change will allow students to better differentiate when selecting courses between this course and others which address Roman antiquity. The department has also taken this opportunity to clarify the language of the bulletin description and reorder the wording.

The change in numbering reflects the department's reorganization of its major and aim to achieve greater transparency by assigning numbers between 60 and 69 to courses intended for more advanced students and emphasizing research methodologies. The change in prerequisite reflects the distinction between those electives which are intended for beginning students and those which are oriented toward the development of research skills and not intended for beginning students.

Clearances sought and obtained from the Department of History. See attached letters.

SECTION A-V: CHANGE IN EXISTING COURSE**Department of Classics****Greek (classical)**

Change in description and prerequisite

Date of departmental approval: May 17, 2007

From:**12 Plato**

3 hours; 3 credits

~~One dialogue and passages from others.~~ (Not open to students who have completed Greek 1.9.)*Prerequisite:* Greek 2.**To:****12 Intermediate Greek: Attic Prose**

3 hours; 3 credits.

Review of basic morphology and syntax. Readings from the speeches of Lysias, the dialogues of Plato, or the essays of Xenophon. (Not open to students who have completed Greek 1.9.)***Prerequisite:*** Greek 2 or permission of the chairperson.

Rationale: This change allows instructors more flexibility in choosing readings to develop students' grasp of the language in the third semester. The course will help to achieve two knowledge goals as described in the department's mission statement: mastery of the fundamental morphology, syntax and vocabulary of Ancient Greek; and the ability to describe and analyze the influence that the Greek language has exerted on English. It will also help with one skills goal: through learning a complex, highly inflected language, the ability to use language in general with analytical rigor and clarity, as well as the ability to describe historical developments in language.

SECTION A-V: CHANGE IN EXISTING COURSE**Department of Classics**

Change in description and prerequisite

Date of departmental approval: 9 October 2007

Greek (classical)**From:****38 Studies in Greek**

3 hours; 3 credits

Studies in a genre, period, or author not covered by the regular course offerings.

Prerequisite: Greek 14.**To:****38 Studies in Greek**

3 hours; 3 credits

Studies in a genre, period, or author not covered by the regular course offerings. Students may take this course for credit twicetimes but may not repeat topics.*Prerequisite:* Greek 1.9 or 14 or permission of the chairperson.**Latin****From:****38 Studies in Latin**

3 hours; 3 credits

Studies in a genre, period, or author not covered by the regular course offerings.

Prerequisite: Latin 1.9 or 12.**To:****38 Studies in Latin**

3 hours; 3 credits

Studies in a genre, period, or author not covered by the regular course offerings. Students may take this course for credit twicetimes but may not repeat topics.*Prerequisite:* Latin 1.9 or 12 or permission of the chairperson.**Rationale:** These changes will allow students to experience a greater diversity of topics and also allow students participating in the summer language institutes to continue their studies.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Classics
Classics

Changes in number, description and prerequisite

Date of departmental approval: 17 May 2007

From:**~~14 Gender and Sexuality in Ancient Greece and Rome~~**

~~3 hours; 3 credits~~

~~An exploration into the ways in which individual sexual experience was categorized and evaluated by society in the ancient world, with special attention to questions of gender role, sexual orientation, and the intersection of the personal and the political. Evidence from such literary and nonliterary sources as lyric poetry, epigram, drama, oratory, history, philosophy, epigraphy, and the visual arts.~~

~~*Prerequisite:* ~~Core Studies 1 or Core Curriculum 1.1 or permission of the chairperson.~~~~

To:**62.3 Gender and Sexuality in Ancient Greece and Rome**

3 hours; 3 credits

An exploration into the ways in which individual sexual experience was categorized and evaluated by society in the ancient world, with special attention to questions of gender role, sexual orientation, and the intersection of the personal and the political. Evidence from such literary and nonliterary sources as lyric poetry, epigram, drama, oratory, history, philosophy, epigraphy, and the visual arts. Emphasis on research methodologies. (Not open to students who have completed Classics 14.)

Prerequisite: English 2 and at least sophomore standing; or permission of the chairperson.

From:**15 Greek and Roman Mythology**

3 hours; 3 credits

Classical myths and modern theories of mythology. Readings in English translation from the ancient sources. This course is the same as Studies in Religion 16

Prerequisite: ~~Core Studies 1 or Core Curriculum 1.1.~~

To:**15 Greek and Roman Mythology**

3 hours; 3 credits

Classical myths and modern theories of mythology. Readings in English translation from the ancient sources. This course is the same as Studies in Religion 16

Prerequisite: English 1 or permission of the chairperson.

From:**47 Delphi and Apollo: The Oracle and the Site**

3 hours; 3 credits

The religious, historical, and social significance of Apollo's shrine at Delphi. Literary and archaeological evidence. Athletic festivals held on the site.

Prerequisite: ~~Core Studies 1 or Core Curriculum 1.1.~~

To:**60.3 Delphi and Apollo: The Oracle and the Site**

3 hours; 3 credits

The religious, historical, and social significance of Apollo's shrine at Delphi. Literary and archaeological evidence. Athletic festivals held on the site. Emphasis on research methodologies. (Not open to students who have completed Classics 17.)

Prerequisite: English 2 and at least sophomore standing; or permission of the chairperson.

From:**48 Democracy and Imperialism: Athens in the Fifth Century BC**

3 hours; 3 credits

The development of Athenian ideas about democracy and empire in the fifth century through a study of the literature of the period.

Prerequisite: ~~Core Studies 1 or Core Curriculum 1.1~~ or permission of the chairperson.

To:**60.1 Democracy and Imperialism: Athens in the Fifth Century BC**

3 hours; 3 credits

The development of Athenian ideas about democracy and empire in the fifth century through a study of the literature of the period. Emphasis on research methodologies. (Not open to students who have completed Classics 18.)

Prerequisite: English 2 and at least sophomore standing; or permission of the chairperson.

From:**22W Greek Athletics**

3 hours; 3 credits

An investigation of ancient Greek athletics as a cultural phenomenon with special attention to the nature of the various athletic events and the social context in which these competitions took place. Analysis of representative ancient Greek (and some Roman) texts (epic, history, philosophy, tragedy, comedy, medical writings, epigraphy) and relevant iconographical evidence. Comparison with modern athletics. ~~Writing-intensive course.~~

~~Prerequisite: Core Studies 1 or Core Curriculum 1.1, and English 2;~~ or permission of the chairperson.

To:**22 Greek Athletics**

3 hours; 3 credits

An investigation of ancient Greek athletics as a cultural phenomenon with special attention to the nature of the various athletic events and the social context in which these competitions took place. Analysis of representative ancient Greek (and some Roman) texts (epic, history, philosophy, tragedy, comedy, medical writings, epigraphy) and relevant iconographical evidence. Comparison with modern athletics.

Prerequisite: English 1 or permission of the chairperson.

From:**28 Science and Technology in Classical Antiquity**

3 hours; 3 credits

Science and technological progress of classical antiquity. Place of science and technology in ancient society.

~~Prerequisite: Core Studies 1 or Core Curriculum 1.1~~ or permission of the chairperson.

To:**28 Science and Technology in Classical Antiquity**

3 hours; 3 credits

Science and technological progress of classical antiquity. Place of science and technology in ancient society.

Prerequisite: English 1 or permission of the chairperson.

From:**30 Environmental Ideologies and Their Classical Roots**

3 hours; 3 credits

Basic ideas about human nature and human activity that are rooted in the ancient Mediterranean ecosystem (Egypt, Greece, Italy) and still shape attitudes towards the environment, with special attention to such ideas as "nature, chaos, wildness, scarcity" and their contraries "culture, cosmos, tameness, fullness". Evidence from epic, historical, philosophical, and scientific writers.

Prerequisite: ~~Core Studies 1 or Core Curriculum 1.1~~ or permission of the chairperson.

To:**30 Environmental Ideologies and Their Classical Roots**

3 hours; 3 credits

Basic ideas about human nature and human activity that are rooted in the ancient Mediterranean ecosystem (Egypt, Greece, Italy) and still shape attitudes towards the environment, with special attention to such ideas as "nature, chaos, wildness, scarcity" and their contraries "culture, cosmos, tameness, fullness". Evidence from epic, historical, philosophical, and scientific writers.

Prerequisite: English 1 or permission of the chairperson.

From:**31 Reading Tragedy**

3 hours; 3 credits

Development of Greek tragedy. Different perspectives of Aeschylus, Sophocles, Euripides. Criticism of tragedy by Aristophanes, Plato, Aristotle. Roman drama of Seneca. Reading in the works of modern critics.

Prerequisite: ~~Core Studies 1 or Core Curriculum 1.1~~ or permission of the chairperson.

To:**31 Reading Tragedy**

3 hours; 3 credits

Development of Greek tragedy. Different perspectives of Aeschylus, Sophocles, Euripides. Criticism of tragedy by Aristophanes, Plato, Aristotle. Roman drama of Seneca. Reading in the works of modern critics.

Prerequisite: English 1 or permission of the chairperson.

From:

35 Moral Choices in Classical Literature

3 hours; 3 credits

Moral problems as they were understood by the ancient Greeks and Romans. Topics include friendship, personal ambition, and social responsibility.

Prerequisite: ~~Core Studies 1 or Core Curriculum 1.1~~ or permission of the chairperson.

To:

35 Moral Choices in Classical Literature

3 hours; 3 credits

Moral problems as they were understood by the ancient Greeks and Romans. Topics include friendship, personal ambition, and social responsibility.

Prerequisite: English 1 or permission of the chairperson.

From:

37 Pagans, Christians, and Jews

3 hours; 3 credits

Religious conflict in the Roman Empire. The relation of Judaism and Christianity to their pagan environment.

Prerequisite: ~~Core Studies 1 or Core Curriculum 1.1~~ or permission of the chairperson.

To:

61.2 Pagans, Christians, and Jews

3 hours; 3 credits

Religious conflict in the Roman Empire. The relation of Judaism and Christianity to their pagan environment. Emphasis on research methodologies. This course is the same as History 30.21. (Not open to students who have completed Classics 37.)

Prerequisite: English 2 and at least sophomore standing; or permission of the chairperson.

From:**38 Special Topics**

3 hours; 3 credits each term

Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take Classics 38 for credit twice but may not repeat topics.

Prerequisite: ~~Core Studies 1 or Core Curriculum 1.1~~ or permission of the chairperson.

To:**38 Special Topics**

3 hours; 3 credits each term

Topics vary from term to term. Course description may be obtained in the department office before registration. Students may take Classics 38 for credit twice but may not repeat topics.

Prerequisite: English 1 or permission of the chairperson.

From:**39 The Comic Tradition in Greece and Rome**

3 hours; 3 credits

The development of the comic tradition in Greece and Rome. Invective, the Old Comedy of Aristophanes, the New Comedy of Menander, Roman adaptations of Greek New Comedy by Plautus and Terence, satire, the novel, and the arts.

Prerequisite: ~~Core Studies 1 or Core Curriculum 1.1~~ or permission of the chairperson.

To:**39 The Comic Tradition in Greece and Rome**

3 hours; 3 credits

The development of the comic tradition in Greece and Rome. Invective, the Old Comedy of Aristophanes, the New Comedy of Menander, Roman adaptations of Greek New Comedy by Plautus and Terence, satire, the novel, and the arts.

Prerequisite: English 1 or permission of the chairperson.

From:**42 Exile and Return in Classical and Caribbean Epic**

3 hours; 3 credits

Narratives of exile and the struggle to get home in the Bible, Homer's *Odyssey*, and Virgil's *Aeneid*, with special emphasis on Derek Walcott's *Omeros*, along with other Caribbean writings.

Prerequisite: ~~Core Studies 1 or Core Curriculum 1.1~~ or permission of the chairperson.

To:**42 Exile and Return in Classical and Caribbean Epic**

3 hours; 3 credits

Narratives of exile and the struggle to get home in the Bible, Homer's *Odyssey*, and Virgil's *Aeneid*, with special emphasis on Derek Walcott's *Omeros*, along with other Caribbean writings.

Prerequisite: English 1 or permission of the chairperson.

From:**44 Makings of Pastoral Myth**

3 hours; 3 credits

Pastoral, a powerful mode of mythic imagination, studied in its roots and transformations: plots and themes (herdsmen as lovers, rulers, and poets; kings as herdsmen and poets) originating in ancient Mediterranean cultures and still at work in imagination today. Return and change of basic mythemes to meet the challenges of new times and worlds. This course is the same as English 50.91 and Comparative Literature 18.5.

Prerequisite: ~~Core Studies 1 or Core Curriculum 1.1~~ or permission of the chairperson.

To:**44 Makings of Pastoral Myth**

3 hours; 3 credits

Pastoral, a powerful mode of mythic imagination, studied in its roots and transformations: plots and themes (herdsmen as lovers, rulers, and poets; kings as herdsmen and poets) originating in ancient Mediterranean cultures and still at work in imagination today. Return and change of basic mythemes to meet the challenges of new times and worlds. This course is the same as English 50.91 and Comparative Literature 18.5.

Prerequisite: English 1 or permission of the chairperson.

From:**84 Seminar**

Minimum of 9 hours conference and independent work; 3 credits

Study of an area of classical civilization. Independent research. ~~Course description may be obtained in the department office before registration. Essay or examination.~~

~~Prerequisite: six hours of Classics Department courses numbered 31 or above.~~

To:**84 Independent Research**

Minimum of 9 hours conference and independent work; 3 credits

Study of an area of classical civilization. Independent research leading up to a final paper. This course may be taken for credit twice but students may not repeat topics.

Prerequisite: English 2 and at least sophomore standing; or permission of the chairperson.

Rationale: The changes in numbering reflect the department's reorganization of its major and aim to achieve greater transparency by assigning numbers between 60 and 69 to courses intended for more advanced students and emphasizing research methodologies. The changes in *Prerequisite* reflect the distinction between those electives which are intended for beginning students and those which are oriented toward the development of research skills and not intended for beginning students. The description of Classics 37 has been updated to reflect an already existing cross-listing. In the case of Classics 22W, the removal of the specification "writing intensive" reflects the fact that the Classics major as a whole is to be designated as writing intensive.

Clearances sought **and obtained** from the Department of History for 37 Pagans, Christians, and Jews on account of the crosslisting. **See attached letters.**

SECTION A-VI: OTHER CHANGES**Department of Classics****Withdrawal of courses**

Date of department approval: 17 May 2007

Classics**~~15W Greek and Roman Mythology~~**

~~3 hours; 3 credits~~

~~Classical myths and modern theories of mythology. Readings in English translation from the ancient sources. Writing-intensive course.~~

~~Prerequisites: Core Studies 1 or Core Curriculum 1.1; English 2.~~

~~19.1 Humanism and Its Classical Origins~~

~~3 hours; 3 credits~~

~~Classics of Greece and Rome as viewed by humanists from the Middle Ages to the eighteenth century: poetry and philosophy, treatises, letters, histories. Fusion of humanists' awareness of the classics with a Christian world view, leading to the expression of themes and problems fundamental to the development of a modern consciousness. Studied through select figures of the humanist movement. This course is the same as History 21.6~~

~~Prerequisite: Core Studies 1 and 4; or permission of the department chairperson.~~

~~25 The Material Remains of Ancient Greece~~

~~3 hours; 3 credits~~

~~Physical remains of ancient Greek civilization. Classical architecture and artifacts. Survey of Greek archaeology. History of the Greek alphabet and readings in translation from ancient inscriptions and other primary documents. (Not open to students who have completed Classics 62.)~~

~~Prerequisite: Core studies 1.~~

~~33 Classical Reflections in Literature and the Arts~~

~~3 hours; 3 credits~~

~~Analysis of Greco-Roman ideas and motifs in literature and the arts through comparison of ancient sources and post-classical adaptations. There will be three supervised field trips to performances of plays, operas, or dance, and to museums in the New York area for which there may be modest fees. This course is the same as Comparative Literature 47.~~

~~Prerequisite: Core Studies 1 or permission of the chairperson~~

~~34 Roman Law~~

~~3 hours; 3 credits~~

~~Roman law from the law of the Twelve Tables to the Institutes of Justinian. Topics include sources and development of the law; criminal law; family law; property; contracts; delicts; succession; comparison of Roman law and common law; Latin legal terminology for the modern lawyer.~~

~~Prerequisite: Core Studies 1 or Core Curriculum 1.1 or permission of the chairperson.~~

~~85 Senior Research Essay~~~~3 hours; 3 credits~~~~Bibliographical resources for research using classical texts. Directed research and paper. (Not open to students who are enrolled in or have completed Greek 85 or Latin 85.)~~~~Prerequisite: six credits of Classics courses numbered 31 or above.~~**Greek****~~37 Prose Composition~~**~~3 hours; 3 credits~~~~Writing of Greek prose exercises, Review of Greek forms and syntax. (Not open to students who have completed Greek 25, 5 or 90.)~~~~Prerequisite: Greek 1.9 or 4 or 5.2 or 14~~**~~84 Seminar~~**~~Minimum of 9 hours conference and independent work§; 3 credits~~~~Study in an author, period, or genre. Independent research. Course description may be obtained in the department office before registration. Essay or examination.~~~~Prerequisite: six credits of advanced Greek.~~**~~85 Senior Research Essay~~**~~3 hours; 3 credits~~~~Bibliographical resources for research using Greek texts. Directed research and paper. (Not open to students who are enrolled in or have completed Classics 85 or Latin 85.)~~~~Prerequisite: six credits of Greek in courses numbered 31 or above.~~**Latin****~~1.5 Accelerated Elementary Latin I, II~~**~~6 hours; 6 credits~~~~Study of the fundamentals of the language in preparation for reading literary works and for linguistic studies. This course, which is team taught, is designed especially for students with proved linguistic skills and some background in the study of languages. Students who complete Latin 1.5 can enroll directly in Latin 11 the following term. (Not open to students who are enrolled in or have completed Latin 0.6, 0.7, 1.2, 1.9, 2, 2.1 or 5.2.)~~**~~31 Catullus and Cicero: Roman Society in the Late Republic~~**~~3 hours; 3 credits~~~~Two contrasting views of life and love among the upper classes at the end of the Roman republic. Love poems of Catullus and Cicero's speech in defense of M. Caelius Rufus. Analysis of authors' styles and rhetorical tradition.~~~~Prerequisite: Latin 1.9 or 12.~~

~~32 From Republic to Empire: Makers of Roman Myth~~~~3 hours; 3 credits~~~~Breakdown of Republican Rome. Search for new forms of order. Philosophical, poetic, and historical models for renewal. Readings from Catullus, Horace, Livy, Virgil, Propertius, and Augustus.~~~~Prerequisite: Latin 1.9 or 12.~~**~~37 Prose Composition~~**~~3 hours; 3 credits~~~~Writing of Latin prose exercises. Review of Latin forms and syntax.~~~~Prerequisite: Latin 1.9 or 12.~~**~~84 Seminar~~**~~Minimum of 9 hours conference and independent work; 3 credits~~~~Study in an author, period, or genre. Independent research. Course description may be obtained in the department office before registration. Essay or examination.~~~~Prerequisite: six credits of advanced Latin.~~**~~85 Senior Research Essay~~**~~3 hours; 3 credits~~~~Bibliographical resources for research using classical texts. Directed research and paper. (Not open to students who have taken or are enrolled in Greek 85 or Classics 85.)~~~~Prerequisite: six credits of classics courses numbered 31 and above.~~

Rationale: These courses are being withdrawn as part of the department's restructuring of its course offerings and major requirements. Classics 15W is being withdrawn because the department is in the process of designating the Classics major as writing intensive.

Clearance sought and obtained from the Department of Political Science with regard to Classics 34. See attached letters.