DEPARTMENT OF CLASSICS

Chair
- Mark Payne

Professors
- Clifford Ando
- Elizabeth Asmis
- Shadi Bartsch-Zimmer
- Alain Bresson
- Christopher A. Faraone
- Jonathan M. Hall
- Michèle Lowrie
- Mark Payne
- James M. Redfield
- Peter White

Associate Professors
- Michael I. Allen
- Helma J. Dik
- David G. Martinez
- Sofia Torallas-Tovar
- David L. Wray

Assistant Professors
- Sarah Nooter

Emeritus Faculty
- Walter R. Johnson
- D. Nicholas Rudall

Affiliated Faculty
- Agnes Callard, Philosophy
- Patrick (Patch) Crowley, Art History
- Michael Dietler, Anthropology
- Jas’ Elsner, Divinity School
- Elizabeth Gebhard, Director of Excavations, Isthmia
- Janet Johnson, Near Eastern Languages and Civilizations
- Walter Kaegi, History
- Gabriel Richardson Lear, Philosophy
- Bruce Lincoln, Divinity School
- Boris Maslov, Comparative Literature
- Glenn Most, Committee on Social Thought
• Brian Muhs, Near Eastern Languages and Civilizations
• Richard Neer, Art History
• Martha Nussbaum, Philosophy and Law
• Wendy Olmsted, Humanities
• Richard Payne, Near Eastern Languages and Civilizations
• Dennis Pardee, Near Eastern Languages and Civilizations
• James Redfield, Committee on Social Thought
• Kent Rigsby, Emeritus, Duke University
• Robert Ritner, Near Eastern Languages and Civilization
• Martha Roth, Near Eastern Languages and Civilizations
• David Schloen, Near Eastern Languages and Civilizations
• Laura Slatkin, Committee on Social Thought
• Jonathan Z. Smith, Humanities
• Jeffrey Stackert, Divinity School
• Justin Steinberg (http://rll.uchicago.edu/faculty/steinberg), Romance Languages and Literatures
• Matthew Stolper, Near Eastern Languages and Civilizations
• Christopher Woods, Near Eastern Languages and Civilization
• Theo van den Hout, Near Eastern Languages and Civilizations

The Department of Classics offers advanced study in the civilizations of the ancient Mediterranean, including literature and literary theory, history, philosophy, religion, science, art, and archaeology. The programs of the department lead to the Ph.D. degree and seek to prepare students for careers in teaching and research. They allow students to explore areas with which they are unfamiliar, as well as to strengthen their knowledge in those in which they have already developed a special interest.

The Classics faculty consists of active scholars, expert in one or more areas of classical studies. Apart from their influence through books and articles, the faculty has long been identified with the publication of Classical Philology, one of the leading journals devoted to classical antiquity. The diverse graduate student body at the University include students in a number of programs outside the Department of Classics who are also engaged in the study of the ancient world. The Oriental Institute, the Divinity School, the Committee on Social Thought, and the Departments of Art History, History, Linguistics, and Near Eastern Languages & Civilizations all have programs that focus on aspects of the classical period. The workshops supported by the Council for Advanced Studies, where graduate students, faculty, and visiting scholars present work in progress, are a further means of scholarly collaboration and training. The department currently sponsors workshops entitled Ancient Societies, Metaphor, Rhetoric and Poetics, and Ancient Philosophy, which involve participants from other areas as well.
RESEARCH AND LIBRARY RESOURCES

The library system of the University contains over six million volumes. Classics has been one of the strongest parts of this collection since its first formation in 1891, when the University purchased the entire stock of an antiquarian bookstore in Berlin that specialized in classical philology, archaeology, and science. Apart from current monographs, the library receives more than seven hundred serials devoted to ancient Greece and Rome and subscribes to the full range of electronic databases useful to ancient studies. May of these are available off-site to members of the university community via proxy server. Major editions of classical texts printed from the Renaissance through the eighteenth century are available in the Department of Special Collections, which also houses collections of Greek and Latin manuscripts and a large reference library devoted to paleography, manuscript catalogues, and facsimiles.

FELLOWSHIPS

Students admitted to doctoral study are typically awarded a five-year fellowship package that includes full tuition, academic year stipends, summer stipends, and medical insurance. Teaching training is a vital part of the educational experience at the University, so all fellowships include a required teaching component. Graduate students may also apply for fellowships which aid students during the writing of Ph.D. dissertations and for travel grants that support visits to libraries, collections, and archaeological research sites in Europe and the Near East.

TEACHING OPPORTUNITIES

At the University of Chicago, graduate students have a variety of teaching opportunities including as independent instructors. The Center for Teaching and Learning conducts a series of workshops and forums designed for graduate students to build skills in lecturing, leading discussions, and focusing writing assignments. The Little Red Schoolhouse, a nationally famous writing program, prepares graduate students to teach writing to undergraduate students.

Teaching opportunities lie in four areas. The first is in classics, where students who have completed the first two years of coursework may apply to serve as course assistants alongside regular faculty in the beginning Greek and Latin and ancient civilization sequences. Experienced course assistants may apply to teach independently in the first or second year language courses. Graduate students also have a broad role in the summer Greek and Latin Institute, and in the Graham School of General Studies, for which they are encouraged to offer courses of their own design (some recent courses have been devoted to the Iliad, the Odyssey, and the Aeneid).

The second area of teaching is through the Writing Program. The program offers three kinds of renewable teaching positions: Lectors in Academic and Professional Writing, Writing Interns in the Humanities Common Core, and Writing Tutors for the College Tutoring Program. All Writing Program instructors take a quarter-long course in the pedagogy of writing before they start teaching, and during their first
quarter of teaching, they work closely with experienced writing program personnel as writing interns in the humanities and social sciences core courses of the College.

A third area of teaching is serving as the graduate assistant for the College’s ten-week Study Abroad program in Athens, which is regularly staffed by faculty from the Classics Department. The graduate assistant serves as both a course assistant and a resident assistant and as an instructor for a course entitled Readings in Attic Greek.

Finally, at the most advanced level, graduate students are eligible to teach sections of the humanities core sequence. All teaching is remunerated proportional to the teaching responsibility and normally includes remission of tuition.

PROGRAMS OF STUDY

The department offers Ph.D. degrees in Classical Languages and Literatures, the Ancient Mediterranean World, Ancient Greek and Roman Philosophy, and Transformations of the Classical Tradition, as well as a joint Ph.D. in Social Thought and Classics.

PH.D. PROGRAM IN CLASSICAL LANGUAGES AND LITERATURES

The curriculum in Classical Languages and Literatures emphasizes excellence in the Greek and Latin languages and training for scholarly investigation. Various kinds of courses are offered to meet the students’ needs and desires. Some are devoted to the reading of texts, with emphasis on the linguistic structure. Others stress literary, historical, or philosophical interpretation. Several seminars each year, which deal with Greek and Latin texts and are often related to current research interests of the faculty, invite students to think deeply about an aspect of antiquity and provide training in the writing of scholarly research papers. A synoptic view is furnished by a two quarter sequence devoted in alternate years to Greek and to Latin literature. These survey courses are designed to help the student acquire skill in the rapid reading of Greek and Latin. Students may also pursue individual interests by taking courses offered outside the department, and may, in special circumstances, arrange for independent study.

Applicants to the Program in Classical Languages & Literatures should have a strong background in Greek and Latin. Students with undergraduate degrees in other fields are encouraged to apply if their scholarly interests lie in classics and if they have begun intensive study to make up any deficiencies in Greek and Latin. All graduate students are expected to demonstrate proficiency in reading French and German, one language for the A.M. degree and the second for the Ph.D.; entering students should have begun this preparation if they are not already competent.

The Ph.D. Program in Classical Languages and Literatures is designed for five years, the first two being devoted to a full load of nine courses, the third to preparing for comprehensive examinations and the dissertation proposal, and the final two to the dissertation itself.
In the first year of the Classical Languages and Literatures program, students regularly take one of the survey courses, a prose composition course, two seminars, at least two courses in the minor language, and other courses (often in other departments such as Art History, Linguistics, Near Eastern Languages & Civilizations, etc.) to meet special interests. Students are required to take the translation exam in the language of the survey sequence at the end of this year. This is also the year to pass the first modern language exam in French or German. Students who complete their coursework and pass the French or German exam are awarded the A.M. in Classical Languages and Literatures.

The second year is similar, usually with a major focus on the second survey course and such courses as may allow students to explore new areas; in the spring, students are required to pass the second language translation examination. In the third year, students are expected to finish any remaining coursework and requirements; by the beginning of the fourth year they should have passed two two-hour oral comprehensive examinations in the history, literature, of Greco-Roman antiquity. In the third year students should also develop a topic for their dissertation though participation in the dissertation writing workshop, with the expectation that the dissertation proposal be approved by the faculty at the beginning of the fourth year, and completed during the fourth and fifth years.

Ph.D. Program in the Ancient Mediterranean World

The Program in the Ancient Mediterranean World (formerly the Committee on the Ancient Mediterranean World) was founded in 1975 with the intention of bringing together faculty whose fields of study, ranging from the ancient Near East and the ancient Greek world to late antiquity, adjoin and overlap chronologically and geographically. While these fields require mastery of relevant languages, the Program in the Ancient Mediterranean World is focused less on texts than on contexts; it offers students an opportunity to use philological skills in historical and cultural explorations. Most students in this program are in the areas of ancient history, history of ancient religions, Greek and Near Eastern studies, or late antiquity.

Although not primarily a language program, students in the Program in the Ancient Mediterranean World are required to take competency examinations in two ancient languages and should therefore have a strong background in at least one. All graduate students are expected to demonstrate proficiency in reading French and German, one language for the A.M. degree and the second for the Ph.D.; entering students should have begun this preparation if they are not already competent.

The Graduate Program in the Ancient Mediterranean World is designed to allow students to custom build an interdisciplinary course of study that satisfies their own intellectual interests while remaining true to the rigorous and thorough training that is expected of University of Chicago graduates.

The first two years of study towards the Ph.D. are spent engaged in coursework. In consultation with the PAMW Graduate Advisor, students will devise a program
of courses that range across, but are not limited to, the language, history, and culture of the Graeco-Roman worlds, Egypt, and the Near East. Students are expected to familiarize themselves with various aspects of the ancient world (literature, philosophy, history, art and archaeology, and religion) and are encouraged to explore various methodological and theoretical approaches derived from other disciplines, especially the social sciences.

The centerpiece of the program in these first two years is the two-quarter Ancient Mediterranean Seminar, co-taught by two PAMW Faculty members, which is designed to introduce students to issues of historical method while studying a topic that changes annually. A series of Methods Workshops familiarizes students with important ancillary skills such as literary criticism, papyrology, palaeography, epigraphy, and writing academic reviews.

At the end of the second year of study, students assemble a committee of three Faculty members who will advise them as they prepare for the Field Examination, which is sat before the end of the third year. The Field Examination is intended to test broad competency and knowledge in one ancient culture area (the major) as well as requisite research skills in connection with two more specialized topics (the minors).

Students are also expected to demonstrate competence in two modern languages (normally French and German) and two ancient languages, the first of which must be examined before the end of the second year and the second before the end of the fourth year.

Once the Field Examination is completed, the student assembles a Dissertation Committee of three faculty members (who may, or may not, be the same as the members of the Field Examination committee). The Committee will assist the student in preparing a Dissertation Proposal, which must be presented within a year of the Field Examination. The final Dissertation is defended before members of the Department and interested members of other Departments. The curriculum is designed so that all requirements can be fulfilled within six years.

**Ph.D. Program in Ancient Greek and Roman Philosophy**

The study of ancient Greek and Roman philosophy is inherently interdisciplinary. Scholars must be able to situate philosophical texts in their broader cultural context. They must also be alive to the way a given text engages with and contributes to its philosophical tradition. Finally, they must be able to communicate effectively with scholars trained in either Classics or Philosophy. Thus, a student who plans to specialize in ancient philosophy ought to receive an interdisciplinary training. The Program in Ancient Greek and Roman Philosophy allows students to enroll either in the PhD program in Classics or in the PhD program in Philosophy but with the requirement that they will take certain courses in the department in which they are not enrolled. The program is a joint program in the sense that the faculty of both departments are committed to training students in the other department and in the sense that the students will develop a working relationship with each other, both
through participation in seminars and in the Ancient Greek and Roman Philosophy workshop.

The Ph.D. Program in Ancient Greek and Roman Philosophy is designed to be completed in six years, the first two being devoted to a full load of nine courses, the third and fourth to completing course work and examinations, and the final two to the dissertation. In the first year, students regularly take one of the survey courses, a prose composition course, two quarters of seminar work, at least one of which must be in ancient philosophy, one course in the Philosophy department that deals with a topic other than Greek or Roman Philosophy, and one course in the minor language. Students are required to take the qualifying exam in the language of the survey sequence at the end of this year and also the first modern language exam in French or German. Students who complete their coursework and pass the French or German exam are awarded the A.M. in Classical Languages and Literatures. The second year is similar; in the spring, students are required to pass the second language qualifying examination. In the third year, students are required to take two additional graduate courses on a philosophical topic and the special field exam, which is a written examination on a Greek or Latin philosophical text (complete or an excerpt) of the candidate’s own choosing. In the fourth year and fifth year students should expect to develop a topic for the dissertation, and to begin writing the dissertation. The dissertation should be completed in the sixth year.

PH.D. PROGRAM IN TRANSFORMATIONS OF THE CLASSICAL TRADITION

The Ph.D. Program in Transformations of the Classical Tradition enables students to approach the long history of classical thought and literature by following a course of study tailored to their particular interests.

The first two years of study towards the Ph.D. are spent on coursework. In consultation with the Director of Graduate Studies and the TCLT program Chair, students will devise a program of courses that focus on, but are not limited to, key texts in literature, philosophy, historiography, and political theory in either Greek or Latin, and the reception, development, and transformation of these texts in one of the modern languages. During their first two years, students must also satisfy the requirements for their second ancient and modern language.

Students entering the program are introduced to the methodological opportunities of studying the long history of the classical tradition in a two quarter introductory seminar, co-taught by two TCLT faculty members, one of whom will be a member of the Classics faculty, and the other from one of our partner disciplines: Art History, the Committee on Social Thought, Comparative Literature, Germanic Studies, History, Philosophy, Political Science, Romance Languages & Literatures, and the Divinity School. In the third year, students progress to an oral examination in their chosen field of study, followed by the dissertation proposal workshop, and the submission of the dissertation proposal. The fourth and fifth years are devoted to dissertation writing and the curriculum is designed so that all requirements can be fulfilled within six years.
The Joint Ph.D. Program in Social Thought and Classics

The Joint Ph.D. Program in Social Thought and Classics is intended for students whose study of a particular issue or text from the ancient Greek and Roman world requires a broadly interdisciplinary approach alongside a professional mastery of philological skills. Those interested in pursuing this joint degree program must first be admitted in EITHER the Committee on Social Thought OR the Department of Classics and must complete at minimum the two quarter literature survey (Greek or Latin) offered by the Department of Classics, with an average grade of B or higher. Application shall then be made to the second department and, provided that the standards of admission to that department are met, students will be admitted to joint degree status. Their original department, however, will remain their sole department for purposes of registration and financial aid (including dissertation fellowships).

Students admitted to the joint degree program must satisfy both all the normal requirements for the A.M. and Ph.D. in Classical Languages and Literatures and all the normal requirements for the A.M. and Ph.D. in Social Thought. However, the Social Thought language requirement of a high level pass in a foreign language exam will be automatically met by the requirements of the Classics program. Likewise the Social Thought teaching requirements will be automatically met by the higher teaching requirements of the Classics program. Students with joint degree status will be required to offer at least a majority of non-classical texts on the Social Thought Fundamentals Examination. The dissertation proposal will have to be approved by both departments and the dissertation committee will normally include three faculty, at least one of whom will come from each department.

The Degree of Master of Arts

Students seeking a master’s degree should apply to the Master of Arts Program in the Humanities (MAPH), a three-quarter program of interdisciplinary study in a number of areas of interest to students. MAPH students take courses with students in the Ph.D. programs. Further details about the MAPH program are available at http://maph.uchicago.edu/

Application

The application process for admission and financial aid for all graduate programs in the Division of the Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/students/admissions.

Questions about admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Current minimum scores,
etc., are provided with the application.) For more information, please see the Office of International Affairs website at https://internationalaffairs.uchicago.edu/, or call them at (773) 702-7752.

COURSES

The two quarter surveys of Greek and Latin literature, and Greek and Latin prose composition, are offered in alternate years. The courses listed below are offered regularly, normally on a three-year rotating basis. In addition, new courses are frequently introduced, especially seminars and classics courses, and these cannot be predicted very far in advance. In recent years, courses included seminars on Early Rome, Tragedy and the Tragic, A History of Rhetoric, Greek Tragedy in Africa, Juvenal, The Ancient Economy, Oral Poetries, The Poetry of Death, Security in Latin Literature, Stoics and Epicureans, and Holderlin and the Greeks.

GREEK
Iambic and Elegiac Poetry.
Greek Philosophy.
Greek Tragedy.
Lyric and Epinician Poetry.
Greek Epic.
Greek Oratory.
Hellenistic and Imperial literature.
Greek Comedy.
Greek Historians.

LATIN
Roman Elegy.
Roman Novel.
Virgil.
Post-Virgillian Epic
Roman Historians.
Roman Comedy.
Lucretius.
Roman Satire.
Roman Oratory.
CLASSICS - CLASSICS COURSES

CLAS 31200. History and Theory of Drama I. 100 Units.
A survey of major trends and theatrical accomplishments in Western drama from the ancient Greeks through the Renaissance: Aeschylus, Sophocles, Euripides, Aristophanes, medieval religious drama, Marlowe, Shakespeare, Jonson, along with some consideration of dramatic theory by Aristotle, Horace, Sir Philip Sidney, Dryden. The course features voluntary but highly recommended end-of-week workshops in which individual scenes will be read aloud dramatically and discussed. Assignments at mid-quarter and at the end of the quarter will give the option of two substantial essays, or (in place of either or both) the putting on of a short scene in cooperation with some other members of the class. Acting skill is not required; the point is to discover what is at work in the scene and to write up that process in a somewhat informal report. (D)
Instructor(s): D. Bevington Terms Offered: Autumn
Prerequisite(s): Preference given to students with third- or fourth-year standing.
Note(s): Students should register for this course by the discussion section. You will automatically be enrolled in the lecture. Course meets the General Ed requirement in the Dramatical, Musical and Visual Arts
Equivalent Course(s): CLCV 21200, CMLT 20500, CMLT 30500, ENGL 31000, TAPS 28400, ENGL 13800

CLAS 31515. Colloquium: Late Antique Mediterranean 1. 100 Units.
Research problems in eastern, central, and western Mediterranean from the fourth to seventh century CE. Detailed investigation of relevant primary sources in Greek, Latin, and Arabic. Will continue in winter quarter.
Instructor(s): W. Kaegi Terms Offered: Autumn
Prerequisite(s): Upper-level undergraduates with consent of instructor; meets with HIST 71005.
Equivalent Course(s): HIST 71005, ANCM 31515, HIST 41005

CLAS 31516. Colloquium: Late Antique Mediterranean 2. 100 Units.
Research problems in eastern, central, and western Mediterranean from the fourth to seventh century CE. Detailed investigation of relevant primary sources in Greek, Latin, and Arabic. In the winter quarter, we focus on research topics for the colloquium paper.
Instructor(s): W. Kaegi Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor; meets with HIST 71006.
Equivalent Course(s): ANCM 31516, NEHC 41005, HIST 41006
CLAS 31915. The Present Past in Greece since 1769. 100 Units.
This discussion-based course will explore how conceptions of the ancient past have been mobilized and imagined in the political, social, and cultural discourses of modern Greece from the lead up to the War of Independence through to the present day. Among the themes that will be addressed are ethnicity and nationalism; theories of history; the production of archaeological knowledge; and the politics of display.
Instructor(s): J. Hall Terms Offered: Winter
Equivalent Course(s): HIST 21006,HIST 31006,CLCV 21915,ANCM 31915

CLAS 32115. Carolingian Renaissance. 100 Units.
The Carolingian Renaissance flowered thanks to the leadership of a new royal (AD 751) and then (from Christmas 800) imperial dynasty. Expansive political and cultural initiatives reshaped Europe into a distinct space, not least, though paradoxically, through its fragmentation after AD 843. We shall study the actors and trends at play, the important role of Classical models and Latin book culture, and consider the relevant sources in all their physical, textual, and imaginative variety.
Instructor(s): M. Allen Terms Offered: Winter
Equivalent Course(s): CLCV 22115,HIST 22115,HIST 32115,RLST 21610

CLAS 32515. Athenian Democracy and its Critics. 100 Units.
This course explores the ancient Athenian experience of democracy through the writings of some of its staunchest partisans and fiercest critics. The course introduces students to the ideology and institutions of Athenian democracy. We investigate topics such as the role of popular institutions in politics, including the Assembly and the Popular Courts; Athens’ extensive system of political accountability; and the democratic values that the Athenians took as justification for their politics and way of life. The course also analyzes some of the critical responses Athenian democracy provoked. Topics covered include the relationship between democracy and tyranny; Athenian democracy and imperialism; and the role of rhetoric in democratic decision-making. Readings include works by ancient historians, philosophers, dramatists, and rhetoricians, as well as modern scholars.
(A)
Instructor(s): M. Landauer Terms Offered: Spring
Equivalent Course(s): PLSC 42501

CLAS 32615. Knowledge and Politics. 100 Units.
Instructor(s): M. Landauer Terms Offered: Spring
CLAS 32815. Conquerors of the Ancient World, from Cyrus to Islam. 100 Units.
From the Achaemenids (sixth century BCE) to Islam (seventh century CE), this class will examine the cases of the great conquerors of the ancient world: Cyrus, Alexander, Caesar, Justinian, Muawiyah I. What motivated them? Were they only creatures of circumstances or creators or circumstances? Were they great civilizers or brutal destroyers of civilizations? How can we assess the long term impact of the creation of empires? The class will invite to a broader discussion on the role of individuals as history-makers and on the role of war to shape history. It will also examine the still present consequences of the great deeds of these conquerors. All ancient texts will be analyzed in translation
Instructor(s): A. Bresson Terms Offered: Winter

CLAS 33315. History of Skepticism, Pre-Socratic Greece to Enlightenment. 100 Units.
Doubt has been a fundamental tool from the foundations of Western philosophy, used by radicals and orthodox thinkers, skeptics and system-builders, theologians and scientists. Philosophical skepticism and its evolving palette of intellectual tools shaped the ancient philosophical schools of Greece and Rome, the solidification of early Christian doctrine, the scholastic debates of the later Middle Ages, the neoclassical explosions of the Renaissance, the "new philosophy" of the seventeenth century, the radical projects of the Enlightenment, and the advent of the modern scientific method. This course reviews the history of systematic philosophical doubt, focusing on primary source readings from Sextus Empiricus and Cicero to William of Ockham and the Averroist controversies, to Montaigne, Descartes, Bacon, and Diderot. Undergraduate writing assignments focus on polishing advanced writing ability through short assignments targeting concision, critical thinking, and journalistic writing skills with creative elements. Enrolled graduate students will be invited to additional graduate-only discussions and have supplementary assignments, including secondary source and historiographical readings and self-designed customized research papers. Both undergraduates and graduate students from outside the Department of History are welcome.
Instructor(s): A. Palmer Terms Offered: Autumn
Equivalent Course(s): CLCV 23315

CLAS 33608. Aristophanes’ Athens. 100 Units.
This course will focus on nine of Aristophanes’ plays in translation (Acharnians; Wasps; Clouds; Peace; Birds; Lysistrata; Thesmophoriazousai; Frogs; and Ploutos) in order to determine the value Old Comedy possesses for reconstructing sociohistorical structures, norms, expectations, and concerns. Among the topics to be addressed are the performative, ritual, and political contexts of Attic comedy, the constituency of audiences, the relationship of comedy to satire, the use of dramatic stereotypes, freedom of speech, and the limits of dissent.
Instructor(s): J. Hall Terms Offered: Winter
Equivalent Course(s): ANCM 33900, CLCV 23608, FNDL 23608, HIST 30803, HIST 20803
CLAS 33815. Plato’s Legacies. 100 Units.
Some of the most significant efforts to question political theory’s core concepts, unsettle its approaches, and expose its dangerous ideals have depended on major re-interpretations of Plato’s thought. This course investigates the broad critical impulse to treat Plato as the originator of political positions and interpretive assumptions that late modernity frequently seeks to critique and less often to celebrate. We consider the charges of essentialism, authoritarianism, and foundationalism, among others, and ask to what (if any) extent considerations of the texts’ historical contexts and dramaturgical conditions have factored into these assessments. Readings will include works by Popper, Strauss, Arendt, Derrida, Castoriadis, Wolin, Irigaray, Cavarero, Butler, and Rancière alongside Plato’s dialogues. Students are expected to be familiar with Plato’s thought upon enrolling. (A)
Instructor(s): D. Kasimis Terms Offered: Winter
Equivalent Course(s): PLSC 43801

CLAS 34216. Plato’s Republic. 100 Units.
This course is devoted to reading and discussion of Plato’s Republic and some secondary work with attention to justice in the city and the soul, war and warriors, psychology, education, theology, poetry, gender, eros, and cities in speech and actually existing cities. (A)
Instructor(s): N. Tarcov Terms Offered: Winter
Prerequisite(s): Consent of instructor required.
Equivalent Course(s): FNDL 23915, PLSC 33915, LLSO 23915, CLCV 24216, PLSC 23915

CLAS 34515. Money and the Ancient Greek World. 100 Units.
The ancient Greek world saw an innovation the consequences of which are still familiar to everyone: coinage. This was first a currency of precious metal. But the ancient Greek world also saw the invention of fiduciary money. This course will examine the special forms taken by money in the ancient Greek world. It will give an introduction to Greek numismatics. Above all, it will analyze the policies of the states towards coinage, as well as the philosophical debates to which the specific forms of money gave rise in the ancient Greek world. Ancient texts will be analyzed both in original language and in translation.
Instructor(s): A. Bresson Terms Offered: Spring
Equivalent Course(s): CLCV 24515

CLAS 35315. Jews in Graeco Roman Egypt. 100 Units.
This course will revise the sources, literary and documentary, for the history of the Jews in Egypt from the 5th cent. BCE (the Elephantine papyri) to the 4th cent CE (Jews and Christians in Egypt). We will revise both the papyrological evidence and the literary evidence that we have for each period, and will focus on historical and social questions. The sources will be read in translation.
Instructor(s): S. Torallas-Tovar Terms Offered: Autumn
Equivalent Course(s): NEHC 30485, RLST 20485, HIJD 30485, JWSC 20485, CLCV 25315, NEHC 20485
CLAS 35415. Text into Data: Digital Philology. 100 Units.
Instructor(s): H. Dik
Equivalent Course(s): CLCV 25415

CLAS 35606. Lucretius and Marx. 100 Units.
Lucretius was a follower of Epicurus, whom Marx called "the greatest representative of Greek enlightenment." In his poem On the Nature of Things, Lucretius seeks to convert his fellow Romans to an Epicurean way of life. He explains in detail what the world is made of (atoms) and that there is no reason to fear the gods or death. Marx wrote his doctoral dissertation on Epicurus and Lucretius. He was especially enthusiastic about the idea, which was developed by Lucretius, that humans are free to shape their own lives.
Instructor(s): E. Asmis Terms Offered: Autumn
Prerequisite(s): Consent of instructor is required.
Equivalent Course(s): CLCV 25606, FNDL 24211, LLSO 25606

CLAS 35808. Roman Law. 100 Units.
The course will treat several problems arising in the historical development of Roman law: the history of procedure; the rise and accommodation of multiple sources of law, including the emperor; the dispersal of the Roman community from the environs of Rome to the wider Mediterranean world; and developments in the law of persons. We will discuss problems like the relationship between religion and law from the archaic city to the Christian empire, and between the law of Rome and the legal systems of its subject communities.
Instructor(s): C. Ando Terms Offered: Spring
Equivalent Course(s): CLCV 25808

CLAS 37506. Archaic Greece. 100 Units.
In order to understand the institutions, ideals, and practices that characterized Greek city-states in the Classical period, it is necessary to look to their genesis and evolution during the preceding Archaic period (ca. 700–480 BC). This course will examine the emergence and early development of the Greek city-states through a consideration of ancient written sources, inscriptions, material artifacts, and artistic representations as well as more recent secondary treatments of the period. General topics to be covered will include periodization, the rise of the polis, religion, warfare, the advent and uses of literacy, tyranny, and the emergence of civic ideology.
Instructor(s): J. Hall Terms Offered: Autumn
Equivalent Course(s): HIST 20303, HIST 30303, CLCV 27506, ANCM 27506
CLAS 38315. Theories of Narrative. 100 Units.
This class serves as an introduction to critical approaches to narrative, story-telling, and discourse analysis. While the emphasis will be on the Formalist-Structuralist tradition (Shklovsky, Propp, Tomashevsky, Jakobson, Benveniste, Barthes, Genette), we will also discuss works by Plato, Aristotle, Bakhtin, Benjamin, Auerbach, Pavel, Banfield, Silverstein, and others. Part of our task will be to test these approaches against narratives produced in different genres and historical periods (authors will include Pindar, Apuleius, Pushkin, Leskov, and Nabokov). Students will have the option of either writing a research paper or doing a final exam. Required books for this class are: V. Propp, The Morphology of the Folktale (Austin: U. of Texas Press); G. Genette, Narrative Discourse: An Essay in Method (Ithaca: Cornell UP); R. Barthes, S/Z (New York: Hill and Wang).
Instructor(s): Boris Maslov Terms Offered: Spring
Equivalent Course(s): REES 33158,CMLT 38300

CLAS 41416. Seminar: Late Antique Mediterranean 2. 100 Units.
In the winter quarter we focus on research topics for the seminar paper.
Instructor(s): W. Kaegi Terms Offered: Winter
Prerequisite(s): HIST 71005 (Autumn); meets with HIST 41006
Equivalent Course(s): ANCM 41416,HIST 71006

CLAS 41616. Case Studies on the Formation of Knowledge-I. 100 Units.
MODULE 1: APPROACHES TO KNOWLEDGE (SBZ, JG) The goal of this module is to identify central issues/debates in the theory of knowledge over the past century. Students will be introduced to issues in the sociology of knowledge, to arguments for against constructivist perspectives and to 21st century scientific standards for knowledge production. MODULE 2: DEMOCRATIC KNOWLEDGE (SBZ, WH) This module offers a variation on studies of the epistemic powers of democracy. Instead of asking questions such as how effective democracies are at gathering the knowledge they need to function, the module looks at what forms of knowledge democracies need to assume—for example, the validity of decisions taken by the many—in order to justify their own existence as a ("superior") form of government. MODULE 3: PROGRESS BACKWARDNESS (CA, JP) Developmental thinking has been central to the European study of society. In the wake of the encounter with the New World increasing global commercial and imperial connections, the concepts of civilization and progress have been twinned with accounts of savagery, barbarism, backwardness. Much of modern social science originated in efforts in the late 19th century to understand what had made western Europe's path of economic development unique. This module explores theories of progress modernization from Scottish Enlightenment stadial theories through liberal and Marxist developmental accounts in the 19th century to modernization theories in the 20th.
Instructor(s): S. Bartsch-Zimmer, J. Gilbert, W. Howell, C. Ando, J. Pitts Terms Offered: Winter
Prerequisite(s): Undergraduates may enroll with instructor consent.
Equivalent Course(s): HIST 40200,CHSS 40200,PLSC 40202,SCTH 40200,SO CI 40209,CMLT 41802,MAPH 40200,MAPS 40201,KNOW 40200
CLAS 42014. The Reception of Philosophy in the Roman Period. Units.
The philosophy of the Greeks and Romans in the first century BCE and first two
centuries CE has often been labeled "eclectic". This seminar will be an attempt to get
away from this label. What we will focus on is the reception of earlier philosophy
by a number of thinkers. On the Roman side, we will give attention to Cicero,
Musonius, and Seneca; on the Greek side, we will read Dio of Prusa, Plutarch, and
Galen. Each of these thinkers developed an approach of his own, consisting in a
transformation of past ideas. The seminar will investigate what is new about each
approach. Knowledge of Greek or Latin is not required.
Instructor(s): E. Asmis Terms Offered: Autumn

CLAS 42815. Aeschylus and the Birth of Drama. 100 Units.
In this advanced seminar we will undertake an in-depth study of different aspects
of the surviving corpus of Aeschylus (including meter, dialect, narrative, thematics,
plot-construction, and ritual context), while placing it in a comparative context of
early forms of drama and varieties of choral performance attested across the world.
In addition to discussing all of Aeschylus's surviving works in English translation,
we will read at least two of his plays in Greek (most likely, Agamemnon and Seven
Against Thebes). We will also read important scholarship on Aeschylus. Advanced
knowledge of Greek is a prerequisite.
Instructor(s): Boris Maslov Terms Offered: Spring
Equivalent Course(s): CMLT 42804

CLAS 45716. Seminar: Ghosts, Demons and Supernatural Danger in the Ancient
World. 100 Units.
This two-quarter graduate seminar, which fulfills the seminar requirement
for graduate students in the Department of Classics' Program in the Ancient
Mediterranean World, will examine the ancient discourses on and the ritual
remedies for supernatural danger in Persian, Greek, Norse, Roman and other
cultures. The first quarter will be devoted to guided reading and discussion while
the second quarter will be reserved for writing a major research paper. Students,
by arrangement with the instructor, will also be permitted to enroll for just the first
quarter and write a shorter paper or take-home exam.
Instructor(s): C. Faraone, B. Lincoln Terms Offered: Winter
Equivalent Course(s): HREL 45716
CLAS 45913. Seminar: Greek Medical Writings, Sem: Ancient medical writings in context. 100 Units.

Ancient medicine is intimately linked with philosophical investigation. From the beginning, it fed philosophical theory as well as adapted it to its own use. It also offers a valuable insight into how ordinary humans lived their lives. Medical practice takes us into the homes of the Greeks and Romans, while shedding light on their fears and aspirations. The extant literature is voluminous. There is, first of all, the Hippocratic corpus, a diverse collection of medical writings that drew inspiration from the reputed founder of scientific medicine, Hippocrates. These writings offer a unique insight into the first stages of the creation of a science. Later, Galen established the foundation of Western medicine by his brilliant dissections. As it happens, he was extremely voluble; and he took care to have his spoken words passed on in writing. As a result, we learn much more than just medical theory: we know how physicians competed with one another, and how they related to their patients. In sum, this seminar will study a selection of medical writings, conjointly with some philosophical and literary writings, in an attempt to gauge the intellectual and social significance of ancient medicine. Some knowledge of Greek will be useful. 

Instructor(s): E. Asmis Terms Offered: Winter.
Equivalent Course(s): BIBL 45913

CLAS 47515. Atheism and the Greeks. 100 Units.

Was atheism and invention of the eighteenth century? No one in the eighteenth century thought so. This series of seminars will explore anew a series of key texts in the history of ancient atheism (including Sophocles’ Oedipus Rex, the ‘Sisyphus fragment’, book X of Plato’s Laws, Lucretius and Lucian) in the quest for the atheists of Greek antiquity. How widespread was the phenomenon? Was it at all coherent? What were the differences between its ancient and modern varieties?
Instructor(s): T. Whitmarsh Terms Offered: Autumn
CLAS 49000. Prospectus workshop. 100 Units.
A workshop for students who have completed coursework and qualifying exams, it aims to provide practical assistance and a collaborative environment for students preparing the dissertation prospectus. It will meet bi-weekly for two quarters.
Instructor(s): M. Lowrie Terms Offered: Autumn, Winter

CLAS 49000. Prospectus workshop. 100 Units.
A workshop for students who have completed coursework and qualifying exams, it aims to provide practical assistance and a collaborative environment for students preparing the dissertation prospectus. It will meet bi-weekly for two quarters.
Instructor(s): M. Lowrie Terms Offered: Autumn, Winter

CLASSICS - GREEK COURSES

GREK 31100. Elegiac Poetry. 100 Units.
This course is a study of poems composed over several centuries in elegiac and iambic meters. Readings will include works by Archilochus, Callinus, Semonides, Hipponax, and Callimachus.
Terms Offered: Will be offered 2016-17
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 21100

GREK 31200. Philosophy: Plato’s Phaedrus. 100 Units.
The *Phaedrus* is one of the most fascinating and compelling of Plato’s Dialogues. Beginning with a playful treatment of the theme of erotic passion, it continues with a consideration of the nature of inspiration, love, and knowledge. The centerpiece is one of the most famous of the Platonic myths, the moving description of the charioteer and its allegory of the vision, fall, and incarnation of the soul.
Terms Offered: Will be offered 2016-17
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 21200, BIBL 31200

GREK 31300. Tragedy. 100 Units.
This course is an introduction to Aeschylean drama, seen through the special problems posed by one play, *Prometheus Bound*. Lectures and discussions are concerned with the play, the development and early form of Attic drama, and philosophical material. Modern Aeschylean scholars are also read and discussed.
Terms Offered: Will be offered 2016-17
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 21300
GREK 31700. Lyric and Epinician Poetry. 100 Units.
This course will examine instances of Greek lyric genres throughout the archaic and classical periods, focusing on the structure, themes and sounds of the poetry and investigating their performative and historical contexts. Readings will include Alcman, Sappho, Alcaeus, Anacreon, Ibycus, Alcaeus, Simonides, Bacchylides, Pindar and Timotheus. In Greek.
Instructor(s): S. Nooter Terms Offered: Autumn
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 21700

GREK 31800. Greek Epic. 100 Units.
This course is a reading of Book 3 of the Argonautica of Apollonius of Rhodes. We consider character, story world, and the presence of the poet as we endeavor to understand what has become of epic poetry in the hands of its Hellenistic inheritors.
Instructor(s): C. Faraone Terms Offered: Spring
Prerequisite(s): Two years or more of Greek.
Equivalent Course(s): GREK 21800

GREK 31900. Greek Oratory. 100 Units.
"With Isocrates, Greek artistic prose reached its technical perfection," says L. R. Palmer in The Greek Language. Yet Isocrates has not found nearly so prominent a place in the university curriculum as have Demosthenes and Lysias. This course will attempt to give the great orator his due. We will start with his speech on Helen, comparing it with Gorgias' famous Encomium. We will also read the ad Demonicum, which became something of a handbook in later Hellenistic and Roman-period schools, and the Panegyricus. We will consider carefully Isocratean language and diction, and why it has merited such sustained praise among connoisseurs of Greek prose style, ancient and modern. We will also emphasize the centrality of Isocrates' contribution to Greek paideia.
Terms Offered: Spring
Prerequisite(s): Two years or more of Greek.
Equivalent Course(s): GREK 21900

GREK 32314. Hellenistic/Imperial Literature. 100 Units.
This course features selections from the poetry and/or prose of the Hellenistic and Imperial periods. This year we will read selections from Hellenistic poetry, with a particular focus on the Hymns of Callimachus.
Terms Offered: Will be offered 2017-18
Equivalent Course(s): GREK 22314

GREK 32400. Greek Comedy: Aristophanes. 100 Units.
We will read in Greek Aristophanes' Frogs, a play widely admired as an early instance of clever literary criticism and creative metatheatricality that brings its audience into the underworld and suggests several fantasies of salvation, a play whose production marks the end of the great century of Greek drama. Reading will include translation as well as secondary readings.
Terms Offered: Will be offered 2017-18
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 22400,HIST 20403,HIST 30403
GREK 32500. Greek Historians: Herodotus. 100 Units.
We will read Herodotus’ Egyptian Logos with attention to the language and style of the author, as well as his interpretatio Graeca of Egyptian religion, culture, and civilization.
Instructor(s): D. Martinez Terms Offered: Autumn
Prerequisite(s): At least two years of Greek.
Equivalent Course(s): GREK 22500

GREK 32700. Survey of Greek Literature I. 100 Units.
Greek poetry, including drama, from Homer to Callimachus. Lectures and discussions will be concerned chiefly with genre, style, meter, and rhetorical structure. There will be some close study of passages chosen to exemplify problems of interpretation or to display the major themes in each poet’s work. We will cover Greek poetry, including drama, from Homer to Callimachus. Classes will be concerned chiefly with genre, style, meter, and literary tropes with some discussion of the scholarly history on these texts. There will be some close study of passages chosen to exemplify problems of interpretation or to display the major themes in each poet’s work.
Instructor(s): S. Nooter Terms Offered: Offered 2015-2016, Autumn

GREK 32800. Survey of Greek Literature II. 100 Units.
A study of the creation of the canonical Greek prose style in the 5th and 4th centuries. Rapid reading and translation exercises.
Instructor(s): H. Dik Terms Offered: Offered 2015-2016

GREK 33900. Ancient Greek Hymns. 100 Units.
We will study the evolution of Greek hymns from the Homeric Hymns and the earliest epigraphic evidence down to the hymns of Callimachus and the cult hymns to Isis in the Hellenistic period, including as well choral hymns in archaic lyric and Greek tragedy.
Instructor(s): C. Faraone Terms Offered: Spring
Equivalent Course(s): GREK 23900
**GREK 34400. Greek Prose Composition, Greek Prose Comp. 100, Units.**
This course focuses on intensive study of the structures of the Greek language and the usage of the canonical Greek prose, including compositional exercises. This course focuses on intensive study of the structures of the Greek language and the usage of the canonical Greek prose, including compositional exercises.

Instructor(s): Helma Dik, H. Dik, E. Asmis
Terms Offered: Spring, Winter
Prerequisite(s): Consent of instructor.

**GREK 34400. Greek Prose Composition, Greek Prose Comp. 100, Units.**
This course focuses on intensive study of the structures of the Greek language and the usage of the canonical Greek prose, including compositional exercises. This course focuses on intensive study of the structures of the Greek language and the usage of the canonical Greek prose, including compositional exercises.

Instructor(s): Helma Dik, H. Dik, E. Asmis
Terms Offered: Spring, Winter
Prerequisite(s): Consent of instructor.

**GREK 35000. Mastering Greek. 100 Units.**
Mastering Greek is an intensive Greek language course for pre-professional Hellenists. Do you find yourself fudging accents sometimes? Wondering about the use of infinitives versus participles? Pondering the future less vivid? Is there a past contrary-to-fact in Greek? (No.) This course will review your Attic Greek from the level of the word to the short paragraph, leaving matters of style to Prose Composition (Winter). Recommended for advanced undergraduates and graduate students, especially those who aspire to teach Greek. Assignments will include extensive written homework in Attic Greek, analytic exercises, and regular quizzes in order to advance to strong, active mastery of the language.

Instructor(s): H. Dik
Terms Offered: Autumn
Equivalent Course(s): GREK 25000

**GREK 35615. History of the Greek Language. 100 Units.**
Greek is one of the oldest continuously written languages: We have testimonies of it across three millennia. This course will review the various stages of this language from its first written texts (Mycenaean Greek) to Medieval and Modern Greek, including the Greek dialects, the rise of the Koiné, Biblical Greek, and the contact of Greek with other languages through history. We will read and discuss texts from all phases, including literary texts, epigraphy, papyri, and medieval manuscripts. Two years previous study of Greek is a requirement for enrollment.

Instructor(s): S. Torallas-Tovar
Terms Offered: Winter
Equivalent Course(s): GREK 25615
GREK 36615. Lucian. 100 Units.
Lucian's works offer critical perspectives on Hellenic identity and the hypocrisies of intellectual life in the Roman Empire. Several of his works will be read in Greek, and others will be read in translation. These will be paired with works by other authors who held perspectives similar to his: an epigram by Meleager of Gadara, fragments from the autobiography of Nicolaus of Damascus, and short selections from Tatian's Against the Greeks. The critical perspectives of these authors, all of them from the Near Eastern provinces of the empire, will also be situated with respect to mainstream figures of the ‘Second Sophistic’ as constructed by Philostratus.
Instructor(s): J. Secord Terms Offered: Winter
Equivalent Course(s): GREK 26615

GREK 37100. Origen of Alexandria. 100 Units.
It is difficult to conceive of doing justice to the vast scope of Origen’s work in one quarter, but we will do our best to sample generous selections from the Greek text of his exegetical, homiletic, and doctrinal writing, including a substantive selection from his Treatise on Prayer and perhaps the section of the Dialogue with Heracleides preserved among the Tura papyri. We will of course focus on Origen as the greatest exponent of the allegorical method of biblical interpretation and its Platonic underpinnings. We will also consider carefully the style of his Greek and his position as a Christian apologist.
Instructor(s): D. Martinez Terms Offered: Spring
Prerequisite(s): At least three years of Greek or consent of instructor
Equivalent Course(s): BIBL 49800,GREK 27100

GREK 40112. Sophocles, Oedipus at Colonus. 100 Units.
A close literary and philological analysis of one of the most extraordinary of all Greek tragedies. While this play, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, some attention will also be directed to its reception.
Instructor(s): G. Most Terms Offered: Winter 2013
Prerequisite(s): Greek or consent of instructor
Equivalent Course(s): CMLT 35903,SCTH 35901

GREK 43900. Greek Hymns. 100 Units.
No description available.
Instructor(s): C. Faraone Terms Offered: Spring

CLASSICS - LATIN COURSES

LATN 31100. Roman Elegy. 100 Units.
This course examines the development of the Latin elegy from Catullus to Ovid. Our major themes are the use of motifs and topics and their relationship to the problem of poetic persona.
Terms Offered: Will be offered 2016-17
Equivalent Course(s): LATN 21100,CMLT 21101,CMLT 31101
LATN 31200. Roman Novel. 100 Units.
We shall read from various Latin texts that participate in the tradition of the Ancient novel.
Terms Offered: Will be offered 2016-17
Equivalent Course(s): LATN 21200

LATN 31300. Vergil. 100 Units.
Vergil, *Aeneid*. Since many students have greater familiarity with the first half of the *Aeneid*, we will focus on the second half. Books 8, 10, and 12 will be read in entirety in Latin, with substantial selections from books 7, 9, and 11; we will also read the whole poem in translation. Topics of interest include: foundation and refoundation, the epic genre, the relation of myth to history, contemporary politics, and the social function of literature.
Terms Offered: Will be offered 2016-17
Equivalent Course(s): LATN 21300,FNDL 25201

LATN 31700. Post-Virgilian Epic. 100 Units.
In this class we will read the Achilleid of Statius. We will focus on the poetics of the prequel, and the themes of maternity, boyhood, and the role of the nonhuman in the education of the young Achilles. We will also look at some accounts of the affective appeal of Homer’s Achilles, and ask what the Achilleid is trying to bring out about him.
Instructor(s): M. Payne Terms Offered: Autumn
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): LATN 21700

LATN 31800. Roman Historian. 100 Units.
Primary readings are drawn from the later books of the *Annals*, especially book 11, in which Tacitus describes the reign of Claudius and early reign of Nero. Parallel accounts and secondary readings are used to help bring out the methods of selecting and ordering data and the stylistic effects that typify a Tacitean narrative.
Terms Offered: Winter
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): LATN 21800

LATN 31900. Roman Comedy. 100 Units.
Plautus’ *Pseudolus* is read in Latin, along with secondary readings that explain the social context and the theatrical conventions of Roman comedy. Class meetings are devoted less to translation than to study of the language, plot construction, and stage techniques at work in the *Pseudolus*.
Terms Offered: Spring
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): LATN 21900
LATN 32100. Lucretius. 100 Units.
We will read selections of Lucretius’ magisterial account of a universe composed of atoms. The focus of our inquiry will be: how did Lucretius convert a seemingly dry philosophical doctrine about the physical composition of the universe into a gripping message of personal salvation? The selections will include Lucretius’ vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.
Terms Offered: Will be offered 2017-18.
Equivalent Course(s): LATN 22100, FNDL 24212

LATN 32200. Roman Satire. 100 Units.
The object of this course is to study the emergence of satire as a Roman literary genre with a recognized subject matter and style. Readings include Horace *Satires* 1.1, 4, 6, and 10 and 2.1, 5 and 7; Persius 1 and 5; and Juvenal 1 and 3.
Terms Offered: Will be offered 2017-18.
Equivalent Course(s): LATN 22200

LATN 32300. Roman Oratory. 100 Units.
Two of Cicero’s speeches for the defense in the criminal courts of Rome receive a close reading in Latin and in English. The speeches are in turn considered in relation to Cicero’s rhetorical theory as set out in the *De Oratore* and in relation to the role of the criminal courts in Late Republican Rome.
Terms Offered: Will be offered 2017-18.
Equivalent Course(s): LATN 22300

LATN 33400. Boethius: Consolation of Philosophy. 100 Units.
The *Consolation of Philosophy*, which Boethius wrote in prison after a life of study and public service, offers a view on Roman politics and culture after Rome ceased to be an imperial capital. The *Consolation* is also a poignant testament from a man divided between Christianity and philosophy. About 70 pages of the text are read in Latin, and all of it in English. Secondary readings provide historical and religious context for the early sixth century AD.
Instructor(s): P. White Terms Offered: Spring
Prerequisite(s): Latin 20300 or equivalent
Equivalent Course(s): LATN 23400

LATN 34615. Augustine: Early Philosophical Works. 100 Units.
Among Augustine’s earliest surviving works are a collection of dialogues and essays inquiring into the nature of semiosis, religious epistemology, and self-knowledge. Primary readings will be drawn from De Magistro, Contra Academicos, and Soliloquias. Readings in English and secondary literature will situate these texts in Augustine’s biography and within the landscape of ancient intellectual history.
Instructor(s): C. Ando Terms Offered: Spring
LATN 44615. Sem: Augustine: Early Philosophical Works. 100 Units.
Among Augustine’s earliest surviving works are a collection of dialogues and essays inquiring into the nature of semiosis, religious epistemology, and self-knowledge. Primary readings will be drawn from De Magistro, Contra Academicos, and Soliloquia. Readings in English and secondary literature will situate these texts in Augustine’s biography and within the landscape of ancient intellectual history. Terms Offered: Spring

LATN 45815. Sem: Dissidence in Augustan Rome. 100 Units.
This seminar will explore the (literary) ways in which politically subordinate classes in post-Augustan Rome could express criticism of the imperial regime, its ideology, and its constraints. We will be reading material in Latin from Lucan, Petronius, Seneca, Tacitus, Pliny and Suetonius as well as secondary sources on the techniques of dissent. Instructor(s): S. Bartsch-Zimmer. Terms Offered: Winter