

# CLASSICS

## Department Website:

<https://www.haverford.edu/classics>

The Department of Classics embraces the interdisciplinary study of any and all aspects of ancient Greek and Roman cultures. Our courses also invite students to explore the people, ideas, and works that Greek and Roman antiquity inspire, influence, and shape throughout time and around the world. The Department offers courses in ancient history, literature, and culture in English translation; as well as courses in Greek and Latin language and literature at all levels.

## What Is Classics?

Classics, in the broadest sense, is the study of the ancient Greek and Roman world, its cultures, and their impact on later cultural traditions. The elasticity of these terms (e.g., “ancient,” “culture,” “Roman”) gives the discipline dynamism, but its shared center is a common body of texts.

The careful reading of texts remains central to our discipline, as a window onto all aspects of life and culture in the ancient Greek and Latin worlds. These include history, law, religion, material culture, art, family life, politics, and philosophy. It also looks to the long life of these texts and ideas in their iterative reception by peoples in different times and places, as well as how the classical cultures of the ancient Mediterranean can be productively brought into dialogue with other classical cultures from around the world.

## Why Study Classics?

By engaging with the ideas of antiquity, we situate ourselves within a variety of intersecting and rich dialogues between the ancient and post-classical worlds. One of the greatest benefits of Classics—as major, minor, or single class experiment—is the bracing experience of encountering through text and across a vast gulf of time people who are at once familiar and strange; influential on how we think, act, and feel; and yet radically different from us. With honest and critical engagement, this encounter can leave us changed as freer and more powerful thinkers.

By confronting the ideas of antiquity, we join a variety of rich and intersecting conversations about the ancient and post-classical worlds. Exploration within these other worlds allows students to consider and challenge concepts of cultural inheritance, canonicity, and tradition. Studying Latin and Greek in particular equip students with a greater facility in understanding the potential and limitations of

language itself as it is practiced in speech and literature. As Theodor Seuss Geisel (i.e., Dr. Seuss) put it, Classics “allows you to adore words, take them apart and find out where they came from.”

Such training can also enrich study in other disciplines—most notably fields like philosophy, comparative literature, and history—where knowledge of the pervasive presence and diverse reception of Greco-Roman antiquity can produce valuable insights. Likewise, because of the breadth of our inquiries, students’ other interests and experiences can enrich a their study of the ancient world and illuminate their other studies in turn.

Studying Classics prepares our students for a variety of careers after graduation. Some have pursued advanced degrees in classics or related fields (e.g. archaeology, religion, comparative literature, medieval studies); others have studied medicine or law; still others have chosen careers in journalism, in business, in technology, in publishing, in social work, in museum curatorship, and in secondary education.

## Learning Goals

- Students will learn ancient Greek or Latin (or both), cultivating an urgent connoisseurship of the word. Through this “love for words upon words, words in continuation and modification” (Eudora Welty), they acquire the power to analyze and interpret foundational texts of western philosophy, history, oratory, fiction, and poetry in their original forms.
- Students will connect with thought-provoking and influential texts from antiquity and consider the benefits of the canon — and its dangers. They can recognize their role in a continuing story of communication and reassembly: “Break a vase, and the love that reassembles the fragments is stronger than that love which took its symmetry for granted when it was whole” (Derek Walcott).
- Students will read carefully, deeply, looking to vital context, with reservations and with appreciation of crucial detail, in dialogue with others and with confidence in their own insights, with doors left open, with delicate fingers and eyes (Nietzsche, *Daybreak* 1881).
- Students will confront the most persistent questions about the nature of things, heeding the Socratic warning that “the unexamined life is not worth living” (ὁ δὲ ἀνεξέταστος βίος οὐ βιωτὸς ἀνθρώπῳ, Plato, *Apology* 38a).
- Students will carry their education with them, becoming speakers of words and doers of deeds (μύθων τε ῥητῆρ’ ἔμειναι πρῆκτῆρά τε ἔργων, Homer, *Iliad* 9.443), striving to become individuals to whom nothing human is foreign (*homo sum: humani nil a me alienum puto*, Terence, *HT* 77).

- Students will strive not to amass a cache of the trivial or ephemeral but to create a community of learning in partnership with faculty and students in the full spirit of Haverford's motto (*non doctior sed meliore doctrina imbutus*).
- Students will, at the culmination of their studies, important questions about classical culture or its reception with theoretical rigor, in dialogue with the work of other scholars, in collaboration with their peers, and under the auspices of a faculty Mentor.
- Students will question the lives that speak in multiple pasts, presents, and futures. As we turn our gaze and tune our ears to the pulse of life from the past, and see how bygone people "step into the thick of emotions which blind and bewilder an age like our own" (Virginia Woolf), we forge our future selves and others through engagement, critique, and interpretation.

Haverford's Institutional Learning Goals are available on the President's website, at <http://hav.to/learninggoals>.

## Curriculum

The major programs in Classics reflect the diversity of the field: students may major in Classical Culture and Society; Classical Languages (Greek and Latin); or Greek or Latin (in conjunction with a related modern field). We encourage majors to study abroad during a semester of their junior year in Greece, Italy, or any other country with a strong tradition in Classical studies. Students may choose from three minors, each of which requires six courses: Greek, Latin, or Classical Culture and Society.

## Major Requirements

### Classical Culture and Society

Haverford's major and minor in Classical Culture and Society offers students the opportunity to explore life in Classical antiquity in all of its dimensions—from language, to literature, to history, philosophy, archaeology, and more—as well as its impact on later cultural traditions. It is designed to allow the student to use a strong foundation in Greek or Latin as the springboard for a focused study of the culture and society of Classical antiquity, concentrating in one of the following areas: archaeology and art history, philosophy and religion, literature and the Classical tradition, history and society.

- Two semesters in either Latin or Greek beyond the elementary level.
- One course in Greek or Roman history.
- Three courses in an area of concentration (Literature & the Classical Tradition, Philosophy & Religion, Archaeology & Art History, or History &

Society), at least two of which must be at the 200 level or above.

- Three electives in Classical Studies, at least one of which must be in History & Society (except in the case of History & Society concentrators).
- Completion of the Majors' Reading List (see departmental website).
- Senior Seminar and Thesis (CSTS H398/CSTS H399).

### Classical Languages

Haverford's Classical Languages major offers students the opportunity to gain proficiency in both Greek and Latin and to explore Classical texts and the literary, historical, and philosophical contexts in which they emerged.

- Eight semester courses beyond the elementary level divided between Greek and Latin, of which at least two in each language must be at the 200 level or above.
- Completion of the Majors' Reading List (see departmental website).
- Senior Seminar (CSTS H398/CSTS H399).

### Greek or Latin

Students who major in Greek or Latin pursue an intensive curriculum in one of the two languages, and in addition do work at the advanced level in an allied field which might itself be Classical Studies, but might also be English or another language, comparative literature, philosophy, religion, history, art history, archaeology, computer science or music—indeed, almost any discipline that the student can connect to their intellectual interests as complementary of their language studies.

- Six courses beyond the introductory level in one language, of which at least four must be at the 200 level or above.
- A minimum of three semester courses beyond the introductory level in a related field.
- Completion of the Majors' Reading List (see departmental website).
- Senior Seminar and Thesis (CSTS H398/CSTS H399).

### Majors' Reading List

The Majors' Reading List consists of a group of essential Greek and Latin texts selected by the faculty, to be read in English (if not in the original) by the beginning of the senior year. Many of these texts will have been assigned in different classes, while others will complement class readings. By reading, considering, and discussing the texts on the list, Classics students—whatever the focus of their particular major—will emerge with a stronger common basis for discussion and with a better sense

of the range and depth of the Classical heritage. For most works a particular translation or translations is suggested on the department website, but if students would like to read a different version, they may consult with any faculty member to learn whether the translation is a reasonable alternative. (The list is posted on the departmental website.)

## Senior Project

The senior experience in the Department of Classics builds towards the writing of a senior thesis (typically 35 to 45 pages) on a topic of the student's choice, under the guidance of two faculty members. In their theses, Classics students present original work based on serious and extensive research, extending knowledge about antiquity and its reception in innovative and illuminating ways.

Senior Seminar, a weekly course conducted during the fall semester, provides a forum in which students are introduced to a variety of theoretical approaches, further develop the ability to read and critique scholarship, and learn about resources for research in the field; it also gives them an opportunity to craft an interesting and appropriate question that they will explore in the thesis they write during the spring semester.

### Senior Project Learning Goals

In the process of writing the senior thesis, students should acquire and demonstrate:

- the ability to craft an interesting and appropriate question in order to make a new contribution to the field of Classics.
- the ability to read relevant ancient texts, in the original languages as appropriate, and to discuss and analyze aspects of Classical culture.
- a familiarity with relevant modern scholarship and engagement with the methods and standards of the discipline of Classics.
- the ability to develop an article-length paper, consisting of original work, under the mentorship of two faculty.

### Senior Project Assessment

The thesis is evaluated on the following criteria:

- **Conceptualization of an original research question**  
Students strive to acknowledge and explore the full implications of an innovative thesis question. Students demonstrate with depth and precision the importance of the question and what is at stake in answering it.
- **Familiarity with and understanding of primary texts**

Students engage primary sources to answer their research question. Their primary evidence is well organized, exhaustive, and integrated with the continuing scholarly conversation to which they are contributing. Students strive to display a creative approach to existing sources or bring new and illuminating sources to bear on their research question.

- **Engagement with secondary literature**  
Students demonstrate comprehensive mastery of scholarly literature as it pertains to the thesis topic by synthesis of and contribution to the scholarly conversation.
- **Methodological and theoretical approach**  
Students ground their theses in current knowledge about antiquity, demonstrating a thorough understanding of relevant methodological and theoretical issues.
- **Quality of argument**  
Students construct a well-reasoned, well structured, and clearly expressed argument; the line of thought emerges clearly, and the conclusions are persuasive.
- **Clarity of writing**  
Writing is consistently engaging, clear, well organized, and enjoyable to read.
- **Oral presentation**  
At the end of the semester, students demonstrate comprehensive understanding of their topic in an articulate and engaging presentation and are able to provide innovative and thoughtful answers to questions.

## Requirements for Honors

Students demonstrating superior performance in course work in the major and on the senior thesis will be eligible for departmental honors. To qualify for honors, students must have a cumulative GPA of at least 3.7 in their major courses (3.85 for high honors) and earn a grade of at least 3.7 on the senior thesis (3.85 for high honors).

## Minor Requirements

### Classical Culture and Society

Six courses drawn from the range of courses counted towards Classical Culture and Society. Of these, two must be in Greek or Latin at the 002 level or above and at least one must be in Classical Culture and Society at the 200 level.

### Greek

Six semester courses in Greek, at least two of which must be at the 200 level or above. The department may reduce the number of required courses for those who are already beyond the elementary language when they begin the minor.

## Latin

Six semester courses in Latin, at least two of which must be at the 200 level or above. The department may reduce the number of required courses for those who are already beyond the elementary language when they begin the minor.

## Related Programs

### Classical and Near Eastern Archaeology at Bryn Mawr

Haverford students often pursue coursework and research on the material culture of the ancient world within one of our major programs. Students may also major or minor in Archaeology at Bryn Mawr. Among the notable 'Fords who have taken this path are Brian Rose, excavator of Troy & former President of the American Institute of Archaeology, & Carlos Picón, curator of Greek & Roman Art at New York's Metropolitan Museum of Art.

The Archaeology program is interdisciplinary and encourages students to take advantage of related offerings in Departments of Anthropology, Classics, Geology, History, History of Art, and the Program in the Growth and Structure of Cities. The Ella Riegel Memorial Collection of over 6,000 artifacts is used in instruction.

### Museum Studies at Bryn Mawr

Haverford students can attain a minor in Museum Studies, a rich and dynamic education in both museum theory and practice. Through coursework and internships, students also have the opportunity to gain practical hands-on experience in the Special Collections as well as in museums, galleries and archives in Philadelphia and beyond.

### Teacher Certification

Latin majors interested in teaching as a career may earn a K-12 teacher certification by completing the Latin major and teacher certification track of the Education Minor or by enrolling in the Post-Baccalaureate Teacher Education Program for Bryn Mawr and Haverford graduates.

### 4+1 Master's Program at Bryn Mawr

Students are offered the opportunity to work towards a Master's degree in Classics concurrently with their work towards their undergraduate degree. Up to two seminars may count towards both degrees. Eligible students must present an overall grade point average of at least 3.40 and an undergraduate grade point average of at least 3.70 in the subject of the proposed master's degree.

## Study Abroad

The Classics Department encourages its students to study abroad in Greece or Italy, usually for a semester in their junior year. Majors in the

Department of Classics may receive up to 6 credits for pre-approved courses taken at departments on the College's list of study abroad programs.

Students interested in studying abroad should talk to a member of the Classics faculty. For further information about studying abroad at Haverford, visit the Study Abroad website.

The most popular programs in Greece and Italy include:

### College Year in Athens

College Year in Athens, or CYA, is a study abroad program focused upon the history and civilization of Greece and the East Mediterranean region. Its mission is to offer each student an academically rigorous program of studies combined with the vibrant experience of day-to-day contact with people, monuments, and landscape of Greece.

### Intercollegiate Center for Classical Studies in Rome

At the "Centro" students can study Latin, Greek, Italian, art history, and the ancient city in Rome; they also take field trips in Rome, Pompeii, and Sicily. Students planning on studying abroad at the Centro are strongly encouraged to take Roman History (or equivalent) before applying.

## Prizes

The department awards a number of prizes, grants, and fellowships.

### Departmental Classics Prizes

- **The Daniel Gillis and Joseph Russo Prize** is awarded for the best essay in Classical Studies.
- **The William K. Baker Prize in Greek** is presented to the student who has done the best work in Greek.
- **The Howard Comfort Prize in Latin** is presented to the student who has done the best work in Latin.
- **The Class of 1896 Prize in Latin for Sophomores** is awarded to the sophomore who has done the best work in Latin.
- **The Class of 1902 Prize in Latin for First-years** is awarded to the first-year who has done the best work in Latin.
- **The Mark L. Hepps Prize** is awarded in memory of Mark Larry Hepps '79. This prize is awarded for diligence in the study of elementary Greek or Latin.
- **SCS Prize Outstanding Student Prize** is awarded to the student who has made the greatest contribution to the study of Classics at Haverford.

## Utraque Lingua Grants

The Utraque Lingua Grants support further study of Latin and Greek by Haverford students.

## Fellowships

- Augustus Taber Murray Research Fellowships
- Mellon Mays Undergraduate Fellowship

## Special Programs

The department's extra-curricular life includes visiting speakers, occasional expeditions to plays or museums in Philadelphia and New York City, the annual Bi-College ORALiTea (an occasion for the recitation of Greek & Latin literature), annual public marathon readings of Classical texts, Latin scavenger hunts, student reading groups, and other departmental convivia.

The faculty encourages and supports events that are organized by students. Bryn Mawr hosts a weekly Classics Tea and Colloquium featuring visiting lectures.

## Faculty

### Matthew Farmer

Assistant Professor of Classics

### Bret Mulligan

Associate Professor and Chair of Classics

### Deborah Roberts

The William R. Kenan, Jr. Professor; Professor of Classics

### Hannah Silverblank

Visiting Assistant Professor of Classics

## Courses in Classical Studies Not Requiring Greek or Latin at Haverford

### CSTS H119 CULTURE AND CRISIS IN THE GOLDEN AGE OF ATHENS (1.0 Credit)

*Bret Mulligan, Matthew Farmer*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

In this course, through the poetry, sculpture, history, architecture, painting, philosophy, and oratory produced by the inhabitants of fifth-century Athens, we will examine the daily workings of Athenian democracy, economy, love, art, science, education, and religion. As we conduct our inquiry into Athens' 'Golden Age,' we will seek to discover ourselves in these ancient voices, and to illuminate the contrasts inherent between Athens and modernity. Restless, wary, elegant, vulgar, pious, and brutal, the Athenians left a legacy that continues to define and influence human achievement (and travails) to this day. In the last third of the class, students

will embark on a multi-week simulation to rebuild Athens in the aftermath of the Peloponnesian Wars. Crosslisted: Classical Studies, PJHR

### CSTS H121 ROMAN REVOLUTIONS (1.0 Credit)

*Bret Mulligan*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

An introduction to what it meant to be a Roman by exploration what made the Romans revolutionary (in politics, military, philosophy, literature, art, and more) in their time and of lasting influence thereafter. The course culminates in a three-week role playing game, in which you will embody a particular Roman persona during a particular socio-political flashpoint in 63 BCE.

### CSTS H202 BAWDY BODIES: COMEDIES OF THE GROTESQUE IN ANTIQUITY AND THE RENAISSANCE (1.0 Credit)

*Matthew Farmer*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

In this course, we will use Bakhtin's concepts of the grotesque and the carnivalesque to interpret the novels of Rabelais and the plays of Shakespeare; we will also explore Greek and Roman precedents for the grotesque literature of the Renaissance.

Crosslisted: Classics, Comparative Literature  
Prerequisite(s): First Year Writing

**(Offered:** Spring 2021)

### CSTS H209 CLASSICAL MYTHOLOGY (1.0 Credit)

*Hannah Silverblank*

**Division:** Humanities

An introduction to the primary characters and stories of Greek and Roman mythology including cosmic creation, Olympian and other deities, and heroes both as they appear in Greek and Roman literature and art and as they are later represented in modern art, music, and film. Crosslisted: Classical Studies, Comparative Literature, Religion

**(Offered:** Spring 2021)

### CSTS H215 TALES OF TROY (1.0 Credit)

*Bret Mulligan*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

An introduction to the myth of the Trojan War and its role in the history of western literature and culture, focusing on the development and adaptation of the myth in literature, art, music, and film. All CSTS courses are taught in English and do not require knowledge of Latin or Greek. Crosslisted: Classical Studies, Comparative Literature

**CSTS H216 SEX AND POWER IN THE ANCIENT WORLD (1.0 Credit)***Matthew Farmer***Division:** Humanities**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

The culture and ideology of sexuality in ancient Greece, emphasizing primary literary and visual evidence. Examining the relationship between sex and power in Greek culture enables us to understand the ways sex and power are intertwined in contemporary life.

**(Offered:** Spring 2021)**CSTS H217 UNRULY BODIES: NARRATIVES OF DISABILITY IN GREECE AND ROME (1.0 Credit)***Hannah Silverblank***Division:** Humanities**Domain(s):** A: Meaning, Interpretation (Texts)

In this course, students will consider a range of depictions of physical alterity in ancient Greek and Roman epic, drama, poetry, history, philosophy, medical writing, and iconography. All CSTS courses are taught in English and do not require knowledge of Latin or Greek. Crosslisted: Classics, Comparative Literature

**CSTS H218 ANIMALS AND ANDROIDS IN GREEK AND LATIN LITERATURE (1.0 Credit)***Hannah Silverblank***Division:** Humanities**Domain(s):** A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course considers the role of nonhuman life in the literary, cultural, and religious imagination of the ancient Mediterranean, with a particular focus on the relationships between humans, animals, and automata.

**CSTS H278 BEASTS, HYBRIDS, AND GIANTS: CONFRONTING MONSTERS FROM THE PAST (1.0 Credit)***Hannah Silverblank***Division:** Humanities**Domain(s):** A: Meaning, Interpretation (Texts)

This course investigates the role of the monster — source of horror, of power, of disgust, of humor, and sometimes even endearment — in genres ranging from ancient Greek epic and Gothic fiction to science fiction and horror cinema.

**(Offered:** Fall 2020)**CSTS H293 TRANSLATION AND OTHER TRANSFORMATIONS: THEORY AND PRACTICE (1.0 Credit)***Deborah Roberts***Division:** Humanities**Domain(s):** A: Meaning, Interpretation (Texts)

An exploration of the theory and practice of translation: from language to language, from culture to culture, and from medium to medium. We will consider different approaches to translation in theoretical writings and in case studies drawn from works in different languages, with attention to changing views and to areas of controversy. Assignments will include both papers and translations, and students may develop translation projects of their own. Crosslisted: Comparative Literature, Classical Studies Prerequisite(s): Student must be at least at the intermediate level in at least one language other than English

**CSTS H398 SENIOR SEMINAR (1.0 Credit)***Matthew Farmer***Division:** Humanities

A bi-college seminar focused on refining the ability to read, discuss, and analyze classical culture and the scholarship of various sub-fields of Classical Studies (e.g. literature, religion, philosophy, law, social history), leading towards the completion of a prospectus for the senior thesis.

**(Offered:** Fall 2020)**CSTS H399 SENIOR SEMINAR (1.0 Credit)****Division:** Humanities

Independent work on the senior thesis and meetings with the thesis advisor.

**(Offered:** Spring 2021)**CSTS H460 TEACHING ASSISTANT (1.0 Credit)***Staff***Division:** Humanities

Assisting with the teaching of 100-level courses in translation (CSTS 119 or CSTS 121).

**(Offered:** Spring 2021)**Courses in Classical Studies Not Requiring Greek or Latin at Bryn Mawr****CSTS B108 ROMAN AFRICA (1.0 Credit)***Catherine Conybeare***Division:** Humanities**Domain(s):** A: Meaning, Interpretation (Texts)

In 146 BCE, Rome conquered and destroyed the North African city of Carthage, which had been its arch-enemy for generations, and occupied many of the Carthaginian settlements in North Africa. But by the second and third centuries CE, North Africa was one of the most prosperous and cultured areas of the Roman Empire, and Carthage (near modern Tunis) was one of the busiest ports in the Mediterranean. This course will trace the relations between Rome and Carthage, looking at the history of their mutual enmity, the extraordinary rise to prosperity of Roman North Africa, and the continued importance of the

region even after the Vandal invasions of the fifth century.

**CSTS B201 CLEOPATRA: PASSION, POWER, AND POLITICS (1.0 Credit)**

*Annette Baertschi*

Cleopatra VII, the last ruler of Ptolemaic Egypt (69–30 BCE), has been a figure of continuous fascination and political resonance for over 2000 years. She was the most famous and enigmatic person in the ancient Mediterranean world while she was alive and, since then, she has been re-imagined by countless poets, dramatists, philosophers, filmmakers, musicians, and artists of all types. In this course, we will examine both the historical Cleopatra and her reception in various media in subsequent cultures and societies. In the first part, we will carefully study the ancient literary and material evidence to learn all we can about the real Cleopatra and the tumultuous times in which she lived. In the second part, we will then consider a selection of medieval, early modern, and contemporary representations of Cleopatra, ranging from Chaucer to Shakespeare's Antony and Cleopatra to HBO's series Rome and the use of Cleopatra in present-day advertising. Throughout our readings, we will focus on issues such as female agency and power in a man's world, beauty and the femme fatale, east vs. west, and politics and propaganda.

**CSTS B203 TECHNOLOGY AND HUMANITY IN THE ANCIENT WORLD (1.0 Credit)**

**Division:** Humanities

In this course, we will study the development, impact, and ethical implications of technology in the ancient world. While investigating the attitudes toward technology expressed by scientific and non-scientific authors of the Graeco-Roman world, students will be exposed to perspectives and methods from a variety of disciplines including literary studies, anthropology, social psychology, and 4E cognition, engaging with questions related to areas of social justice, human ecology, artificial intelligence, urban planning, environmental management, and medicine. Through readings by authors such as Aristophanes, Euripides, Aristotle, Cicero, Seneca, Apuleius and Galen, we will discuss the technologies used to aid memory, carry out calculative activities, perform labor, influence human behavior, and improve quality of life. In addition to gaining a broad understanding of ancient technologies (real and imagined), students will a) become familiar with the major periods and events of Graeco-Roman history and be able to contextualize attitudes towards technology within those periods; b) become familiar with the styles of literature and material arts during major periods of Graeco-Roman history, and c) develop skills necessary for reading

primary texts (literary, philosophical, and historical) as documents representing the intellectual history of classical antiquity. No previous knowledge of the ancient world is required.

**(Offered:** Fall 2020)

**CSTS B205 GREEK HISTORY (1.0 Credit)**

*Radcliffe Edmonds*

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course traces the rise of the city-state (polis) in the Greek-speaking world beginning in the seventh-century BC down to its full blossoming in classical Athens and Sparta. Students should gain an understanding of the formation and development of Greek identity, from the Panhellenic trends in archaic epic and religion through its crystallization during the heroic defense against two Persian invasions and its subsequent disintegration during the Peloponnesian war. The class will also explore the ways in which the evolution of political, philosophical, religious, and artistic institutions reflect the changing socio-political circumstances of Greece. The latter part of the course will focus on Athens in particular: its rise to imperial power under Pericles, its tragic decline from the Peloponnesian War and its important role as a center for the teaching of rhetoric and philosophy. Since the study of history involves the analysis, evaluation, and synthesis of the sources available for the culture studied, students will concentrate upon the primary sources available for Greek history, exploring the strengths and weakness of these sources and the ways in which their evidence can be used to create an understanding of ancient Greece. Students should learn how to analyze and evaluate the evidence from primary texts and to synthesize the information from multiple sources in a critical way.

**(Offered:** Fall 2020)

**CSTS B206 COSMOS: MYTH, MEDICINE, & LAW IN ANCIENT GREECE (1.0 Credit)**

*Radcliffe Edmonds*

**Division:** Humanities

The ancient Greek word 'cosmos' means 'order' or 'system'; it also means 'beauty' or 'adornment'. The Greeks thought of the world around them as an orderly system, adorned with beauty, but their imaginings of that order took many different forms, from the most fantastic of myths to elaborate mathematical and physiological models. This course explores the systems of order that the Greeks imagined for the universe – the macrocosm, for the human body – the microcosm, and for society – the the system of laws that brings order to humans in the world. Throughout the course, we examine the ways ideas of generation, justice, and gender inflect the cosmic systems, beginning with early Greek

epic and moving through the philosophical texts (especially Plato's *Timaeus*), Hippocratic medical treatises, and lawcourt speeches. We will explore the discourses of myth, science, and law in the ancient Greek context and their relation to contemporary discourses. Students will gain familiarity with the conceptual schemas of ancient Greek thought that have been fundamental for cosmology, medicine, and law in the Western tradition and will learn to analyze the ways in which these models have shaped ideas of generation, justice, and gender throughout the ages. Students will also improve their skills of critical reading and analytic writing through their work with the readings and writing assignments in the course, and they will hone their skills of reasoned discussion in the class.

**CSTS B207 EARLY ROME AND THE ROMAN REPUBLIC (1.0 Credit)**

**Division:** Social Science

**Domain(s):** B: Analysis of the Social World

This course surveys the history of Rome from its origins to the end of the Republic, with special emphasis on the rise of Rome in Italy and the evolution of the Roman state. The course also examines the Hellenistic world in which the rise of Rome takes place. The methods of historical investigation using the ancient sources, both literary and archaeological, are emphasized.

**(Offered:** Spring 2021)

**CSTS B208 THE ROMAN EMPIRE (1.0 Credit)**

*Staff*

Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture and society as presented in the surviving ancient evidence, both literary and archaeological.

**CSTS B211 MASKS, MADNESS, AND MYSTERIES: INTRODUCTION TO GREEK TRAGEDY (1.0 Credit)**

*Asya Sigelman*

**Division:** Humanities

This course will introduce the student to the world of Greek Tragedy as it flourished in Athens in 5th century BC. We will read the plays of Aeschylus, Sophocles, & Euripides and discuss the playwrights' treatment of myth, the role of the chorus, the relation between text and performance, and the relevance of Greek tragedy for subsequent centuries, down to the present day. Special attention will be given to modern performances of these ancient plays in theater and in film as well as to the themes of choral voice, disability, euthanasia, slavery; the impact of war on women & children; and the relation between mortals and immortals. Please Note: NO

KNOWLEDGE OF ANCIENT GREEK IS REQUIRED. ALL TEXTS WILL BE READ IN ENGLISH!

**CSTS B221 WOMEN OF ROMAN EGYPT (1.0 Credit)**

*Staff*

This course aims to be an introduction to the history of female persons in the ancient world. It focuses particularly on Roman Egypt, but covers a broad range of material spanning the period of 300 BCE – 476 CE. Students engage with a number of historical issues, such as legal personhood, access to education, political protest, economic freedom, religious practice, etc.. Students will acquire familiarity with a) Egypt as a part of the Greco-Roman world; b) the role of women in both Egyptian society and Rome more generally; and c) the written sources available for the study of female experience in the ancient world. Because the course focuses on the social, cultural, and institutional environments in which women operated, the topic offers itself as a useful study of the ancient world as a whole, as well as to particular issues of representation and authority. By the end of the course, students will have general understanding of Egypt as a part of the Graeco-Roman world, a keen understanding of how women operated in the society of Ancient Egypt (ca. 300 BCE – 450 CE), and the ability to form arguments about the historical relevance of our sources.

**(Offered:** Fall 2020)

**CSTS B226 ECOLOGY OF THE ROMAN WORLD (1.0 Credit)**

*Staff*

In this course, we will study Roman attitudes toward the natural world, reconstructing the environment in which Roman urban centers flourished. While investigating the attitudes towards the environment that the Romans expressed through their myths, poetry, philosophy, and material culture, students will gain exposure to perspectives and methods from a variety of disciplines including literary studies, archaeology and art history, anthropology, social psychology, and 4E cognition. Through readings by authors such as Cato, Varro, Columella, Lucretius, Virgil, Ovid, Horace, Cicero, Pliny and Seneca, we will discuss agriculture and pre-industrial economies, social (re)evolution, disease and famine, resource exploitation, and human interaction with the landscape through engineering. In addition to gaining a broad understanding of how the Romans interacted with and explained the world around them (and how they used that world to explain themselves), students will a) become familiar with the major periods and events of Roman history and be able to contextualize attitudes towards nature and the environment within those periods; b) become familiar with the styles of literature



and material arts during major periods of Roman history, and c) develop skills necessary for reading primary texts (literary, philosophical, and historical) as documents representing the intellectual history of the Roman world. No previous knowledge of the ancient world is required.

**(Offered:** Spring 2021)

### **CSTS B242 MAGIC IN THE GRECO-ROMAN WORLD (1.0 Credit)**

*Radcliffe Edmonds*

**Domain(s):** B: Analysis of the Social World  
 Bindings and curses, love charms and healing potions, amulets and talismans - from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers, the people of the Greco-Roman World made use of magic to try to influence the world around them. In this course students will gain an understanding of the magicians of the ancient world and the techniques and devices they used to serve their clientele, as well as the cultural contexts in which these ideas of magic arose. We shall consider ancient tablets and spell books as well as literary descriptions of magic in the light of theories relating to the religious, political, and social contexts in which magic was used.

**(Offered:** Spring 2021)

### **CSTS B310 FORMING THE CLASSICS: FROM PAPYRUS TO PRINT (1.0 Credit)**

*Catherine Conybeare*

**Domain(s):** A: Meaning, Interpretation (Texts)  
 17This course will trace the constitution of Classics as a discipline in both its intellectual and its material aspects, and will examine how the works of classical antiquity were read, interpreted, and preserved from the late Roman empire to the early modern period. Topics will include the material production and dissemination of texts, the conceptual organization of codices (e.g. punctuation, rubrication, indexing), and audiences and readers (including annotation, marginalia, and commentary). Students will also learn practical techniques for approaching these texts, such as palaeography and the expansion of abbreviations. The course will culminate in student research projects using manuscripts and early printed books from Bryn Mawr's exceptional collections. Prerequisite: a 200 level course in Greek, Latin, or Classical Studies.

### **CSTS B375 INTERPRETING MYTHOLOGY (1.0 Credit)**

*Radcliffe Edmonds*

**Division:** Humanities

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the

Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved. Preference to upperclassmen, previous coursework in myth required.

### **CSTS B398 SENIOR SEMINAR (1.0 Credit)**

*Radcliffe Edmonds*

**Division:** Humanities

This is a bi-college seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classics (e.g. literature, religion, philosophy, law, social history) and of how to apply contemporary critical approaches to the primary sources. Students will also begin developing a topic for their senior thesis, composing a prospectus and giving a preliminary presentation of their findings.

### **CSTS B399 SENIOR SEMINAR (1.0 Credit)**

*Radcliffe Edmonds*

**Division:** Humanities

This is the continuation of CSTS B398. Working with individual advisors from the bi-college classics departments, students will continue to develop the topic sketched out in the fall semester. By the end of the course, they will have completed at least one draft and a full, polished version of the senior thesis, of which they will give a final oral presentation.

### **CSTS B403 SUPERVISED WORK (1.0 Credit)**

*Annette Baertschi, Asya Sigelman, Catherine Conybeare, Radcliffe Edmonds*

**Division:** Humanities

**(Offered:** Fall 2020, Spring 2021)

### **CSTS B425 PRAXIS III: INDEPENDENT STUDY (1.0 Credit)**

*Catherine Conybeare*

## **Greek Courses at Haverford**

### **GREK H001 ELEMENTARY GREEK (1.0 Credit)**

*Staff*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This two-semester course provides an introduction to the ancient Greek language and to the reading of ancient Greek literature; from the beginning we will be reading not only sentences designed to give students practice but actual excerpts from ancient prose and poetry. We should be able to finish the basics by about the middle of the spring semester, and will spend the rest of the year reading and discussing Plato's *Crito*, in which Socrates defends his decision not to escape from prison and a death sentence, and Lysias' first oration, a speech for the defense in a trial that sheds interesting light on Athenian domestic life.

**(Offered:** Spring 2021)

**GREK H002 ELEMENTARY GREEK (1.0 Credit)**

*Matthew Farmer*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

Completion of the basics of ancient Greek, followed by readings in Lysias and Plato. This is the second semester of a year-long course.

**(Offered:** Fall 2020)

**GREK H101 INTRODUCTION TO GREEK LITERATURE: WORLDS OF WONDER (1.0 Credit)**

*Hannah Silverblank*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This intermediate ancient Greek course offers students a chance to develop their skills in reading literary, historical, and philosophical prose. Students will continue to build grammar, vocabulary, and facility with different Greek dialects through the reading of extensive passages from authors including Herodotus, Plato, Plutarch, Lucian, Palaephatus, and others. Readings will be thematically organized around the concepts of wonder, marvel, world-building, travel, ethnography, and cultural identity.

Prerequisite(s): GREK 002 or equivalent, or instructor consent

**GREK H102 INTRODUCTION TO GREEK POETRY: HOMER (1.0 Credit)**

*Deborah Roberts*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This course serves both as an intermediate language class (aimed at developing reading fluency in Homeric Greek) and as an introduction to Greek poetry through the work of Homer; we will read selections from the *Iliad* in Greek (and the poem as a whole in English). Class time will include both translation and discussion, with attention to such topics as narrative structure, the voice of the singer/narrator, the figure of the hero, Homeric society and its values, the treatment of battle and war,

and the relationship between gods and humans. We will also consider the "Homeric question," oral composition and its implications, Homeric language, and special features of Homeric style: type scene, ring composition, formula, and simile. We will look at different translations of the *Iliad*, and at the ways in which the poem has been read (and rewritten) at different times; we will also practice reading aloud in the dactylic hexameter meter of the *Iliad*. Prerequisite(s): GREK 101 or equivalent, or instructor consent

**(Offered:** Spring 2021)

**GREK H202 ADVANCED GREEK: TRAGEDY (1.0 Credit)**

*Deborah Roberts*

**Division:** Humanities

In this course we read two of the surviving works of fifth century Greek tragedy, with selected critical essays and background reading in other plays. Class time will be divided between translation and discussion, with attention not only to themes specific to each tragedy but also to such common topics as: the playwright's treatment of the inherited myth; the way in which the drama tells its story; the role and nature of the chorus; characterization and the connections between characters; the relationship of divine and human; the role of prophecy; choice, justice and retribution; political resonances and the role of gender; performance issues; and the language of dialogue and of choral ode. Class will also include practice reading aloud in the meter of dialogue and in some of the simpler choral meters and discussion of different translations of selected passages. Prerequisite(s): Two Greek courses at the 100 level or above, or instructor consent.

**GREK H350 SEMINAR IN GREEK LITERATURE: POETICS AND POIESIS: PHILOSOPHY, PERFORMANCE, AND THE CRAFTS (1.0 Credit)**

*Ava Shirazi*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

An advanced seminar in Greek language and literature, with special emphasis on the interpretation and discussion of texts in Greek and the reading of relevant scholarship. Topic to be determined by faculty. May be repeated for credit.

Prerequisite: GREK 201 or 202 or consent.

**(Offered:** Fall 2020)

**Greek Courses at Bryn Mawr**

**GREK B010 TRADITIONAL AND NEW TESTAMENT GREEK (1.0 Credit)**

*Asya Sigelman*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This is the first half of a year-long introductory course to ancient Greek. It is designed to familiarize students with the basic elements of classical Greek grammar and syntax as well as to provide them with experience in reading short sentences and passages in both Greek prose and poetry.

**(Offered:** Fall 2020)

### **GREK B011 TRADITIONAL AND NEW TESTAMENT GREEK (1.0 Credit)**

*Asya Sigelman*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This is the second half of a year-long introductory course to ancient Greek. It is designed to familiarize students with the basic elements of classical Greek grammar and syntax. Once the grammar has been fully introduced, students will develop facility by reading parts of the New Testament and a dialogue of Plato. Prerequisite: GREK B010.

**(Offered:** Spring 2021)

### **GREK B101 HERODOTUS (1.0 Credit)**

*Radcliffe Edmonds*

**Domain(s):** A: Meaning, Interpretation (Texts)

Greek 101 introduces the student to one of the greatest prose authors of ancient Greece, the historian, Herodotus. The 'Father of History,' as Herodotus is sometimes called, wrote one of the earliest lengthy prose texts extant in Greek literature, in the Ionian dialect of Greek. The 'Father of Lies,' as he is also sometimes known, wove into his history a number of fabulous and entertaining anecdotes and tales. His 'historie' or inquiry into the events surrounding the invasions by the Persian empire against the Greek city-states set the precedent for all subsequent historical writings. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: GREK B010 and B011 or equivalent.

**(Offered:** Fall 2020)

### **GREK B104 HOMER (1.0 Credit)**

*Asya Sigelman*

**Division:** Humanities

Greek 104 is designed to introduce the student to the epic poetry attributed to Homer, the greatest poet of ancient Greece, through selections from the *Odyssey*. Since Homer's poetic form is so important to the shape and texture of the *Odyssey*, we will examine the mechanics of Homeric poetry, both the intricacies of dactylic hexameter and the patterns of oral formulaic composition. We will also spend time discussing the characters and ideas that animate this text, since the value of Homer lies not merely in his incomparable mastery of his poetic form, but in the values and patterns of behavior in his story, patterns which remained remarkably influential in the Greek

world for centuries. Prerequisite: One year of college level Greek or equivalent.

### **GREK B201 PLATO AND THUCYDIDES (1.0 Credit)**

*Radcliffe Edmonds*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This course is designed to introduce the student to two of the greatest prose authors of ancient Greece, the philosopher, Plato, and the historian, Thucydides. These two writers set the terms in the disciplines of philosophy and history for millennia, and philosophers and historians today continue to grapple with their ideas and influence. The brilliant and controversial statesman Alcibiades provides a link between the two texts in this course (Plato's *Symposium* and Thucydides' *History of the Peloponnesian War*), and we examine the ways in which both authors handle the figure of Alcibiades as a point of entry into the comparison of the varying styles and modes of thought of these two great writers. Suggested Prerequisites: At least 2 years of college Greek or the equivalent.

**(Offered:** Fall 2020)

### **GREK B202 THE FORM OF TRAGEDY (1.0 Credit)**

*Asya Sigelman*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This course will introduce the student to two of the three great Athenian tragedians—Sophocles and Euripides. Their dramas, composed two-and-a-half millennia ago, continue to be performed regularly on modern stages around the world and exert a profound influence on current day theatre. We will read Sophocles' *Oedipus Tyrannos* and Euripides' *Bacchae* in full, focusing on language, poetics, meter, and performance studies.

**(Offered:** Spring 2021)

### **GREK B350 TOPICS IN GREEK LITERATURE (1.0 Credit)**

*Asya Sigelman*

Open only to advanced undergraduates, this course includes a weekly seminar and a translation session. Three-quarters of the reading will be from primary sources.

### **GREK B403 SUPERVISED WORK (1.0 Credit)**

*Annette Baertschi, Asya Sigelman, Catherine Conybeare, Radcliffe Edmonds*

**Division:** Humanities

**(Offered:** Fall 2020, Spring 2021)

## Latin Courses at Haverford

### LATN H001 ELEMENTARY LATIN (1.0 Credit)

*Hannah Silverblank*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

Introduction to the Latin language. Our main focus will be on learning to read classical Latin texts, studying the vocabulary and grammar necessary to read the great works of ancient Latin poetry and prose, as well as familiarizing ourselves with the mythology, history, and culture of the Romans. We'll also spend some time learning to converse and write in Latin, joining a history of conversation that stretches from the early Latin speakers of southern Europe and northern Africa, to the learned humanists of the Renaissance, and down to the present day. This is the first semester of a year-long course.

**(Offered:** Fall 2020)

### LATN H002 ELEMENTARY LATIN (1.0 Credit)

*Hannah Silverblank*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

Completion of the introduction to the Latin language, with readings in prose and poetry.

**(Offered:** Spring 2021)

### LATN H102 INTERMEDIATE LATIN: LOVE, MAGIC, AND TRANSFORMATION (1.0 Credit)

*Hannah Silverblank*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

How do you identify yourself—as a human, as a person from a specific time and place, as a person with particular needs and desires? As that identity evolves, do you remain the same person? How much control can you have over the way others identify you? Do your pets secretly talk when you're not around? Why can you love a person and loath them at the same time? In this course, we will meet a set of ancient Roman authors who were as consumed by questions of love and identity as we are in our lives today. First, we'll settle back into reading Latin with a selection of children's stories about talking animals. We'll then read excerpts from Apuleius' *Metamorphoses*, or *The Golden Ass*; written by an African philosopher who was once put on trial for sorcery, this novel traces the adventures of a man cursed to become a donkey. Finally, we'll read the poems of the great Catullus, as famous for their beauty as for their explicit sexuality and biting attacks on Catullus' artistic and erotic rivals. Prerequisite(s): LATN 002 or instructor consent for students with strong HS prep

**(Offered:** Fall 2020)

### LATN H104 INTRODUCTION TO LATIN LITERATURE: FRIENDS AND ENEMIES OF ROME (1.0 Credit)

*Matthew Farmer*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This is both an intermediate Latin course and an introduction to the study of Latin literature and culture. Readings will span a range of works in prose and poetry, including inscriptions and other material evidence for Roman culture. The focus of inquiry will be on understanding Roman identity—their hopes, fears, achievements, and follies—by studying how they described friendship and their friends, and those enemies who resisted the Roman order, from the founding of the city, through its near destruction by Hannibal, and its cannibalization during the Civil Wars. The course will conclude with a brief historical simulation in which you will debate the fate of Rome as a Roman senator. Prerequisite(s): LATN 102 or equivalent, or instructor consent

**(Offered:** Spring 2021)

### LATN H201 ADVANCED LATIN LITERATURE: VERGIL (1.0 Credit)

*Deborah Roberts*

**Division:** Humanities

Few poems have been read steadily for over 2,000 years. Fewer still have become a school text soon after publication and a 'classic' of the Western canon, exerting a major influence on European literature, art, and politics. This course will attempt to review the enduring appeal of Vergil's *Aeneid* through study of all aspects of the work, from its engagement with the literary tradition to its relation to the Augustan ideology to the author's unique language, imagery, and poetic style. Prerequisite(s): Two semesters of 100-level Latin, or instructor consent

**(Offered:** Fall 2020)

### LATN H206 ADVANCED LATIN LITERATURE: POSTCLASSICAL LATIN (1.0 Credit)

*Bret Mulligan*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

An investigation of one or more historical, cultural, or literary questions drawn from the 95% of Latin literature that was produced after Classical antiquity. We will read a variety of texts, in different genres and from various times. Recent topics have included: centonic literature, the epistolary exchange between Abelard and Heloise, the Latin of New Spain, and Philadelphia Latin. Prerequisite(s): Two semesters of 100-level Latin, or instructor consent

**LATN H211 ADVANCED LATIN LITERATURE: LITERATURE OF THE REPUBLIC: COMEDY (1.0 Credit)**

*Matthew Farmer*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

In this course, we will read a selection of comedies by Plautus and Terence. These fast-paced stage plays range from urbanely witty to raucously hilarious - and are much funnier in the original Latin we will be reading than they are in translation. In addition to their humor, however, these plays also give us access to parts of Roman life sometimes missing from the great works of Latin literature: they show us immigrants and the enslaved, sex workers and poor soldiers, young people falling in love, parents worrying about their children, siblings and friends negotiating difficult relationships. Plautus, moreover, is the earliest Roman author whose works survive intact; Terence is Latin's earliest African author, and one of the few enslaved Roman authors whose writings we can read today. Prerequisite(s): Two semesters of 100-level Latin, or instructor consent

**LATN H460 TEACHING ASSISTANT (0.5 Credit)**

*Staff*

**(Offered:** Fall 2020, Spring 2021)

**LATN H480B INDEPENDENT STUDY (1.0 Credit)**

*Bret Mulligan*

**(Offered:** Spring 2021)

**Latin Courses at Bryn Mawr**

**LATN B001 ELEMENTARY LATIN (1.0 Credit)**

*Annette Baertschi*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

Latin 001 is the first part of a year-long course that introduces the student to the language and literature of ancient Rome. The first semester focuses upon the grammar of Latin, developing the student's knowledge of the forms of the language and the basic constructions used. Exercises in translation and composition aid in the student's learning of the language, while readings in prose and poetry from the ancient authors provide the student with a deeper appreciation of the culture which used this language.

**(Offered:** Fall 2020)

**LATN B002 ELEMENTARY LATIN (1.0 Credit)**

*Annette Baertschi*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

Latin 002 is the second part of a year-long course that introduces the student to the language and literature of ancient Rome. The second semester completes the course of study of the grammar of Latin, improving the student's knowledge of the forms of the language and forms of expression. Exercises in translation and composition aid in the student's learning of the language, while readings in prose and poetry from the ancient authors provide the student with a deeper appreciation of the culture which used this language. Prerequisite: LATN B001. **(Offered:** Spring 2021)

**LATN B110 INTERMEDIATE LATIN (1.0 Credit)**

*Asya Sigelman*

**Domain(s):** A: Meaning, Interpretation (Texts)

Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of several years of high school Latin or are not adequately prepared to take LATN 101. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: One year of college level Latin or equivalent.

**(Offered:** Fall 2020)

**LATN B112 LATIN LITERATURE (1.0 Credit)**

*Staff*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

In the second semester of the intermediate Latin sequence, readings in prose and poetry are frequently drawn from a period, such as the age of Augustus, that illustrate in different ways the leading political and cultural concerns of the time. The Latin readings and discussion are supplemented by readings in the secondary literature. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: LATN 101 or 110 or placement by the department.

**(Offered:** Spring 2021)

**LATN B201 TOPICS: ADVANCED LATIN LITERATURE (1.0 Credit)**

*Catherine Conybeare*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This is a topics course, course content varies. In this course typically a variety of Latin prose and poetry of the high and later Roman empire (first to fourth centuries CE) is read. Single or multiple authors may be featured in a given semester. Suggested Preparation: two years of college Latin or equivalent.

**LATN B202 TOPICS: ADVANCED LATIN LITERATURE (1.0 Credit)**

**Division:** Humanities

In this course typically a variety of Latin prose and poetry of the high and later Roman empire (first

to fourth centuries CE) is read. Single or multiple authors may be featured in a given semester. This is a topics course, course content varies. Prerequisite: At least one 200-level Latin course or equivalent.

**LATN B203 MEDIEVAL LATIN LITERATURE (1.0 Credit)**

*Catherine Conybeare*

**Division:** Humanities

Selected works of Latin prose and poetry from the late Roman Empire through the 12th century. Prerequisite: At least one 200-level Latin course or equivalent.

**(Offered:** Spring 2021)

**LATN B303 LUCRETIUS (1.0 Credit)**

*Catherine Conybeare*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

Lucretius' poem 'De Rerum Natura', On the Nature of Things, is one of the most remarkable works of classical antiquity: in six books of didactic epic it gives a detailed exposition of Epicurean philosophy while exploiting all the riches of poetic imagery, smearing the 'honey of the Muses' round the lip of the cup containing the 'wormwood' of its message. Atomic theory, sexual relations, fear of death: these are just some of the topics addressed. We shall read and interpret almost the entire poem, giving equal weight to its philosophy and its poetry. Prerequisites: at least two Latin courses at 200 level or permission of instructor.

**LATN B337 VERGIL'S AENEID (1.0 Credit)**

*Annette Baertschi*

**Division:** Humanities

A complete reading and close study of Virgil, whose 'afterlife,' it has been said with little exaggeration, 'is Western literature.' We read all of the certain poems--Eclogues (c. 39 BCE), Georgics (c. 29 BCE), and Aeneid (c. 19 BCE)--completely in English, substantial portions of each in the Latin, and scholarship and criticism. Aiming at increased fluency in reading Latin poetry, we also seek to deepen our capacity to respond to this astonishing ancient poet rigorously and meaningfully. Attention is paid to some of Virgil's models in Latin and Greek and to some imitators especially in the European epic tradition.

**LATN B350 TOPICS IN LATIN LITERATURE (1.0 Credit)**

*Annette Baertschi, Staff*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

This is a topics course. Course content varies.

**(Offered:** Fall 2020, Spring 2021)

**LATN B403 SUPERVISED WORK (1.0 Credit)**

*Annette Baertschi, Catherine Conybeare, Radcliffe Edmonds*

**Division:** Humanities

**Domain(s):** A: Meaning, Interpretation (Texts)

**(Offered:** Fall 2020, Spring 2021)