

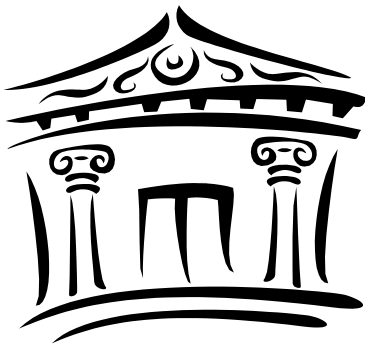
*DEPARTMENT OF CLASSICS*

# GREEKS AND ROMANS

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*Courses and Programs Offered at the*

**University of Virginia**



Spring 2012



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

**SPRING, 2012**

Each semester the faculty of the Department of Classics and their colleagues in other departments offer a rich program of courses and special events in classical studies. *The Greeks and Romans* is published to inform the University community of the wealth of opportunities for study during the Spring semester, 2012. These are described in the next pages under the following headings:

- I.     **GREEKS**                   Courses in the Greek language and literature, and in Greek art, ideas, history, and other aspects of Greek civilization.
  
- II.    **ROMANS**                   Courses in the Latin language and Roman literature, and in Roman art, ideas, history, and other aspects of Roman civilization.
  
- III.   **COMPARATIVE STUDIES**
  
- IV.   **SPECIAL PROGRAMS  
AND EVENTS**

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## I. THE GREEKS

### The Greek World

<b>CLASSICS 2040</b> <b>Mr. Hays &lt;bg2n&gt;</b>	<b>GREEK MYTHOLOGY</b>	<b>MW</b>	<b>1000-1050</b>
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#### Discussion

<b>Mr. Jasnow &lt;bbj9t&gt;</b>	<b>R</b>	<b>0930-1020</b>
<b>Mr. Jasnow</b>	<b>R</b>	<b>1100-1150</b>
<b>Mr. Jasnow</b>	<b>R</b>	<b>1230-1320</b>
<b>Mr. Rogers &lt;dkr5t&gt;</b>	<b>F</b>	<b>0900-0950</b>
<b>Mr. Moore &lt;dwm7a&gt;</b>	<b>F</b>	<b>1000-1050</b>
<b>Mr. Rogers</b>	<b>F</b>	<b>1100-1150</b>
<b>Mr. Rogers</b>	<b>F</b>	<b>1200-1250</b>
<b>Mr. Moore</b>	<b>F</b>	<b>1200-1250</b>
<b>Mr. Moore</b>	<b>F</b>	<b>1300-1350</b>

An introduction to Greek mythology with some attention to the Near Eastern background. The course will focus on readings from primary texts, including the Gilgamesh epic, Homer, Hesiod, tragedy, the *Argonautica* of Apollonius of Rhodes, and Ovid's *Metamorphoses*. We will explore these works as literary artifacts and in relation to their cultural and historical background. We will also give some attention to theories of myth and mythological interpretation, and to the role of myth in modern culture.

<b>CLAS 3120</b> <b>Mr. Dillery &lt;jdd4n&gt;</b>	<b>AGE OF ALEXANDER</b>	<b>MWF</b>	<b>1300-1350</b>
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The career and legacy of Alexander the Great will be the focus of this course. We will begin with an examination of his life and achievements through the major narrative histories, as well as key documents. We will then move on to a brief look of the Hellenistic period, a world that in many ways he helped to inaugurate. We will conclude with a consideration of how later ages understood and used his image. Midterm, Final, Final Paper.

<b>PHIL 3120</b> <b>Mr. Devereux &lt;dtd2e&gt;</b>	<b>ARISTOTLE</b>	<b>TR</b>	<b>1400-1515</b>
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An introduction to the philosophy of Aristotle, focusing on the theories and ideas of lasting importance in the history of Western Philosophy. Readings will be drawn from his works on metaphysics, theory of science, natural philosophy, ethics, and political philosophy. (Satisfies second writing requirement.)

**CLAS 3300/5300 INTRO TO INDO-EUROPEAN LINGUISTICS**  
**Mr. George** <chg4n> **MWF** **1200-1250**

Languages as superficially different as English, Greek, Latin, and Sanskrit in fact all developed from a single "proto-language," called Proto-Indo-European. This course will explore the following questions: What was this proto-language like? How do we know what it was like? By what processes did it develop into the various daughter languages? How can we trace words as diverse as *wit*, *idea*, *video*, and *Veda* back to a common source? Familiarity with Greek or Latin is recommended but not required.

**HIEU 3021 GREEK AND ROMAN WARFARE** **MW** **1200-1250**  
**Mr. Lendon** <lendon> (plus discussion)

A survey of the military history of the classical world from Homeric times to the fall of the Roman Empire in the West. Topics include Homeric warfare, the Greek phalanx, Greek trireme warfare, the Macedonian phalanx, rise and evolution of the Roman legion, Roman military equipment, Roman imperial army, defense of Roman frontiers, and Roman military decline in late antiquity. Themes include influence of social and cultural factors on methods of warfare, relationship of technology to warfare, and the birth and development of tactics and strategy. Familiarity with the outlines of Greek and Roman history is useful.

Requirements: reading of c. 220 pages a week, midterm, and final exam, and two seven-page papers.

Ancient readings--all in translation--include selections from:

Homer  
 Thucydides  
 Xenophon  
 Arrian  
 Polybius  
 Livy  
 Julius Caesar  
 Josephus  
 Ammianus Marcellinus

Modern readings include:

- J. Warry, *Warfare in the Classical World*
- J. E. Lendon, *Soldiers and Ghosts: A History of Battle in Classical Antiquity*
- V. D. Hansen, *The Western Way of War: Infantry Battle in Classical Greece*
- D. Engels, *Alexander the Great and the Logistics of the Macedonian Army*
- E. N. Luttwak, *The Grand Strategy of the Roman Empire*

**HIEU 5001**                      **DARK AGE GREECE**                      **M**                      **1530-1800**  
**Ms. Meyer** <eam2n>

**Prerequisite: HIEU 2031 or equivalent.**

The rise of Greek civilization through the seventh century B.C. This discussion seminar will stress an interdisciplinary approach to the fragmented study of early Greek history, and use archaeological evidence as well as more traditional literary sources to examine fundamental topics like the rise of the *polis*; the development of the idea of citizenship; the beginnings of coinage (and the question of how to define value); the importance of purported changes in warfare; writing, literacy, and law-givers; the values and activities of the aristocracy (and how these can be identified and defined); colonization; and the development of sanctuaries. We will read a mix of primary sources and secondary monographs (an established survey, either O. Murray's *Early Greece* or Jonathan Hall's *A History of the Archaic Greek World*; F. de Polignac, *Cults, Territories, and the Origins of the Greek City-States*; V. Hanson, *The Other Greeks*; I. Morris, *Archaeology as Cultural History*, among others); some of the work of the course will be reports on the ever-burgeoning scholarship in this field. Requirements will include: two oral reports, one on an historical monograph and one on an archaeological site; one exercise on evidence; one shorter paper analyzing a scholarly controversy; and one longer paper analyzing approaches to the 'rise of the polis' question. Reading will average 250 pages/week.

**CLAS 5559/PHIL 5510-1**                      **ATHENS OR JERUSALEM**                      **M**                      **1800-2030**  
**Mrs. Clay** <jsc2t>  
**Mr. Lomasky** <lcl3f>

Every society gives thought to how it can conduct its affairs efficaciously and justly. In the ancient world none do so as profoundly and eloquently as the Hebrews and Greeks. In this course we will read from (1) Deuteronomy, Judges, Samuel, Kings; (2) Homer, Hesiod, the Comic Poets, and Thucydides' *History of the Peloponnesian Wars* with an eye especially attuned to investigating the political themes contained therein. There is considerable implicit (and sometimes explicit) reference to these in Plato and Aristotle as well as early modern political theorists such as Hobbes and Locke, and achieving fuller understanding of these philosophers is one of the goals of the course. Another is to enhance appreciation of these two great literatures on their own terms. Prerequisite: some prior study of ancient and/or modern political philosophy. Students will be asked to write occasional short discussion papers and ultimately a term paper that in some manner or other brings philosophical reflection to bear on the claims of Athens or Jerusalem.

**PHIL 7520**                      **SEMINAR ON A PHILOSOPHICAL TOPIC: SOCRATIC ETHICS**  
**Mr. Devereux** <dtd2e>                      **M**                      **1300-1600**

An examination of recent literature on Socratic Moral Psychology and Ethics. One of the main readings will be Brickhouse and Smith's *Socratic Moral Psychology* (Cambridge, 2010); the main dialogues to be read are: *Protagoras*, *Gorgias*, *Meno*, and *Euthydemus*.

## The Greek Language

<b>GREEK 1020</b> Mr. Kovacs <pdk7g>	<b>ELEMENTARY GREEK II</b>	<b>MWF</b>	<b>1000-1050</b>
<u>Discussion</u>	Ms. Boussein <hjb7fd> Mr. Merkel <em7ec>	<b>TR</b> <b>TR</b>	<b>1100-1215</b> <b>1230-1345</b>

Continuation of the study of ancient Attic Greek, in preparation for further reading in classical Greek (GREE 2010) or New Testament Greek (GREE 2230). Study of grammatical elements, forms, vocabulary, and syntax with short readings, and exams. Prerequisite: Greek 1010

<b>GREEK 2020</b> Mr. Mikalson <jdm9x>	<b>INTERMEDIATE GREEK II</b>	<b>MWF</b>	<b>1000-1050</b>
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In this course students will read and translate selections from Herodotus and from Euripides' *Medea*.

<b>GREEK 2240</b> Mrs. Kovacs <jkovacs>	<b>NEW TESTAMENT II: LETTERS OF PAUL</b>	<b>TR</b>	<b>1400-1515</b>
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This intermediate-level Greek course (prerequisite Greek 1010-1020 or equivalent), aims to solidify students' knowledge of Greek grammar, syntax, and vocabulary, while reading and interpreting letters of Paul (1 Corinthians and Romans) and Paul's followers (Ephesians). Attention will also be given to basic principles of textual criticism of the New Testament. Counts towards Classics and Religious Studies majors.

<b>GREE 3040</b> Mrs. Clay <jsc2t>	<b>ADVANCED READING IN GREEK</b>	<b>MWF</b>	<b>1300-1350</b>
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We will read 5 or 6 books of the *Odyssey* and work on meter and reading aloud, the Homeric dialect, and diction as well as the features of traditional poetry and the question of oral composition. We will discuss the historical and religious background along with narrative construction, characterization, and style.

There will be a mid-term, final, and a paper as well as reports.

**GREEK 5090**                      **PROSE COMPOSITION**                      **MWF**                      **1200-1250**  
**Mr. Kovacs** <*pdk7g*>

Weekly exercises in translating English into Greek. We will begin with what I call "advanced elementary" sentences, only a little bit more difficult than the kind of sentences one does in elementary Greek. We will continue with connected paragraphs written for translation into Greek, move on to a couple of "retranslation" exercises, i.e. translating a translation of a Greek author back into Greek, and end with a few exercises turning modern English into Greek. This will be accompanied by readings in Greek prose authors with attention to their style.

**GREE 5180/HIEU 5141**                      **THUCYDIDES**                      **MW**                      **1530-1645**  
**Mr. Dillery** <*jdd4n*>  
**Mr. Lendon** <*lendon*>

Demanding introduction to Thucydides: both to his Greek and to scholarship about Thucydides' method. Part of the Page/Barbour initiative, with visits by Simon Hornblower and Tim Rood. Team taught. Reports, Midterm, Final, Final Paper

## II. THE ROMANS

### The Roman World

<b>CLASSICS 2020</b>	<b>ROMAN CIVILIZATION</b>	<b>TR</b>	<b>0930-1045</b>
<b>Ms. Myers</b> < <i>ksm8m</i> >			
<b><u>Discussion</u></b>	<b>Mr. Caterine</b> < <i>clc4ed</i> >	<b>F</b>	<b>0900-0950</b>
	<b>Mr. Caterine</b>	<b>F</b>	<b>1000-1050</b>
	<b>Ms. Herbert</b> < <i>seh9b</i> >	<b>F</b>	<b>1100-1150</b>
	<b>Ms. Herbert</b>	<b>F</b>	<b>1300-1350</b>

This course serves as a general introduction to Roman Civilization, that is, the history, literature, social life, institutions, and contributions of ancient Rome (c. 600 BCE-CE 200). The class will focus on the ancient texts and sources. We will look at the ways in which the Romans constructed an identity for themselves. We will also learn an awareness of the skills involved in analyzing a 'foreign' culture. There will be two exams, written reports, and a paper.





**ARTH 4591                    HADRIAN'S VILLA                    M                    1530-1800**  
**Mr. Frischer** <frischer>

Hadrian's Villa is the best known and best preserved of the imperial villas built in the hinterland of Rome. A World Heritage site, Hadrian's Villa covers ca. 200 acres and has 30 major building complexes, extensive gardens, and a complex system of underground pedestrian and vehicular tunnels. The purpose of this seminar is to study the site in all its aspects, including geology, topography, design and décor, operation as a government retreat, and its influence on modern architects.

### The Latin Language

**LATIN 1020                    ELEMENTARY LATIN II                    MWF                    1100-1150**  
**Ms. Crawford** <jwc8n >

<b><u>Discussion</u></b>	<b>Ms. Bowen</b> <meb4he>	<b>TR</b>	<b>0930-1045</b>
	<b>Mr. Brannelly</b> <tsb6tz>	<b>TR</b>	<b>1100-1215</b>
	<b>Ms. Orwig</b> <maryorwig@gmail.com>	<b>TR</b>	<b>1230-1345</b>

This course is a continuation of Latin 1010. The basics of Latin grammar and syntax are continued. Translation of continuous Latin passages is also introduced. The course prepares the student to enter Latin 2010.

**LATIN 2010                    INTERMEDIATE LATIN I**

	<b>Mr. Beer</b> <agb9h>	<b>MWF</b>	<b>1000-1050</b>
	<b>Mr. Evans</b> <cme2c>	<b>MWF</b>	<b>1100-1150</b>

Introductory readings from Latin literature.

**LATIN 2020                    INTERMEDIATE LATIN II**

	<b>Ms. Livesay</b> <hhl7z>	<b>MWF</b>	<b>0900-0950</b>
	<b>Ms. Livesay</b>	<b>MWF</b>	<b>1100-1150</b>

Selected readings from Latin literature.





### **The James S. Constantine Lectureship**

The James S. Constantine annual lectureship was established in 1987 by the colleagues, friends, and former students of James S. Constantine, in recognition of his contributions to the teaching and study of the Classics. The Constantine lecture takes place each fall semester.

### **Lectures Sponsored by the Classics Graduate Association**

The Classics Graduate Association sponsors an annual colloquium, at which graduate students from the University of Virginia and other universities, and a distinguished senior scholar, present papers on a selected theme.

### **Tuesday Luncheons**

At Tuesday Luncheons during the academic year, students, faculty of the Classics Department, and other persons with classical interests hear and discuss papers relevant to the Classics.

### **The Virginia Senior Classical League**

The Virginia Senior Classical League is a statewide organization of college students who are interested in the ancient world. The VSCL assists the Virginia Junior Classical League at the VJCL Convention each fall. Each year the VSCL also runs two *Certamina* (academic competitions for high school Latin students) for the VJCL. Students interested in joining should e-mail [president@vscl.org](mailto:president@vscl.org).

### **The Classics Club at UVA**

The purpose of the Classics Club is to promote community both among Classics Majors and other interested undergraduates through the facilitation of educational, social, and service-related activities. For further information send an e-mail to [<classicclub@virginia.edu>](mailto:classicclub@virginia.edu).

### **The Archaeological Institute of America**

The Archaeological Institute of America is an educational and scientific society of archaeologists and others interested in archaeological study and research. There is a chapter of the AIA in Charlottesville, and those interested in joining should contact Professor John Dobbins [<dobbins>](mailto:dobbins). The AIA sponsors a series of lectures, which are free and open to the public.

