The BA degree in Classical Studies allows students to explore Greek and Roman antiquity in a variety of ways and provides excellent preparation for careers that require strong skills in interpretation and writing, such as teaching, scholarly research, law, and publishing, and in the humanities in general. Students may choose from the following three variants based on their preparation, interests, and goals:

1. The Language and Literature Variant combines the study of Greek and Latin texts with coverage of diverse areas, including art and archaeology, history, philosophy, religion, and science.
2. The Language Intensive Variant focuses on languages with the aim of reading a larger selection of texts in the original languages; it is designed especially for those who wish to pursue graduate studies in classics.
3. The Greek and Roman Cultures Variant emphasizes courses in art and archaeology, history, material culture, and texts in translation.

Students in other fields of study may also complete a minor in Classical Studies. Information follows the description of the major.

**Language and Literature Variant**

The Language and Literature variant combines the study of Greek and Latin texts with coverage of diverse areas, including art and archaeology, history, philosophy, religion, and science. It allows students to focus their language study exclusively on Greek or on Latin, or they may study both languages with an emphasis on one or the other.

1. Six courses (or the equivalent) in Greek and/or Latin, including the intermediate level (20100-20200-20300) or above in at least one of those languages. The program assumes that, in addition to the requirements for the major, students have completed or have credit for an initial year of language study in either Latin or Greek. Examples of ways to satisfy the language requirement include: LATN 20100-20200-20300 Intermediate Latin I-II-III AND LATN 21100 Roman Elegy-LATN 21219 Philosophical Prose: Cicero, Tusculan Disputations–LATN 21300 Vergil; OR LATN 20100-20200-20300 Intermediate Latin I-II-III AND GREK 10100-10200-10300 Introduction to Attic Greek I-II-III.
2. Six courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least two of those fields and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization listing, or a Classics listing between 30100 and 39000, meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. These courses should be chosen in consultation with the director of undergraduate studies.
3. By the end of the Spring Quarter of their third year, students are required to submit to the director of undergraduate studies a research skills paper of around 10–12 pages as a Word or PDF file in an email attachment. The paper will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization, or Classics course. Students will be expected to develop a reasoned argument on a particular topic, based not only on primary materials (ancient literary texts; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to take a certain course in conjunction with the research skills paper and should work closely throughout the quarter with the faculty instructor, who must approve the paper as satisfying the requirement.
4. CLCV 29500 Senior Seminar. The Senior Seminar takes place over two quarters (Autumn and Winter), and students register for it as a single course in one of those two quarters. The Senior Seminar is a requirement for all Classics majors, whether they are writing a BA paper or not.

**Summary of Requirements: Language and Literature Variant**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six courses in Greek or Latin *</td>
<td>600</td>
</tr>
<tr>
<td>Six courses in Greek or Roman art, history, philosophy, science, religion, material culture, or classical literature in translation †</td>
<td>600</td>
</tr>
<tr>
<td>CLCV 29500 Senior Seminar</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>1300</strong></td>
</tr>
</tbody>
</table>

* Must include the intermediate level (20100-20200-20300) or above in at least one of those two languages.
† Courses must be divided between at least two of those fields.
LANGUAGE INTENSIVE VARIANT

The Language Intensive Variant is designed for students who expect to continue Classical Studies at the graduate level. It aims to provide the level of linguistic proficiency in both Greek and Latin that is commonly expected of applicants to rigorous graduate programs. The program assumes that, in addition to the requirements for the major, students have completed, or have credit for, a year of language study in either Greek or Latin. Students must also use some of their general electives to meet the language requirements of this program variant.

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

1. Six courses (or the equivalent) in one classical language (Greek or Latin) at the 20000 level or above.
2. Six courses (or the equivalent) in the other classical language, three of which may be at the introductory level.
3. Four courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least two of those fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization listing, or a Classics listing between 30100 and 39000, meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. These courses should be chosen in consultation with the director of undergraduate studies.
4. By the end of the Spring Quarter of their third year, students are required to submit to the director of undergraduate studies a research skills paper of around 10–12 pages as a Word or PDF file in an email attachment. The paper will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization, or Classics course. Students will be expected to develop a reasoned argument on a particular topic, based not only on primary materials (ancient literary texts; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to take a certain course in conjunction with the research skills paper and should work closely throughout the quarter with the faculty instructor, who must approve the paper as satisfying the requirement.
5. CLCV 29500 Senior Seminar. The Senior Seminar takes place over two quarters (Autumn and Winter), and students register for it as a single course in one of those two quarters. The Senior Seminar is a requirement for all Classics majors, whether they are writing a BA paper or not.

Summary of Requirements: Language Intensive Variant

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six courses in Greek *</td>
<td>600</td>
</tr>
<tr>
<td>Six courses in Latin *</td>
<td>600</td>
</tr>
<tr>
<td>4 courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation *</td>
<td>400</td>
</tr>
<tr>
<td>CLCV 29500 Senior Seminar</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td>1700</td>
</tr>
</tbody>
</table>

* Six courses in one classical language (Greek or Latin) at the 20000 level or above, and six courses in the other language, three of which may be at the introductory level.

+ Courses must be divided between at least two of those fields.

GREEK AND ROMAN CULTURES VARIANT

This variant is designed for students who are interested in ancient Greece and Rome but wish to focus more on history (political, intellectual, religious, social) and material culture than on language and literature. Because the program allows many courses taught in other departments to count toward the major, it is especially suited to students who declare their major late or who wish to complete two majors.

The program assumes that, in addition to requirements for the major, students have met the general education requirement in civilization studies by taking two or three courses in a sequence related to the Ancient Mediterranean World: HIST 16700-16800-16900 Ancient Mediterranean World I-II-III; Rome: Antiquity to the Baroque sequence (taught in Rome); or Athens: Greek Antiquity and Its Legacy sequence (taught in Athens). Students who have met the general education requirement in civilization studies with a different sequence should complete one of these three sequences, which may then count toward the nine courses in classical civilization required for the major.

No course that is used to meet one of the following requirements may be used simultaneously to meet a requirement under any other category.

1. Three courses in Greek or Latin (or the equivalent) at a level appropriate to the student's prior competency, including at least one course at or above the 10300 level.
2. Nine courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation, with courses divided between at least four of those fields, and with approval of the director of undergraduate studies. Any course that carries a Classical Civilization listing, or a Classics listing between 30100 and 39000, meets this requirement. Any course that carries a Classical Civilization listing or a Classics listing between 30100 and 39000 meets this requirement. Other eligible courses are offered in disciplines such as Art History, Interdisciplinary Studies in the Humanities, Philosophy, and Political Science. These courses should be chosen in consultation with the director of undergraduate studies.

3. By the end of the Spring Quarter of their third year, students are required to submit to the director of undergraduate studies a research skills paper of around 10-12 pages as a Word or PDF file in an email attachment. The paper will normally substitute for a final paper in a Greek (above 20300), Latin (above 20300), Classical Civilization, or Classics course. Students will be expected to develop a reasoned argument on a particular topic, based not only on primary materials (ancient literary texts; material culture; etc.) but also on research of relevant secondary bibliography. Students should declare at the start of the quarter if they wish to take a certain course in conjunction with the research skills paper and should work closely throughout the quarter with the faculty instructor, who must approve the paper as satisfying the requirement.

4. CLCV 29500 Senior Seminar. The Senior Seminar takes place over two quarters (Autumn and Winter), and students register for it as a single course in one of those two quarters. The Senior Seminar is a requirement for all Classics majors, whether they are writing a BA paper or not.

Summary of Requirements: Greek and Roman Cultures Variant

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 courses in Greek or Latin</td>
<td>300</td>
</tr>
<tr>
<td>9 courses in Greek or Roman art, history, philosophy, religion, science, material culture, or classical literature in translation</td>
<td>900</td>
</tr>
<tr>
<td>CLCV 29500 Senior Seminar</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>1300</td>
</tr>
</tbody>
</table>

Courses must be divided between at least four of those fields.

Senior Seminar and BA Paper

Candidates for the BA degree in all variants of the Classical Studies major are required to take CLCV 29500 Senior Seminar in their fourth year. Writing a BA Paper is not required for the BA in Classical Studies, but it is required for graduation with special honors.

The Senior Seminar serves as a capstone experience for the class of graduating majors and an opportunity to reflect on the field of Classical Studies as an academic discipline. The purpose of the BA paper, for students who opt to write one, is to enable students to improve their research and writing skills, and to give them an opportunity to focus their knowledge of the field upon an issue of their own choosing.

In their third year, by Monday of eighth week of Spring Quarter, students planning to write a BA Paper must submit to the director of undergraduate studies a short statement proposing an area of research. The statement should include an abstract of a paragraph or more, outlining the problem that you wish to tackle and sketching the argument you hope to elaborate in response. You can, if you wish, discuss questions of method or earlier scholarship. You should make reference here, with as much specificity as possible, to the primary sources on which you will draw to substantiate your claim.

The statement must be approved in writing by a member of the Classics faculty who agrees to be the director of the BA paper. In certain cases, students may have two co-chairs, including one member of the Classics faculty and one faculty member from another department. Classics faculty at the level of associate professor and above may advise up to three BA papers, while assistant professors may advise as many as two papers. Students needing assistance in finding a faculty member with whom to work should consult with the director of undergraduate studies.

Students may register for CLCV 29500 Senior Seminar in either Autumn or Winter Quarter of their fourth year, but they are expected to participate in seminar meetings throughout both quarters. (Students enrolled in programs of study abroad in their fourth year should discuss accommodations with the director of undergraduate studies.) In addition to the Senior Seminar meetings, BA Paper writers will meet separately to discuss research problems and compose preliminary drafts of their BA Papers. Participants in the BA Paper meetings are expected to exchange criticism and ideas with each other and with the preceptor/course assistant, as well as to take account of comments from their faculty readers.

For students not writing a BA Paper, the Senior Seminar grade is based on assignments, presentations, and participation over the Autumn and Winter Quarters. For BA Paper writers, the grade for the Senior Seminar is identical to the grade for the BA Paper and, therefore, is not reported to the Registrar until the paper has been submitted in Spring Quarter. The grade for the BA Paper depends on participation in the Senior Seminar as well
as on the quality of the paper. At the end of Autumn Quarter, a provisional grade for the Senior Seminar will be assigned to each student.

The deadline for submitting the BA Paper in final form is Friday of third week of Spring Quarter. This deadline represents the formal submission, which is final; students should expect to submit and defend substantial drafts much earlier. Both hard copies and digital copies are to be submitted to the faculty director, seminar preceptor, and director of undergraduate studies, unless otherwise indicated. Students who fail to meet the deadline will not be eligible for honors consideration.

Students who undertake a double major may, in some cases, write a single BA Paper satisfying both majors. In order to qualify for special honors in Classical Studies, this combined paper must have a substantial focus on texts or issues of the classical period, and must have a Classics faculty member as a reader. CLCV 29500 Senior Seminar (the two-quarter Senior Seminar) is required of all students majoring in Classical Studies, whether as a double major or as a single major. The use of a single essay to count as a BA Paper in two majors requires approval from directors of undergraduate studies in both majors. The Petition to Use a Single Bachelor's Paper for Two Majors (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/BA_Double_Major_0.pdf) consent form, to be signed by the directors of undergraduate studies, is available from the College advisers. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student’s year of graduation.

**GRADING**

All courses taken to meet requirements in the major or minor must be taken for quality grades.

The first-year sequences in Greek and Latin (GREK 10100-10200-10300 Introduction to Attic Greek I-II-III and LATN 10100-10200-10300 Introduction to Classical Latin I-II-III) and the courses in Greek and Latin composition (GREK 34400 Greek Prose Composition and LATN 34400 Latin Prose Composition) are open for P/F grading for students not using these courses to meet language requirements for the major or minor.

**HONORS**

To be recommended for honors, a student (1) must maintain an overall GPA of 3.25 or higher and a GPA of 3.5 or higher in the major and (2) must also demonstrate superior ability in the BA paper to interpret Greek or Latin source material and to develop a coherent argument. For a student to be recommended for honors, the BA paper must be judged worthy of honors by the faculty director, preceptor, and an additional faculty committee. Before the end of the Winter Quarter, the director of undergraduate studies will consult with both the faculty director and the BA preceptor to ascertain which students in the BA Seminar are likely to be nominated for honors and which papers will be forwarded to the faculty committee.

**MINOR PROGRAM IN CLASSICAL STUDIES**

The minor in Classical Studies requires a total of seven courses in Greek, Latin, or classical civilization. Students may choose one of two variants: a language variant that includes three courses at the 20000 level or higher in one language, or a classical civilization variant.

Students must meet with the director of undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students choose courses in consultation with the director of undergraduate studies. The director’s approval for the minor program should be submitted to the student’s College adviser by the deadline above on the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form, obtained from the College adviser or online.

CLCV courses in the minor (1) may not be double counted with the student’s major(s) or with other minors and (2) may not be counted toward general education requirements.

Courses in the minor must be taken for quality grades and more than half of the requirements for the minor must be courses completed at the University of Chicago.

The following groups of courses would comprise a minor in the areas indicated. Other programs may be designed in consultation with the director of undergraduate studies. Minor program requirements are subject to revision.

**Greek (or Latin) Sample Variant**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GREK 10100-10200-10300</td>
<td>Introduction to Attic Greek I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>GREK 20100-20200-20300</td>
<td>Intermediate Greek I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>CLCV 26419</td>
<td>Magic in the Ancient Mediterranean</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>700</td>
</tr>
</tbody>
</table>

* Language variant of the minor requires three courses at the 20000 level or higher in Greek or Latin.
Greek (or Latin) Sample Variant
One of the following sequences:

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GREEK 20100-20200-20300</td>
<td>Intermediate Greek I-II-III</td>
</tr>
<tr>
<td>LATN 20100-20200-20300</td>
<td>Intermediate Latin I-II-III</td>
</tr>
<tr>
<td>CLCV 20700-20800-20900</td>
<td>Ancient Mediterranean World I-II-III</td>
</tr>
<tr>
<td>CLCV 26419</td>
<td>Magic in the Ancient Mediterranean</td>
</tr>
</tbody>
</table>

Total Units 700

Classical Civilization Sample Variant

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLCV 20700-20800-20900</td>
<td>Ancient Mediterranean World I-II-III</td>
</tr>
<tr>
<td>CLCV 23400</td>
<td>Boethius: Consolation of Philosophy</td>
</tr>
</tbody>
</table>

Total Units 400

** or, for example, GREEK 10100-10200-10300 Introduction to Attic Greek I-II-III or LATN 10100-10200-10300 Introduction to Classical Latin I-II-III

Credit will not be granted by examination to meet the language requirement for the minor program.

PRIZES AND GRANTS

The Arthur Adkins Summer Research Fellowship is expected to be worth $5,000 this year. The fellowship is targeted to third-year undergraduates who are bound for graduate school, and it provides means and opportunity for the writing of a superior research paper on any aspect of the ancient world from the Bronze Age through Late Antiquity. It may be used for travel to classical sites and collections or to other research centers, and/or for living expenses during a summer devoted to research between the third and fourth year. Applicants must submit to the Classics Secretary (by Monday, April 4, 2022) a transcript, a statement (2–3 pages) outlining their project and its relationship to existing knowledge in the field, a plan of research together with a provisional budget for the summer, and a letter from a faculty supervisor. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This fellowship is not limited to Classical Studies majors and minors, or even to students of Greek and Latin, and although it may be used for research abroad, it does not require such research. But it does require that a student have a well-developed research project by the time of application.

The David Grene Fellowship is expected to be worth $5,000 this year. The fellowship is targeted to undergraduates whose intellectual interests in the classical world have led them to an area of knowledge which they are unable to pursue during the regular academic year, and it allows them an opportunity to explore that interest through independent study during the summer before graduation. The independent study may involve training in a new discipline such as paleography or numismatics, first-hand experience of ancient sites and artifacts, or ancillary language study. It may be carried out under the auspices of an organized program like the American School of Classical Studies at Athens or the American Academy in Rome, or it may be tailored entirely according to the student’s own plan. Applicants must submit to the Classics Secretary (by Monday, April 4, 2022) a transcript, project statement (2–3 pages), a provisional budget, and a faculty letter of recommendation. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This fellowship is not limited to Classical Studies majors and minors, or even to students of Greek and Latin, and it need not directly involve the study of classics, but applicants must be able to demonstrate a background of interest in the classical world.

The Pausanias Summer Research Fellowship is expected to be worth $5,000 this year. The fellowship provides support to an undergraduate student in Classical Studies for research abroad in sites of interest for classical studies. It may be used to pursue a project of the student’s own design or to participate in appropriate institutional programs abroad. Applicants must submit to the Classics Secretary (by Monday, April 4, 2022) a transcript, project statement (2–3 pages), provisional budget, and a faculty letter of recommendation. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This fellowship is limited to Classical Studies majors and minors.

The John G. Hawthorne Travel Prize is expected to be worth $5,000 this year. The prize is given to an outstanding undergraduate student of classical languages, literature, or civilization for travel to Greece or Italy or for study of classical materials in other countries. It may be used to pursue a project of the student’s own design or to participate in appropriate programs conducted in Greece or Italy. Applicants must submit to the Classics Secretary (by Monday, April 4, 2022) a transcript, project statement (2–3 pages), provisional budget, and a faculty letter of recommendation. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.
letter of recommendation. A written report of what was accomplished during the period of the prize must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This prize is open to any student who has taken a GREK, LATN, or CLCV course in the College, and may be used for travel in Greece and/or Italy, or for classics-related study there or in other appropriate locations.

The Leon Golden Undergraduate Research Fellowship is expected to be worth $5,000 this year. The fellowship is intended to enable undergraduates majoring in Classical Studies to develop an original research project in the field or to pursue training in ancillary studies that will enrich their work in classics. Applicants must submit to the Classics Secretary (by Monday, April 4, 2022) a transcript, a statement (2–3 pages) outlining their project together with a provisional budget, and a letter from a faculty supervisor. A written report of what was accomplished during the period of the fellowship must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This fellowship is limited to Classical Studies majors, and it requires that a student have a well-developed project by the time of application.

The Nancy P. Helmbold Travel Award is expected to be worth $5,000 this year. It is awarded to an outstanding undergraduate student of Greek and/or Latin for travel to Greece or Italy. Applicants must submit to the Classics Secretary (by Monday, April 4, 2022) a transcript, an itinerary or project statement (2–3 pages), proposed budget, and a faculty letter of recommendation. A written report of what was accomplished during the period of the award must be submitted to the director of undergraduate studies by the first week of the following Autumn Quarter.

This award requires a student to have taken a GREK or LATN course (not merely a CLCV course) in the College. It may or may not be used for study or research, but it must be used in Greece and/or Italy.

The Paul Shorey Foreign Travel Grant is expected to be worth $3,000 this year. The grant is given to a student of Greek or Latin who has been accepted to participate in the Athens Program or the Rome Program of the College, and it is to be used to defray costs incurred in the program. The terms of the grant stipulate that it is to be awarded to a “needy and deserving” student. Students who have been accepted into one of the programs and who wish to be considered for the Shorey grant are invited to submit statements explaining their need in the first week of Spring Quarter.

The Classics Prize is a cash award of $500 made annually to the student who graduates with the best record of achievement in the Classical Studies major.

Examples of past successful application statements for the summer awards are available from the undergraduate prize coordinator, Peter White, (https://classics.uchicago.edu/people/peter-white/) or the director of undergraduate studies, David Wray (https://classics.uchicago.edu/people/david-wray/).

Offered through the Society for Classical Studies (SCS):

The Lionel Pearson Fellowship seeks to contribute to the training of American and Canadian classicists by providing for a period of study at an English or Scottish university. The competition is open to students majoring in Classics, or closely related fields. Fellows must undertake a course of study that broadens and develops their knowledge of Greek and Latin literature in the original languages; candidates should therefore have a strong background in the classical languages. Normally, the recipient will hold the fellowship in the academic year immediately after graduating with a bachelor’s degree. The term of the fellowship is one year. The recipient may use the fellowship for part of a longer program of study, but under no circumstances will support from the fellowship extend beyond one year. Fellows are responsible for seeking and obtaining admission to the English or Scottish university where they intend to study.

The maximum amount of the fellowship will be $24,000, which may be used to offset academic fees, travel expenses, housing and subsistence costs, and book purchases. The fellowship amount ($24,000) is the maximum that the SCS can award, but the Faculties of Classics of both Oxford and Cambridge Universities have generously offered to support the tuition expenses of any Pearson Fellow enrolled at their institution. In these instances funds provided by the SCS should be adequate to offset the fellow’s other expenses, and the SCS will attempt (but it cannot guarantee) to obtain a similar accommodation from another institution in the UK should the fellow attend a university other than Oxford or Cambridge. Note: The SCS cannot guarantee tuition support from other Faculties at Oxford and Cambridge (such as Philosophy or History). Students should be aware that if they can pursue their preferred course of study under the rubric of Classics, it would be to their advantage.

Candidates for the fellowship require nomination by the director of undergraduate studies by the end of the Spring Quarter for a rising fourth-year student. The Department of Classics may only nominate one student, and therefore requests that interested students submit the following materials by Friday of eighth week in the Spring Quarter of their third year:

- A current copy of your transcript
- One paragraph on why you would like to be nominated for the Pearson Fellowship, briefly suggesting what you might like to do with it. This should include which university or universities you are interested
in attending, with whom you would like to work, and what kind of topic you would like to research and/or why you think a year doing so in the UK would be especially beneficial for you.


CLASSICAL CIVILIZATION COURSES

CLCV 14119. Greek Art and Archaeology. 100 Units.
This course examines the art and archaeology of ancient Greece from ca. 1000 BCE - ca. 200 BCE. Participants will learn a lot of facts about the Greek world; they will see the Greeks emerge from poverty and anarchy to form a distinctive political and social system based on city-states, and they will see that system grow unstable and collapse. They will see the emergence of distinctive forms of sculpture, architecture, pottery, and urban design - many of which are still in use today. Along with these facts, they will acquire a conceptual toolkit for looking at works of art and for thinking about the relation of art to social life.
Instructor(s): S. Estrin
Terms Offered: Winter
Equivalent Course(s): ARTH 14107

CLCV 15000. Myth and Its Critics. 100 Units.
Myth is essential to how humans make sense of the world: our foundational stories explain the nature of the world; they justify and explore social and sexual difference; they teach and test the limits of human agency. The course will survey contexts and uses of myth-making in the ancient Mediterranean world. We will also explore the many traditions of critique and anxiety about myth-making, among philosophers, literary critics and religious authorities.
Instructor(s): C. Ando
Terms Offered: Spring
Equivalent Course(s): HIST 17000, SIGN 26037

CLCV 20321. Gordian and its Neighbors: Central Anatolia during the Iron Age. 100 Units.
This class is an in-depth study of central Anatolia's most important archaeological site during the early first millennium BCE: Gordian, the capital city of the kingdom of Phrygia. In addition to learning the archaeology of this site in great detail, we will also use it as a foundation to explore neighboring excavations in the region, including the Iron Age levels of Hattusha, Kaman-Kalehöyük, Kınık Höyük, and others.
Instructor(s): James Osborne
Terms Offered: Spring
Equivalent Course(s): CLAS 30321, NEAA 20333, NEAA 30333

CLCV 20700-20800-20900. Ancient Mediterranean World I-II-III.
Available as a three-quarter sequence (Autumn-Winter-Spring) or as a two-quarter sequence (Autumn-Winter or Winter-Spring). This sequence meets the general education requirement in civilization studies. This sequence surveys the social, economic, and political history of Greece to the death of Alexander the Great (323 BC), the Roman Republic (509 to 27 BC), and late antiquity (27 BC to the fifth century AD).

CLCV 20700. Ancient Mediterranean World I: Greece. 100 Units.
This course surveys the social, economic, and political history of Greece from prehistory to the Hellenistic period. The main topics considered include the development of the institutions of the Greek city-state, the Persian Wars and the rivalry of Athens and Sparta, the social and economic consequences of the Peloponnesian War, and the eclipse and defeat of the city-states by the Macedonians.
Instructor(s): C. Kearns
Terms Offered: Autumn
Prerequisite(s): This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): HIST 16700

CLCV 20800. Ancient Mediterranean World II: Rome. 100 Units.
Part II surveys the social, economic, and political history of Rome, from its prehistoric beginnings in the twelfth century BCE to the end of the Severan dynasty in 235 CE. Throughout, the focus will be upon the dynamism and adaptability of Roman society, as it moved from a monarchy to a republic to an empire. The course will also cover the questions of social organization (free and unfree people, foreigners), gender relations, religion, and specific forms of the way of life of the Romans. It will be based both on lectures and on discussions of textual or archaeological documents in smaller discussion groups.
Instructor(s): T. Clark
Terms Offered: Winter
Prerequisite(s): This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): HIST 16800

CLCV 20900. Ancient Mediterranean World III: Late Antiquity. 100 Units.
Part III examines late antiquity, a period of paradox. The later Roman emperors established the most intensive, pervasive state structures of the ancient Mediterranean, yet yielded their northern and western territories to Goths, Huns, Vandals, and, ultimately, their Middle Eastern core to the Arab Muslims. Imperial Christianity united the populations of the Roman Mediterranean in the service of one God, but simultaneously divided them into competing sectarian factions. A novel culture of Christian asceticism coexisted with the consolidation of an aristocratic ruling class notable for its insatiable appetite for gold. The course will address these apparent contradictions while charting the profound transformations of the
This course will provide an introduction to the art of the Bronze Age culture of Minoan Crete, with an emphasis on the Palatial Periods (ca. 1900-1450 BCE). We will cover both well-known works and recent archaeological finds, including those from outside of Crete that have altered our view of Minoan art in recent years. At the same time, we will investigate how our knowledge of this civilization and its art has been shaped by the mentalities of those who have excavated its remains and collected and displayed its art. We will look closely at archaeological reports, restorations, forgeries, and concepts of style and iconography to reveal how archaeological remains are transformed into historical narratives. While focused on the Minoans, the class is designed to build the analytical skills necessary for engaging with the art of prehistoric cultures and other ancient cultures heavily shaped by modern imaginaries.

Instructor(s): S. Estrin Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 20510, ARTH 30510, CLAS 31517

CLCV 21517. Minoan Art, Modern Myths, and Problems of Prehistory. 100 Units.
This course will provide an introduction to the art of the Bronze Age culture of Minoan Crete, with an emphasis on the Palatial Periods (ca. 1900-1450 BCE). We will cover both well-known works and recent archaeological finds, including those from outside of Crete that have altered our view of Minoan art in recent years. At the same time, we will investigate how our knowledge of this civilization and its art has been shaped by the mentalities of those who have excavated its remains and collected and displayed its art. We will look closely at archaeological reports, restorations, forgeries, and concepts of style and iconography to reveal how archaeological remains are transformed into historical narratives. While focused on the Minoans, the class is designed to build the analytical skills necessary for engaging with the art of prehistoric cultures and other ancient cultures heavily shaped by modern imaginaries.

Instructor(s): S. Estrin Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment.
Equivalent Course(s): ARTH 20510, ARTH 30510, CLAS 31517

CLCV 21720. Introduction to Coptic. 100 Units.
This course will be an introduction into the Coptic Language and Literature. It will include an introduction into the grammar of Sahidic Coptic and a survey of its literature, with a presentation of the position of this language in Early Christianity and the first translations of the Bible into Eastern languages.

Instructor(s): Sofia Torallas-Tovar Terms Offered: Spring
Equivalent Course(s): BIBL 41720, CLAS 41720

CLCV 22216. Italian Renaissance: Petrarch, Machiavelli, and the Wars of Popes and Kings. 100 Units.
Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Petrarch and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature, philosophy, primary sources, the revival of antiquity, and the papacy's entanglement with pan-European politics. We will examine humanism, patronage, politics, corruption, assassination, feuds, art, music, magic, censorship, education, science, heresy, and the roots of the Reformation.

Writing assignments focus on higher level writing skills, with a creative writing component linked to our in-class role-played reenactment of a Renaissance papal election (LARP). This is a History Department Gateway course. First-year students and non-History majors welcome.

Instructor(s): A. Palmer Terms Offered: Spring
Prerequisite(s): Graduate students by consent only; register for the course as HIST 90000 (sect 53) Reading and Research: History.
Note(s): History Gateways are introductory courses meant to appeal to first- through third-year students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): SIGN 26034, FNDL 22204, KNOW 12203, RLST 22203, MDVL 12203, HIST 12203, ITAL 16000

CLCV 22700. History of Philosophy I: Ancient Philosophy. 100 Units.
An examination of ancient Greek philosophical texts that are foundational for Western philosophy, especially the work of Plato and Aristotle. Topics will include: the nature and possibility of knowledge and its role in human life; the nature of the soul; virtue; happiness and the human good.

Instructor(s): A. Callard Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement in humanities.
Equivalent Course(s): PHIL 25000

CLCV 22914. The Italian Renaissance. 100 Units.
Florence, Rome, and the Italian city-states in the age of plagues and cathedrals, Dante and Machiavelli, Medici and Borgia (1250-1600), with a focus on literature and primary sources, the recovery of lost texts and technologies of the ancient world, and the role of the Church in Renaissance culture and politics. Humanism, patronage, translation, cultural immersion, dynastic and papal politics, corruption, assassination, art, music, magic, censorship, religion, education, science, heresy, and the roots of the Reformation. Assignments include creative writing, reproducing historical artifacts, and a live reenactment of a papal election. First-year students and non-history majors welcome.

Instructor(s): A. Palmer Terms Offered: Spring
Equivalent Course(s): CLAS 32914, MDVL 22900, ITAL 32914, HCHR 32900, KNOW 21405, KNOW 31405, HIST 32900, ITAL 22914, HIST 22900, RLST 22900

CLCV 22921. Embodiment in Ancient Greece. 100 Units.
This course examines how the human body was represented and conceptualized in ancient Greek art and literature. Moving through three themed units - Objects and Bodies, Gender and Sexuality through the Senses, and Fragile Bodies - we will consider how concepts of embodiment were constructed and articulated in a range of social and spatial contexts, including sanctuaries, drinking parties, grave sites, and battlefields. A central goal of this course is to bring together two types of evidence - material objects and written sources - from classical antiquity that are traditionally studied apart. Through primary texts (in translation), discussions of objects, and
museum visits, we will develop strategies for thinking across methodological divides and between word and image to arrive at richer, more textured understanding of the body in ancient Greece. This course examines how the human body was represented and conceptualized in ancient Greek art and literature. Moving through three themed units -- Objects and Bodies, Gender and Sexuality through the Senses, and Fragile Bodies - we will consider how concepts of embodiment were constructed and articulated in a range of social and spatial contexts, including sanctuaries, drinking parties, grave sites, and battlefields. A central goal of this course is to bring together two types of evidence - material objects and written sources - from classical antiquity that are traditionally studied apart. Through primary texts (in translation), discussions of objects, and museum visits, we will develop strategies for thinking across methodological divides and between word and image to arrive at richer, more textured understanding of the body in ancient Greece.

Instructor(s): S. Estrin, S. Nooter Terms Offered: Winter

Note(s): Students must attend first class to confirm enrollment.

Equivalent Course(s): ARTH 20320, CLAS 32921, ARTH 30320, CLAS 32921

CLCV 23521. The Art of Trash Talking. 100 Units.
Whether they are attacking personal enemies, poetic rivals, or political antagonists, sometimes poets are just plain mean. In this course, we will study a variety of invective poets and traditions, including ancient Greek and Roman lyric and curse poetry, comedy and satire both ancient and modern, and contemporary genres such as hip-hop and Lebanese Zajal. In each case, we will consider the formal features of the genre(s), the specific contexts in which this poetry was created, the individual(s) at whom it was directed, and to what ends. We will also investigate broader themes and purposes of invective poetry, such as the advancement of notions of (often toxic) masculinity, the regulation of social norms, and political protest.

Instructor(s): J. Radding Terms Offered: Spring

Equivalent Course(s): CLAS 33521

CLCV 23608. Aristophanes’s Athens. 100 Units.
The comedies of Aristophanes are as uproarious, biting, and ribald today as they were more than 2,400 years ago. But they also offer a unique window onto the societal norms, expectations, and concerns as well as the more mundane experiences of Athenians in the fifth century BCE. This course will examine closely all eleven of Aristophanes’s extant plays (in translation) in order to address topics such as 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. Please note that this course is rated Mature for adult themes and language.

Instructor(s): J. Hall Terms Offered: Winter

Equivalent Course(s): CLAS 33608, HIST 20803, FNDL 23608, LLSO 20803, HIST 30803, ANCM 33900

CLCV 23620. Seeing the Eastern Other: Clashes of East and West in 5th Century Athens and Augustan Rome. 100 Units.
How do humans and human societies define difference? Why do cultural groups, ethnicities, or governments sort people into binary categories, i.e. "us" versus "them," black versus white, good versus evil, etc.? How are these categories constructed and toward what ends are they put? This course explores these questions by examining the ancient roots of one of the most persistent dichotomies, that between "East" and "West," in two ancient historical case studies. We will examine the Persian Wars between Greece and the Achaemenid Empire in the 5th century BCE and the conflict between Rome and the Parthian empire during the reign of the emperor Augustus (1st century BCE-1st century CE). Throughout the course, we will critically analyze how Greeks and Romans represented their eastern opponents in literature, art, and architecture, and discuss how ancient conceptions of eastern "othering" have remained in place after antiquity. Students will use their final projects to explore an example of Classical prejudices reoccurring in the modern world.

Instructor(s): Timothy Clark Terms Offered: Spring

Equivalent Course(s): CLAS 33620

CLCV 23712. Aquinas: On God, Being and Evil. 100 Units.
This course considers sections from Saint Thomas Aquinas's Summa Theologica. Among the topics considered are God’s existence; the relationship between God and Being; and human nature.

Instructor(s): S. Meredith Terms Offered: Spring

Equivalent Course(s): MDVL 20700, RLST 23605, FNDL 20700

CLCV 23721. Women in Ancient Greece and Rome. 100 Units.
This course will examine both the historical record and the literary imagination in order to gain insight into the lives of women in ancient Greece and Rome. In both societies, women were a highly marginalized group, albeit in different ways. In this course, we will look at the forms of marginalization and the (male) anxieties that led to them, but we will give particular attention to the manner in which women were able to assert themselves and take agency in various social, civic, and religious spheres. Readings will all be in English, and will focus on both the everyday lives of women in the Greco-Roman world and on those of certain elite women.

Instructor(s): J. Radding Terms Offered: Spring

Equivalent Course(s): CLAS 33721
CLCV 23820. Debating Christians and Other Adversaries: Greek and Syriac Dialogues in Late Antiquity. 100 Units.
This course will examine the composition and significance of dialogues for Christian polemic and identity formation. The quarter will begin with an overview of dialogues from Classical Antiquity before examining the new directions Christian writers followed as they staged debates with pagans, Jews, Manichaeans, and alleged “heretical” Christians. Reading these works in light of modern scholarship and with an eye to late antique rhetoric, students will gain insights into the ways theological development took place in the crucible of debate. Instructor(s): Erin Galgay Walsh Terms Offered: Autumn Equivalent Course(s): BIBL 42500, CLAS 43820, RLST 42500, HCHR 43820

CLCV 24021. Between Polemics and Encounter: “Jews” and “Christians” in Rome and Sasanian Persia. 100 Units.
In recent decades, scholars of biblical and early Christian literature have examined the various ways literary sources constructed the relationship between “Jews” and “Christians” in Late Antiquity. These resources prove challenging for reconstructing the situation on the ground. This course will introduce students to the various models scholars have advanced for making sense of the evidence and debated categories such as “Jewish-Christianity.” Against this backdrop, students will undertake a close reading of a select, representative examples to examine the development of adversus Iudaeos (“against the Jews”) literature. The readings will focus our attention on evidence from Greek- and Syriac-speaking Christians living within the multilingual and religiously diverse regions at the boundary of the Roman and Sasanian Persian Empires. Familiar sources such as the Pauline epistles, Apostolic Fathers, and John Chrysostom will be accompanied by readings from the pseudo-Clementine literature, the Didascalia Apostolorum, poetry, and Persian Martyr Acts. We will explore how new discoveries within Syriac studies are currently reshaping our approaches to traditional questions. Instructor(s): Erin Galgay Walsh Terms Offered: Winter Prerequisite(s): PQ: None; those with skills in Greek and Syriac will have the opportunity to apply them. Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. Equivalent Course(s): NEHC 27213, HIJD 37213, BIBL 37213, CLAS 34021, NEHC 37213, HCHR 37213, RLST 27213, JWSC 27213

CLCV 24221. Jesus the Divine Physician: Disability, Healing, and Medical Knowledge in the Ancient World. 100 Units.
Christianity arose in a world with competing conceptions of the body, health, and the sources of disease. How did the categories of magic, miracles, and medicine intersect in the ancient world? What attitudes toward the body and disability do we find in ancient texts? In this class, students will examine Greek and Roman attitudes through material evidence such as amulets and healing shrines and the textual record of practitioners such as Hippocrates, Galen, and Soranus of Ephesus. The class will discuss the difficulties of mapping modern categories and terminology onto ancient paradigms. Alongside this material, students will gain familiarity with theories of disease and the sociology of health and illness in the Hebrew Bible. Against this historical background, we will approach select accounts of healings within New Testament and early Christian literature. What orientations toward the body and healing do we find? Working at the intersection of biblical and disability studies, students will read these narratives closely with an eye to the history of their interpretation and their implications for understanding early conceptions of Jesus and his ministry. While knowledge of Greek is not required, students with facility in the language will be provided ample opportunities to strengthen their skills. Instructor(s): Erin Galgay Walsh Terms Offered: Spring Prerequisite(s): None (BIBL 32500 Introduction to the New Testament) recommended; those with skills in Greek will have the opportunity to apply them. Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students. Equivalent Course(s): GNSE 22251, BIBL 42250, CLAS 44221, RLST 22250, GNSE 42251, HCHR 42250

CLCV 24521. Politics and Political Space in Ancient Rome. 100 Units.
Aristotle called human beings “political animals,” suggesting an inherent connection between politics and the human propensity to live in cities. Using the city of Rome as its focus, this course aims to deepen our understanding of how urban spaces are not just backdrops to history but fundamentally shape political power. Focusing on the late Republic and early empire, in the first half of the class we will debate how the Roman forum, Campus Martius, and imperial fora altered the possibilities for political activity—from large public assemblies to restricted, autocratic displays focused on the emperor. We will also explore how “private” or seemingly “apolitical” spaces, such as houses and theaters, were used for the demonstration and negotiation of political and social power. This course will encourage students to use a variety of methodologies and source materials, from literary sources to digital archaeology, to construct arguments about the relationships between politics and space. We will also discuss how the lessons of Rome can be applied to battles over the landscapes of modern US cities. Instructor(s): T. Clark Terms Offered: Autumn Equivalent Course(s): ARCH 29450, CLAS 34521

CLCV 24821. Foucault and the Christians: On Ethics, Desire, and The History of Sexuality. 100 Units.
In this course, we will examine the importance of early Christianity in Foucault’s History of Sexuality project, with attention to the grounds on which he contrasts sexual ethics in Greco-Roman Antiquity and early Christianity. The course will proceed through close readings of passages of Foucault’s late work, in conversation with his interlocutors, and key texts by Plato, Seneca, Marcus Aurelius, Tertullian, Cassian, and Augustine. Over the course of the readings, we will understand the question Foucault poses on sexual ethics in Antiquity,
the nature of the shift in early Christianity, and the stakes of these distinctions for the genealogy of the modern subject. In our philosophical and historical investigation, we will address themes of gender, sexuality, and desire; history, tradition, and religion; and the relationship between politics, ethics, and truth.

Instructor(s): Maureen Kelly Terms Offered: Autumn
Equivalent Course(s): Rlst 24802, HIST 21011, GNSE 24802

CLCV 25021. Augustus: art, literature, politics. 100 Units.
Augustus’ accession to power after decades of civil war was a moment of tremendous cultural and political change. Rome breathed a sigh of relief, but the price was virtual monarchy. We will examine contemporary painting, sculpture, and monuments, contemporary authors (Livy, Vergil, Horace, Propertius, and Ovid), historical accounts (Velleius, Tacitus, Suetonius), Augustus’ own writings, the marriage legislation and legal reform to evaluate his claim to have restored politics and society. Topics include: empire and constitution; orientalism and gender norms; the power of the prince and that of writers.

Instructor(s): M. Lowrie Terms Offered: Spring

CLCV 25121. Solitude in the Ancient Greek World. 100 Units.
This course will explore how the poets and philosophers of archaic and classical Greece conceptualized “being alone,” particularly insofar as solitude occasioned both unparalleled achievements and unique dangers (both for the individual and the community.) We will read portions of Homer’s Iliad, Hesiod’s Theogony, Sophocles’ Philoctetes, and the Homeric Hymn to Demeter, together with excerpts of ancient philosophy, with an aim of thinking through the relationship between individual and community, which is fraught with tension in so many time periods and cultures. We will also reconsider our understanding of the ancient Greeks as primarily “public” in their motivations and values, in light of the array of possibilities offered by solitude in many of these texts.

Instructor(s): E. Austin Terms Offered: Winter
Equivalent Course(s): CLAS 35121

CLCV 25319. Gender and Sexuality in Late Antiquity: Precursors and Legacies. 100 Units.
In this course students will trace how gender was theorized and normative behavior was prescribed and enforced in the ancient world. We will begin with materials from the Greco-Roman world, Hebrew Bible, and the Second Temple Period. As the quarter progresses, we will turn our attention to early and late ancient Christian authors, focusing on the way asceticism and emergent ecclesial institutions shaped the lives of women and gender non-conforming individuals. Throughout the course students will learn to navigate the pitfalls and opportunities the study of gender affords for understanding the development of biblical interpretation, the transformation of classical Graeco-Roman culture, and the formation of Christian doctrine. How did Christianity challenge and preserve norms for female behavior? How did Rabbinic and early Christian authors approach questions of sexuality differently? Along the way we will bring 20th-century theorists of sexuality and gender into our conversations to illuminate pre-modern discourses of virginity, sexual experience, and identity. Primarily we will approach texts through a historical lens while paying attention to the theological and ethical issues involved. At the end of the course we will examine the legacy of late ancient debates, tracing how earlier teaching about gender and sexuality co-exists with, challenges, and informs modern secular worldviews.

Instructor(s): Erin Galgay Walsh Terms Offered: Autumn
Prerequisite(s): No languages are required, but there will be ample opportunity for students with skills in Greek, Latin, Syriac, and Hebrew to use them.
Equivalent Course(s): Rlst 22910, BIBL 42910, CLAS 35319, GNSE 42910, GNSE 22910

CLCV 25510. Greek Antiquity, Modernity, and Multiculturality. 100 Units.
To an observer steeped in the classical tradition, Modern Greece is a layer cake of survivals, revivals, and innovations. To Greeks today, antiquity is only one element of a vastly more complex cultural heritage. This course, originally designed for Study Abroad, will investigate contemporary Greece in multidisciplinary fashion, with readings from history (narratives as well as primary texts), art history, theology, philosophy, music, and poetry, as well as film. Topics to be covered range from the late-antique iconoclasm controversies to the contemporary financial crisis. We will compensate for the lack of field trips with virtual visits from professionals in Greece and elsewhere. Knowledge of Greek (classical or modern) is not required, though we will often be pausing to examine the effects of language hybridity and change.

Instructor(s): Haun Saussy Terms Offered: Spring
Equivalent Course(s): CMLT 25512, CMLT 35512

CLCV 25700-25800-25900. Ancient Empires I-II-III.
This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

CLCV 25700. Ancient Empires I. 100 Units.
This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world’s first recorded
Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of “empire” itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): NEHC 20011, HIST 15602

CLCV 25800. Ancient Empires II. 100 Units.
The Ottomans ruled in Anatolia, the Middle East, South East Europe and North Africa for over six hundred years. The objective of this course is to understand the society and culture of this bygone Empire whose legacy continues, in one way or another, in some twenty-five contemporary successor states from the Balkans to the Arabian Peninsula. The course is designed as an introduction to the Ottoman World with a focus on the cultural history of the Ottoman society. It explores identities and mentalities, customs and rituals, status of minorities, mystical orders and religious establishments, literacy and the use of the public sphere.

Instructor(s): Hakan Karateke Terms Offered: Autumn

Equivalent Course(s): NEHC 20012, MDVL 20012, HIST 15603

CLCV 25900. Ancient Empires III. 100 Units.
For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Staff Terms Offered: Spring

Equivalent Course(s): HIST 15604, NEHC 20013

CLCV 26020. The Gospel of John. 100 Units.
This is the third course in the Introductory Koine Greek Sequence of the Divinity School. This course will use what students have learned in terms of grammar, syntax, and vocabulary in the first two quarters and will apply these skills to the translation and exegesis of specific Biblical passages.

Instructor(s): Erin Galgay Walsh Terms Offered: Spring

Prerequisite(s): One year of Koine Greek, or equivalent (BIBL 35100, 35300). Various levels can be accommodated; please feel free to consult with instructor.

Note(s): This is the introductory Koine Greek exegesis course.

Equivalent Course(s): CLAS 36020, RLST 22020, BIBL 36020

CLCV 26119. Muses and Saints: Poetry and the Christian Imagination. 100 Units.
This course provides an introduction to the poetic traditions of early Christians and the intersection between poetic literature, theology, and biblical interpretation. Students will gain familiarity with the literary context of the formative centuries of Christianity with a special emphasis on Greek and Syriac Christians in the Eastern Mediterranean from the fourth through the sixth centuries. While theology is often taught through analytical prose, theological reflection in late antiquity and early Byzantium was frequently done in poetic genres. This course introduces students to the major composers and genres of these works as well as the various recurrent themes that occur within this literature. Through reading poetry from liturgical and monastic contexts, students will explore how the biblical imaginations of Christians were formed beyond the confines of canonical scripture. How is poetry a mode of “doing” theology? What habits of biblical interpretation and narration does one encounter in this poetry? This course exposes students to a variety of disciplinary frameworks for studying early Christian texts including history, religious studies, feminist and literary critique, as well as theology. Students will also analyze medieval and modern poetry with religious themes in light of earlier traditions to reflect on the poetry and the religious imagination more broadly.

Instructor(s): Erin Galgay Walsh Terms Offered: Spring

Note(s): Open to undergraduate and graduate students; Graduate students may choose to attend weekly translation group

Equivalent Course(s): MDVL 23000, GNSE 24104, GNSE 34104, HCHR 33000, BIBL 33000, RLST 23000, CLAS 36119, RLVC 33000, ENGL 33809

CLCV 26216. Pagans and Christians: Greek Background to Early Christianity. 100 Units.
This course will examine some of the ancient Greek roots of early Christianity. We will focus on affinities between Christianity and the classical tradition as well as ways in which the Christian faith may be considered radically different from it. Some of the more important issues that we will analyze are: “The spell of Homer.” How the Homeric poems exerted immeasurable influence on the religious attitudes and practices of the Greeks. The theme of creation in Greek and Roman authors such as Hesiod and Ovid. The Orphic account of human origins. The early Christian theme of Christ as Creator/Savior. Greek, specifically Homeric conceptions of the afterlife. The response to the Homeric orientation in the form of the great mystery cults of Demeter, Dionysus, and Orpheus. The views of the philosophers (esp. Plato) of the immortality of the soul compared with the New Testament
conception of resurrection of the body. Ancient Greek conceptions of sacrifice and the crucifixion of Christ as archetypal sacrifice. The attempted synthesis of Jewish and Greek philosophic thought by Philo of Alexandria and its importance for early Christianity.

Instructor(s): David Martinez
Terms Offered: Spring

Equivalent Course(s): MDVL 20505, RLST 20505

CLCV 26421. History, Religion, and Politics in Augustine’s City of God. 100 Units.

Augustine’s City of God is a major work of history, politics, and religion. Written after Rome was sacked by the Visigoths in 410, the work begins an apology (justification) of the Empire’s turn to Christianity and expands to offer a sweeping and deeply theological account of human history and society in terms of earth-bound versus heaven-centered community. Augustine’s citizenship and politics entails living out membership in either fellowship while commingled on earth with the other. Augustine analyzes Roman history and politics as well as the new religion first encouraged and eventually imposed in the wake of Constantine’s conversion. We shall read the entire work in translation, attending to historical observations, political stances, and religious views. Augustine made arguments of his own but saved huge swaths of Varro and other otherwise lost sources to fashion his historical critique of Rome, social analysis, and many ultimately fresh views on matters like human sexuality in paradise and in heaven. The class will meet once a week. A supplementary Latin reading group will also convene once a week for close reading of important and demanding selections in the original. There will be some invited international guest speakers.

Instructor(s): Willemien Otten and Michael I. Allen
Terms Offered: Autumn

Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): CLAS 36421, HIST 32116, HCHR 35301, FNDL 25304, RLST 25301, HIST 22116, BIBL 35301, LATN 36421, RETH 35301, THEO 35301, LATN 26421

CLCV 26521. Three Greek Philosophical Texts. 100 Units.

The three texts are: Epicurus’ Letter to Menoeceus; Epictetus, Discourses; and Diogenes of Oenoanda, Inscription. What all have in common is an urgent desire to inspire the reader to do philosophy—not just any philosophy, but the sort that will make a person happy. The first text is designed to inspire young and old alike to learn the basic principles of Epicurean hedonism; it’s up to us—not the gods, or fate, or chance—to attain the goal of life, pleasure. The second is intended for young men, who have just finished their secondary education. They have been sent by their family to Epictetus’ school on the edge of the Adriatic Sea to be steeped in Stoic morality prior to starting a career. The third text is an inscription by Diogenes of Oenoanda, a prominent local citizen, who confesses he was moved by the dire suffering of his fellow humans to erect a very long wall, inscribed with Epicurean teachings. It is intended for any passerby. We will look closely at the Greek text to test both the medium and the message. Open to advanced undergraduates and graduate students. Requirement: intermediate level Ancient Greek or higher.

Instructor(s): E. Asmis
Terms Offered: Winter

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): RLST 26521, CLAS 36521, ANCM 46521

CLCV 26620. Making the Monsoon: The Ancient Indian Ocean. 100 Units.

The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery—at the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon crossings. The course will consider the participation of Mediterranean, Middle Eastern, South Asian, and East African actors in the making of monsoon worlds and their relations to the Indian Ocean societies they encountered; the course is based on literary and archaeological sources, with attention to recent comparative historiography on oceanic, climatic, and global histories.

Instructor(s): R. Payne
Terms Offered: Spring

Equivalent Course(s): HIST 26614, SALC 36614, NEHC 26614, NEHC 36614, CLAS 36620, MDVL 26614, HIST 36614

CLCV 26720. 1821: A Greek Bicentennial. 100 Units.

2021 marks the two-hundredth anniversary of the outbreak of the Greek Revolutionary War, whereby the Orthodox Christian population of what is now Greece, assisted by foreign sympathizers, achieved liberation from the Ottoman Empire. This course examines the groundwork laid prior to the war, the course of the war itself, and the implementation over the next two centuries of what would prove to be one of the most successful nation-building projects in history. Particular consideration will be given to the role that the legacy of Greek antiquity and the practice of archaeology have played in constructing, imagining, and validating the Greek nation. We will also highlight the physical locales where these events played out.

Instructor(s): J. Hall
Terms Offered: Spring

Equivalent Course(s): HIST 21010
CLCV 26721. Peripheries of the Greek World. 100 Units.
Peripheries of the Greek World: What happens when we consider the cultures, histories, and politics of the ancient Greek world from outside its Aegean ecumene? From Homeric ethnographies to Hellenistic expansion, the borders and peripheries of Greek life became rich spaces for both imagining and constructing Greek identity and civilization through interactions with myriad “others”: barbarians, allies, kings, and monsters. And in recent decades, interdisciplinary research has examined what life was like on these peripheries, at the intersections of Greek colonization, trade, religion, and the state. In this course we examine the concept of peripheries (and cores) and question the methodologies that historians and archaeologists use to consider the dynamic spaces around the edges of the Aegean sea: colonial settlements, sites of pilgrimage, industrial districts, and exotic fringes, among others. Using textual and material evidence, and taking a broad approach by exploring case studies from Iberia to India, we consider the practices through which diverse peripheries became intertwined with Greek culture (or not), and how current postcolonial approaches are decentering the study of ancient Greek culture.
Instructor(s): C. Kearns Terms Offered: Winter
Equivalent Course(s): CLAS 36721

CLCV 27300. Homer: The Odyssey. 100 Units.
A close reading of Homer’s Odyssey in English translation.
Instructor(s): C. Faraone Terms Offered: Spring
Equivalent Course(s): FNDL 21901, HUMA 27505

CLCV 27709. Caesar and his Reception. 100 Units.
Julius Caesar is a captivating figure in the Western political and literary imaginary. Consummate general, admired stylist, lover of Cleopatra, winner of the civil war against Pompey, and dictator for life, Caesar seems to have it all until his assassination by some of his closest friends. Did he have the ambition to control the state from the beginning or did he react in response to provocation? Did he have a just cause for waging civil war? Was he a figure of consummate cruelty or did he do atrocious things to forward a progressive political agenda? How are we to interpret his vaunted clemency? To address these questions, we will read Julius Caesar’s extant works and examine the rich variety of representations of this charismatic figure in imperial Greek and Roman literature (Appian, Plutarch, Suetonius, Lucan) and beyond (Shakespeare’s Julius Caesar, Handel’s Giulio Cesare, Richard Nelson’s 2008 play, Conversations in Tusculum).
Instructor(s): Michele Lowrie Terms Offered: Spring
Equivalent Course(s): CLAS 37709

CLCV 28321. 10 Things I Hate (and Love) about Plato: Plato and His Critics. 100 Units.
Plato’s intellectual influence in our everyday lives is apparent in phrases such as “Socratic method,” “Platonic relationship,” and “Platonic ideal.” In fact, even the name of our institutions for the development of the intellect, the Academy, derives from the name of Plato’s school. Despite this seeming ubiquity of Plato’s ideas, popular understanding of him remains casual. In this course we will examine the root of Plato’s vast ideological heritage by focusing on ten of his most influential, controversial and fascinating ideas. In doing so, we will turn both a sympathetic and critical eye to selections from Platonic dialogues with the following themes: women, love, poetry, Socratic method, psychology, immortality, virtue, the theory of Forms, and the transcendent/immanent. We will season our reading with some secondary literature addressing our topics directly. The examination of these themes will lead to a better understanding of Plato, as well as a greater sense of what both his friends and foes take the great thinker to be saying.
Instructor(s): M. Moore Terms Offered: Autumn

CLCV 29500. Senior Seminar. 100 Units.
The Senior Seminar takes place over two quarters (autumn and winter) and students register for it as a single course in one of those two quarters. The Senior Seminar is a requirement for all Classics majors, whether they are writing a BA paper or not.
Instructor(s): D. Wray Terms Offered: Autumn Winter

CLCV 29700. Reading Course: Classical Civ. 100 Units.
No description available. Prerequisite(s): Consent of faculty sponsor and director of undergraduate studies
Note(s): Students are required to submit the College Reading and Research Course Form.
Terms Offered: Autumn,Winter, Spring
Prerequisite(s): Consent of faculty sponsor and director of undergraduate studies
Note(s): Students are required to submit the College Reading and Research Course Form.

CLCV 29921. Ancient Greek and Roman Conceptions of Soul. 100 Units.
This course traces a central thread in ancient Greek and Roman thought—the nature of the soul (psuchê). Standing far from what we now associate with the word ‘soul,’ psuchê was treated as the distinguishing mark of life, and the subject of activities like perceiving, feeling emotions, and thinking. Yet the notion also went through radical transformations: from the soul’s mythical beginnings in the Homeric epics, to its immortalization in the Platonic dialogues, to its scientific treatment in Aristotelian biology, to its materialist character in Stoic and Epicurean philosophy. These changes reflected evolving answers to a variety of fundamental questions, such as: what is the relation of soul to body? What is the nature of human reason and thought? Do nonhuman organisms have souls? Is the soul immortal? We will explore these changes, seeing how they were symptomatic of diverging explanations of the natural world, life, the gods, the human good, and immortality. We will also explore how these conceptions foreshadow or depart from contemporary theories of mind, life, and personal identity. (B)
Instructor(s): R. Hanlon Terms Offered: Winter
Equivalent Course(s): PHIL 29910

GREEK COURSES

GREK 10100-10200-10300. Introduction to Attic Greek I-II-III.
This sequence offers a comprehensive introduction to reading Ancient Greek. Course work involves reading practice, presentational writing, and formal study of grammar and vocabulary. Throughout the course, students will encounter authentic Ancient Greek text. Students who complete this sequence will be ready to move into the intermediate sequence (GREK 20100-20200-20300).

GREK 10100. Introduction to Attic Greek I. 100 Units.
This course introduces the basic rules of Ancient Greek. Course work involves reading practice, presentational writing, and formal study of grammar and vocabulary. Throughout the course, students will encounter authentic Ancient Greek text. Students who complete this course will be able to understand simple sentences, and often to combine them into larger units of meaning.
Instructor(s): Staff Terms Offered: Autumn
Note(s): Knowledge of Greek not required.

GREK 10200. Introduction To Attic Greek II. 100 Units.
This course continues the study of basic Ancient Greek. Course work involves reading practice, presentational writing, and formal study of grammar and vocabulary. Throughout the course, students will encounter authentic Ancient Greek text. Students who complete this course will be able to understand complex sentences, and often to combine them into larger units of meaning.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): GREK 10100

GREK 10300. Introduction to Attic Greek III: Prose. 100 Units.
This course continues the study of basic Ancient Greek. Course work involves reading practice, presentational writing, and formal study of grammar and vocabulary. Throughout the course, students will encounter authentic Ancient Greek text. Students who complete this course will be able to track ideas across at least a paragraph of text, and will be ready to move into the intermediate sequence (GREK 20100-20200-20300).
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): GREK 10200

GREK 10123. Summer Intensive Introductory Ancient Greek. 300 Units.
Summer Introductory Ancient Greek comprises a thorough introduction to the Classical Greek language in eight weeks, using the Joint Association of Classical Teachers' Reading Greek (2nd ed.), and supplements from online resources. Through a daily mixture of synchronous and asynchronous activities students learn new grammatical concepts and morphology, practice reading and translating increasingly complex Greek texts, and complete exercises in Greek to gain an active command of the language. In the latter half of the course, students will also read unadapted Greek from classical prose authors, including Plato and Xenophon. By the end of the 8 weeks, students will be thoroughly familiar with Classical Greek idiom and sentence structure, and will be able to proceed to reading courses in the language.
Instructor(s): Staff Terms Offered: Summer

GREK 20100-20200-20300. Intermediate Greek I-II-III.
This sequence is aimed at students who have completed one of the introductory sequences and at students entering university with extensive previous training, as evidenced by a placement exam. As a whole, it provides students with an overview of important genres and with the linguistic skills to read independently, and/or to proceed to advanced courses in the language.

GREK 20100. Intermediate Greek I: Plato. 100 Units.
We read Plato's text with a view to understanding both the grammatical constructions and the artistry of the language. We also give attention to the dramatic qualities of the dialogue. Grammatical exercises reinforce the learning of syntax.
Instructor(s): staff Terms Offered: Autumn
Prerequisite(s): GREK 10300 or equivalent

GREK 20200. Intermediate Greek II: Sophocles. 100 Units.
This course includes analysis and translation of the Greek text, discussion of Sophoclean language and dramatic technique, and relevant trends in fifth-century Athenian intellectual history.
Terms Offered: Winter
Prerequisite(s): GREK 20100 or equivalent

GREK 20300. Intermediate Greek III. 100 Units.
This course is a close reading of selections from Homer, with an emphasis on language, meter, and literary tropes.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): GREK 20200 or equivalent
GREK 20123. Summer Intensive Intermediate Ancient Greek. 300 Units.
Summer Intensive Intermediate Greek combines extensive reading of texts with a comprehensive review of Classical grammar and syntax; it prepares students for advanced courses in Greek and for the use of Greek texts in their research. Texts studied are taken from a variety of representative and important Classical authors, and typically include Plato and Herodotus, Demosthenes or Thucydides. The backbone of the review sessions is Mastronarde’s Introduction to Ancient Greek combined with sight reading skill practice. The program combines daily synchronous and asynchronous activities. Students are responsible for considerable amounts of class preparation in the evenings, requiring a full-time commitment for the duration of the course. This course equips students to continue with advanced coursework or independent reading in Ancient Greek in all its varieties. Summer Intermediate Greek corresponds to a full year’s worth of instruction at the University of Chicago.
Instructor(s): Staff Terms Offered: Summer
Prerequisite(s): Successful completion of GREK 10300 or the equivalent placement.

GREK 21700. 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.
Terms Offered: Winter
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 31700

GREK 21800. Greek Epic. 100 Units.
Allies in the Iliad. PQ: GREK 20300 or equivalent. In this course we will read Iliad 12, 15, 16, and portions of 18 in Greek, focusing on how the poem depicts allies on the battlefield. We will explore the diversity of motivations among Homeric fighters and the heroic standards set by the Trojan allies Sarpedon and Glaukos. Our aim will be to evaluate the poem’s many answers to the question “why do men fight?” with an eye to relationality and heroic excellence.
Instructor(s): E. Austin Terms Offered: Autumn. Topic: Allies in the Iliad.
Prerequisite(s): Two years or more of Greek.
Equivalent Course(s): GREK 31800

GREK 21900. Greek Oratory. 100 Units.
Aeschines and Demosthenes. These two orators were fierce rivals in Athens; the luck of textual transmission allows us to read both of them smearing the other, and to explore what apparently passed for valid argument in the Athenian lawcourts. Demosthenes produced his finest work in attacking Aeschines; in this class we will explore both men’s writings in depth.
Instructor(s): H. Dik Terms Offered: Spring. Topic: Aeschines and Demonsthenes
Prerequisite(s): Two years or more of Greek.
Equivalent Course(s): GREK 31900

GREK 22300. Greek Tragedy: Hellenistic/Imperial Literature. 100 Units.
This class will read selections from the poetry of the Hellenistic period, especially the hymns of Callimachus, the pastoral poetry of Theocritus, and the epic parody “The Battle of the Frogs and Mice.” Alongside these Hellenistic texts we will read some of their poetic predecessors (Homer, Hesiod, the Homeric Hymns, choral and monadic lyric), with an eye to the Hellenistic poets’ interest in poetic form, self-positioning, and play.
Terms Offered: TBD. Not offered 2021-22 will be offered 2023-24
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 32300

GREK 22515. Greek Historians: Thucydides. 100 Units.
In this course we will read book 1 of Thucydides, his description of the run-up to the Peloponnesian War, in Greek. We will pay attention to Thucydides’ style and approach to historiography, sinking our teeth into this difficult but endlessly fascinating text.
Terms Offered: TBD. Will be offered 2023-24
Prerequisite(s): At least two years of Greek.
Equivalent Course(s): GREK 32515, FNDL 22517

GREK 23220. Hellenistic Imperial Literature. 100 Units.
This class will read selections from the poetry and or prose of the Hellenistic period, especially the hymns of Callimachus, the pastoral poetry of Theocritus, and the epic parody “The Battle of the Frogs and Mice.” Alongside these Hellenistic texts we will read some of the poetic predecessors (Homer, Hesiod, the Homeric Hymns, choral and monadic lyric), with an eye to the Hellenistic poets’ interest in poetic form, self-positioning, and play.
Terms Offered: TBD. Will be offered 2023-24
Prerequisite(s): PQ: GREK 20300 or equivalent
Equivalent Course(s): GREK 32320
GREK 24714. Oedipus Tyrannus: Thinking in and with Tragedy. 100 Units.
Oedipus: exemplary sovereign or outlier? Savior of the city or its destroyer? Epistemophile or -phobe? Upholder or suspender of the laws (including the laws of kinship)? Sophocles' Oedipus Tyrannos has been good to think with since its first production of the fifth century BCE. As a meditation on kingship as well as kinship, the play offers a complex Oedipus, if not, perhaps, an Oedipus complex. Sophocles' meditation on the polis, law, family, knowledge, the structure of mind, desire, and the disease in and of state has proved especially rich for philosophers, psychoanalysts, and theater artists: the play also famously provides the core example for Aristotle's meditation on tragedy in the Poetics. We will explore the OT as tragedy, as resource, as example and exception. Although no knowledge of Greek is required for this course, there will be assignment options for those who wish to do reading in Greek.
Instructor(s): Laura Slatkin Terms Offered: Spring. Not offered 21-22.
Equivalent Course(s): SCTH 31222, GREK 34717, CMLT 31222, FNDL 21222

GREK 25700. The Apostolic Fathers. 100 Units.
This course focuses on the general body of works whose authors are collectively known as the Apostolic Fathers, a remarkable group of theologians who lived and wrote during the late first and second centuries AD, immediately after the New Testament. Among the works and writers whom we will consider are the Didache, Clement of Rome (1 Clement), Ignatius of Antioch, and, as time permits, Diognetus or 2 Clement. We will carefully read the Greek text, with careful attention to the style of the Greek, how it compares to that of the New Testament, and its relationship to other important materials such as the Septuagint and the Greco-Egyptian papyri. This was a period of amazing ferment and intellectual diversity. Since no rigid standard of orthodoxy had yet been set, a wide array of ideas were put forth and examined on the theological market place. We will focus on the exegetical methods of Biblical interpretation used by the Fathers, their reflections on the person and work of Jesus, and their ideas on the structure and mission of the emerging Church as the body of Christ.
Instructor(s): David Martinez Terms Offered: Autumn
Prerequisite(s): Two years of Greek required.
Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): BIBL 47500, GREK 35700, RLST 21505

GREK 29700. Reading Course: Greek. 100 Units.
No description available. Prerequisite(s): Students are required to submit the College Reading and Research Course Form.
Instructor(s): Staff Terms Offered: Autumn Winter
Prerequisite(s): Students are required to submit the College Reading and Research Course Form.

LATIN COURSES
LATN 10100-10200-10300. Introduction to Classical Latin I-II-III.
This sequence offers a comprehensive introduction to reading Latin. Course work involves reading practice, presentational writing, and formal study of grammar and vocabulary. Throughout the sequence, students will encounter authentic Latin text. Students who complete this sequence will be ready to move into the intermediate sequence (LATN 20100-20200-20300).

LATN 10100. Introduction to Classical Latin I. 100 Units.
This course introduces the fundamentals of the Latin language, and the Ancient Roman culture in which it developed. The focus is on developing interpretive reading ability, but other language skills are also employed to enhance the learning of vocabulary, culture, and grammar. This course is intended for students with no previous experience in Latin.
Instructor(s): Staff Terms Offered: Autumn

LATN 10200. Introduction to Classical Latin II. 100 Units.
This course continues the study of basic Latin. Course work involves reading Latin, translating from Latin into English and vice versa, and study of grammar and vocabulary. Throughout the course, students will encounter authentic Latin text. Students who complete this course will be able to understand complex sentences, and often to combine them into larger units of meaning.
Instructor(s): Colin Shelton Terms Offered: Winter
Prerequisite(s): LATN 10100

LATN 10300. Introduction to Classical Latin III. 100 Units.
This course continues the study of basic Latin. Course work involves reading Latin, translating from Latin into English and vice versa, and study of grammar and vocabulary. Throughout the course, students will encounter authentic Latin text. Students who complete this course will be able to track ideas across at least a paragraph of text, and will be ready to move into the intermediate sequence (LATN 20100-20200-20300).
Staff. Spring
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): LATN 10200

LATN 10123. Summer Intensive Introductory Latin. 300 Units.
Summer Intensive Introductory Latin offers a comprehensive introduction to Classical Latin language in eight weeks. In daily classes, students learn new grammatical concepts and morphology, practice reading and translating increasingly complex Latin texts, and complete exercises in Latin to gain an active command of the
language. Students will also read unadapted Latin from classical authors, including Caesar, Sallust, and Cicero. By the end of the summer Latin course, students will be thoroughly familiar with Latin idiom and sentence structure and will be able to proceed to reading courses in the language. Summer Introductory Latin is an intensive course that requires a full-time commitment on the part of the student, meeting approximately five hours per day and demanding independent review and memorization in the evenings.

Instructor(s): Staff Terms Offered: Summer

LATN 11400. Latin for Post Beginners I. 100 Units.
This course is intended for students with some experience in Latin to quickly review what they know and upgrade their skills in reading and understanding Latin. In this course, students will expand their vocabulary, learn more advanced grammar, and practice extensive reading.
Instructor(s): C. Shelton Terms Offered: Winter
Note(s): “Students who complete this course and its follow-up LATN 103 will be ready for the intermediate sequence (LATN 20100-20200-20300).”

LATN 20100-20200-20300. Intermediate Latin I-II-III.
This sequence is aimed at students who have completed one of the introductory sequences and at entering students with extensive previous training, as evidenced by a placement exam. As a whole, it provides students with an overview of important genres and with the linguistic skills to read independently and/or to proceed to advanced courses in the language.

LATN 20100. Intermediate Latin I. 100 Units.
Readings concentrate on works of Roman prose (e.g. Cicero), with an aim to improve reading skills, discuss key concepts in Roman history and culture, and study problems of grammar as necessary.
Instructor(s): Colin Shelton Terms Offered: Autumn
Prerequisite(s): LATN 10300 or equivalent

LATN 20200. Intermediate Latin II. 100 Units.
Readings concentrate on Cicero’s Catalinarian Orations, the famous group of speeches he delivered in 63 BC against L. Sergius Catilina, who was plotting to overthrow the Roman government. Some discussion of the history and culture of the period; study of problems of grammar as necessary.
Instructor(s): Shadi Bartsch-Zimmer Terms Offered: Winter
Prerequisite(s): LATN 11400, LATN 20100 or equivalent

LATN 20300. Intermediate Latin III. 100 Units.
This course is a reading of selections from a major monument of Roman literature, such as Vergil’s Aeneid. There will be discussion of the relationship between language and literary art, and the legacy of the work or works studied.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): LATN 20200 or equivalent

LATN 20123. Summer Intensive Intermediate Latin. 300 Units.
Summer Intermediate Latin combines extensive reading of texts with a comprehensive review of classical grammar and syntax; it prepares students for advanced courses in Latin and for the use of Latin texts in the course of their research. Texts studied are taken from one or more representative and important authors, which may include Cicero, Seneca, Pliny, and others. The backbone of the review sessions is Wheelock’s Latin, with supplementary exercises in composition. The program includes synchronous meetings five days a week as well as daily asynchronous assignments. Students are responsible for considerable amounts of class preparation during the evenings, requiring a full-time commitment for the duration of the course. Summer Intermediate Latin equips students to continue with advanced coursework or independent reading in Latin in all its varieties. Summer Intermediate Latin corresponds to a full year’s worth of instruction at the University of Chicago.
Terms Offered: Summer
Prerequisite(s): Successful completion of LATN 10300 or equivalent placement.

LATN 21100. 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.
Instructor(s): D. Wray Terms Offered: Autumn. Not offered 2020–21; will be offered 2022–23
Equivalent Course(s): LATN 31100, CMLT 31101, CMLT 21101

LATN 21219. Philosophical Prose: Cicero, Tusculan Disputations” 100 Units.
Several months after the death of his beloved daughter and just two years before his own death, Cicero composed a dialog with an imaginary interlocutor arguing that death, pain, grief, and other perturbations were an unimportant part of the big picture. A reading of this famous contribution—all of it in English, selections in Latin—to the genre of consolation literature affords an opportunity to weigh his many examples and his arguments for ourselves.
Instructor(s): Staff Terms Offered: Spring. Will be offered 2022–23
Note(s): Latin 203 or equivalent
Equivalent Course(s): LATN 31219, FNDL 21219
LATN 21300. Vergil. 100 Units.
Vergil’s ten Eclogues are some of Latin literature’s most enigmatic poems. In addition to reading this collection carefully in Latin, we will sample some of Theocritus’ pastoral in translation, Calpurnius Siculus’ Eclogues in Latin, and Milton’s Lycidas. Class time will focus on translation, interpretation, and discussion of secondary readings.
Instructor(s): Staff
Terms Offered: Spring. Will be offered 2022–23
Note(s): Topic: Eclogues
Equivalent Course(s): LATN 31300

LATN 21500. Roman Satire. 100 Units.
We shall read extensively in Latin from the Satires of Juvenal. We shall focus on language, poetic technique, and understanding the text (also with the help of early Latin-language commentaries).
Instructor(s): Staff
Terms Offered: Autumn. Will be offered 2023-24.
Equivalent Course(s): LATN 31500

LATN 21600. Roman Oratory. 100 Units.
Marcus Tullius Cicero (106-44BC) was the most accomplished orator of the Roman Republic. Among the most fascinating of his speeches are the three “Caesarian” speeches delivered to Julius Caesar on behalf of persons who had opposed Caesar in the civil war. In the speeches Cicero, in many different ways, uses his hard-won rhetorical and literary skills, practiced over a lifetime in lawsuits, political debates, and philosophizing, not merely to on behalf of the immediate subjects of the speeches, but also to suggest social and political roles for Caesar himself. Caesar’s place in the Roman World is as much a topic of the three speeches as immediate issues of each class.
The chief purpose of the class is to reach an understanding of the basic issues of speech and the roles that Cicero scripts for Caesar in them.
Terms Offered: Autumn. Will be offered 2023-24.
Prerequisite(s): Latin 20300
Equivalent Course(s): LATN 31600

LATN 21800. Roman Historian. 100 Units.
Primary readings are drawn from the Tiberian books of the Annals, in which Tacitus describes the consolidation of the imperial regime after the death of Augustus. 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.
Instructor(s): Michele Lowrie
Terms Offered: Winter
Prerequisite(s): LATN 20300 or equivalent
Note(s): Topic: Tacitus.
Equivalent Course(s): LATN 31800

LATN 21900. 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.
Instructor(s): Peter White
Terms Offered: Spring
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): LATN 31900, ANCM 41919

LATN 22100. Lucretius. 100 Units.
We will read selections of Lucretius’ magisterial account of a universe composed of atoms. The focus of our inquiry is: 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 include Lucretius’ vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.
Instructor(s): David Wray
Terms Offered: Autumn
Equivalent Course(s): LATN 32100

LATN 22120. Vergil: Aeneid. 100 Units.
In this course we will read as much as possible of Vergil’s Aeneid in the original, and the rest in translation. Our focus will be on the way the poem interrogates some of its most basic claims about empire, piety, heroism, and history, but we will try to avoid falling into the binary trap of “positive” and “negative” readings of the epic’s relationship to its Roman imperial context. Requirements: Class presentation; 10 page paper; final.
Terms Offered: Winter. This course will be offered 2023-24.
Prerequisite(s): LATN 20200 or equivalent.
Equivalent Course(s): LATN 32120

LATN 26000. Latin Paleography. 100 Units.
The course will emphasize the development of Latin handwriting, primarily as book scripts, from its origins to the waning of the Carolingian minuscule, ca. AD 1100. By mastering the foundational types of writing, the students will develop skills for reading all Latin-based scripts, including those used for vernacular languages and the subsequent Gothics and their derivatives down to the sixteenth century.
Instructor(s): M. Allen
Terms Offered: Autumn
Equivalent Course(s): LATN 36000
LATN 26421. History, Religion, and Politics in Augustine’s City of God. 100 Units.
Augustine’s City of God is a major work of history, politics, and religion. Written after Rome was sacked by the Visigoths in 410, the work begins an apology (justification) of the Empire’s turn to Christianity and expands to offer a sweeping and deeply theological account of human history and society in terms of earth-bound versus heaven-centered community. Augustine’s citizenship and politics entails living out membership in either fellowship while commingled on earth with the other. Augustine analyzes Roman history and politics as well as the new religion first encouraged and eventually imposed in the wake of Constantine’s conversion. We shall read the entire work in translation, attending to historical observations, political stances, and religious views. Augustine made arguments of his own but saved huge swaths of Varro and other otherwise lost sources to fashion his historical critique of Rome, social analysis, and many ultimately fresh views on matters like human sexuality in paradise and in heaven. The class will meet once a week. A supplementary Latin reading group will also convene once a week for close reading of important and demanding selections in the original. There will be some invited international guest speakers.
Instructor(s): Willemien Otten and Michael I. Allen Terms Offered: Autumn
Note(s): There will be a weekly Latin reading group (F. afternoon, 90 minutes) for classics and other students who want to tackle Augustine’s Latin. This course meets the HS or SCSR Committee distribution requirement for Divinity students.
Equivalent Course(s): CLAS 36421, HIST 32116, HCHR 35301, FNDL 25304, RLST 25301, CLCV 26421, HIST 22116, BIBL 35301, LATN 36421, RETH 35301, THEO 35301

LATN 29700. Reading Course. 100 Units.
TBD
Terms Offered: Autumn Spring Winter
Prerequisite(s): Students are required to submit the College Reading and Research Course Form.