

CLASSICAL STUDIES

Department Website: <http://classics.uchicago.edu>

PROGRAMS OF STUDY

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.

Each of our variants has additional requirements. Current and prospective majors should review carefully the variant requirements described below.

All courses taken to fulfill the requirements of the major must be taken for quality grades. The introductory first-year sequences in Greek and in Latin may be taken for Pass/Fail grading only if they are not being used to meet language requirements for the major.

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. The requirements for the Language and Literature Variant are as follows:

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. Examples of ways to satisfy the language requirement include: LATIN 20100-20200-20300 Intermediate Latin I-II-III AND LATIN 21100 Roman Elegy-LATN 21219 Philosophical Prose: Cicero, Tusculan Disputations-LATN 21300 Vergil; OR LATIN 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 meets this requirement. Other eligible courses are offered in disciplines such as Art History, History, 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. Students who declare a Classics major at the end of their third year must meet with the Director of Undergraduate Studies to discuss how they may meet this requirement.
4. CLCV 29500 Senior Seminar. The Senior Seminar is designed as a capstone course, and it is required for all Classics majors, whether they are writing a BA paper or not. The course meets once per week over two quarters (Autumn and Winter), for an hour and twenty minutes each week. Both quarters are required. CLCV 29500 is valued at 100 units; CLCV 29501 is valued at 0 units. Students will normally register in CLCV 29500 in Autumn Quarter and CLCV 29501 in Winter Quarter, but they may reverse the order of enrollment if need be.

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

Summary of Requirements: Language and Literature Variant

Six courses in Greek or Latin *	600
Six courses in Classical Civilization (CLCV) divided between at least TWO of the following fields: Greek or Roman art, history, philosophy, science, religion, material culture, or classical literature in translation	600
CLCV 29500 Senior Seminar	100
CLCV 29501 Senior Seminar	000
Total Units	1300

* Must include the intermediate level (20100-20200-20300) or above in at least one of those two languages.

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.

The requirements for the Language Intensive Variant are as follows:

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 meets this requirement. Other eligible courses are offered in disciplines such as Art History, History, 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. Students who declare a Classics major at the end of their third year must meet with the Director of Undergraduate Studies to discuss how they may meet this requirement.
5. CLCV 29500 Senior Seminar. The Senior Seminar is designed as a capstone course, and it is required for all Classics majors, whether they are writing a BA paper or not. The course meets once per week over two quarters (Autumn and Winter), for an hour and twenty minutes each week. Both quarters are required. CLCV 29500 is valued at 100 units; CLCV 29501 is valued at 0 units. Students will normally register in CLCV 29500 in Autumn Quarter and CLCV 29501 in Winter Quarter; but they may reverse the order of enrollment if need be.

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

Summary of Requirements: Language Intensive Variant

Six courses in Greek *	600
Six courses in Latin *	600
Four courses in Classical Civilization (CLCV) divided between at least TWO of the following fields: Greek or Roman art, history, philosophy, science, religion, material culture, or classical literature in translation	400
CLCV 29500 Senior Seminar	100
CLCV 29501 Senior Seminar	000
Total Units	1700

* 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.

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.

Students completing the Greek and Roman Cultures Variant should take at least two courses in one of the following sequences 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). These courses may be used to meet the general education requirement in civilization studies, or, if a student has met the general education requirement in civilization studies with a different sequence, these courses may then count toward the nine courses in classical civilization required for the major. Students who find it is not possible to take two courses from one of these sequences should meet with the Director of Undergraduate Studies to discuss alternatives.

The requirements for the Greek and Roman Cultures Variant are as follows:

- 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 meets this requirement. Other eligible courses are offered in disciplines such as Art History, History, 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. Students who declare a Classics major at the end of their third year must meet with the Director of Undergraduate Studies to discuss how they may meet this requirement.
- 4. CLCV 29500 Senior Seminar. The Senior Seminar is designed as a capstone course, and it is required for all Classics majors, whether they are writing a BA paper or not. The course meets once per week over two quarters (Autumn and Winter), for an hour and twenty minutes each week. Both quarters are required. CLCV 29500 is valued at 100 units; CLCV 29501 is valued at 0 units. Students will normally register in CLCV 29500 in Autumn Quarter and CLCV 29501 in Winter Quarter; but they may reverse the order of enrollment if need be.

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

Summary of Requirements: Greek and Roman Cultures Variant

3 courses in Greek or Latin	300
Nine courses in Classical Civilization (CLCV) divided between at least FOUR of the following fields: Greek or Roman art, history, philosophy, science, religion, material culture, or classical literature in translation	900
CLCV 29500 Senior Seminar	100
CLCV 29501 Senior Seminar	000
Total Units	1300

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. Students who declare a Classics major after Monday of eighth week of Spring Quarter and who wish to write a BA Paper should meet with the director of undergraduate studies to make an adjusted plan.

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 must register for CLCV 29500 Senior Seminar (100 units) and CLCV 29501 Senior Seminar (0 units) over Autumn and Winter Quarters. They will normally register in CLCV 29500 in Autumn Quarter and CLCV 29501 in Winter Quarter; but they may reverse the order of enrollment if need be. Both quarters are required. Students enrolled in programs of study abroad in the fourth year should discuss accommodations with the director of undergraduate studies before the beginning of Autumn Quarter.

Students who choose not to write a BA Paper are required to complete a Capstone Project, due before the end of Winter Quarter. Their Senior Seminar grade is based on assignments, presentations, participation over the Autumn and Winter Quarters, and the Capstone Project grade. For BA Paper writers, the grade for the Senior Seminar depends on the grade for the BA Paper and, therefore, is not finalized with the Registrar until the paper has been submitted in Spring Quarter. The final grade for BA Paper writers is based on participation in the Senior Seminar (assignments, presentations, peer review), as well as on the quality of the BA paper. At the end of Autumn Quarter, a provisional grade for the Senior Seminar will be communicated to each student by email.

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.

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 six courses in Greek (GREK), Latin (LATN), or Classical Civilization (CLCV). Of these six courses:

- Only three may be elementary language courses (e.g., GREK 10100-10200-10300 Introduction to Attic Greek I-II-III).
- CLCV courses (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.

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.

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

Sample 1:

GREK 10100-10200-10300	Introduction to Attic Greek I-II-III	300
GREK 20100-20200-20300	Intermediate Greek I-II-III	300
Total Units		600

Sample 2:

LATN 10100-10200-10300	Introduction to Classical Latin I-II-III	300
Any three CLCV courses*		300
Total Units		600

* CLCV courses (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.

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 Department Administrator (**by the first Friday of Spring Quarter**) 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 during 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 Department Administrator (**by the first Friday of Spring Quarter**) 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 during 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 Department Administrator (**by the first Friday of Spring Quarter**) 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 during 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 Department Administrator (**by the first Friday of Spring Quarter**) 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 prize must be submitted to the director of undergraduate studies during 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 Department Administrator (**by the first Friday of Spring Quarter**) 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 during 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 Department Administrator (**by the first Friday of Spring Quarter**) 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 during 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 **by the first Friday 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 Director of Undergraduate Studies or Assistant Director of Undergraduate Studies (<https://classics.uchicago.edu/about/contact/>).

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 \$27,000, which may be used to offset academic fees, travel expenses, housing and subsistence costs, and book purchases. The fellowship amount (\$27,000) 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 may apply directly to the Pearson Fellowship Committee, typically in the Autumn of their fourth year of undergraduate study.

See more information at <https://classicalstudies.org/awards-and-fellowships/lionel-pearson-fellowship>.

CLASSICAL CIVILIZATION COURSES

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): Carolina López-Ruiz Terms Offered: Spring

Equivalent Course(s): RLST 28498, HIST 17000, SIGN 26037

CLCV 20091. Field Archaeology. 100 Units.

Students will learn the basics of survey, mapping, excavation techniques, and excavation recording relevant to the project; they will supervise work in one or more trenches, including daily decision making, managing local workforce, and recording. They will work on one or more type of material culture or other collections (e.g., archaeozoological materials) as part of the team, recording, weighing, measuring, illustrating, photographing and/or describing, as needed. They will also be expected to become familiar with the history of excavation of the relevant site and the project aims. Assessment will be based on the student's field notebook, trench summary and other records, and a critical evaluation of the projects aims and methods.

Instructor(s): Derek Kennet - Augusta McMahon Terms Offered: Winter

Equivalent Course(s): ANTH 26612, NEAA 20091, HIST 20091, CLAS 30091

CLCV 20120. Eastern Christianity: The First Thousand Years. 100 Units.

This course introduces students to Eastern Christianity from Late Antiquity to the Middle Ages. We will start with contextualizing Eastern Christianity's diverse, global, and multilingual trajectories. We will then turn to review select themes of Eastern Christian history. We will cover the shaping of orthodoxy in the Byzantine world in the contexts of both inter-religious debates and intra-Christian concerns over heresy. We will explore the Christological Controversies of Late Antiquity, which continue to fracture Eastern Christianity until this very day. We will review the rise of Islam, its divergent Eastern Christian responses, and its broader theological, social, and cultural implications on medieval Middle Eastern religions. The translation movements under the #Abbasids will occupy us next and will further reveal the contributions of Eastern Christians to the intellectual and religious landscapes of the medieval Middle East. We will conclude with Eastern Christianity's position in the Middle Eastern world between the Crusades and the Mongol conquests, historical developments whose reverberations can still be felt in the present-day world where many Eastern Christian communities are spread across an increasingly global diaspora.

Instructor(s): Omri Matarasso Terms Offered: Winter

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

Equivalent Course(s): RLST 20120, HIST 31601, CLAS 30120, MDVL 20120, HCHR 30120

CLCV 20122. Heaven, Hell, and Life After Death. 100 Units.

What happens after people die? Nothing at all? Does the same thing happen to everyone after death, or is there some form of postmortem reward and punishment? If heaven exists, what is heaven like? How do beliefs about life after death influence behavior in this life? This course engages with these questions as we explore the development and diversity of afterlife beliefs in Judaism and Christianity, from antiquity to the present day. We will pay special attention to the various functions of afterlife beliefs at different points in history, including in our contemporary society. Is Marx correct that belief in heaven and eternal life legitimizes the social order and contributes to oppression on earth? Conversely, does the idea of postmortem rewards and punishments actually contribute to a more just society by motivating individuals to strive to live virtuously? By the end of the course, students will not only be familiar with Jewish and Christian conceptions of the afterlife, but also conversant in perspectives on postmortem existence found in classical philosophy that continue to inform how we think about death in the contemporary world. There are no prerequisites.

Instructor(s): Christine R. Trotter Terms Offered: Spring

Equivalent Course(s): RLST 20113, JWSC 20113

CLCV 20222. Greek and Near Eastern Creation Stories. 100 Units.

This course will offer a comparative view of Greek traditions about the origin of the world (cosmogony) and the origin of the gods (theogony), and the multiple layers on which they were entangled with Near Eastern narratives. On the Greek side, we will focus on Hesiod, Homer, and the Orphic poems. Near Eastern sources will include Mesopotamian, Egyptian, Hittite, Phoenician, and Hebrew texts. The reading of primary sources will be done in translation (though students are always encouraged to check the texts in the original language for closer reading and discussion, if training allows). We will engage with secondary bibliography, especially works that take a comparative approach or discuss the comparative method. We will discuss the methodological challenges and advantages of comparative mythology and the phenomenon of cultural exchange, as revealed in these mythical and literary connection.

Instructor(s): Carolina López-Ruiz Terms Offered: Spring

Equivalent Course(s): NEHC 20210, RLST 20210

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): J. Hall Terms Offered: Autumn

Prerequisite(s): This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): HIST 16700, SOSC 27710

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): C. Ando Terms Offered: Winter

Prerequisite(s): This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): HIST 16800, SOSC 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 cultures, societies, economies, and political orders of the Mediterranean from the conversion of Constantine to the rise of Islam.

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

Prerequisite(s): This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): HIST 16900, MDVL 16900, SOSC 27910

CLCV 20710. Playing with the Past: Shakespeare, Aeschylus, and Hansberry on the Contemporary Stage. 100 Units.

Playing with the Past explores dramaturgy as an adventurous and inquisitive form of storytelling through the works of Shakespeare, Aeschylus, and Lorraine Hansberry. We will examine the dramaturg's role in building worlds with classic playwrights, inhabiting them through productions, and cultivating connections with audiences and institutions. Through critical engagement with theatrical genealogies, industry practices, and innovations, we will investigate how these writers are produced today. Most importantly, we will develop our own civic-minded dramaturgical practice, considering how thoughtful storytelling has impact beyond the walls of the classroom and the theater.

Instructor(s): G. Randle-Bent Terms Offered: Spring

Equivalent Course(s): TAPS 20710

CLCV 21722. Ancient Empires IV: the Achaemenid Empire. 100 Units.

This course introduces students to the Achaemenid Empire, also known as the First Persian Empire (ca. 550-330 BCE). We will be examining the political history and cultural accomplishments of the Achaemenids who, from their homeland in modern-day Iran, quickly rose to become one of the largest empires of the ancient world, ruling from North Africa to North India at their height. We will also be examining the history of Greek-Persian encounters and the image of the Achaemenids in Greek and Biblical literature. The students will visit the Oriental Institutes' archive and object collection to learn more about the University of Chicago's unique position in the exploration, excavation, and restoration of the Persian Empire's royal architecture and administrative system through the Persian Expedition carried out in the 1930s.

Instructor(s): Mehrnoush Soroush Terms Offered: Autumn

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

Equivalent Course(s): NEHC 20014, HIST 25602

CLCV 21915. The Present Past in Greece Since 1769. 100 Units.

This discussion-based course will explore how conceptions of the ancient past have been mobilized and imagined in the political, social, and cultural discourses of modern Greece from the lead up to the War of Independence through to the present day. Among the themes that will be addressed are ethnicity and nationalism, theories of history, the production of archaeological knowledge, and the politics of display.

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

Equivalent Course(s): HIST 21006, ANCM 31915, CLAS 31915, HIST 31006

CLCV 21922. Broken Mirrors: Writing the Other from Herodotus to the Jewish/Christian. 100 Units.

How are Others represented in Greco-Roman, Jewish, and Christian canons? Is the Other purely a mirror of the self who represents it? Or do self and Other interact? Can we trace and compare patterns of representation and taxonomies for human difference across cultures, genres, regions, periods, and sciences? How can we develop new critical frameworks and concepts for this task, if we refuse to take for granted the categories and conventions of today's academic disciplines? What might this new approach to the Other help us to learn, or unlearn, about the making of "the West"? In order to answer those questions, our course will survey the most influential literary models of the Other, from Herodotus to the early medieval "Life of Jesus" polemic tradition. Beyond developing a new framework for exploring and connecting these diverse sources, it has three historical aims. First, to interrogate the limits of modern anthropology as the institutionalized site for writing and knowing the Other. Second, to reveal the centrality of the figure of the Jew in the prehistory of anthropology, where it plays a neglected but crucial role in the European history of human difference in general. Finally, to expose the premodern roots of "scientific" categories—"primitive," "civilized," "Oriental," "Aryan," "Semite," etc.—where racial, linguistic, religious, and cultural differences still intersect today.

Instructor(s): James Adam Redfield Terms Offered: Spring

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

Equivalent Course(s): CMLT 37652, CLAS 31922, CLAS 31922, HIJD 37652, HREL 37652, RLST 27652, JWSC 26603

CLCV 22024. The Johannine Epistles. 100 Units.

The Johannine Epistles raise fascinating theological and interpretative questions. In this course students will read the Greek text closely, examining the composition, genre, structure, theology, and purpose of these letters. Readings will also include New Testament and early Christian texts that help illuminate the hermeneutical questions and place of the Johannine epistles. Special attention will be paid to the questions surrounding the texts' authorship and reception within later Christian traditions.

Instructor(s): Erin Walsh Terms Offered: Spring

Prerequisite(s): Students must have completed two quarters of Koiné Greek or equivalent to enroll.

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

Equivalent Course(s): CLAS 32024, BIBL 36000, RLST 22036

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). 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 Reading and Research: History.

Note(s): Assignments: short papers, alternative projects.

Equivalent Course(s): SIGN 26034, RENS 12203, HIST 12203, FNDL 22204, RLST 22203, KNOW 12203, MDVL 12203, ITAL 16000

CLCV 22322. Phoenician Religion (In Their Own Words And Those of Their Neighbors) 100 Units.

The Phoenicians were a Canaanite people who maintained their language, religion, and culture until Roman times. One of the main challenges facing the study of the Phoenician religion (and culture in general) is that most of their literature is lost. This course gathers together a variety of emic sources in the Phoenicians' own language or stemming from the Phoenician realm but written in Greek or Latin, as well as sources written by others about the Phoenicians, with a special focus on cult and religious identity. The texts we will read and discuss range from royal, votive, and funerary inscriptions, to the views about the Phoenicians in the Hebrew Bible, and Greek and Roman writers. This course is partly a text-based, reading course, and partly a thematic, culture course.

Instructor(s): Carolina López-Ruiz Terms Offered: Winter

Prerequisite(s): Intermediate knowledge (2 years) of a Semitic language (e.g., Hebrew, Phoenician, Aramaic, Ugaritic, Arabic) OR of ancient Greek and/or Latin.

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

Equivalent Course(s): RLST 22308, HREL 42308, NEHC 22308, NEHC 42308, CLAS 32322

CLCV 22524. Introduction to the New Testament: Texts and Contexts of Interpretation. 100 Units.

This class introduces students to the texts that make up the New Testament through close readings of representative examples. Through course lectures and readings, students will gain familiarity with the historical, geographical, social, religious, cultural, and political contexts of New Testament literature and the events they narrate. We will also learn about the central literary genres found within the collection of texts that came to form the canonical New Testament, including "gospels," "acts," "letters," and "apocalypses", and we will examine how awareness of genre conventions enhances our reading of these works. Students will also learn about the distinctive theological and cultural viewpoints contained within various New Testament texts. As we learn about the history of biblical scholarship, especially the goals and methods of biblical interpretation, we will practice refining our questions. Assignments and discussion will allow students to develop their skills as attuned readers of both ancient texts as well as modern biblical scholarship. PQ: No prior knowledge of biblical literature, the

ancient world, or Christianity is expected. The only expectation is commitment to engaged discussion about the challenges of interpretation with classmates holding various viewpoints.

Instructor(s): Erin Walsh Terms Offered: Winter

Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. This course counts as a Gateway course for RLST majors/minors.

Equivalent Course(s): RLST 12000, FNDL 28202, MDVL 12500, CLAS 32524, BIBL 32500

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): John Proios Terms Offered: Autumn

Prerequisite(s): Completion of the general education requirement in humanities.

Equivalent Course(s): PHIL 25000

CLCV 23024. Gender Archaeology. 100 Units.

How have archaeologists approached the study of gendered practices, and can their work contribute to theoretical and methodological discussions of gender across the social sciences and humanities? How can we use material objects and things to examine or explain gendered identities, especially in the deep past? In this course, students will engage with a range of research, from different disciplinary perspectives, to explore how gender is situated in archaeological theory and praxis and its political implications. Through multiple case studies, the course will interrogate how archaeologists study, analyze, and interpret material remains to examine gendered ideologies and material practices and their intersections with other social constructs: class, sex, race, ethnicity. Coverage is cross-cultural and aims to expose students to the diversity and variability of gendered and sexual experiences of different people across time and space. Topics include but are not limited to: embodiment and expression, gender roles, sexuality, parenthood and childhood, masculinity, biopolitics, and feminist theory.

Instructor(s): Alice Yao and Katie Kearns

Equivalent Course(s): GNSE 30147, SIGN 20147, ANTH 30012, CLAS 33024, GNSE 20147, ANTH 20012

CLCV 23425. Helen of Troy Through The Centuries. 100 Units.

Helen of Troy has been a source of fascination for ancient and modern writers alike, serving as a symbol of unattainable beauty and destructive femininity. This course explores the various portrayals of Helen throughout Greco-Roman poetry (epic, lyric, tragedy, comedy) and prose (historiography, oratory), as well as contemporary literature and film. Taking into account the conventions and historical context of each genre we will examine her character as it relates to questions of gender, sexual power, agency, identity, embodiment and social structures. All readings will be in English and include but are not limited to selections from Homer, Euripides, Gorgias, Ovid, Seferis, Marlowe, and Walcott.

Instructor(s): C. Filippaki Terms Offered: Autumn. 25-26

Equivalent Course(s): CLAS 33425, GNSE 23425, GNSE 33425, CMLT 23425, CMLT 33425

CLCV 23524. Constantinople, Byzantine and Ottoman: Crossroads of East and West. 100 Units.

Constantinople (modern Istanbul) was founded in 324 AD to be the capital of the eastern Roman empire. It did this until 1453, when it became the capital of the emerging Ottoman empire, a function that it served until 1922. No city in history has, for so long, served continually as the capital of two successive empires that, in their various incarnations, straddled Europe, Asia, and Africa and played a major role in shaping global politics and world culture. In this course, students will learn about these two parallel histories and cultures through a series of paired thematic units: Foundations; Imperial Cultures; Religious Cultures; and Hagia Sophia (a monument that continues to be a flashpoint for competing claims to the past and modern identities). One week in the middle will be devoted to Transitions, namely to the period around the siege of 1453, before which many Turks lived under east Roman rule and after which most Romans (Greeks) lived under Ottoman rule. The instructors will foster creative dialogue between these two cultures by focusing, in each unit, on exemplary monuments and primary written sources. Students will explore how public authority was claimed and contested, and how each phase of the city's history appropriated or sidelined the legacy of its own past.

Instructor(s): Anthony Kaldellis; Hakan Karateke Terms Offered: TBD

Equivalent Course(s): NEHC 23524, CLAS 33524, NEHC 33524, SIGN 23524

CLCV 23712. Thomas Aquinas on God, Being, Human Nature, 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: Autumn

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

CLCV 23809. Pain, Truth, and Justice. 100 Units.

Why should the truth hurt? Does pain guarantee the truth told? Is pain the price of exposure to the truth? Does that make punishment just? In this course, we will take a historical and philosophical approach to examine the relations between pain, truth, and justice. In the premodern period, we will draw from Genesis, Sophocles' *Oedipus*, Augustine, Tertullian, martyrdom accounts, and public penance in medieval Christianity. To study the theme in the early modern nation-state spectacles of punishment, colonial contexts, and contemporary scenes of justice, we will turn to the writings of Foucault, Fanon, and others. Over the course of the historical and philosophical examinations, we will trace the themes of body, affect, and performance; truth, law, and

ritual; power, religion, and the nation-state. In the end, we will turn a critical eye to contemporary cultural discourses and representations of pain, truth, and justice in the arts, law, literature, philosophy, and politics. No prerequisites.

Instructor(s): Maureen Kelly Terms Offered: Autumn

Equivalent Course(s): MDVL 23809, GNSE 23809, RLST 23809

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 40360, RLST 20360, CLAS 33820, HCHR 40360

CLCV 23823. Suffering, Grief, and Consolation. 100 Units.

Why do people suffer and die? How can we find comfort? Should we hope for a better future, focus our energies on making peace with the present, or attempt to do both? How do we cultivate joy in the midst of adversity? Can pain be productive? The literature of ancient consolation engages these questions as it bears witness to the myriad ways in which ancient Greeks, Romans, Jews, and Christians attempted to comfort suffering people. The goal was not simply to defeat grief, but to replace grief with its opposite, joy. This course introduces students to ancient consolation literature, a genre composed of various literary forms (e.g., funeral orations, consolatory letters, apocalypses, prophecies) but united by a common store of vocabulary, expressions of sympathy, arguments against grief, and exhortations to admirable behavior amid hardship. We will read selections from Cicero, Seneca, Plutarch, the Bible, and various texts of early Judaism and Christianity. At the end of the course, we will bridge the horizons between ancient approaches to consolation and current debates about how to treat grief and facilitate human flourishing during hardship. While there are no prerequisites for the course, if there is sufficient student interest, the course may feature Languages Across the Curriculum (LxC) sessions in which students who have knowledge of Latin will be able to read select course texts (e.g., from Cicero and Seneca) in Latin. Participation in the LxC sessions is elective and s

Instructor(s): Christine R. Trotter Terms Offered: Winter

Equivalent Course(s): JWSC 23808, RLST 23808

CLCV 23824. Language, Truth, and Rhetoric. 100 Units.

Language is a powerful tool for communication proceeding through various channels including private and public forms of communication such as mass and social media, political, literary, and scientific discourses. It is generally accepted that the way speakers chose to describe something reveals their stance toward truth as well as their rhetorical intention about the message. This affective (Giannakidou and Mari 2021) use follows from the communicative function of language: successful communication requires maximum efficiency, and as speakers choose their words, audiences recognize the intentions behind them and form veridicality judgments (i.e., judgments about the truth or not of the content conveyed, its reliability, and the like). Veridicality judgments are based on knowledge, beliefs, experiences, and ideology (i.e., a set of fixed and non-negotiable beliefs). Non-negotiable beliefs can distort the veridicality judgment and potentially damage, intentionally or unintentionally, the relation to truth. The class includes some classical readings from Plato's Cratylus, Gorgias and Aristotle's Rhetoric, as well as more contemporary readings (Giannakidou and Mari 2021, A linguistic framework for knowledge, belief and veridicality judgment, and the phenomenon of concept creep (Haslam2016) where meaning is extended in warranted or unwarranted ways to manipulate emotion.

Instructor(s): Anastasia Giannakidou Terms Offered: Autumn

Equivalent Course(s): KNOW 28810, LING 38810, CLAS 33824, LING 28810

CLCV 23921. Thucydides and Athenian Democracy at War. 100 Units.

In this course we will closely read the entirety of Thucydides' War of the Peloponnesians and the Athenians. Alongside Thucydides we will read selections from Plutarch's Lives as well as some of the tragedies and comedies of the war years. Our goal will be to read Thucydides' account in its political and cultural context in order to understand both the text and the event that have proved foundational to the western tradition of thinking on democracy, empire, and particularly international relations. Among the questions we will discuss: How did the Athenians' democratic politics and culture influence the course of the war? How did the pursuit of empire influence their practice of democracy? And how can we draw general lessons about war and the conduct of nations from a source so far removed from our own time? The course will conclude with a discussion of the realist tradition of international relations which draws from Thucydides and his account of the war, and of the problems posed by such readings.

Instructor(s): Robert Stone Terms Offered: Autumn

Equivalent Course(s): SCTH 20677

CLCV 23923. The Iliad as a Whole. 100 Units.

After a review of the textual history of the Iliad and a consideration of the probable conditions of its composition, a close reading of the text will explore the interrelations of the story on a collective level-military and political-with the personal stories of the leading characters. Some acquaintance with the text in the original

Instructor(s): Jamie Redfield Terms Offered: Autumn. Autumn 2023

Prerequisite(s): Instructor's consent is required for Undergrads.

Note(s): This course will be more valuable to students with some knowledge of the text in the original.

Equivalent Course(s): SETH 21934, FNLD 27006, CLAS 31923, SETH 31934

CLCV 24021. Partings, Encounters, and Entangled Histories: The Formation of Judaism and Christianity. 100 Units.

When did the fault lines between Judaism and Christianity emerge? This course explores this question by examining the formation of Judaism and Christianity within the world of the Ancient Mediterranean. What religious views, texts, and practices did Jews and Christians hold in common? How did early writers construct communal boundaries and project "ideal" belief and practice? What role did the changing political tides of the Roman and Persian empires play? We will explore continuities and growing distinctions between Jews and Christians in the areas of scriptural interpretation, ritual practices, and structures of authority. Special attention will be paid to debates around gender and sexuality, healing, and views of government and economics. We will approach these issues through material evidence and close readings of early literature in light of contemporary scholarship. Students interested in modern histories of Judaism and Christianity will gain a firm foundation in the pivotal debates, texts, and events that set the trajectories for later centuries.

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

Prerequisite(s): No prerequisite knowledge of the historical periods, literature, or religious traditions covered is expected.

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

Equivalent Course(s): HIJD 37213, NEHC 37213, NEHC 27213, HCHR 37213, HIST 31600, BIBL 37213, JWSC 27213, CLAS 34021, RLST 27213

CLCV 24109. The Built Environment in the Ancient Greek World. 100 Units.

How are we to understand the ancient Greek world and how it was shaped and inhabited? How can the study of the past inform our perception of the present world around us? This course introduces students to the built environment of the ancient Greek world through the study of the architecture, monuments, and urban forms developed in the Archaic, Classical, and Hellenistic periods. Rather than solely focusing on examples from the ancient Aegean, this course will take a geographically broad perspective that spans from Sicily to Afghanistan to highlight the diversity of styles and cultural influences incorporated into Greek architecture and urban development. This topic will be approached thematically, ranging from the architecture of sanctuaries to monuments in public spaces to modern receptions of ancient Greek architecture.

Instructor(s): L. Ladge Terms Offered: Winter

Equivalent Course(s): CEGU 24108, ARTH 14108, ARCH 14108

CLCV 24525. Mengzi and Epictetus. 100 Units.

These two philosopher-teachers, Mengzi (Mencius) in 4th century BCE China and Epictetus in the 2nd century CE Greco-Roman world, both foregrounded an embodied ethics, and both were concerned with questions of living in harmony with nature, achieving freedom from external constraints, and dealing with the disruptive turbulence of passionate emotions. This course is a literary and philosophical comparative study of Mengzi's writings alongside the Handbook and Discourses of Epictetus. Course readings are all in English, and no knowledge of classical Chinese or Greek language or philosophy is needed, but separate meetings can be scheduled for students interested in reading either of these texts in the original language.

Instructor(s): David Wray Terms Offered: Winter. 25-26

Prerequisite(s): No knowledge of classical Chinese or classical Greece or ethical philosophy needed

Equivalent Course(s): CLAS 34525

CLCV 24722. On Dialogue: Introduction to a Genre. 100 Units.

The figure of Socrates is famous for engaging Athenians in dialogue, but what was so important and effective about this mode of exchange? How did Socrates' dialogue work as a philosophical exercise? Why was the dialogue suited to mediate between gods, Socrates, and citizens? In this class, we will take a philosophical and historical approach to the genre of dialogue, analyzing key moments in the genre and related texts to trace the relationships between the mode of dialogue, the role of the divinity, the obligations of the citizen, and the formation of the subject. Starting from the dialogue of Socrates, we will read from classical antiquity into the Christian context, with attention to the creative transformations of the genre and the changing notions of subject, god, and citizen. In the final turn, we will return to two canonical texts of modern philosophy, the Dialogues by David Hume and Dialogues by Jean-Jacques Rousseau to examine how modern philosophical texts deploy the mode of dialogue, invoke the classical and Christian modes, and transform the genre again.

Instructor(s): Maureen Kelly Terms Offered: Autumn

Note(s): This course counts as a general literature course or pre-20th century literature course for CRWR students.

Equivalent Course(s): RLST 24715, CMLT 24715

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 body, 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 24922. Language Contact: Greek and the World's Languages. 100 Units.

How do languages get into contact? How long do they stay in contact? What is contact-induced language change, and which are the mechanisms that govern it? What do arachnophobia, myalgia, geology, heterophagy mean?

In this course we will study language contact and its outcomes, as well as the social and linguistic factors that regulate contact-induced changes. We will examine a wide range of language contact phenomena from both general linguistic and sociolinguistic perspectives, and survey current approaches to all of the major types of contact-induced change (e.g. borrowing). Having Greek (but also other languages) as an example, we will consider linguistic and social aspects of the contact context as well as look into how the particular language has shaped the savant vocabulary of science, philosophy, arts, etc. More precisely, we will offer a brief overview of the history of the Greek language with special emphasis on the Greek vocabulary that Greek language landed or borrowed at different stages of its history as a result of its linguistic contact with other nations and languages. We will start with the Pre-Hellenic phase of Greek and then we focus in Proto-Hellenic, Ancient Greek, Koine, Medieval Greek and finally Modern Greek.

Instructor(s): Zoi Gavriilidou Terms Offered: Winter

Equivalent Course(s): RLST 29402, LING 39402, BIBL 39402, LING 29402, CLAS 34922

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): BIBL 42910, RLST 22910, CLAS 35319, GNSE 22910, GNSE 42910

CLCV 25322. #Blessed: The Prosperity Gospel, The Bible, and Economic Ethics. 100 Units.

Is wealth a sign of divine favor? What would Jesus do when it comes to money? How does the Bible inform contemporary views of charity, economic ethics, and material possessions? This class examines the multiple messages about material wealth contained within biblical literature and the diverse ways these passages have been interpreted. After a survey of shifting approaches to economic ethics among Christians over the centuries, students will turn to the phenomenon of the "Prosperity Gospel" within the modern period. The class will query the ways the Bible has been harnessed to an economic vision tied to capitalism and ostentatious displays of personal wealth. Previous knowledge of the Bible and the historical periods covered is not expected.

Instructor(s): Erin Walsh and William Schultz Terms Offered: Winter

Equivalent Course(s): RLST 25377, KNOW 25377

CLCV 25323. Africa's Byzantine Heritage: Religion and Art in Pluralistic Societies. 100 Units.

This quarter-length course is conceived around themes and artifacts of an innovative special exhibition titled *Africa & Byzantium* at the Metropolitan Museum of Art that we will be visiting together (Feb. 16-18, 2024). It will be the first time a museum has showcased the important contributions of Africa's multiethnic societies to the cultural and religious life of the Christian Empire of Byzantium. In addition, the Met boasts a world-renowned permanent collection of Byzantine artifacts, several of which we will be studying as well during our field trip. The Byzantine Empire (4th cent.-1453) encompassed large parts of the Mediterranean, the Balkans, Anatolia, and the Middle East, with North and East Africa forming part of the empire from the fourth century CE to the Islamic conquest (early 7th cent.). Under Islamic rule, the African continent's Byzantine-Christian legacy continued to be influential and has a rich afterlife to this day. The field trip will enable students hone their competence in visual analysis through close-up study of artworks representing a range of artistic media and techniques. The classroom sessions will illuminate the historical and cultural framework in which the artifacts are situated. Africa's Byzantine heritage is an emerging field of study and in this course students who wish to pursue their own research projects will have ample opportunity to do so. Students will also attend weekly discussion sections led by the TA.

Instructor(s): Karin Krause Terms Offered: Winter

Prerequisite(s): Students enrolled in this course will participate in a *mandatory* three-day field trip to the Metropolitan Museum of Art (Feb. 16–18, 2024). Travel and lodging will be fully covered through a Curricular Innovation and Undergraduate Research grant provided by the College.

Equivalent Course(s): MDVL 28328, RLST 28328, ARTH 28328

CLCV 25417. History of Censorship from the Inquisition to the Internet. 100 Units.

Censorship over time and space, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with rare books and archival materials. Half the course will focus on censorship in early modern Europe, Latin America and Iberian Asia, including the Inquisition, the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary issues, from wartime censorship, to comic books, to digital-rights management, to free speech on our own campus.

Instructor(s): A. Palmer Terms Offered: Autumn

Note(s): Assignments: short and long papers, alternative assignments

Equivalent Course(s): HIPS 25421, RLST 2121, HIST 35421, HIST 25421, HREL 34309, SIGN 26010, CLAS 35417, CHSS 35421, KNOW 31403, KNOW 21403

CLCV 25521. The Sublime. 100 Units.

The sublime has traditionally been thought to have had a merely marginal place in ancient Greek and Latin aesthetics and literary theory; but some scholars have recently argued that it was instead more central, and it is difficult not to apply this category to many ancient literary works. However the explicit category of the sublime did not become central to European aesthetics until the 17th century and then continued until the 19th century to play a central role in discussions not only of art and literature, but also of religion, politics, and other fields. By the middle of the 19th century the wave of interest in the sublime seems to have subsided, but in the past forty years this concept has returned to play an important role in aesthetic theories. The seminar will consider the odd history of the sublime, examining central texts from ancient (Longinus), early modern (Boileau), and modern aesthetics (certainly Burke, Kant, Schiller, and Hegel; perhaps also, depending on students' interest and preparation, Tieck, Schlegel, Schelling, Solger, and Jean Paul) as well as some more recent discussions (again depending on student preferences, Nietzsche, Lyotard, Adorno, Zizek). It will also ask whether the concept of the sublime can still play an important role today, or, if not, then what has taken its place. We will deal primarily with theories of the sublime but also to some extent with works of art. Open to undergraduates with consent.

Instructor(s): Glenn Most Terms Offered: Spring

Equivalent Course(s): SETH 35993, CLAS 35521, CMLT 35993

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: The Hittite Empire. 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, SOSC 20011

CLCV 25800. Ancient Empires II: The Ottoman Empire. 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): Theo Knights Terms Offered: Autumn

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

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

CLCV 25900. Ancient Empires III :The Egyptian Empire of the New Kingdom. 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): Faculty Terms Offered: Spring

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

Equivalent Course(s): NEHC 20013, HIST 15604, SOSC 20013

CLCV 25923. Image, Iconoclasm, Animation. 100 Units.

This course will explore the fantasies of the animation of images both ancient and early Christian, both secular and sacred, as the backdrop to examining the phenomenon of iconoclasm as an assault on the image from pre-Christian antiquity via Byzantium to the Protestant Reformation. It will tackle both texts and images, the archaeological context of image-assault and the conceptual (indeed theological) contexts within which such assault was both justified and condemned. These historical issues cannot be separated, in our scholarly approaches and responses, from a vibrant contemporary culture around question of virtuality, animation, image-worship and image-destruction in the current world. The course will provide space to reflect on the problems raised by this. The course will be taught over the first four and a half weeks in the Spring Quarter on an intensive schedule. It will be examined on the basis of a paper, due on a subject to be agreed and on a date to be agreed at the end of the Spring quarter.

Instructor(s): Jaś Elsner Terms Offered: Spring

Prerequisite(s): The course will be taught over the first 4 and a half weeks in the Spring Quarter on an intensive schedule.

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

Equivalent Course(s): ARTH 28311, MDVL 28311, ARTH 38311, KNOW 38311, RLST 28311, CLAS 35923, RLVC 38311

CLCV 25924. Aristotle: Action, Embodied Agents and Value in Acting. 100 Units.

The aim of the course is to understand and assess central aspects of Aristotle's account of actions and agency. We will locate his views within the context of his discussion of (a) the relation between psychological and physical states, processes, and activities and (b) the value of acting well. The course is aimed at graduates and advanced undergraduates (seniors and juniors) in Philosophy or Classics.

Instructor(s): David Charles Terms Offered: Autumn. Autumn 2024

Prerequisite(s): Knowledge of Greek is not required.

Note(s): Only senior Undergraduates with the instructor's consent can register. No consent is required for Graduate Students. Auditors are allowed subject to enrollment and with the instructor's permission. Auditors will be expected to attend all classes, complete all reading assignments, and participate in class discussions, but not to complete writing assignments.

Equivalent Course(s): PHIL 35715, PHIL 35715, FNDL 25715, SCTL 25715, SCTL 35715, CLAS 35924

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, BIBL 36020, RLST 22020

CLCV 26024. Religion and Visual Culture in the Late Antique Mediterranean. 100 Units.

In this seminar, we examine sacred sites and artifacts of early Christians and their neighbors in the regions around the Mediterranean from the third century to about 750 CE. Case studies will illustrate the wealth of religious art and architecture associated with different religions that existed side by side—Christianity, Judaism, polytheism, and emerging Islam. This course has five main objectives: (1) to examine how the designs of religious spaces, buildings, and objects respond to specific spiritual or ritualistic needs; (2) to gain familiarity with typical features characterizing the arts of each religion or sect; (3) to identify elements of a common visual language that result from shared traditions or artistic cross-pollination; (4) to examine different ways in which material artifacts were employed as means of ideological propaganda; and (5) to study art and architecture as evidence of doctrinal competition and conflict. While this course foregrounds the study of material culture, written sources (in translation) complement the analysis of the visual evidence.

Instructor(s): Karin Krause Terms Offered: Spring. Not offered 2025–26

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

Equivalent Course(s): JWSC 26020, MDVL 26001, NEHC 26001, ARTH 36001, ARTH 26001, RLST 26001, HCHR 36001, CLAS 36024, RLVC 36001

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

CLCV 26181. Caring for the Earth: Nature and Ecology Before Modernity. 100 Units.

What do we mean by nature, and how do humans relate to it? A recent French translation of Virgil's "Georgics" was titled anew: "Le souci de la terre" ("care for the earth") What does it mean to care? Is care disinterested, or does it serve a purpose? What logics of dominion or obligation shape it? This course traces ideas of nature and care from Antiquity to early modernity. How did humans conceive of their place in the world? How did they understand its resources and their impact? From the commons to enclosures, from caretaking to exploitation, from interpreting nature to organizing it (aménagement), we will question linear narratives of progress (humans caring more) and degradation (humans caring less). Focusing on France and French texts while engaging classical and theological sources, we will also consider exploration and exploitation beyond France. We will examine how religious ideas, canonical texts, and philosophical concepts have shaped discourses on nature, as well as the relevance of contemporary ecological terms. Attending closely to the multiple ways in which human beings variously have articulated their relationship to nature or the environment permits us to ask, instead of assume, what might be the conditions and practices of care incumbent upon human beings today.

Instructor(s): Daisy Delogu, Pauline Goul Terms Offered: Winter

Note(s): Taught in English.

Equivalent Course(s): FREN 36180, CMLT 26180, CMLT 36180, CLAS 36181, MDVL 26180, FREN 26180, CEGU 26180, CEGU 36180

CLCV 26525. Sophocles, Oedipus the King. 100 Units.

A close literary and philological analysis of one of the most remarkable of all Greek tragedies. This play raises important and perplexing issues of knowledge, responsibility, guilt, freedom, ethics, politics, and suffering, to name only a few. While the poetic text, in its many dimensions, including staging, will offer more than adequate material for classroom analysis and discussion, attention will also be directed to comparing what can be known about other versions of the story and to exploring the reception of this play in later literature and other fields including Freudian psychoanalysis.

Instructor(s): Glenn W. Most Terms Offered: Spring, Spring 2025

Prerequisite(s): Knowledge of ancient Greek or Instructor's consent. All undergraduates need the instructor's permission to register

Equivalent Course(s): CLAS 36525, SETH 35999

CLCV 26726. Democracy and Its Critics. 100 Units.

This course provides an introduction to the study of self-government. Over the course of the quarter, we will investigate the strengths and weaknesses of democracy as a political regime and a form of social organization. We will explore the relationship between democracy and values such as equality and freedom; democratic threats to minorities; the risks of elite capture and manipulation; and democratic erosion and collapse. Drawing on writings from advocates, analysts, and critics of democracy, we will introduce students to the study of democracy in several different disciplines, including history, philosophy, political science, and sociology. Written assignments will be satisfied through a set of short papers. This course is offered annually (the quarter varies depending on the year), and will next be offered in Spring 2025.

Instructor(s): James Wilson and Cristóbal Bellolio Badiola. Terms Offered: Spring

Note(s): It is required for the Democracy Studies Minor. In situations where enrollment demand exceeds supply, students in the minor will receive priority.

Equivalent Course(s): DEMS 15000, PLSC 20562, HIST 18103, PBPL 20562, SOCI 20562

CLCV 27320. Greek Archaeology in 20 Objects. 100 Units.

This course centers the objects of the ancient Greek world, from prehistory to the Hellenistic period, as avenues for exploring the practice, history, and motivations of the discipline of Greek archaeology. From the mundane to the spectacular, we will closely consider twenty things - pots, statues, coins, knives, bones, inscriptions, among others - whose compelling if fragmentary biographies reveal how archaeologists reconstruct and explain ancient social lives. Discussions will interrogate histories of object analysis, identification, and interpretation; schemes of periodization and categorization; theories of gender, class, economy, politics, and religion; developments in technologies and aesthetics; the intersections of artifact discovery and museum or market acquisitions; and the making of Greek archaeology within the wider discipline.

Instructor(s): C. Kearns Terms Offered: Autumn

Equivalent Course(s): CLAS 37320

CLCV 27522. Praising the Gods: Greek Hymnic Poetry and Its Context. 100 Units.

In this course we will read a broad range of Greek hymnic poetry, starting with Hesiod's invocation to the Muses in the *Theogony*, followed by a selection from the Homeric Hymns, the Orphic hymns, and later literary or philosophical hymns by Callimachus and Proclus. Close readings will explore matters of language, genre, and literary tropes, as well as the evolving religious and cultural context of the hymns through the long chronological span in which the genre was productive in Greek antiquity.

Instructor(s): Carolina López-Ruiz Terms Offered: Winter

Prerequisite(s): Two years of Greek.

Equivalent Course(s): GREK 37122, RLST 27518, HREL 47518, CLAS 37522, GREK 27122

CLCV 27623. Three Comedies of Sexual Revolution. 100 Units.

This seminar will discuss three comedies of sexual revolution from three different times and places.

Aristophanes's *Assemblywomen* recounts how under the leadership of the able Praxagora the women of Athens take over the Assembly and legislate a new regime in which private property is replaced by communism and sexual equity is achieved in favor of the old and unattractive at the expense of the young and attractive. Machiavelli's *Mandragola* dramatizes the tricks by which young Callimaco manages with the aid of the trickster parasite Ligurio to have sex with Lucrezia, the beautiful young wife of the elderly lawyer Nicomaco, with the consent of both her and her husband, ushering in a new regime in which all are satisfied. In Shakespeare's *Measure for Measure* Angelo the interim duke of Vienna institutes a repressive sexual regime in which the brothels are closed and extramarital sex is a capital crime. What might we learn about sexual relations from these diverse plays? Why are they comedies?

Instructor(s): Nathan Tarcov & Glenn Most Terms Offered: Spring, Spring 2024

Prerequisite(s): Undergraduates need the Instructor's permission to register.

Equivalent Course(s): PLSC 25997, CMLT 25823, SETH 35997, GNSE 35997, SETH 25823, PLSC 35997, CMLT 35997, GNSE 25997, FNDL 21772, CLAS 37623

CLCV 27723. Herodotus. 100 Units.

Interpretation of Herodotus' history, with close attention to philological, literary, and philosophical issues.

Instructor(s): Glenn W. Most Terms Offered: Spring, Spring 2024

Prerequisite(s): Knowledge of ancient Greek is welcome but not required. Undergraduates need the instructor's permission to register

Equivalent Course(s): SETH 25923, SETH 35998, CLAS 37723

CLCV 27923. Textual Amulets in the Ancient Mediterranean. 100 Units.

Amulets with inscribed texts were used broadly by individuals and households and across ancient Mediterranean cultures for protection against evils, for curing disease, and for obtaining advantage over adversaries in all walks of life. In this course, we will survey a broad range of such amulets coming from the Levant, Mesopotamia, the Phoenician-Punic world, Greece and southern Italy, and inscribed on such varied materials as sheets of gold and silver, papyri, ostraca and gems, while scrutinizing their material aspects, their cultural context, and their shared and distinctive features.

Instructor(s): Carolina Lopez-Ruiz, Sofia Torallas-Tovar, Christopher Faraone Terms Offered: Spring

Prerequisite(s): Classical or Near Eastern languages recommended but not required.

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

Equivalent Course(s): NEHC 20130, NEHC 40130, CLAS 37923, HREL 40130, RLST 20130

CLCV 28024. Poetry of war and Peace. 100 Units.

War and its fallout have been a central part of the human experience, sparking the fascination of poets and audiences alike. Along with war comes the concept of peace, both in life and in poetry. In this course, we will use poetry and poetic texts to explore different possibilities for understanding the fundamental tension that exists between the quasi-universal notion that "no one is so foolish as to choose war over peace" (Herodotus, 1.87), and the fact that war has been our constant companion. Along the way, we will examine how poets across a spectrum of cultures, eras, and genres have given life to rich expressions of hope, fear, and everything in between, and ask ourselves how these poets succeed in illuminating these parts of the human experience, and to what effect.

Homer and Vergil will be our guides through the first part of the quarter, but in the second half we will explore poetries of war and peace from around the world, up to the present.

Instructor(s): Jonah Radding Terms Offered: Spring

Equivalent Course(s): CLAS 38024

CLCV 28322. Art and Religion from the Roman to the Christian Worlds. 100 Units.

This course will be an introduction to Roman and early Christian art from the early empire to late antiquity. It will explore the significance of the changes in visual production in relation to different attitudes to religion and society; its specific and conflictive historiography; the particular issues involved in the move to Christianity and a Christian visual culture. We shall veer between an empirical inductive approach, looking at lots of stuff and a more general account of theoretical overviews that have been offered for Roman and late art - overviews that have been influential in the broader historiography of art history as a discipline.

Instructor(s): Jaś Elsner Terms Offered: Spring

Note(s): The course will be taught over 5 weeks in the Spring Quarter on an intensive schedule. This course meets the HS or LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): ARTH 38330, ARTH 28330, RLST 28330, CLAS 38322, RLVC 38330

CLCV 28323. Art and Description in Antiquity and Byzantium. 100 Units.

This course explores the rich tradition of ekphrasis in Greco-Roman antiquity and Byzantium - as it ranges from vivid description in general to a specific engagement with works of art. While the prime focus will remain on texts from Greece, Rome and Byzantium - in order to establish what might be called the ancestry of a genre in the European tradition and especially its fascinating place between pagan polytheistic and Christian writing -- there will be opportunity in the final paper to range beyond this into questions of comparative literature, art (history) writing and ekphrasis in other periods or contexts, depending on students' interests and needs. A reading knowledge of Greek in particular could not be described as a disadvantage, but the course can be taken without knowing the ancient languages. The course will be taught over the first 4 and a half weeks in the Spring Quarter on an intensive schedule. It will be examined on the basis of a paper, due on a subject to be agreed and on a date to be agreed at the end of the Spring quarter.

Instructor(s): Jaś Elsner and Karin Krause Terms Offered: Spring

Prerequisite(s): The course will be taught over the first 4 and a half weeks in the Spring Quarter on an intensive schedule.

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

Equivalent Course(s): KNOW 38325, ARTH 28325, ARTH 38325, CLAS 38323, MDVL 28325, RLVC 38325, RLST 28325

CLCV 28325. Iconophobia: The Prohibition and Destruction of Religious Images. 100 Units.

This course examines concepts of art that reflect iconophobia, "fear of images," in the Abrahamic religions- Judaism, Christianity, and Islam. Since antiquity, iconophobia has led to theological debates that resulted in the prohibition of images in sacred spaces, rituals, and other forms of religious practice. In extreme cases, iconophobia has caused acts of iconoclasm, the violent destruction of art. In all three religions, fear of idolatry ("idol worship") has been the main cause of iconophobia. We will examine what exactly constitutes an idol and how the definitions of idols differ from iconophile ("image-loving") assessments of religious art. Both iconophobic and iconophile arguments shed light on the various functions and effects of religious images and illustrate their power. Furthermore, they reveal attitudes towards artistic creation, materiality, aesthetics, sensory perception, and truth in art. In order to understand the causes and manifestations of iconophobia, we will examine a range of primary sources, both textual and visual, and engage with the relevant scholarship. We will take a comparative approach, but also pay attention to phenomena and developments that are unique to each religion. Most of the topics and readings will focus on the premodern period from antiquity to the 16th century. However, we will also look at some of the effects of iconophobia in our own time.

Instructor(s): Karin Krause Terms Offered: Winter

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

Equivalent Course(s): CLAS 38325, HCHR 38319, ARTH 28319, RLVC 38319, ARTH 38319, MDVL 28319, RLST 28319

CLCV 28422. How Did The Ancients Interpret Their Myths? 100 Units.

How did the ancient Greeks interpret their own narratives about the gods? How did their encounter with Near Eastern mythologies shape their own story-telling, and how did their understanding and use of myths evolve with time? In this course, we will explore the ancient interpretation of myth from the archaic Greek to the Roman periods. First, we will focus on the cross-cultural adaptations of Near Eastern traditions in Greek epic (Homer and Hesiod), as a form of interpretation itself. Then we will discuss how ancient poets and thinkers interpreted and reinterpreted divine narratives, paying attention to their philosophical, literary, and cultural strategies, from Orphism and Plato to the Stoics and later philosophical schools, including Euhemerism and its engagement with Phoenician mythology.

Instructor(s): Carolina López-Ruiz Terms Offered: Spring

Equivalent Course(s): HREL 38499, CLAS 38422, NEHC 28499, NEHC 38499, RLST 28499

CLCV 28726. Symbiosis: Where science meets the humanities. 100 Units.

Since the (western) 18th century, it has been normative to separate humanities and the sciences. The institutional side of this divide is reflected on college campuses, where there is little intellectual exchange between these areas. This course seeks to challenge that separation by (1) familiarizing ourselves with the history that led to it; (2) exploring materials from Kuhn, Feyerabend, and Foucault; and (3) studying points of intersection such as metaphor in science, science fiction, the Turing Test, humanistic medicine, the cyclical nature of scientific ideas since antiquity, and the metaphysics of science. Requirements: midterm exam; oral presentation; final essay of 8-10 pages

Instructor(s): Shadi Bartsch Terms Offered: Spring, spring 2026

CLCV 29300. Asceticism: Forming the Self. 100 Units.

In recent decades scholars of the pre-modern period have turned to the body as a site of renewed historical inquiry. Within the study of religion, this shift has reanimated discussions around asceticism as a particularly potent technē for self-fashioning. Nevertheless, scholars have struggled to theorize asceticism across religious traditions. This signature course, taught by two scholars working in disparate historical periods and religious traditions (early Christianity and medieval Indian religious literature), explores how gender theory has engaged ascetic practices for understanding the body and human potential. Students will engage asceticism as a series of techniques or forms of life that envision the sexed and gendered human body as the horizon of corporeal expression and personal imagination. Asceticism serves as a neat conceptual device, allowing us to toggle between the mind and body while tackling questions that fall within the liminal space between them, including debates around gender, sexuality, sovereignty, and biopower. Students along with the instructors will contend with the challenges and opportunities of transnational and transhistorical feminist and queer inquiry as we traverse across the boundaries of tradition, language, and culture. While drawing on rich historical and religious archives, we will anchor our discussions around the interplay of two principal authors: Giorgio Agamben and Michel Foucault.

Instructor(s): Erin Walsh; Sarah Pierce Taylor Terms Offered: Spring

Prerequisite(s): No prior knowledge of the religious traditions or critical theory discussed is expected.

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

Equivalent Course(s): SIGN 26074, HREL 39300, GNSE 39303, HCHR 39300, RLVC 39300, CLAS 39300, ANTH 29300, FNDL 29301, BIBL 39300, RLST 29300, GNSE 29303, ANTH 39301

CLCV 29325. The Poetics of Conflict in the Ancient Greek World. 100 Units.

How do public speakers deal with controversial topics when addressing polarized audiences? And how do different approaches affect or influence the reception of their words and ideas, and by extension the audiences' understanding of the issues at hand? In this course, we will study some of the earliest examples of such articulations by examining how archaic and classical Greek poets addressed the most controversial issues of their times, ranging from Sappho's musings on the class and civic conflicts of the archaic period to Aristophanes' provocative forays into debates about identity, education, policy, and even poetry itself in classical Athens. Our focus will be on the manner in which these poets addressed conflict(s) as privileged practitioners of public speech, and how they controlled or manipulated their audiences' interpretations and receptions of their words, anticipating the maneuvers of Classical era rhetoric. In order to do so, we will look closely not only at the cultural contexts in which the poetry was first presented, but also at theories of communication, conflict, and identity, genre and reception studies (e.g. comedy, invective), along with examples of contemporary music, poetry, and visual art that address similar conflicts.

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

Equivalent Course(s): CLAS 39325

CLCV 29500. Senior Seminar. 100 Units.

The Senior Seminar is designed as a capstone course, and it is required for all Classics majors, whether they are writing a BA paper or not. The course meets once per week over two quarters (Autumn and Winter), for an hour and twenty minutes each week. Enrollment in both quarters is required. There are two sections offered each quarter (meeting as a single class); one is valued at 100 units, one at 0 units. Normally, the students will enroll in the section valued at 100 units during Autumn quarter, and in the section valued at 0 units during Winter quarter; but they may reverse the order of enrollment if need be. NB: students may only enroll in a 100-unit section once.

Instructor(s): E. Austin; C. Filippaki Terms Offered: Autumn Winter. 25-26

CLCV 29501. Senior Seminar. 000 Units.

The Senior Seminar is designed as a capstone course, and it is required for all Classics majors, whether they are writing a BA paper or not. The course meets once per week over two quarters (Autumn and Winter), for an hour and twenty minutes each week. Both quarters are required. CLCV 29500 is valued at 100 units; CLCV 29501 is valued at 0 units. Students will normally register in CLCV 29500 in Autumn quarter and CLCV 29501 in Winter quarter; but they may reverse the order of enrollment if need be.

Instructor(s): E. Austin; C. Filippaki Terms Offered: Autumn Winter. 25-26

Prerequisite(s): CLCV 29500

CLCV 29600. Ekphrasis: Art, Description and Religion. 100 Units.

This course explores the rich traditions of description - ekphrasis - from Greco-Roman antiquity into the middle ages. It tackles texts (both prose and verse) in order to establish the ramifications of a genre in the European tradition, and its applications in particular to visual culture and religion. There will be opportunity in the final paper to range beyond these into questions of comparative literature, art (history) writing, religious imagination and ekphrasis in all periods or contexts, as well as into the use of images or films as themselves forms of descriptive response. The course is intended for graduates but interested undergraduates are very welcome. It will be examined on the basis of a paper, due on a subject to be agreed and on a date to be agreed at the end of the Spring quarter.

Instructor(s): Jas Elsner Terms Offered: Spring

Note(s): This course will be taught virtually for the last two weeks of the quarter. This course meets the HS or LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): ARTH 40400, RLST 29004, BIBL 40400, MDVL 29004, CLAS 42600, RLVC 40400, ARTH 21702

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.

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 sequence, 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.

Introduction to Attic Greek introduces students to the fundamentals of the ancient Greek language through which students may access the works of Homer, Sappho, Plato, Thucydides, and Sophocles (among countless others). This course represents the first step. Course work involves the reading and writing of Attic Greek, alongside the development of vocabulary and the formal study of grammar. Students encounter authentic texts throughout the course. Successful completion of this course will prepare students for GREK 102. This course is appropriate for students who have not previously studied ancient Greek.

Instructor(s): Christopher Simon Terms Offered: Autumn

Note(s): Knowledge of Greek not required.

GREK 10200. Introduction To Attic Greek II. 100 Units.

Introduction to Attic Greek introduces students to the fundamentals of the ancient Greek language through which students may access the worlds of Homer, Sappho, Plato, Thucydides, and Sophocles (among countless others). This course represents the second step. Course work continues to involve the reading and writing of Attic Greek, alongside the further development of vocabulary and the formal study of grammar. Students will increase their reading proficiency as they engage with longer, more complex, and more interesting sentences and passages, including selections from authentic texts. Successful completion of this course will prepare students for GREK 103. This course is appropriate for students who have completed GREK 101 or its equivalent.

Instructor(s): Christopher Simon Terms Offered: Winter

Prerequisite(s): GREK 10100

GREK 10300. Introduction to Attic Greek III: Prose. 100 Units.

Introduction to Attic Greek introduces students to the fundamentals of the ancient Greek language through which students may access the worlds of Homer, Sappho, Plato, Thucydides, and Sophocles (among countless others). This course represents the third and final step in the sequence. Course work continues to involve the reading and writing of Attic Greek, alongside the further development of vocabulary, the formal study of grammar, and the critical appreciation of composition and style. Students engage with increasingly longer selections from authentic texts as the course progresses. Successful completion of this course will prepare students for intermediate coursework beginning with GREK 201. This course is appropriate for students who have completed GREK 102 or its equivalent.

Instructor(s): Christopher Simon 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. This intensive course includes daily class meetings, review sessions, sight reading, homework assignments, and quizzes. We will begin reading simple Greek on the first day, and by the end of the eight-week course you will have read unadapted Greek prose and poetry from Plato, Homer, Herodotus, Euripides, Demosthenes, and other authors. This course is the equivalent of a full year of college Greek and prepares you for second-year text-based Greek courses at UChicago and elsewhere.

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: 100 Units.

Immerse yourself in the prose written by various authors from ancient Greece and the subsequent Hellenic tradition. Readings this quarter involve increasingly longer selections of Greek prose (e.g. Plato, Xenophon),

with an aim to review grammar and improve reading proficiency. Discussion in class will focus on the literary, historical, and cultural contexts necessary to appreciate the authors and texts. In addition to review, more advanced grammar will occasionally be introduced and vocabulary will be surveyed as necessary. This course is usually appropriate for students who have completed GREK 103, several years of high school Greek, or equivalent work.

Instructor(s): Jonah Radding Terms Offered: Autumn

Prerequisite(s): GREK 10300 or equivalent

GREK 20200. Intermediate Greek II: 100 Units.

Immerse yourself in the Greek poetry written by various authors from ancient Greece and the subsequent Hellenic tradition. Readings this quarter concentrate on (a) substantial selection(s) of Greek poetry (e.g. Sophocles, Euripides). This class focuses on the literary and historical context of the text(s) in question, as well as the rhetorical and stylistic qualities of Greek poetry. Review of grammar and the development of vocabulary will occur as necessary. This course is appropriate for students who have completed GREK 201 or its equivalent.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): GREK 20100 or equivalent

GREK 20300. Intermediate Greek III. 100 Units.

Immerse yourself in the Greek poetry written by various authors from ancient Greece and the subsequent Hellenic tradition. This course involves reading (a) substantial selection(s) from (an) important moment(s) in this literary history (e.g. Homer's Iliad). In addition to translation, regular discussion will focus on the relationship between language and literary art, the legacy of the work or works under consideration, and the study of grammar and vocabulary as necessary. This course is appropriate for students who have completed GREK 201, GREK 202, or their equivalent.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Prerequisite(s): GREK 20100, 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 include prose works from e.g. Plato, Herodotus, Lysias or Thucydides, and poetry works from e.g. Euripides, Sophocles or Homer. The course also involves the intensive review of basic grammar and regular practice with reading at sight. 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 22525. Greek Prose: Philosophy. 100 Units.

In this course, we will read mostly Plato, also some Aristotle.

Instructor(s): A. Kaldellis Terms Offered: Autumn

Equivalent Course(s): GREK 32525

GREK 23223. Hellenistic Literature. 100 Units.

This course features selections from the poetry and/or prose of the Hellenistic periods. This year we will read selections from the poetry, with a particular focus on Theocritus and Callimachus.

Instructor(s): C. Faraone Terms Offered: Spring, spring 2026

Prerequisite(s): GREK 20300 or equivalent

Equivalent Course(s): GREK 33223

GREK 24124. Athanasius on the Incarnation. 100 Units.

Athanasius was born and reared in Alexandria where he received a thorough classical education. He eventually became secretary to the bishop Alexander, with whom he attended the Council of Nicaea in 325 and whom he succeeded as bishop of Alexandria in 328. For the rest of his life, both in his theological writings and in his turbulent ecclesiastical career, he was a fervent advocate for the Nicene formulations, resisting Arianism at every turn. His most famous work, the *De Incarnatione*, expounds how Jesus the Word, by becoming flesh, restores to fallen humans the image of God in which they were created. We will read a good part (about 60 pages) of this celebrated treatise with attention to Athanasius' straightforward Greek style, his portrait of the logos, and his enduring contribution to Trinitarian theology.

Instructor(s): David Martinez Terms Offered: Autumn

Prerequisite(s): 2 years of Greek

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

Equivalent Course(s): GREK 34124, RLST 22215, BIBL 42215

GREK 24714. Aeschylus' Oresteia: drama and democracy. 100 Units.

Ancient Greek drama in the 5th c. BCE both maps and reckons with the constitutive tensions in the polis between residual (but still influential) aristocratic norms and practices and the newly dominant (but still evolving) democratic ethos and ideals- its practices institutionalized in the assembly, the magistracies, and the courts. Aeschylus's Oresteia represents and contributes to that debate, as it explores (among other things) the fortunes of the house of Atreus, the making of the polis, gender trouble, questions of kinship, revenge and its impasses, institutions of justice. This trilogy helps us understand crucial aspects of the society that produced it and also invites us to reflect on the ways ancient literature informs how we think about ourselves and our predicaments now-political, familial, and existential. And the Oresteia further invites us to think about the uses and possibilities of theater, then and now. No knowledge of Greek is required for this course, but there will be assignment options for those who wish to do the reading in Greek. This course will meet twice weekly for 3 hours during the 1st five weeks of the quarter, from March 24 to April 23.

Instructor(s): Laura Slatkin Terms Offered: Spring, Spring 2025

Prerequisite(s): Instructor's consent is required for undergraduates. No knowledge of Greek is required for this course, but there will be assignment options for those who wish to do the reading in Greek. Requirements: weekly readings; response paper for each class meeting (as of 1/13, posted on Canvas); 15 min. oral report; final paper.

Note(s): This course will meet two times per week for 3 hours, during the 1st five weeks of the quarter, from March 24 to April 23.

Equivalent Course(s): FNDL 21222, GREK 34717, SETH 31222, CMLT 31222

GREK 25300. Hellenistic Poetry. 100 Units.

TBD

Instructor(s): C. Faraone Terms Offered: Spring

Equivalent Course(s): GREK 35300

GREK 27122. Praising the Gods: Greek Hymnic Poetry and Its Context. 100 Units.

In this course we will read a broad range of Greek hymnic poetry, starting with Hesiod's invocation to the Muses in the Theogony, followed by a selection from the Homeric Hymns, the Orphic hymns, and later literary or philosophical hymns by Callimachus and Proclus. Close readings will explore matters of language, genre, and literary tropes, as well as the evolving religious and cultural context of the hymns through the long chronological span in which the genre was productive in Greek antiquity.

Instructor(s): Carolina López-Ruiz Terms Offered: Winter

Prerequisite(s): Two years of Greek.

Equivalent Course(s): GREK 37122, CLCV 27522, RLST 27518, HREL 47518, CLAS 37522

GREK 27423. The Acts of Paul and Thecla and the Pastoral Epistles. 100 Units.

In the early second century there were bitter battles over the legacy of Paul and his preserved letters in terms of gender, sexuality, family life, asceticism, church administration, and theological vision. We can see these well by reading the narrative text The Acts of Paul and Thecla alongside the "Pastoral Epistles" (1 and 2 Timothy, Titus), the former championing a female, cross-dressing ascetic Christ-missionary and the latter, in pseudepigraphical epistolary texts written in the dead Paul's name, insisting on patriarchal family life and women's adherence to traditional roles. In this course we shall read both sets of texts carefully in Greek, noting points of similarity and contestation, and test various models of how these sources-each of which seeks to "fix" the Pauline legacy in its own way-are related to one another. Time allowing, we shall also look at the later reception of the cult of Saint Thecla and late antique interpretations of "the apostle," Paul, on these issues of sexuality and gender roles, and their perduring influence in contemporary debates.

Instructor(s): Margaret Mitchell Terms Offered: Autumn

Prerequisite(s): At least one year of Greek, or equivalent.

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

Equivalent Course(s): HCHR 42035, BIBL 42035, GNSE 42035, FNDL 22035, RLST 22035, GREK 37423, GNSE 22035

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.

Introduction to Classical Latin introduces students to the fundamentals of the Latin language through which students may access the works of Vergil, Horace, Cicero, Tacitus, and Ovid (among countless others). This course represents the first step. Course work involves the reading and writing of Latin, alongside

the development of vocabulary and the formal study of grammar. Students encounter authentic texts throughout the course. Successful completion of this course will prepare students for LATN 101. This course is appropriate for students who have not previously studied ancient Greek.

Instructor(s): C. Simon Terms Offered: Autumn

Prerequisite(s): Knowledge of Latin not required.

LATN 10200. Introduction to Classical Latin II. 100 Units.

Introduction to Classical Latin introduces students to the fundamentals of the Latin language through which students may access the works of Vergil, Horace, Cicero, Tacitus, and Ovid (among countless others). This course represents the second step. Course work continues to involve the reading and writing of Latin, alongside the further development of vocabulary and the formal study of grammar. Students will increase their reading proficiency as they engage with longer, more complex, and more interesting sentences and passages, including selections from authentic texts. Successful completion of this course will prepare students for LATN 103. This course is appropriate for students who have completed LATN 101 or its equivalent.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): LATN 10100

LATN 10300. Introduction to Classical Latin III. 100 Units.

Introduction to Classical Latin introduces students to the fundamentals of the Latin language through which students may access the works of Vergil, Horace, Cicero, Tacitus, and Ovid (among countless others). This course represents the third and final step in the sequence. Course work continues to involve the reading and writing of Latin, alongside the further development of vocabulary, the formal study of grammar, and the critical appreciation of composition and style. Students engage with increasingly longer selections from authentic texts as the course progresses. Successful completion of this course will prepare students for intermediate coursework beginning with LATN 201. This course is appropriate for students who have completed LATN 102 or its equivalent.

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. Through a daily mixture of synchronous and asynchronous activities, 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.

Instructor(s): Staff Terms Offered: Summer

LATN 11100. Accelerated Introduction to Classical Latin I. 100 Units.

Accelerated Introduction to Classical Latin introduces students to the fundamentals of classical Latin through a sequence of two courses. By the end of this first course, students will have encountered nearly all the most commonly used Latin grammar and a large collection of Latin vocabulary. They will also develop their reading proficiency by engaging longer, more complex, and more interesting sentences and passages of Latin, including selections from authentic texts. Through these readings, students will touch upon various aspects of the Roman world, engaging not only with the history of the city, but also with the society, culture, politics, and religion of its people. Successful completion of this course will prepare students for LATN 112. This course is appropriate for students who have not previously studied ancient Latin.

Instructor(s): C. Simon Terms Offered: Autumn

Prerequisite(s): Prerequisite(s): Knowledge of Latin not required.

LATN 11200. Accelerated Introduction to Classical Latin II. 100 Units.

Accelerated Introduction to Classical Latin introduces students to the fundamentals of classical Latin through a sequence of two courses. By the end of this second and final course, students will have encountered all the most commonly used Latin grammar and an even larger collection of Latin vocabulary. Their reading proficiency continues to increase by engaging longer, more complex, and more interesting Latin. The second half of the course subsequently focuses on the reading of increasingly longer selections from authentic Latin texts. Through these readings, students explore a range of authors and genres, who touch upon various aspects of the Roman world, not only the history of the city, but also the society, culture, politics, and religion of its people. Successful completion of this course will prepare students for intermediate Latin courses (LATN 20100-20200-20300). This course is appropriate for students who have completed LATN 111 or earned an equivalent language placement.

Instructor(s): C. Simon Terms Offered: Winter

Prerequisite(s): LATN 11100

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): Staff. 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.

Immerse yourself in the Latin prose and poetry written by various authors from ancient Rome through the long tradition and reception of Latin literature. Readings this quarter involve increasingly longer selections of Roman prose and poetry (e.g. Cicero, Catullus), with an aim to review grammar and improve reading proficiency. Discussion in class will focus on the literary, historical, and cultural contexts necessary to appreciate the authors and texts. In addition to review, more advanced grammar will occasionally be introduced and vocabulary will be surveyed as necessary. This course is usually appropriate for students who have completed LATN 103, LATN 112, or several years of high school Latin, or equivalent work.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): LATN 10300, LATN 11200, or equivalent

LATN 20200. Intermediate Latin II. 100 Units.

Immerse yourself in the Latin prose written by various authors from ancient Rome through the long tradition and reception of Latin literature. Readings this quarter concentrate on (a) substantial selection(s) of Roman prose (e.g. the epistles of Seneca or Pliny, the histories of Livy or Sallust). This class focuses on the literary and historical context of the text(s) in question, as well as the rhetorical and stylistic qualities of Latin prose. Review of grammar and the development of vocabulary will occur as necessary. This course is appropriate for students who have completed LATN 112, LATN 201, or its equivalent.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): LATN 11200, LATN 20100, or equivalent

LATN 20300. Intermediate Latin III. 100 Units.

Immerse yourself in the Latin poetry written by various authors from ancient Rome through the long tradition and reception of Latin literature. This course involves reading (a) substantial selection(s) from (an) important moment(s) in this literary history (e.g. Vergil's *Aeneid*, Ovid's *Metamorphoses*). In addition to translation, regular discussion will focus on the relationship between language and literary art, the legacy of the work or works under consideration, and the study of grammar and vocabulary as necessary. This course is appropriate for students who have completed LATN 112, LATN 201, LATN 202, or their equivalent.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): LATN 11200, LATN 20100, 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 course also includes sessions which combine intensive review of basic grammar 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 20323. High and Later Medieval Intermediate Latin. 100 Units.

The course continues the work of grammatical extension and consolidation. We shall cover a variety of poetry and prose by great Latin stylists from the twelfth to the fourteenth century, including Bernard of Clairvaux, Peter of Blois, Petrarch, and Dante. The authors chosen will all be significant for their efforts to reflect the highest classical standards.

Instructor(s): Michael Allen Terms Offered: Winter

Prerequisite(s): LATN 202 or equivalent

LATN 20324. Later and Early Medieval Intermediate Latin II. 100 Units.

The course continues to consolidate the foundations extended in the winter course based on readings from Cicero. We shall cover a variety of poetry and prose from Late Antiquity and the Early Middle Ages, including selections from Boethius, Bede, Lupus of Ferrières, Nithard, and others. The authors chosen will all be significant for their efforts to reflect the highest classical standards.

Instructor(s): Michael Allen Terms Offered: Spring

Prerequisite(s): LATN 20200/20223

LATN 21200. Philosophical Prose: Cicero, Tusculan Disputations. 100 Units.

Reading a classic from manuscript: Cicero's *_Laelius de amicitia_* from the ninth-century Krakow (ex-Berlin) Codex. We shall read from a high-quality colour facsimile and consult in tandem the recent Cambridge edition (2024) by Volk/Zetzel.

Instructor(s): M. Allen Terms Offered: Autumn. Autumn 2025

Equivalent Course(s): LATN 31200, FNDL 21204

LATN 27426. Virgil's Eclogues. 100 Units.

In this class we will systematically read through Vergil's 10 Eclogues, examining both their place in the pastoral tradition and the changes Vergil rings on this tradition in the turbulent period of 44-38 BCE.

Instructor(s): Shadi Bartsch Terms Offered: Spring. Spring 2026

Equivalent Course(s): LATN 37426

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.

