CLASSICS (Div I)
LATIN
Chair: Professor Edan Dekel


On leave Fall/Spring:

On leave Fall only:

On leave Spring only:

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization). The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both surveys and more specialized study of the classical world from earliest historical times through late antiquity.

MAJOR

Majors and prospective majors are encouraged to consult with the department’s faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Classics and Classical Civilization

Classics: (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments; 3) Participation in the Senior Colloquium.

Classical Civilization: (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy; 4) Participation in the Senior Colloquium.

A number of courses from other departments are cross-listed with Classics and may be elected for the major, for instance, Art History 213 Greek Art and Myth, Philosophy 201 Greek Philosophy, and Religion 210 Reading Jesus, Writing Gospels. Appropriate courses that are not cross-listed may also count toward the major with the approval of the chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 Picturing God in the Middle Ages, Religion/Jewish Studies 201 The Hebrew Bible, Religion 212 The Development of Christianity, and Political Science 231 Ancient Political Thought.

Senior Colloquium: Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

COURSE NUMBERING SYSTEM

Language Courses: The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level...
course is Greek 201 or Latin 302, or equivalent language preparation. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of classical studies. Students may enter the rotation at any point.

**Classical Civilization Courses:** The numbering of these courses often suggests a recommended but rarely necessary sequence of study within a given area of classical studies. Most of these courses do not assume prior experience in Classics or a cross-listed field.

**STUDY ABROAD**

We strongly encourage Classics majors to study abroad in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Greco-Roman world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department’s faculty are always available to advise students, the chair has materials to share, and students can visit the department’s website for information and links to helpful sites.

**FAQ**

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Complete syllabus and course description, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Senior Colloquium.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

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**CLLA 101 (F) Introduction to Latin**

This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Ovid's Metamorphoses) and from Latin prose (e.g., Pliny's Letters).

**Class Format:** recitation/discussion

**Requirements/Evaluation:** evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam

**Extra Info:** credit granted only if both semesters (CLLA 101 and 102) are taken

**Prerequisites:** none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department)

**Enrollment Limit:** 15
CLLA 102 (S)  Introduction to Latin
This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Ovid's Metamorphoses) and from Latin prose (e.g., Pliny's Letters).

Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam
Extra Info: credit granted only if both semesters (CLLA 101 and 102) are taken
Prerequisites: CLLA 101 or permission of department
Enrollment Limit: 18
Expected Class Size: 10-12
Distributions: (D1)

CLLA 201 (F)  Intermediate Latin: The Late Republic
Reading of selections from Latin prose and poetry, normally from a speech or letters by Cicero and from the poetry of Catullus. This course includes a comprehensive review of Latin grammar and aims primarily at developing fluency in reading Latin. At the same time it acquaints students with one of the most turbulent and important periods in Roman history and attends to the development of their interpretative and analytic skills.

Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on classroom performance, quizzes, a midterm, and a final exam; occasional oral presentations or short essays may be required as well
Prerequisites: CLLA 101-102 or 3-4 years of Latin in secondary school; consult the department
Enrollment Limit: 12
Expected Class Size: 6-10
Distributions: (D1)
CLLA 405 (F) Livy and Tacitus: Myth, Scandal, and Morality in Ancient Rome

Mythical stories of Rome's founding, which were formulated by many generations of Roman authors and public figures, served as a framework for these very thinkers to analyze and articulate Roman self-image in rich and creative ways; one who stands out among these figures is the Augustan historian Livy. The "second founding" of the Republic by Augustus, and the careers of his successors, in turn gave later Roman writers like Tacitus fresh inspiration for Roman self-imagining and self-analysis. We will begin the semester in mythical Rome, reading selections from Book 1 of Livy's history which present figures like Aeneas, the Trojan refugee whose arrival in Italy was conceptually crucial to Rome's development and position in Italy and the Mediterranean; Romulus, by whom Rome was founded in an act of fratricide; the Sabine women, whose nobility prevented a deadly war between their fathers and their Roman kidnappers; and Lucretia, whose virtue and self-sacrifice led to the liberation of Rome from a decadent and violent monarchy and to the founding of the Roman Republic. We will examine how Livy deploys the storyteller's art to excite his readers' pathos, indignation, and sympathy; we will examine as well how Livy often filters his account of mythical Rome through the lens of his own time, thereby constructing Rome's past through the Augustan present. Writing more than a century after Livy, Tacitus offers a different view of Augustus, and his account of the rude and dissolute Tiberius, the unscrupulous Livia, Rome's craven and dispirited senators, and the many scandals attached to the imperial family, figures a Rome once again suffering under a decadent monarchy. Tacitus's compressed, fastidious, inimitable prose is the vehicle for his stern yet often sardonic psychological insights, which subtly manage to combine moral judgment with prurient pleasure in the scandals of others.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class preparation and participation, an 8- to 10-page paper, a midterm, and a final exam

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 6

Distributions: (D1)

CLLA 407 (F) Caesar and Cicero

The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both master politicians whose ambitions for their country and themselves brought them into bitter conflict. Their combined oeuvres provide compelling, detailed accounts of the events and personalities that ended the Roman republic and ushered in an era of prolonged civil war. Moreover, despite striking stylistic differences, their works jointly are regarded as the acme of classical Latin prose. In this course we will read extensive selections from Caesar's commentaries and Cicero's speeches and correspondence, aiming throughout at better understanding their rhetorical brilliance and pragmatic persuasive goals.

Class Format: recitation/discussion

Requirements/Evaluation: evaluation will be based on class participation, several short written assignments (such as article reviews), a midterm exam and essay of moderate length, plus a final exam and longer paper

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 6-9

Distributions: (D1)
palliatae, Latin comedies staged in Greek costume and featuring ostensibly Greek characters, Roman attitudes are questioned and mocked but ultimately reasserted. We will read the *Menaechmi* of Plautus and the *Adelphoe* of Terence, two plays that burlesque the stereotypical relationships between fathers, brothers, sons, and slaves. We may also consider selections from Cato the Elder, Cicero's letters, and other primary and secondary texts that shed additional light on Roman familial relationships and their place in republican society.

**Class Format:** discussion/recitation

**Requirements/Evaluation:** evaluation will be based on class participation, several papers of varying length, a midterm and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** if the course is oversubscribed, preference will be given to majors and potential majors in Classics and Comparative Literature

**Expected Class Size:** 8-10

**Distributions:** (D1)

Not offered current academic year

**CLLA 409 (S)  Seneca and the Self**

This course considers ethical and literary dimensions of self-fashioning, self-examination, and the conception of selfhood in the Stoic philosophy of the younger Seneca through close reading of extensive selections from his philosophical works and tragedies. The focus of this course lies squarely in the first century CE and on the analysis of Seneca's own texts. We begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as transmitted by Cicero's De Officiis. Moreover, we will read and discuss reflections on selfhood from some of Seneca's most famous philosophical and literary heirs, including Montaigne, Emerson, and Foucault, both to enrich our understanding of his work and to gain an appreciation of his considerable influence on later writing about the self.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, several short written and oral assignments, midterm and final exams, and a final paper

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Expected Class Size:** 5-10

**Distributions:** (D1)

Spring 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm    Amanda R. Wilcox

**CLLA 414 (F)  Vergil's Eclogues and Georgics**

This course will explore the two major works of Vergil that precede the *Aeneid*: the *Eclogues*, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the *Georgics*, a longer didactic poem in four books that uses an agricultural framework to examine issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their exquisite poetic craftsmanship

**Class Format:** seminar

**Requirements/Evaluation:** class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10

**Distributions:** (D1)

Not offered current academic year
CLLA 416 (S) Praise, Blame, and Performance in Flavian and Trajanic Rome

In this course, we will consider how authors of imperial Rome represent the spectacle of their urban surroundings. Poets such as Martial and Statius describe the lavish entertainments that Domitian put on in the newly constructed Colosseum: Saturnalia festivities, beast hunts, gladiatorial combats. But their interest in these imperial displays is just one aspect of a greater preoccupation with social performance and self-fashioning during this time. Statius invites readers to marvel at imperial statues, aristocratic villas, and even an impressive new road built by Domitian. Martial, on the other hand, dispenses not praise but blame: in his epigrams, he encourages readers to laugh at the ridiculous displays of upstarts, flatterers, and deviants, casting vice as entertainment. As we read selections from Statius’ Silvae, Martial’s De Spectaculis and epigrams, Pliny’s letters about public and literary life, and his speech of praise for the emperor Trajan, we will pay particular attention to questions such as the following: What do these authors’ representations of spectacle tell us about the values of Flavian and Trajanic Rome? How do their works constitute performances in their own right? What do these texts reveal about the social functions of literature under autocratic rule?

Class Format: seminar

Requirements/Evaluation: class participation, short writing assignments, two translation exams, and a final paper

Prerequisites: CLLA 302 or permission of instructor

Enrollment Limit: 12

Enrollment Preferences: majors and potential majors in Classics and Comparative Literature

Expected Class Size: 5-10

Distributions: (D1)

Not offered current academic year