Fall 2012 Courses in Classics & Letters

CLASSICAL CULTURE

CL C 1113.001-Introduction to Classical Studies: (Sam Huskey, MWF 9:30–10:20 a.m.)
**Letters category: Literature, History, Philosophy**
With a focus on the fifth century BC in Athens and the first century BC in Rome, the course explores the major figures, events, and achievements of Greco-Roman antiquity. Readings from Plutarch’s *Lives of the Ancient Greeks and Romans* will set the scene and introduce students to the great leaders Themistocles, Pericles, Alexander the Great, Julius Caesar, Cicero, and others. Supplementary materials will introduce students to the masters of art, literature, and the sciences. By the end of the semester, students will have a greater appreciation for the influence of the Classical Greece and Rome on our world today, and they will have a good foundation on which to build in later courses in Classical Studies.

CL C 2213.001- Classical Archaeology: (Stanley, M W 3:00–4:15 p.m.)
**Letters category: History**
This course is a survey of the origins of classical archaeology and the major civilizations that archaeologists discovered. The course begins with the study of the discovery of the ancient near eastern civilizations, including those of the Sumerians, Babylonians and Assyrians. Attention then will turn to the civilizations along the Levant of the Mediterranean Sea and to the great civilizations of Egypt, Greece and Rome. The important men and women who were the first pioneer archaeologists will also be studied as well as lesser civilizations as the occasions arise.

CL C 2383.001: Classical Mythology: (Honors, Doty, MWF 2:30–3:20 p.m.)
**Letters category: Literature**
This course will explore the culture and attitudes of ancient Greece through an examination of its religious beliefs. In addition, we will consider the significance of these stories for our own time, and why we continue to tell them after two thousand years.

CL C 2383.002: Classical Mythology: (Rebecca Huskey, TR. 10:30–11:45 a.m.)
**Letters category: Literature**
In this class particular attention is given to what Greek and Roman myth tell their readers about what it means to be human. Students will read from Homer, Hesiod, and Ovid, and consider modern comparisons, such as the similarities between gods and superheroes.

CL C 2413.995 and .996 - Medical Vocabulary: (Walker-Esbaugh- ONLINE)
Medical Vocabulary. Prerequisite: sophomore standing. Designed to be of special use to students planning a career in the Allied Health professions. Study of the basic Greek and Latin elements of medical terminology through the analysis of select vocabularies and word lists.
Fall 2012 Courses in Classics & Letters

**CL C 2603.001: Survey of Ancient Greek Culture:** (Wagner, TR 9:00–10:15 a.m.)
*Letters category: History, Literature, Philosophy*
This survey course provides an overview of Greek culture from the Mycenaean age to the Hellenistic era. We shall examine all aspects of Greek life, from the intellectual (literature, history, philosophy, science, medicine) to the fine arts (theater, art, architecture) to daily life (social structures, the household, religion, sports, warfare). We shall alternate between two textbooks and a selection of primary source readings.

**CL C 2623.001: Civilization: Ancient and Modern:** (Harper, M W 1:30–2:45 p.m.)
*Letters category: History, Philosophy*
Not just one emperor after another! This course asks a simple but profound question: where does Rome belong in the deep history of human civilization? The course will explore basic themes of human experience - family, death, technology, etc. - over the very long view of all human history to ask what was specific about Roman civilization and what is unique about modern civilization.

**CL C 3113.900: Ancient Epic Poetry in English Translation:** (Greene, TR 4:30–5:15 p.m.)
*Letters category: Literature*
The epic poetry of Homer, Hesiod, Vergil and other Greek and Roman writers in its literary and historical context. The epic tradition in later European literature.

**CL C 3123.001 Ancient Drama in English Translation:** (Kirk, TR 4:30–5:15 p.m.):
*Letters category: Literature*
Lectures on the development of the ancient Greek and Roman drama. Lectures with readings and discussion from the works of Aeschulus, Sophocles, Euripides, Aristophanes, Plautus, Terence, and Seneca and from Aristotle's poetics. The influence of ancient drama on European literature.

**CL C 3173.001: Freedom in Greece:** (Fears, TR 3:00–4:15 p.m.)
*Letters category: History*
The ideas and institutions of liberty in Greece. Focus is on the Athenian democracy and the relationship between democracy and the art and literature of Athens.

**CLC 3223.900 Classical Art & Arch: Hellenistic Greek, Roman Art:** (Stanley, M W 7:30–8:50 p.m)
*Letters Category: History*
PR-Continuation of 3213. Survey of Hellenistic art with particular attention to the individuality of style and diversity of matter. Early Etruscan and Roman art. The development of Roman art in native and assimilated forms; studies in domestic and national monuments.

**CLC 3403.001: Law and Justice** (Harper, M W 3:00–4:15 p.m.)
*Letters category: Philosophy*
What makes a law just? Is a law just because it was made through a fair process, for instance by majority vote? Or is a law just because of its substance, because it respects human rights,
Fall 2012 Courses in Classics & Letters

promotes the greatest good for the greatest number, or establishes a fair system for the interaction of voluntary agents? This course explores these questions in the context of Greek and Roman law. The Greeks and Romans were the first western societies to confront these questions directly, and more importantly they tried to implement their ideas through political institutions. The focus of this course is on law, because law is the meeting point between the theory and practice of justice. With Aristotle’s Politics as our principal guide, this course will follow the development of justice throughout the Greco-Roman experience.

CLC 3510.003: Comparative Mythology (Rose, MWF 10:30–11:20 a.m.)
Letters category: Literature
This course introduces students to the academic discipline of comparative mythology. We will discuss the main theoretical approaches taken to the study of myth from the mid-nineteenth century to the present day, including nature mythologies, myth-ritual theory, functionalism, structuralism, psychoanalytic theories, and performance theory. A multitude of myths from various cultures across the globe will appear in this course, but special emphasis will be given to Celtic and Norse mythologies, which will serve as our primary “playgrounds.”

By nature a cross-disciplinary enterprise, by the end of this course students will have been exposed to approaches forged in a variety of academic fields, from history and anthropology to psychology and literary studies. They will thus have a full quiver of arrows to aim at that difficult target, the interpretation of myth. Although the course will focus on Celtic (primarily Welsh) and Norse mythologies, students will be able to apply their interpretative skills to other traditions. A primary concern of this course will be to deepen, complicate, and unfold the significant concept of the “mythic,” however it might appear.

CLC 3510-900: Gladiators, Sports, Spectacles (Stanley, MW 4:30–5:45 p.m.)
Letters category: History
Entertainment in ancient Rome comprised non-violent forms of entertainment, but the most famed forms of Roman entertainment had a very pronounced violent component. The “games” (ludi) of ancient Rome were presentations that involved extreme violence. These “entertainment” forms included gladiatorial fights, staged animal hunts (venationes), the executions of prisoners of war and convicted criminals, and the most popular entertainment of them all, the chariot races. The games, however, went beyond their entertainment value and served as a message of Roman power and reminded audiences of the wars that Rome fought to conquer and keep the vast territories that comprised their empire. The varied games served to remind all of the inevitability of Roman justice for anyone who challenged Roman power. The destruction of animals in the venationes and death of men in gladiatorial contests particularly served as a graphic reminder of what would be the result for transgressors of Roman power. The games were also especially helpful as types of educational tools useful in teaching about the Roman value system of the time. While descriptions of the games undoubtedly offend modern sensibilities, this course will consider the contemporary standards of the Roman world and what was actually acceptable or rejected as too much violence for entertainment. The topics considered in this course include gladiators and their origins and types, the venues in which the games of violent entertainment were offered (Colosseum, Circus, Theaters), multiple
Fall 2012 Courses in Classics & Letters

types of “ludi,” production and advertising of games, the importance of animals in the games, the experiences of the games in the Roman provinces, the psychological and metaphorical significance of the games, and portrayals of gladiatorial violence in film.

**CL C 3613.001: Classical Influences on Modern Literature**: (Rose, MWF 11:30–12:20 p.m.)
Letters category: Literature
This course examines magic and witchcraft in the literature, mythology, and actual practice of Western cultures from ancient Greece to modern America. Starting with academic theories of magic in anthropology and folkloristics, we will probe Celtic, Norse, and Greek mythologies in some detail before moving through Christian views of witchcraft in the Middle Ages and the climactic “witch craze” of the Early Modern period. Towards the end of the course we will explore some recurring themes of magic and witchcraft, including the role of potions/poisons, human relationships with a supernatural Otherworld, and necromancy.

In brief, we will attempt to construct a kind of biography of Western magic and witchcraft as it has been understood, challenged, and used in history, mythology, narratives, and society. It is hoped that students will not only accrue academic opinions of the material but also begin to recognize the extent to which these cultural threads still glimmer in the tapestry of modern cultures.

**GREEK**

**GRK 1115.001- Beginning Greek**: (Beck, M-F 10:30–11:20 a.m.)

**GRK 1215.001- Beginning Greek**: (Beck, M-F 12:30–1:20 p.m.)
Prerequisite: 1115.

**GRK 2113.001: Biblical Greek**: New Testament (Beck, MWF 1:30–2:20 p.m.)
We will read the Gospel According to Luke

**GRK 3113.001: Advanced Prose** (Doty, MWF 11:30 a.m.–12:20 p.m.)
Xenophon’s Anabasis

**LATIN**

**LAT 1115 - Beginning Latin** (TBA, sec. 001, M-F 8:30–9:20 a.m.), (Walker-Esbaugh, sec. 002, M-F 10:30–11:20 a.m.), (Wagner, sec. 003, M-F 11:30 a.m.–12:20 p.m.), (Hansen, sec. 004, M-F 12:30–1:20 p.m.)
Introductory study of the vocabulary and grammar of the Latin language, with practice in the reading of sentences and connected prose from selected Latin authors

**LAT 1215 - Beginning Latin**: (Walker-Esbaugh, sec. 001, M-F 11:30 a.m.–12:20 p.m.), (Hansen, sec. 003, M-F 3:30–4:20 p.m.)
Prerequisite: 1115, or the equivalent, with a grade of C or better. Introductory study of the
Fall 2012 Courses in Classics & Letters

vocabulary and grammar of the Latin language, with practice in the reading of sentences and connected prose from selected Latin authors

**LAT 1315-001: Intensive Latin** (Honors, Chambers, MW 9:30 & TR 9:00)
**Prerequisites:** Any foreign language background of 1 to 2 years.
This is an accelerated course covering the material presented in Latin 1115 and 1215 in one semester. This course was specifically created for the exceptional student with a foreign language background (not Latin) who wishes to move rapidly through both introductory Latin courses in a single semester. It is also appropriate for those students who have had two years of mid-high or high school Latin but feel they need an intensive grammar review before proceeding to an intermediate reading course. *Students of the latter category should have an interview with the instructor before enrolling in the course.*
**Hours of Credit:** Successful completion of the course will allow the student to obtain credit for ten semester hours of Latin (five hours letter graded that count as Honors credit, five hours S/U credit).
**Required Text:** *Latin Alive and Well, An Introductory Text*, by Peggy Chambers
**Course Requirements:** There will be daily homework and weekly testing; grades will be based on homework, quizzes and exams.
**Recommendations:** Because of the intensity of this course and the amount of material that is covered and assigned, it is recommended that the student carry a total course load (including Latin 1315) of 14 hours or less. If the student is working, the total course load (including Latin 1315) should be reduced to 12 hours.

**LAT 2113.001: Intermediate Latin Prose: Caesar** (Hansen, sec. 001, MWF 1:30–2:20 p.m.)
This course focuses on the reading and understanding of continuous prose passages of Latin. It begins with a review of word forms, and then moves on to further practice with more complicated sentence constructions. Through this class, the student will begin to read Latin prose with increased proficiency, and acquire a more thorough knowledge of Latin vocabulary and grammar. In the fall, the readings include selections from the Vulgate, Caesar, and Livy; in the spring, the selections are from Eutropius, Caesar, and Cicero. Roman history and culture will be an important component of both semesters. This class may be repeated, with a change of reading material, for a maximum of six hours credit.

**LAT 2113.002: Intermediate Latin Prose: Attic Nights of Aulus Gellius** (Chambers, TR 12:00–1:15 p.m.)
The *Noctes Atticae* (Attic Nights) is a collection of stories Aulus Gellius (ca. A.D. 123-170) had heard or read. The subjects are widely varied and include fables, philosophy, history, biography, antiquities, law, literary criticism, and grammar. From this collection, I have chosen for translation excerpts or complete stories I found especially enjoyable and revealing of Roman customs, beliefs, character, and codes of conduct. The text and class requirements include grammar review and text translations in addition to a report (in English) from a list of topics drawn from the assigned translation material.
Fall 2012 Courses in Classics & Letters

Required Course Materials:
2. Workbook of the Sentences and Text Translations (Available at the Crimson and Cream Copy Shop in the Union)

**LAT 2213.001: Intermediate Latin Poetry-OVID** (Wagner, MWF 9:30–10:20 a.m.)
This semester: selections from Ovid’s *Amores*. In this class, we focus on reading and understanding unsimplified Latin poetry, along with a review of grammar, scansion, poetic techniques, and storytelling devices. We also briefly consider the historical context and literary aspects of these poems. This course rotates among three of Ovid’s works (*Metamorphoses, Heroides*, and *Amores*) and so may be repeated, with a change of reading material, for a maximum of 6 hours.

**LAT 3213.001: Vergil** (Greene, TR 1:30–2:45 p.m.)
Selected readings from the works of Vergil, whose writings established the forms for all subsequent epic, didactic, and pastoral poetry in the west.

**LAT 4133, Latin Historians: Sallust** (Huskey, MWF 1:30–2:20 p.m.) Sallust’s *Bellum Catilinae*.

**LETTERS**

**LTRS 2103: Introduction to Constitutional Studies** (Sec 001, TR 3:00–4:15 p.m.-Porwancher; Sec 002, MWF 10:30–11:20 a.m.-Lomazoff, Sec 003 MWF 2:30–3:20 p.m. TBA, Sec 004 MWF 3:30–4:20 p.m. TBA)

Constitutional Studies category: 2; Letters category: History
This course serves as a broad introduction to the theory and history of constitutional governance. The student who completes the course will acquire, first, a conceptual vocabulary that enables her or him to think critically about the nature of constitutional problems. The student will learn what liberty, justice, natural law, natural rights, civil rights, legitimacy, monarchy, democracy, majoritarianism, classical liberalism, republicanism, executive power, legislative power, judicial power, and judicial review mean. Secondly, the student will acquire a framework of core knowledge about the history of constitutionalism. This includes the classical roots of constitutional thought, the contribution of the English common law tradition, the origins and structure of the U.S. Constitution, and the development of American constitutionalism during the civil war and civil rights movement. Finally, the student will leave the course with a deeper sense of the constitutional basis of contemporary political controversies, from abortion to terrorist detentions.

**LTRS 3113.001: The Examined Life 1: Antiquity** (Honors, R. Huskey, TR 1:30–2:45 p.m.)
Letters Categories: History, Literature, Philosophy
This course presents a survey of the history, literature, and philosophy of the ancient world through reading and discussion of the great books of Greece and Rome, with particular emphasis on understanding the impact and relevance of classical texts on modern day thought.
Fall 2012 Courses in Classics & Letters

This course will count towards the history, literature, or philosophy requirement of the Letters major. Readings will include selections from Homer, Plato, Aristotle, Ovid, and Cicero.

**LTRS 3353.001 Interpreting the Founding. (MWF 5:30–6:20 p.m. TBA)**
Constitutional Studies Category: 2 Letter Category: History
Examines the various ways that scholars have interpreted the Founding over the past two hundred years. It is a study, then, of the historiographic interpretations of the events of the American Founding era rather than a study of the events and historical figures themselves.

**LTRS 3510.001: After Philadelphia: Constitutional Controversies Before 1801** (Lomazoff, MWF 12:30–1:20 p.m.)
Constitutional Studies Category: 2 Letters Category: History
After the Constitution was ratified, but before the Supreme Court emerged as a major force in American politics, most constitutional interpretation took place in Congress. This course surveys the controversies that elected officials sought to resolve in the earliest years of the Republic. For example, can the federal government create a bank? Can the House of Representatives frustrate implementation of a treaty (negotiated by the President and ratified by the Senate) by refusing to appropriate funds for it? Can the federal government punish those who assault it in speech or in print? In the course of confronting these constitutional questions, students will learn more generally about the national politics of the 1790s.
Reading:
Elkins and McKerrick, *The Age of Federalism*
Currie, *The Constitution in Congress: The Federalist Period, 1789-1801*

**LTRS 3510.900-Debating Constitutional Controversies:** (Porwancher, TR 4:30–5:45)
Constitutional Studies category: 4; Letters category: History, Philosophy
Students will rotate between teams of lawyers and panels of judges, alternately arguing and deciding Constitutional controversies. Students will learn how to conduct advanced legal research on and formulate persuasive arguments about some of our most divisive Constitutional issues. In addition to cultivating oratorical skills, students will write two research papers on controversies of their choosing.

**LTRS 4503.001: Capstone Course** (Fears, TR 12:00–1:15 p.m.)
Letters category: capstone
Prerequisite: senior standing in major. May be repeated with change of content; maximum credit six hours. Students write a senior paper on a topic chosen in consultation with the instructor. Papers will demonstrate students' abilities to synthesize material drawn from among two or more of the areas included in the Letters program.