CLASSICS

402 Phelps Hall, 203.432.0977
www.yale.edu/classics
M.A., M.Phil., Ph.D.

Chair
Emily Greenwood

Director of Graduate Studies
Irene Peirano Garrison [F]
Egbert Bakker [Sp]

Professors
Egbert Bakker, Victor Bers, Kirk Freudenburg, Emily Greenwood (Classics; African American Studies), Verity Harte (Classics; Philosophy), Brad Inwood, Diana Kleiner (Classics; History of Art), Christina Kraus, Noel Lenski (Classics; History), J.G. Manning (Classics; History)

Associate Professors
Milette Gaifman (Classics; History of Art), Pauline LeVen, Irene Peirano Garrison

Assistant Professors
Andrew Johnston, Jessica Lamont (Visiting)

Lecturers
Ann Hanson, Timothy Robinson, Barbara Shailor (Senior Research Scholar), Joseph Solodow

Affiliated Faculty and Secondary Appointments
Harold Attridge (Divinity School), Adela Yarbro Collins (Divinity School; Emerita), John J. Collins (Divinity School), Dimitri Gutas (Near Eastern Languages & Civilizations), John Hare (Divinity School), Susan Matheson (Curator of Ancient Art, Art Gallery), David Quint (English), Kathryn Slanski (Humanities; Near Eastern Languages & Civilizations), George Syrimis (Hellenic Studies)

FIELDS OF STUDY
The degree programs in Classics seek to provide an overall knowledge of Greek and Roman civilization, combined with specialized work in a number of fields or disciplines within the total area of classical antiquity.

ADMISSION REQUIREMENTS
A minimum of three years (four preferred) of college training in one of the classical languages and two years (three preferred) in the other.

GRADING AND GOOD STANDING
In addition to the Graduate School’s requirement of Honors grades in at least one yearlong course or two term courses, students must have a High Pass average in the remaining courses. Admission to candidacy for the Ph.D. is granted upon completion of all predissertation requirements not later than the end of the seventh term of study.

The faculty considers experience in the teaching of language and literature to be an important part of this program. Students in Classics typically teach in their third and fourth years of study.

REQUIREMENTS FOR THE PH.D. DEGREE IN CLASSICAL PHILOLOGY
1. Diagnostic sight translations in Greek and Latin (these are taken before the beginning of the first and third terms and are meant to assess the student’s proficiency and progress in both languages).
2. A proseminar offering an introduction to the discipline of Classics and its various subdisciplines.
3. Departmental reading examinations in French (or Italian) and German. The first (in either language) is to be passed by the end of the first year, the second by the end of the second year in residence.
4. A minimum of fourteen term courses: (i) two yearlong survey courses in the history of Greek and Latin literature (four courses in total); (ii) at least four seminars, of which two have to be literary seminars in one language, and one in the other; (iii) one course in historical or comparative linguistics; (iv) one course in ancient history (either an 800-level seminar or a 600-level materials course), and one in classical art and archaeology; (v) of these fourteen courses, twelve must be taken in the first two years of study; the last two, which must be 800-level seminars, are to be taken in the third year, normally one in each term.
5. Greek and Latin composition (this requirement may but need not be satisfied by courses taken under [4] above).
6. Oral examinations in Greek and Latin literature, based on the syllabus covered by the survey courses, drawn from the Classical Philology Ph.D. reading list. These are to be taken closely following the surveys in the respective literatures, as follows: the first, at the end of the second term (May of the first year), the second at the end of the fourth term (May of the second year).
7. Translation examinations in Greek and Latin, based on the Classical Philology Ph.D. reading list, by the beginning of the fifth term in residence.
8. Special fields oral examinations will occur at the beginning of the sixth term, and consist of four areas of special concentration selected by the candidate in consultation with the DGS. One of the special fields should be related to the student’s chosen dissertation topic; the three other fields are in each of the two ancient languages/cultures; one historical topic, or a topic with historical potential, is advised. In addition to the oral exam, the student will be asked to write a short summary of the dissertation topic and submit this summary and a working dissertation title to the special fields examiners and to the dissertation adviser (who may or may not have worked on the project as a “special topic” with the student). The summary should discuss where the student’s work stands at the beginning of the term and how the student expects the research will progress over the course of the sixth term as the student writes the formal dissertation prospectus.


10. A dissertation. All students at the end of each term of dissertation research and writing will present their work in progress in a “chapter colloquium,” which will mimic the prospectus defense in format (i.e., a discussion with interested faculty of a presubmitted chunk of written work). If no chapter or written work is presentable at the time of the colloquium, the student would have to justify this.

REQUIREMENTS FOR THE PH.D. DEGREE IN CLASSICAL ART AND ARCHAEOLOGY

The program is designed to give a general knowledge of the development of art and architecture in the classical world from the Bronze Age to Late Antiquity, combined with a detailed study of one particular period and area; and an acquaintance with the contribution made by field archaeology. The program has a strong art historical component, and it is expected that each student will take advantage of available opportunities to visit the major sites and monuments.

1. Diagnostic sight translations in Greek and Latin (these are taken before the beginning of the first and third terms and are meant to assess the student’s proficiency and progress in both languages).
2. A proseminar offering an introduction to the discipline of Classics and its various subdisciplines.
3. Departmental reading examinations in Italian (or French) and German. The first (in either language) is to be passed by the end of the first year, the second by the end of the second year in residence.
4. A minimum of fourteen term courses: (i) a minimum of six courses should be in Greek and/or Roman art and/or archaeology (at least four must be seminars); (ii) a minimum of two courses should be in a related field of the history of art, for example Medieval or Renaissance; (iii) a minimum of two courses should be in Greek or Roman history, numismatics, or papyrology; (iv) students must demonstrate a competence in Greek and Latin, usually by passing at least one 400/700-level course in each language; (v) of the remaining four courses, at least two should be seminars in Greek or Latin literature.
5. A written examination in classical art and archaeology, by the beginning of the sixth term. The examination consists of identifications of works of art and architecture, essays, and a twenty-four-hour research paper, followed by an oral exam in four areas of Greek and Roman art and architecture (time period, locale, genre, free choice), with specific topics within those categories agreed upon in advance by the candidate, adviser, and the DGS in Classics. Consideration is normally given to the probable dissertation topic and the way in which preparation for the orals might enhance the writing of the dissertation prospectus.
6. A dissertation prospectus, normally by the end of the sixth term in residence.
7. A dissertation. All students at the end of each term of dissertation research and writing will present their work in progress in a "chapter colloquium," which will mimic the prospectus defense in format (i.e., a discussion with interested faculty of a presubmitted chunk of written work). If no chapter or written work is presentable at the time of the colloquium, the student would have to justify this.

COMBINED PROGRAMS

Classics and Comparative Literature

ADMISSION REQUIREMENTS

Prerequisites for admission through the Department of Classics: same as for Classical Philology. (For admission requirements in the Department of Comparative Literature, consult the DGS of that department.) After admission to the Department of Classics, qualified students may apply to be admitted to this combined program, normally during the first term of residence; the directors of graduate studies of both departments should be consulted before application to the combined program is made.

REQUIREMENTS FOR THE PH.D. DEGREE IN CLASSICS AND COMPARATIVE LITERATURE

1. Diagnostic sight translations in Greek and Latin (these are taken before the beginning of the first and third terms and are meant to assess the student’s proficiency and progress in both languages).
2. A minimum of fourteen term courses: (i) at least seven in Classics, which includes two yearlong surveys (four courses) in the history of Greek and Latin literature, two 800-level seminars, and the proseminar in Classics; (ii) at least six courses in Comparative Literature; of these at least four courses should be on postclassical European literature; (iii) of these fourteen courses, twelve must be taken in the first two years of study; the last two, which must be Classics 800-level seminars, are to be taken in the third year, normally one in each term; (iv) the course work across the two programs should include at least two courses on literary theory or methodology, and at least one course each in poetry, narrative fiction, and drama.
3. Literary proficiency in German and in one other modern language, to be demonstrated by the end of the second year in residence.
4. Oral examinations in Greek and Latin literature, based on the syllabus covered by the survey courses, drawn from the Classical Philology Ph.D. reading list. These are to be taken closely following the surveys in the respective literatures, as follows: the first, at the end of the second term (May of the first year), the second at the end of the fourth term (May of the second year).

5. Translation examinations in Greek and Latin, based on the Classical Philology Ph.D. reading list, by the beginning of the fifth term in residence.

6. An oral examination in the Comparative Literature department on six topics appropriate to both disciplines, selected in consultation with the two directors of graduate studies, balancing a range of kinds of topics and including poetry, narrative fiction, and drama, and at least one significant cluster of postclassical texts, by the middle of the sixth term. One of the topics studied will be related to the student’s dissertation topic.

7. A dissertation prospectus, by the end of the sixth term in residence. The prospectus must be approved by the DGS in each department (and by the Comparative Literature prospectus committee) by the end of the sixth term in residence. At least one dissertation director must come from the Comparative Literature core faculty.

8. A dissertation. All students at the end of each term of dissertation research and writing will present their work in progress in a “chapter colloquium,” which will mimic the prospectus defense in format (i.e., a discussion with interested faculty of a presubmitted chunk of written work). If no chapter or written work is presentable at the time of the colloquium, the student would have to justify this.

Classics and History

The combined degree program in Classics and History, with a concentration in Ancient History, is offered by the Departments of Classics and History for students wishing to pursue graduate study in the history of the ancient Mediterranean and western Eurasia. Prospective students may apply through either the Department of History or the Department of Classics.

The combined degree in Classics and History offers students a comprehensive education in the fundamental skills and most current methodologies in the study of the ancient Greek and Roman Mediterranean and its interaction with Eurasian and African cultures and landscapes. Its object is to train leaders in research and teaching by preparing them to handle the basic materials of ancient history through mastery of the traditional linguistic and technical skills. At the same time the combined degree in Classics and History encourages students to rediscover, reshape, and repurpose traditional and nontraditional source materials using the most up-to-date and sophisticated tools at the historian’s disposal.

Students are called on to complete course work in two ancient languages, historical theory, intra- and interdisciplinary skills, and fundamental research seminars. Interdisciplinary expertise is fostered through the annual seminar coordinated through the Yale Program for the Study of Ancient and Premodern Cultures and Societies (Archaia) and through required study in ancillary fields. Exams are rigorous and aimed at helping students hone skills and explore new terrain in ancient studies. Students are encouraged to take advantage of Yale’s superior collections and library resources in order to explore new avenues in their learning and approaches to historical problems. Yale’s outstanding faculty in Classics, History, and related disciplines, such as Near Eastern languages and cultures, religious studies, art history, and anthropology, work together to ensure broad and deep learning that will enable our students to become world leaders in the field.

ADMISSION REQUIREMENTS

Prerequisites for admission through the Department of Classics are the same as for admission to the Classics degree program, i.e., the equivalent of three years (four preferred) of college training in one of the classical languages and two years (three preferred) in the other. Prerequisites for admission through the Department of History are the equivalent of three years (four preferred) of college training in one of the classical languages and two years in another ancient language, not necessarily Greek or Latin. The combined degree in Classics and History requires the following:

1. A minimum of fourteen term courses, including: (i) the historical methods and theory course, Approaching History (HIST 500); (ii) Archaia core seminar (CLSS 815 or equivalent); (iii) two graduate-level courses in two separate ancient languages. For students who are admitted in Classics, these must be Greek and Latin. Students who are admitted in History must study either Greek or Latin, and they may study both but may also choose another ancient language to fulfill this requirement. The surveys of Greek and Latin literature offered by Classics are encouraged but not mandatory for fulfillment of this requirement; (iv) two skills courses. These may include topics selected from epigraphy (epigraphy courses may be used to fulfill the language requirement concurrently); archaeology; art history; papyrology; numismatics; digital data, GIS, digital humanities, vel sim.; an advanced course in a non-classical ancient language (no more than one such course may be used in fulfillment of this requirement). Students are also encouraged to take advantage of educational opportunities outside of Yale (American Numismatic Society Summer Seminar; an archaeological excavation, e.g., the Gabii project); (v) four courses (at least two of which must be research seminars) in the history of the ancient Mediterranean world; historical courses that have a heavy skill component may be used concurrently to fulfill the skills requirement; (vi) two courses outside of ancient Mediterranean history that cover two separate disciplinary areas. These courses will be in the history of different periods or different regions, or in other disciplines of the humanities or social sciences outside of history, or in the physical sciences. Possibilities include (but are not limited to): social sciences (economics, anthropology, sociology, environmental science, statistics); religion (religious studies, Divinity School, Jewish studies); law (history of law, comparative law, international law); Near Eastern languages and civilizations (Egyptian language, Hebrew, Aramaic, Syriac, Arabic); anthropology
Requirements of the Classics Track of the Classics and Philosophy Program

Inwood together with the DGS in Classics and the DGS in Philosophy. The combined program is overseen by an interdepartmental committee currently consisting of Verity Harte, David Charles, and Brad Inwood.

1. Classics proseminar offering an introduction to the discipline of Classics and its various subdisciplines, to be taken in the first year in residence (not for credit).

2. Reading examinations in German, and in either French or Italian. The first (in either language) is to be passed by the end of the second term in residence, the second by the end of the fourth term in residence.

3. Translation examinations in two ancient languages. For students admitted through Classics, these must be Greek and Latin. For students admitted through History, at least one must be either Greek or Latin. Greek and Latin examinations will be based on the Ancient History Greek and Latin reading lists and will consist of four passages in each language, at least one of which will be poetry and one documentary (epigraphy/papyrology). Some History students may find that expertise in another language – such as Hebrew, Aramaic/Syrac, Demotic, Coptic, Classical Armenian, or Sanskrit – is most beneficial for their research and teaching trajectory. Reading lists for these non-classical languages will be devised by the student in collaboration with the faculty adviser and other relevant member(s) of the Yale faculty, and fixed in writing no later than the end of the fourth term in residence. Examinations in these languages will also consist of four passages to be set and evaluated by faculty expert in the given language. Translation exams in all languages must be taken at the beginning of the fifth term in residence.

4. A general examination in Ancient History during the third year and no later than the end of the sixth term in residence. This is to be broken into one major and two minor fields. For the major field students must prepare an 8,000-word essay in advance of the oral examination. For each of the minor fields, students must prepare a syllabus for an undergraduate class. The written essays and syllabi must be submitted by a fixed date, typically on the Friday before Thanksgiving or spring break. Oral exams will be completed shortly afterward to ensure time for the completion of the dissertation prospectus.

5. A dissertation prospectus by the end of the sixth term in residence.

6. A dissertation. All students at the end of each term of dissertation research and writing will present their work in progress in a “chapter colloquium,” which will mimic the prospectus defense in format (i.e., a discussion with interested faculty of a presubmitted chunk of written work). If no chapter or written work is presentable at the time of the colloquium, the student would have to justify this.

Classics and Philosophy

The Classics and Philosophy Program is a combined program, offered by the Departments of Classics and Philosophy, for students wishing to pursue graduate study in ancient philosophy. Suitable qualified students may apply for entry to the program either through the Classics department for the Classics track, details of which are given below, or through the Philosophy department for the Philosophy track, details of which may be found at http://philosophy.yale.edu/graduate-program/classics-and-philosophy-program. Applicants to the combined program are strongly encouraged to submit a writing sample on a topic in ancient philosophy.

Applicants for the Classics track of the combined program must satisfy the general requirements for admission to the Classics graduate program, in addition to the requirements of the Classics track of the combined program. Applicants for the Philosophy track of the combined program must satisfy the general requirements for admission to the Philosophy graduate program, in addition to the requirements of the Philosophy track of the combined program.

The combined program is overseen by an interdepartmental committee currently consisting of Verity Harte, David Charles, and Brad Inwood together with the DGS in Classics and the DGS in Philosophy.

REQUIREMENTS OF THE CLASSICS TRACK OF THE CLASSICS AND PHILOSOPHY PROGRAM

1. Diagnostic sight translations in Greek and Latin (these are taken before the beginning of the first and third terms and are meant to assess the student’s proficiency and progress in both languages).

2. A proseminar offering an introduction to the discipline of Classics and its various subdisciplines.

3. Departmental reading examinations in French (or Italian) and German. The first (in either language) is to be passed by the end of the first year, the second by the end of the second year in residence.

4. A minimum of fourteen term courses, of which (i) at least four should be in ancient philosophy, including at least two involving original language work; (ii) of ten remaining courses, five should be in Classics, five in Philosophy, including (a) of five in Classics, either two terms of history of Greek literature or two terms of history of Latin literature are required, and two courses at 700/800-level in Greek or Latin; and (b) of five in Philosophy, one in history of philosophy other than ancient philosophy, three in nonhistorical philosophy. It is recommended that students without formal training in logic take a logic course appropriate to their philosophical background.

5. Translation examinations in Greek and Latin, based on the Classics and Philosophy Ph.D. reading list for the Classics track of the program, by the beginning of the fifth term in residence.

6. Oral examinations in Greek and Latin literature, based on the Classics and Philosophy Ph.D. reading list for the Classics track of the program, by the end of the fifth term in residence and consisting of one hourlong oral examination on nonphilosophical Greek and Latin works from the list (which may be taken in two parts, one half-hour exam on Greek and one half-hour exam on Latin) and one hourlong oral examination on philosophical Greek and Latin works from the list, to be completed by the end of the fifth term in residence. Students may choose to take the nonphilosophical Greek and/or Latin half-hour component of their oral examination in
conjunction with taking the history of Greek or Latin literature, along with the Classical Philology cohort, in May of the year in which
the corresponding history is taken.
7. One of the two qualifying papers required for the Ph.D. in Philosophy by the end of the sixth term in residence; this paper should be
on a philosophical topic other than ancient philosophy.
8. Oral examinations/special fields in two areas of concentration selected by the candidate in consultation with the DGS in Classics and
the program committee, one of which must be in ancient philosophy and which will in addition include a written component, while
the other must cover a classical topic other than ancient philosophy, by the end of the sixth term in residence.
10. A dissertation. All students at the end of each term of dissertation research and writing will present their work in progress in a
“chapter colloquium,” which will mimic the prospectus defense in format (i.e., a discussion with interested faculty of a presubmitted
chunk of written work). If no chapter or written work is presentable at the time of the colloquium, the student would have to justify
this.

Classics and Renaissance Studies

ADMISSION REQUIREMENTS

Same as for Classical Philology. Applications should be submitted directly to Classics with an indication that the student wishes to apply
for the combined degree in Classics and Renaissance Studies.

REQUIREMENTS FOR THE PH.D. DEGREE IN CLASSICS AND RENAISSANCE STUDIES

1. Diagnostic sight translations in Greek and Latin (these are taken before the beginning of the first and third terms and are meant to
assess the student’s proficiency and progress in both languages).
2. A proseminar offering an introduction to the discipline of Classics and its various subdisciplines.
3. Sixteen term courses, divided equally between Classics and Renaissance Studies: (i) eight courses in Classics; (ii) including two
yearlong surveys (four courses) of Greek and Latin literature; (iii) at least three seminars; (iv) eight courses in Renaissance Studies;
(v) two terms of the Renaissance Studies Core Course; (vi) six additional term courses to be taken in at least two disciplines (such as
literature, history, history of art, music, religious studies, etc.); one of these courses should meet the normal Classics requirements of
a course in classical art or archaeology; (vii) of these sixteen courses, fourteen must be taken in the first two years of study; the last
two, which must be Classics 800-level seminars, are to be taken in the third year, normally one in each term.
4. Literary proficiency in Italian, as examined by Renaissance Studies, and in a second language, normally German or French.
5. Oral examinations in Greek and Latin literature, based on the syllabus covered by the survey courses, drawn from the Classics and
Renaissance Studies Ph.D. reading list. These are to be taken closely following the surveys in the respective literatures, as follows: the
first, at the end of the second term (May of the first year), the second at the end of the fourth term (May of the second year).
6. Translation examinations in Greek and Latin, based on the Classics and Renaissance Studies Ph.D. reading list, by the end of the fifth
term in residence.
7. Oral examinations on special fields appropriate to both disciplines, by the beginning of the sixth term. Seventy-five minutes on three
or four topics in classical Greek and Latin literature; and forty-five minutes (three fifteen-minute questions) on Renaissance topics
to be divided between at least two disciplines, i.e., literature, history, history of art, etc., selected in consultation with the directors
of graduate studies in both disciplines. One of the fields studied will be related to the student’s dissertation topic. In addition to
the oral exam, the student will be asked to write a short summary of the dissertation topic and submit this summary and a working
dissertation title to the special fields examiners and to the dissertation adviser (who may or may not have worked on the project as
a “special topic” with the student). The summary should discuss where the student’s work stands at the beginning of the term and
how the student expects the research will progress over the course of the sixth term as the student writes the formal dissertation
prospectus.
9. A dissertation. All students at the end of each term of dissertation research and writing will present their work in progress in a
“chapter colloquium,” which will mimic the prospectus defense in format (i.e., a discussion with interested faculty of a presubmitted
chunk of written work). If no chapter or written work is presentable at the time of the colloquium, the student would have to justify
this.

For information about the Ph.D. program in Graeco-Arabic Studies, please contact Professor Gutas, Department of Near Eastern
Languages and Civilizations.

ARCHAIA GRADUATE QUALIFICATION

The Yale Program for the Study of Ancient and Premodern Cultures and Societies (Archaia) offers a graduate qualification. For further
information, see Archaia, under Non-Degree-Granting Programs, Councils, and Research Institutes.

MASTER’S DEGREES

M.Phil. See Degree Requirements under Policies and Regulations.
M.A. The Department of Classics does not admit students for a terminal master’s degree, nor does it award an M.A. en route to the Ph.D. degree. If, however, a student admitted for the Ph.D. leaves the program prior to completion of the doctoral degree, the student may be eligible to receive a terminal master’s degree upon completion of eight courses, ordinarily with a High Pass average in two successive terms.

Program materials are available upon request to the Director of Graduate Studies, Department of Classics, Yale University, PO Box 208266, New Haven CT 06520-8266.

COURSES

CLSS 602b / MDVL 563b, Advanced Latin Paleography  Barbara Shailor
The challenges of using hand-produced Latin manuscripts in research, with an emphasis on texts from the late Middle Ages. Gothic cursive scripts and book hands ca. 1200–ca. 1500; fragments of unidentified codices; complex or composite codices with heavy interlinear and marginal annotations. Manuscripts and fragments selected largely from collections in the Beinecke Library. Prerequisite: CLSS 601 or permission of the instructor.

CLSS 607a / LING 513a / NELC 562a, Indo-European Linguistics  Kevin Van Bladel
An introduction to the inner workings and prehistory of the Indo-European languages both as a language family and in individual branches. It is a course in historical linguistics devoted to the best understood of language families, Indo-European. The emphasis is on using the theoretical framework obtained by this knowledge, especially through practical applications for readers of ancient languages such as Greek, Latin, Hittite, Sanskrit, Avestan, and Middle Persian.

CLSS 630a, Medical Thought in Greek and Latin Literature  Ann Hanson
Examination of concepts current in the medical writers of Greece and Rome that also receive attention from writers of epic, history, drama, and oratory.

CLSS 807b / HIST 511b / RLST 514b, Hellenistic Civilization and the Jews  Joseph Manning and John Collins
This seminar examines two incidents in the Hellenistic world that can be construed as persecution of the Jews. The first was in the years 167–164 B.C.E., when the Seleucid Antiochus Epiphanes tried to suppress the traditional Jewish cult in Jerusalem. The second was in Alexandria in 58 C.E., when the Jewish community came under attack from its Gentile neighbors and the Roman authorities. The seminar examines these incidents in the context of Seleucid and Roman policies toward subject peoples.

CLSS 815b / ANTH 531b / ARCG 531b / CPLT 547b / HIST 502b / J DST 623b / NELC 533b / RLST 803b, Slavery, Dependency, and Genocide in the Ancient and Premodern World  Noel Lenski and Benedict Kiernan
Covers the subject of class and ethnic repression from the third millennium B.C.E. to the mid-second millennium C.E. Analyzes textual, epigraphic, and iconographic sources for slavery, dependency, and genocide in Assyrian, Egyptian, Greek, Roman, Han, Germanic, Angkorian, Vietnamese, Burmese, Malay, Mayan, and Aztec cultures.

CLSS 816b, Plato’s Metaphysics  Verity Harte
A broad look at central topics in Plato’s metaphysics followed by in-depth study of the conception of reality underlying the classificatory method at work in his Sophist, Statesman, and Philebus.

CLSS 821b, Odyssey  Egbert Bakker
A reading of the Homeric Odyssey with special attention to the nature and function of the narrative of Odysseus’ wanderings and the unity of the poem.

CLSS 828b, Greek Art and the History of Art  Milette Gaifman
The art and architecture of the ancient Greeks hold a privileged status in the modern academic discipline of the history of art; the paintings, sculpture, decorated pottery, and architectural monuments of Greek antiquity have prompted strong responses ranging from utter idealization to complete dismissal among the most influential art historians and theoreticians such as Johann Joachim Winckelmann, John Ruskin, Alois Riegl, or Walter Benjamin. The course explores the unique place of Greek art in art historical thought and practice, from the eighteenth century to the post-World War II period. First, it examines the position of Greek art and architecture in the formative phases of the history of art as an academic discipline. Second, it examines the relationship between the discovery of Greek artworks and architectural monuments and the development of basic art historical practices such as connoisseurship and attribution, or stylistic and iconographic analyses. Finally, it considers how various lenses provided by art historians and theorists shape current understandings of primary examples from Classical Greece, such as the Parthenon Frieze and the pottery attributed to the so-called Berlin Painter. Through readings of seminal texts and close examinations of Greek works of art and architecture students have the opportunity to deepen their knowledge of a key art historical period as well as the shaping forces of the discipline.

CLSS 858a / ARCG 844a / HSR 834a, Ancient Greek Festivals  Jessica Lamont and Carolyn Laferriere
One of the most prominent expressions of ancient Greek piety was the festival, in which poetry was sung, athletic and artistic contests were held, animals sacrificed, and group identities negotiated and reaffirmed. In the Archaic and Classical periods, festivals could be minor, local, single-day undertakings, or weeklong, multi-city affairs; yet in each instance, they were an expression of communal identity, competition, and devotion to the gods. Poetry and sculpture served to commemorate these events long after the festival itself had passed, and early literary genres and artistic styles took root within and developed alongside the festivals, gods, and individuals whom they were intended to commemorate. Bringing together literary, archaeological, art historical, and anthropological evidence, this interdisciplinary
seminar considers Archaic and Classical Greek festivals within their social, historical, and religious contexts. We pay particular attention to the literary and historical texts (hymns, the "recension" of Homeric epic in festival contexts, Attic tragedy and comedy, epinician, etc.) and the visual representations that commemorate and describe the major festivals in Greece, as well as to the particular ways that festivals exploited visual, olfactory, auditory, tactile, or gustatory reactions in their worshippers to provoke specific interactions with the divine.

**CLSS 857a, Vergil’s Aeneid** Christina Kraus and David Quint
A close reading of selected books of the epic, concentrating on Vergilian poetics. Particular themes include intertextuality; figures of speech and thought; narrative structure and meaning; repetition; *ekphrasis* and simile; the relationship between poetics and politics. Weekly readings include key secondary material that has shaped the interpretation of the poem. Students should read the whole poem in Latin before the seminar begins.

**CLSS 875a / ARCG 701a / HSAR 568a, Cleopatra: A Legend for All Time**  
Diana Kleiner
The life of a queen who became a celebrity and remains a legend serves as the starting point for an exploration of art and architecture produced in Egypt and Rome during the late Hellenistic period and early Roman Empire. Cleopatra was antiquity’s greatest female star and one of the most famous women who ever lived. While the full panorama of her life is forever lost, Cleopatra comes alive in surviving works of ancient art and other remains of what was once an opulent material culture. Every generation has its own Cleopatra, and the mythical Egyptian queen’s reinvention in later art, literature, and film is also considered. Qualified undergraduates who have taken Roman Art: Empire, Identity, and Society; Roman Architecture; or eClavdia: Women in Ancient Rome, may be admitted with permission of the instructor.

**CLSS 879a / PHIL 736a, Stoicism**  
Brad Inwood
Stoicism was one of the most important philosophical movements in the ancient Graeco-Roman world and has exercised great influence on European philosophy (and culture more generally) since the Renaissance. This course is a high-level introduction to ancient Stoicism, open equally to those who have a reading knowledge of Greek and/or Latin (as relevant) and those who don’t.

**CLSS 881a, Proseminar: Classical Studies**  
Irene Peirano
An introduction to the bibliography and disciplines of classical scholarship. Faculty address larger questions of method and theory, as well as specialized subdisciplines such as linguistics, papyrology, epigraphy, paleography, and numismatics. Required of all entering graduate students.

**CLSS 882a, Graduate Works in Progress Colloquium**  
Irene Peirano
Students precirculate work-in-progress material from their prospectus or dissertation and present it to the class. Open to all students in years 3 and above.

**CLSS 885a, Aristotle: *Metaphysics* Book 9**  
David Charles
The class reads and discusses the Greek text of Aristotle's *Metaphysics* 9, which discusses substances, processes, activities, and capacities: central features of Aristotle’s metaphysics. This book is important for its discussion of a series of arguments concerning necessity, possibility, metaphysical priority, and truth. This is a core course for the combined Ph.D. program in Classics and Philosophy. It is open to all graduate students in Philosophy or Classics who have suitable preparation in Attic Greek and some prior knowledge of ancient philosophy. Others interested in taking or attending the class must have prior permission of the instructors.

**CLSS 895a, Survey of Greek and Latin Historical Sources**  
Noel Lenski
Familiarizes students with the major sources for Greek and Roman history in the original languages. Covers material to be tested on comprehensive examinations for the Ph.D. in the combined program in Classics and History.

**CLSS 898a, Graduate Latin Survey I**  
Christina Kraus
A survey of Latin literature from the earliest texts to the sixth century C.E., with the main focus on the period from the second century B.C.E. to the second century C.E. Diachronic, synchronic, generic, and topical models of organization. Prepares for the comprehensive examinations in Classics for those majoring in both literatures or concentrating on Latin. Prerequisite: at least two term courses in Latin numbered in the 400s.

**CLSS 899b, Graduate Latin Survey II**  
Kirk Freudenburg
A continuation of CLSS 898.

**CLSS 900a or b, Directed Reading**  
Staff
By arrangement with faculty.

**GREK 734b, Thucydides**  
Emily Greenwood
An intensive reading of selections from Thucydides’ *History*, interpreting the Greek text in relation to its historical and intellectual context.

**GREK 743a, Homer’s *Iliad***  
Egbert Bakker
Reading of selected books of the *Iliad*, with attention to Homeric language and style, the Homeric view of heroes and gods, and the reception of Homer in antiquity.

**GREK 790a, Greek Syntax and Stylistics**  
Victor Bers
Stylistics analysis and extended prose composition in imitation of particular genres and "subgenres," concentrating on classical Attic prose. Students enrolled in this course are normally required to attend and do the work in GREK 390, a review of accidence and syntax,
elementary composition, and stylistic analysis of Greek prose of the fifth and fourth centuries B.C.E., including a comparison of “prosaic” and “poetic” syntax.

**LATN 755a, Martial**  Irene Peirano  
A study of Martial’s epigrams. Topics include poetics and the book, sex and gender, the city of Rome, and Martial’s role in the history of the epigrammatic genre.

**LATN 759a, Latin Biography**  Andrew Johnston  
A reading of a variety of Latin biographies (and autobiographies) from the Augustan period to Late Antiquity in their cultural and political contexts. Selected readings from other ancient works and modern scholarship in English. Emphasis on the development of the genre, and the constructed distinctions between biography and historiography, such as purpose, themes, evidence, and rhetorical techniques.

**LATN 764b, Ovid’s Metamorphoses**  Joseph Solodow  
An intensive introduction to the *Metamorphoses*, with particular attention to questions of narrative, gender, politics, and literary history.

**LATN 786b, Roman Didactic, from Cato to Ovid**  Kirk Freudenburg  
A study of works of Latin prose and verse that purport to teach and convey expertise by adopting both the pose and methods of a teacher instructing students. The course studies the serious didactic works, in both prose and poetry, of Cato, Varro, Lucretius, and Vergil, as well as the mock didactic works of Horace and Ovid that make fun of the didactic form by exploiting its humorous potentials.

**LATN 790b, Latin Syntax and Stylistics**  Joseph Solodow  
A systematic review of syntax and an introduction to Latin style. Selections from Latin prose authors are read and analyzed, and students compose short pieces of Latin prose. For students with some experience reading Latin literature who desire a better foundation in forms, syntax, idiom, and style.