

CLASSICS

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UNDERGRADUATE PROGRAMS

The Department of Classics offers courses on all aspects of Greek and Roman culture: art and archaeology, cultural studies, history, language, literature, and philosophy. The department offers five majors in Classics (Ancient History, Classical Studies, Greek, Greek and Latin, and Latin) which vary in the number of language courses they require; each of these majors can be completed in conjunction with a second major in the sciences or in other humanities departments.

The major in Classics affords an opportunity to develop a competence in the classical languages; an appreciation, comprehension, and enjoyment of classical literature; and an understanding of the history and culture of the ancient world, and its connections with the present. The department encourages students who wish to do their major work in Classics and also students who wish to relate work in Classics to work in other departments.

BACHELOR OF ARTS

Prospective majors in Classical Studies, Greek, and Latin (options 1, 2, and 3) are encouraged to declare at the beginning of the junior year but are urged to discuss their plans with the Undergraduate Director as early as possible. Students who choose to major in Greek and Latin (option 4) should begin the curriculum as soon as possible, since it is difficult to complete the language requirements without an early start; those with no previous knowledge of Latin or Greek should begin study in the freshman year or as early as possible in the sophomore year.

To declare the major, a student must fill out the Declaration of Major form in the Registrar's Office and meet with the Undergraduate Director in the Department of Classics. At that time, the Undergraduate Director assigns each student a department adviser who helps to prepare a program of study; students should meet with their advisers at least once a quarter. Each student's progress towards fulfillment of the major requirements is recorded in a file kept in the main office. It is the student's responsibility to work with his or her adviser in keeping this file up to date.

The A.B. degree may be earned by fulfilling the requirements for one of the five following majors:

1. *Classical Studies:* at least 60 units, including at least two courses in Latin or Greek at the 100 level or higher, *or* one course in one of the languages at the 100 level or higher plus the series 1, 2, 3, or 51 and 52 in the other language (or an equivalent approved by the department). In addition, students are required to take the Majors Seminar (378-176) and at least one course in each of the following five groups: ancient history, art and archaeology, literature in translation, philosophy, religion and mythology. Students are strongly urged to meet with the Undergraduate Director to discuss options for pursuing a period of study in the Mediterranean region.

This major is recommended for students who wish to study the classical civilizations in depth but do not wish to study the languages

to the extent required by options 2, 3, and 4. It is not suitable for students who wish to do graduate work in Classics or to teach Latin or Greek in high school, as the language work is insufficient for these purposes.

2. *Greek:* at least 60 units, including a minimum of 31 units in Greek courses at the 100 level or higher (it is recommended that one of these courses be Greek 175A, although this course should not be taken until students have completed three years of Greek). In addition to courses in Greek, students are required to take the Majors Seminar (378-176) and at least one course in each of the following three groups: history and/or archaeology, literature in translation, and religion and/or philosophy. The introductory sequence (1, 2, 3; or 51 and 52) or one 100-level course in Latin is recommended. Beginning courses in Greek, if required, may be counted towards the total of 60 units. Relevant courses in other departments of the humanities may count towards the major with the consent of the Undergraduate Director. Students are strongly urged to meet with the Undergraduate Director to discuss options for pursuing a period of study in the Mediterranean region.
3. *Latin:* at least 60 units, including a minimum of 31 units in Latin courses at the 100 level or higher (it is recommended that one of these courses be Latin 175A, although this course should not be taken until students have completed three years of Latin). In addition to courses in Latin, students are required to take the Majors Seminar (378-176) and at least one course in each of the following three groups: history/archaeology, literature in translation, and philosophy/religion. The introductory sequence (1, 2, 3, or 51 and 52) or one 100-level course in Greek is recommended. Beginning courses in Latin, if required, may be counted towards the total of 60 units. Relevant courses in other departments of the humanities may count towards the major with the consent of the Undergraduate Director. Students are strongly urged to meet with the Undergraduate Director to discuss options for pursuing a period of study in the Mediterranean region.
4. *Greek and Latin:* at least 60 units, including 30 units in Greek courses and the same number in Latin. It is recommended that students take Greek 175A or Latin 175A (or both), although these courses should not be taken until students have completed three years of the respective language. All students are required to take the Majors Seminar (378-176); it is strongly recommended that students take a course in ancient history. Relevant courses in other departments of the humanities may count towards the major with the consent of the Undergraduate Director. Students are strongly urged to meet with the Undergraduate Director to discuss options for pursuing a period of study in the Mediterranean region.
5. *Ancient History Major:* at least 60 units of approved courses. All courses counted for the degree must be taken for a letter grade. Students must satisfy four requirements:
 - a) Writing in the Major (WIM) Requirement: this is fulfilled by taking the Majors Seminar (5 units), Interpreting Antiquity (378-176).
 - b) Depth Requirement: a major must take at least 40 units of ancient history and civilization courses, drawn from courses with 371 and 378 prefixes. The courses chosen must be approved in advance by the Undergraduate Director. With the approval of the instructor and the Undergraduate Director, students may substitute graduate seminars in ancient history for some of these courses.
 - c) Breadth Requirement: each student must take at least 4 units in each of the following areas—archaeology and art, comparative ancient civilizations, historical and social theory. The courses chosen must be approved in advance by the Undergraduate Director, and will normally be chosen from the list of recommended courses below:
 - 1) Archaeology and Art: for example, any course with the 372 prefix; Cultural and Social Anthropology 1/101, 90, 211; Archaeology 33; Art and Art History 100A, B, or C, 120A, 200, 200C.

- 2) Comparative Ancient Civilizations: for example, Anthropological Sciences 3, 7, 103, 106, 107, 108, 141, 150; History 192A.
- 3) Historical and Social Theory: for example, Cultural and Social Anthropology 1/101, 90; History 173C, 202, 206; Sociology 1, 110, 113, 140, 142, 170.

Students are strongly urged to meet with the Undergraduate Director to discuss options for pursuing a period of study in the Mediterranean region.

Note 1: University credit earned by placement tests or advanced placement work in secondary school is not counted towards any major program in the department; work done in other universities or colleges is subject to department evaluation.

Note 2: a letter grade is required in all courses taken for the major. No course receiving a grade lower than 'C' is counted toward fulfilling major requirements.

MINORS

The Undergraduate Director meets with each student who opts for a minor to discuss his/her chosen curriculum and assigns the student an adviser in the relevant field. Students are required to work closely with their advisers to create a cohesive curriculum within each area. Students may organize their curriculum according to different principles: for example, they may wish to focus on a specific historical period (Classical Athens, Imperial Rome), or on a specific theme or topic (women in antiquity). After consulting with the adviser, each student must submit (in writing) a "Proposed Curriculum" to the Undergraduate Director. Students may proceed with the minor when the Undergraduate Director has approved the proposal. Courses offered in Greek and Latin above the 100 level may count toward the minor, provided the subject matter is suitable.

All students minoring in Classics are required to take the Majors Seminar (378-176), Interpreting Antiquity, which is writing intensive.

Students may choose between three minors in Classics:

1. *Classical Languages*: students are required to take a minimum of five courses in Greek or in Latin plus the Majors Seminar (378-176). Students wishing to combine Greek and Latin may only do so if courses for one of the two languages are all above the 100 level; for example, Greek 51, 52, plus Latin 103, 111, 175.
2. *History*: students are required to take a minimum of five courses in history, art history, and archaeology plus the Majors Seminar (378-176). Courses offered in Latin and Greek that focus on historical topics or authors may count toward the minor.
3. *Literature and Philosophy*: students are required to take a minimum of five courses in classical literature or philosophy plus the Majors Seminar (378-176). Courses offered in Latin and Greek that focus on philosophical or literary topics or authors may count toward the minor.

HONORS PROGRAMS

A minimum grade point average (GPA) of 'B+' in Classics courses is required for students to enroll in the honors program. To be considered for honors in Classics, the student must select a professor who can supervise his or her honors thesis. Together with the supervisor, the student writes a two- to three-page proposal at the beginning of the senior year. The proposal should outline the project in detail, list relevant courses that have been taken, and name the supervisor. The department gives approval only if it is satisfied that the student has a sufficient basis of knowledge derived from department course work in the general areas the thesis covers (that is, course work in art, Greek, and/or Latin language, history, literature, philosophy, and so on). If the proposal is approved, the student may sign up for Undergraduate Thesis (378-199) during one or two quarters of the senior year for a maximum of 6 units a term, up to an overall total of 10 units. Honors are awarded only if the essay receives a grade of 'B+' or higher from the supervisor and a second reader.

HUMANITIES

For majors in Classics with appropriate interests, the honors program in Humanities is available, a description of which is found under the "Interdisciplinary Studies in Humanities" section of this bulletin.

OVERSEAS STUDIES

Funding—Students whose record in Classics indicates that they are fully qualified for a given program may apply for funding from the Department of Classics. Students must submit a proposal to the Undergraduate Director, which should include an itemized list of expenses based on the fees charged by the program (that is, room, board, tuition, and other expenses). Limited funding is available each year; preference is shown to students with strong records.

Programs—

1. *Rome*: Classics majors are encouraged to apply for the Intercollegiate Center for Classical Studies (ICCS) in Rome which is managed by Duke University for about 50 constituent colleges and universities. It is open to Stanford majors in Classics, History, and Art History. All courses receive full credit at Stanford and may be applied to the respective major. Students interested in this program should consult the Undergraduate Director and the ICCS representative in the Department of Classics as early as possible in their career at Stanford to plan their course preparation and application. Competition is strong and applicants are expected to have taken one or more courses in Roman history and at least two years of Latin before they arrive in Rome. Brochures are available at the department office.

Other programs offer a quarter, semester, or summer session in Rome. Interested students are urged to visit Bechtel International Center.

2. *Greece*: students are encouraged to apply for the summer session at the American School of Classical Studies in Athens. The school is recommended principally for Classics majors with at least two years of ancient Greek. A student wishing to apply should prepare by taking courses in Greek history, archaeology, and art; beginning Modern Greek is strongly recommended. Applicants should see the Undergraduate Director early in the academic year. Other programs offer a quarter, semester, or summer session in Greece. Interested students are urged to visit Bechtel International Center.

GRADUATE PROGRAMS

MASTER OF ARTS

University requirements for the master's degree are described in the "Graduate Degrees" section of this bulletin.

Students who have completed an undergraduate major in Classics (Greek and/or Latin) or its equivalent may be accepted as candidates for the A.M. degree in Classics or A.M. in Classics in the field of Greek or Latin, and may expect to complete the program in twelve months (usually three quarters of course work plus three months study for the thesis or examination). Students without an undergraduate major in Classics may also be accepted as candidates, though they may require a longer period of study before completing the requirements for the degree. These requirements are:

1. Attaining a standard of scholarship such as would be reached by three quarters of study in the department after fulfilling the requirements for an undergraduate major in the department. Normally, this means completing at least 18 units of graduate courses and 18 units of work at the 140 level or above.
2. Satisfactory completion of one Greek course at the 100 level (if the undergraduate major has been Latin) or one Latin course at the 100 level (if the undergraduate major has been Greek).
3. Passing an examination testing the candidate's ability to translate into English from a selected list of Greek and/or Latin authors.
4. Satisfactory completion of the 275A,B sequence in at least one language (Latin or Greek).
5. Writing a thesis, or passing of an examination on a particular author or topic, or having written work accepted by the graduate committee as an equivalent. Three completed and satisfactory seminar papers are normally an acceptable equivalent.
6. Reading knowledge of French or German.
7. Completion of a Program Proposal for a Master's Degree form in the first quarter of enrollment.

Candidates for the Ph.D. degree may also (on the recommendation of the department) become candidates for the A.M. degree. In their case, requirement '5' above is waived provided that they have completed some work *beyond* the course requirements listed under requirements '1' and '2' above.

DOCTOR OF PHILOSOPHY

University requirements for the Ph.D. are described in the "Graduate Degrees" section of this bulletin.

All candidates for the Ph.D. degree in Classics must fulfill the following requirements:

1. Complete at least three years (nine quarters) of full-time work, or equivalent, in study beyond the bachelor's degree. This must include the 207-208 sequence (unless the student is exempted by examination) and the 275A,B sequence, and normally at least twelve graduate seminars acceptable to the department, in addition to the doctoral dissertation. At least three consecutive quarters of graduate work and the final units of credit in the program must be taken at Stanford. More detailed information on the Ph.D. program is available from a brochure in the Department of Classics office.
2. Candidates are required to pass examinations as follows:
 - a) Reading examinations in French and German. In some circumstances Italian may be substituted for French. Students should plan to satisfy this requirement as soon as possible, normally no later than the end of the second year.
 - b) Translation examinations into English from a prepared set of Greek and Latin authors. These examinations must be taken at the end of the first year and at the end of the second year as part of the requirement for the 207-208 sequence.
 - c) General examinations in four of the following fields: Greek literature, Latin literature, ancient philosophy, Greek history, and Roman history. At least one field must be historical and another must be literary, and at least one field must be Greek and another must be Latin or Roman. Students select the fields in consultation with the Graduate Director no later than June of the second year of graduate study. Three of the fields are tested by written examination combined with a supplemental general oral examination. General examinations must be taken in October of the third year.
 - d) The University oral examination on the candidate's dissertation. The examinations, in translation from Greek and Latin authors, must be taken at the end of the first and at the end of the second year of graduate work, the general written and oral examinations in October of the third year, and the University oral examination at the end of the dissertation. In preparing for the general examinations, candidates are expected to make full use of relevant secondary material in modern languages. They should therefore plan to satisfy the requirements in French and German as soon as possible, preferably before the translation examinations. Except in very special circumstances, candidates may not take the general examinations until the modern language requirements have been completed.
3. Each candidate, after passing the general examination, selects a dissertation director who must be a member of the Academic Council. In consultation with the dissertation director, the candidate prepares a statement of the dissertation topic to be submitted for approval by the Graduate Committee. When the statement of the dissertation topic has been approved, the candidate, the dissertation director, and the Graduate Committee collaborate to select an appropriate dissertation committee. Two of the three members of the reading committee, including the chair, must be members of the Academic Council.
4. All students are required to undertake the equivalent of four one-quarter courses of teaching under department supervision. This teaching requirement is normally completed during the second and third years of study.

Ph.D. MINOR

For a graduate minor, the department recommends at least 20 units in Latin or Greek at the 100 level or above, and at least one course at the graduate (200) level.

CLASSICS AND A MINOR FIELD

The Ph.D. in Classics may be combined with a minor in another field, such as anthropology, history, humanities (see below), classical linguistics (see below), or philosophy. Requirements for the minor field vary, but might be expected to involve about six graduate-level courses in the field and one written examination, plus a portion of the University oral exam. Such a program is expected to take five years. The department encourages such programs for especially able and well prepared students and is normally able to offer one fellowship each year to support a student in the fifth year of a combined program. The following timetable would be typical for a five-year program:

First Year: course work, almost entirely in Classics. One translation exam taken in June. One or both modern language exams taken.

Second Year: course work, both in Classics and the minor field. Second translation exam completed. French and German exams completed.

Third Year: course work, both in Classics and the minor field. General examinations in Classics.

Fourth Year: remaining course work, both in Classics and the minor field.

General examination in the minor field. Preparation for dissertation.

Fifth Year: dissertation, University oral examination.

GRADUATE PROGRAM IN HUMANITIES

The Department of Classics participates in the Graduate Program in Humanities leading to the joint Ph.D. degree in Classics and Humanities. For a description of that program see the "Interdisciplinary Studies in Humanities" section of this bulletin.

COMPARATIVE LITERATURE

The Department of Classics cooperates closely with the graduate program in the Department of Comparative Literature. Interested students should consult the chair of the department.

COURSES

(WIM) indicates that the course meets the Writing in the Major requirements.

GREEK

UNDERGRADUATE

Students whose major work is in another department and who wish to fulfill a departmental foreign language requirement by taking Greek should consult their department advisers to determine the precise nature of that department's requirements.

Courses in Greek all have department prefix 373.

1. First-Year Greek—For beginners.
5 units, Aut (Teiman)

2. First-Year Greek—Continuation of 1.
5 units, Win (Tieman)

3. First-Year Greek—Continuation of 2.
5 units, Spr (Tieman)

10. Intensive First-Year Greek—Intensive beginning Greek equivalent to 1, 2, 3. The goal is the reading of easy classical or New Testament Greek by the end of the quarter. Short readings in philosophical Greek.
8-9 units, Sum (Staff)

51. First-Year Greek—Accelerated.
10 units, given 2001-02

- 52. First-Year Greek**—Accelerated. Continuation of 51.
10 units, given 2001-02

INTERMEDIATE/ADVANCED

Students are admitted to these courses by completing Greek 3, 10, or 51-52, or on the basis of previous work done in secondary school or elsewhere. Usually two to three years of secondary school Greek qualifies a student for 101, three to four years for 111. Students with previous knowledge of Greek should consult the Undergraduate Director in Classics to determine the course for which they are best suited.

Students whose major work is in another department and who wish to fulfill a departmental foreign language requirement by taking Greek should consult their department advisers to determine the precise nature of that department's requirements. Most departments are satisfied if part of the series 101, 102, 103 is completed.

- 101. Second-Year Greek**—Selections from Plato, Xeophon, Lucian.
5 units, Aut (Rogers)
- 102. Second-Year Greek**—Greek Tragedy, one play.
5 units, Win (Martin)
- 103. Second-Year Greek**—Homer, selected books from the *Odyssey*.
5 units, Spr (Alonge)
- 104. New Testament Greek**
2-3 units, given 2001-02
- 111. Third-Year Greek**—Poetry.
3-5 units, Aut (Alonge)
- 112. Third-Year Greek**—Scientific writing.
3-5 units, Win (Netz)
- 113. Third-Year Greek**—Plato.
3-5 units, Spr (Romano)

175/275A,B. Greek Syntax—(First-year graduate students register for 275.) The nuances of Greek syntax and style, the stylistic analysis of selected prose authors, techniques of sight-translation, and the writing of idiomatic Greek prose. Begins the 5th week of the Winter Quarter and continues through the end of the Spring Quarter. Prerequisite for undergraduates: three years of Greek.

2 units, Win (Syed) (5weeks)
4 units, Spr (Stephens)

- 370. Advanced Greek Prose or Verse Composition**
2-3 units, given 2001-02

LATIN

UNDERGRADUATE

Students whose major work is in another department and who wish to fulfill a departmental foreign language requirement by taking Latin should consult their department's advisers to determine the precise nature of those requirements. Most departments are satisfied if part of the series 101, 102, 103 is completed.

Courses in Latin have department prefix 375.

- 1. First-Year Latin**—For beginners.
5 units, Aut (Serfass)
- 2. First-Year Latin**—Continuation of 1.
5 units, Win (Serfass)
- 3. First-Year Latin**—Continuation of 2.
5 units, Spr (Serfass)

- 10. Intensive First-Year Latin**—Intensive beginning Latin equivalent to 1, 2, 3; or 51 and 52. The goal is the reading of easy Latin prose and poetry by the end of the quarter.

8-9 units, Sum (Staff)

- 51. First-Year Latin**—Accelerated.
10 units, given 2001-02

- 52. First-Year Latin**—Accelerated; continuation of 51.
10 units, given 2001-02

INTERMEDIATE/ADVANCED

Students are admitted to these courses by completing Latin 3, 10, 51, and 52, or on the basis of previous work done in secondary school or elsewhere. Usually two to three years of secondary school Latin qualifies a student for 101, three to four years for 111. Students with previous knowledge of Latin should consult the Undergraduate Director in Classics to determine the course for which they are best suited. Students whose major work is in another department and who wish to fulfill a departmental foreign language requirement by taking Latin should consult their department's advisers to determine the precise nature of those requirements. Most departments are satisfied if part of the series 101, 102, 103 is completed.

- 101. Second-Year Latin**—Poetry and prose of the Republic.
5 units, Aut (Kleps)
- 102. Second-Year Latin**—Poetry and prose of the Empire.
5 units, Win (Connolly)
- 103. Second-Year Latin**—Selections from Vergil, *Aeneid*, selected books.
5 units, Spr (Lavigne)
- 111. Third-Year Latin**—Poetry, lyric.
3-5 units, Aut (Kelly)
- 112. Third-Year Latin**—Poetry.
3-5 units, Win (Lavigne)
- 113. Third-Year Latin**—Poetry.
3-5 units, Spr (Rogers)

175/275A,B. Latin Syntax—(First-year graduate students register for 275.) Intensive review of Latin syntax. Begins in Autumn Quarter and ends the 5th week of the Winter Quarter. Prerequisite for undergraduates: minimum of three years of Latin.

4 units, Aut (Devine)
2 units, Win (Devine) (five weeks)

- 370. Advanced Latin Prose or Verse Composition**
2-3 units, any quarter (Staff)

GRADUATE

These courses have department prefix 378.

205A,B. The Semantics of Grammar—Supplements Latin and Greek 275, providing an introduction to the grammatical encoding of semantic and informational meaning. Topics: case, gender, tense, and aspect. A theoretical background for teachers of Greek and for the analysis of literary and non-literary texts.

2 units, Aut (Devine)
1 unit, Win (Devine)

207A,B,C, 208A,B,C. Survey of Greek and Latin Literature—Required two-year sequence focusing on the origins, development, and interaction of Greek and Latin literature, history, and philosophy. Greek and Latin material are taught in alternate years.

207A. Republican Latin

4-5 units, Aut (Syed)

207B. Augustan Age

4-5 units, Win (Barchesi)

207C. Imperial Latin

4-5 units, Spr (Connolly)

208A. Archaic Greek

4-5 units, given 2001-02

208B. Classical Greek

4-5 units, given 2001-02

208C. Hellenistic and Latin Greek

4-5 units, given 2001-02

Some of the above courses may be continued the following quarter by arrangement with the instructor. This usually requires the writing of an extended research paper based on work directly related to the course.

COURSES IN TRANSLATION**UNDERGRADUATE**

These courses have department prefix 378.

1. An Introduction to Ancient Egyptian Hieroglyphics—The ancient Egyptian writing system had more than 3,000 years of continuous development covering stories, letters, and documents concerning the history of women, law, economics, and medicine. Introduces the language and its scripts to be able to read basic texts and inscriptions. Focus is on the legacy of the ancient Egyptian language and Egyptian texts to the classical world and beyond.

3-4 units, given 2001-02

2. Introduction to Coptic—The Coptic language is the final stage of ancient Egyptian. It is a key language for the study of early Christianity and the survival pagan culture in Egypt, and the key to the decipherment of the Rosetta Stone and Egyptian hieroglyphic writing. Emphasis is on basic grammar and, as time permits, some important literatures preserved in Coptic (the New Testament and the "Saying of the desert fathers").

3-4 units, given 2001-02

8. Ancient Policies: Practices of Citizenship in Greece and Rome—It is common, especially in the U.S., to hear complaints about the decline of civic identity and the demise of the responsible citizen. What do these phases mean? How do we define the ideal citizen? The theoretical and practical debates over the virtues, responsibilities, and risks of citizenship in a range of ancient texts: ancient drama, political speeches, Plato's *Republic*, Aristotle's *Politics*, Cicero's treaties on government, Plutarch's biographies, and a section of readings on ancient education. Readings in English.

3-4 units, Win (Connolly)

12. Greek Tragedy—The tragedies produced in 5th-century Athens represent a moment in the history of human creativity. Twelve plays by Aeschylus, Sophocles, and Euripides are studied with Aristotle's *Poetics* and Aristophanes' *Frogs*. Emphasis is on the range and depth of Greek tragedy, the power and complexity of the poetry, the connections to 5th-century social and political issues, and the performance conditions and conventions of the ancient theater. GER:3b (DR:9)

3-5 units, Spr (McCall)

18. Greek Mythology—The heroic and divine in the literature, mythology, and culture of archaic Greece. Interdisciplinary approach to the study of individuals and society. Illustrated lectures. Selected readings, in translation, of Homer, Hesiod, Herodotus, and the poets of lyric and tragedy. GER:3a (DR:8)

3-4 units, Spr (Syed)

22N. Stanford Introductory Seminar: Technologies of Civilizations, Writing, Number, Money—Preference to freshmen. For 5,000 years, civilization has been growing at an exponential rate. The keys to this

growth were the technologies of civilization, writing, number, and money, enabling the creation of complex societies and enhancing human cognition itself. Focus is on the role of cognition in shaping history and the role of history in shaping cognition. The perspective is global, emphasizing Western tradition and its ancient Greek roots. GER:3b (DR:9)

3-4 units, Aut (Netz)

23N. Stanford Introductory Seminar: Cross Cultural Perspectives of Love—Preference to freshmen. Love and its accompanying gender dynamics are examined from a variety of perspectives and in different historical and cultural contexts. Texts: ancient Roman poetry, Ovid's poem the *Art of Love*, Choderlos de Laclos' novel *Dangerous Liaisons*, Plato's *Symposium*, Freud's theory of love, Jessica Benjamins' *The Bonds of Love*, and Foucault's *History of Sexuality*. The relative merits of theoretical vs. literary accounts of love, the concept of romantic love and women's desire, the cultural roots of romantic love in contemporary society, its cultural boundaries and its underlying gender organization. GER:3a,4c (DR:8†)

3-4 units, Aut (Syed)

30Q. Stanford Introductory Seminar: Literature and Culture of Modern Greece—Preference to sophomores. Focus is on modern Greece since its establishment as a nation. Literary works of prominent authors, films, and documents highlight issues related to Greek institutions, social structures, traditions, and culture. Emphasis is on topics of ethnicity, Greek heritage and national identity, kinship and gender issues, and migration patterns.

3-5 units, Aut (Prionas)

116/216. Eros, Mathematics, and Reality: Reading of Plato—Two routes led Plato into higher reality: Eros (*Symposium*, *Phaedrus*) and mathematics (*Republic*, *Timaeus*). By following the two routes we understand what Plato's higher reality was like. GER:3b (DR:9)

3-4 units, Win (Netz, Moravcsik)

117. Gender, Violence, and the Body in Ancient Religion—How did the Ancient Greeks organize their communal response to family conflict, political compensation, war, marriage and death? What was it like to live in a city where all those responses were organized along gender lines? Tragedies and comedies from ancient Athens, and the writings of some ancient philosophers, poets, and modern thinkers are explored to understand how a sophisticated pre-technological people used religious ritual to maneuver within a strictly segregated sex-gender system that simultaneously exacerbated the psychic tensions of social life, and afforded them some measure of healing. GER:4c (DR:†)

3-4 units, Aut (Gleason)

119. Gender and Power in Ancient Rome—GER:3a,4c (DR:8†)

3-4 units, Win (Stephens)

130. Singers of Tales: Ancient and Contemporary Epic in Action—Epics from four contemporary non-Western cultural areas help to understand the ways in which this social poetry reflects and molds the thinking of its audiences and practitioners in many parts of the world today. The content and varied methods of epic performance in Egypt, among the Nyanga of Africa, in Central Asia, and in north and central India. Emphasis is ethnographic and aesthetic: on the epic as crafted, meaning-rich performances, and on the role of such performances in the everyday life of common people. GER:3a,4a (DR:2 or 8)

3-4 units, Aut (Martin)

133. Invention of Science—Does science have to be the way is it? Does it have to be at all? Science as we know it was created in the ancient Greek world. The Greeks invented powerful concepts such as Nature and Rationality, and Proof, and the Greeks created a whole range of fields from biology to geometry. The Chinese had a separate invention of science. The two are compared and assessed to the extent to which

contemporary science is still “Greek science.” GER:3b (DR:9)
3-4 units, Aut (Netz)

139. Medicine in Ancient Greece and Rome—Contemporary medical practice traces its origins to the creation of “Scientific Medicine” by Greek doctors, e.g., Hippocrates and Galen. Is this something modern medicine can be proud of? The scientific achievements and the ethical limitations of ancient medicine are compared. Contemporary ideas and practices that had their beginning in the ancient world, a world where “scientific medicine” was no more than another form of “alternative medicine.” Scientific medicine had to compete in the marketplace of ideas, struggling to be recognized where the boundaries between the scientific and social aspects of medicine were difficult to draw. This background for the creation of modern medicine helps us understand better the interaction between medicine and society in our own culture.
4 units, given 2001-02

169. Introduction to the Ethics of Socrates, Plato, and Aristotle—The ethical philosophy of Socrates, Plato, and Aristotle, and its relation to traditional Greek notions of goodness and happiness. The ideological systems (gender, sexuality, race, and class) which these thinkers set out to corroborate or contest. The nature of philosophic language and its relation to other kinds of discourse (especially poetry and rhetoric).
4-5 units, given 2001-02

176. Majors Seminar: Interpreting Antiquity—The literary history of Greek and Roman poetry. Discussions of epic, lyric and dramatic texts “interpret antiquity.” Attention is given to traditional issues that have occupied the discipline of classics and to new issues and questions. (WIM)
3-5 units, Spr (McCall)

CLASSICS/HISTORY

These courses have department prefix 371.

19N. Stanford Introductory Seminar: Horace, Kipling and Imperialism, Songs, and Law—Preference to freshmen. British thinking about empire in the 19th century, when admission to the army and the Indian Civil Service depended heavily on success in examinations in Latin, was influenced by ideas in prescribed school texts, e.g., the *Odes* of Horace. Horatius Flaccus, son of a freedman and on the wrong side at Philippi, and his admirer Rudyard Kipling, a myopic journalist excluded from athletic or military pursuits, are unlikely prophets of empire. Kipling refers to Horace throughout his life as a writer, often parodies him, and was one of those responsible for the spoof “fifth book of Horace’s *Odes*. The “dialogue” between the two about defeat, victory, and right conduct is an interesting literary and historical study. Students explore Horace’s *Odes* (in translation) and a selection of Kipling’s writings in prose and verse. GER:3a (DR:8)
3-4 units, Win (Treggiari)

31A,B. Ancient Empires—(Enroll in Introduction to the Humanities 31A,B.)
5 units, Win (Morris)
Spr (Trimble)

32A,B. Serious Laughter, Fantasy, and Invective in Ancient Greece and Beyond—(Enroll in Introduction to the Humanities 32A,B.)
4-5 units, Win (Martin)
Spr (Connolly)

101A. Reading Tutorial in History—In Greek.
3-4 units, any quarter (Staff)

102. Roman History I: The Republic—How did Rome grow from a village to the capital of a Mediterranean empire? The underlying factors of culture, customs, and structures of Rome in the context of a world of tribes and city-states. GER:3a (DR:8)
4-5 units, Win (Treggiari)

103. Roman History II: The Empire—The Roman Empire from the dictatorship of Julius Caesar and the Principate of Augustus through the consolidation of the system and the brink of its later crisis. Emphasis is on the achievement of Augustus in establishing a constitutional system, the Principate, which gave relative peace and security to the Roman world for 250 years; the subsequent history of the Julio-Claudian dynasty; the life and culture of the empire (Mediterranean lands and Europe) during the first two centuries A.D.; and the contribution of Rome to the cultures of western Europe and its successors (e.g., literature, architecture, law, the transmission of Greek and Judeo-Christian ideas, and the acculturation of Romans to non-Romans and the non-transmission of Roman culture elsewhere). Contemporary texts and archaeological data where possible. GER:3a (DR:8)
4-5 units, Spr (Treggiari)

105. History and Culture of Egypt—Survey of the history and culture of ancient Egypt from the pre-dynastic, 3100 B.C., through the early Christian period, A.D. 500. Emphasis is on historical development and continuity and the contribution of Egyptian culture to other Mediterranean societies. GER:3a,4a (DR:2 or 8)
4-5 units, Spr (Manning)

108A. Reading Tutorial in Late Antiquity—In Greek or Latin.
3-4 units, any quarter (Staff)

180. The Logic of History—How can we understand the human past? Ideas have changed so much in the past 30 years that some critics suggest that we no longer write history. How do historians advance and sustain arguments? What is historical evidence, and how do historians make sense of it? What rules of argument apply in different kinds of history and how do these differ from those found in other parts of the social sciences and humanities? What is historical truth? Can we ultimately make sense of the past? GER:3a (DR:8)
5 units, Win (Morris)

CLASSICS, ART/ARCHAEOLOGY

Courses in Classical Art and Archaeology have department prefix 372.

10N. Stanford Introductory Seminar: Introduction to Archaeological Thought—Preference to freshmen. Intended as one of the pilot core courses for the new undergraduate program in archaeology. A history of archaeological thought since the 16th century, emphasizing the changes over the last 50 years, and providing an intellectual framework for understanding contemporary archaeology, where it has come from and where it is going. The context is explored for what are seen as the “big” subjects of archaeology (early hominids, the emergence of agriculture, cities and complex society, the ancient empires, global difference, and changing patterns of everyday life). GER:3b (DR:9)
3-4 units, Win (Shanks)

129. Materials in Archaeology and their Survival—Archaeological artifacts from Old and New World antiquity are most often found in ceramic, stone, metal, glass, textiles, wood products, bone, and related organics. Artifacts may be in composite forms of multiple materials, studied with the appropriate technology to produce selected artifacts and the long-term characterizations through durability, workability, availability, etc. The survival of each material is examined in the context of environmental factors that enhance or detract from preservation and in the presence of water, heat, temperature, oxidation, etc. Weekly labs and workshops.
3-4 units, Aut (Hunt)

100A/200A. Archaic Greek Art—(Same as Art and Art History 101/301.)
4 units, Aut (Maxmin)

100B/200B. Classical and Hellenistic Greek Art—(Enroll in Art and Art History 102/302.)
4 units, Win (Maxmin)

100C/200C. Roman Art—(Same as Art and Art History 104/304.)
4 units, Spr (Maxmin)

202C. Colloquium: Aspects of Later Greek Art—(Same as Art and Art History 201.)
4 units (Maxmin) not given 2000-01

INDIVIDUAL STUDY

These courses have department prefix 378.

160. Directed Reading (Undergraduate)
1-15 units, any quarter (Staff)

199. Undergraduate Thesis
6-10 units, any quarter (Staff)

260. Directed Reading (Graduate)
1-15 units, any quarter (Staff)

360. Dissertation Research
1-15 units, any quarter (Staff)

GRADUATE SEMINARS

Graduate seminars vary each year. The following are given this year.

ANCIENT HISTORY (371)

300. The Problem of the East in Archaic Greece—Around 1000 B.C., Greece was virtually cut off from Egypt and the Near East; three centuries later, every aspect of Greek life was permeated by the east, and a full blown “orientalizing” movement was underway. Emphasis is on the poetry, archaeology, and art history of archaic Greece. Why were the archaic Greeks so bitterly divided over the meanings of the east and its place in the good society? Why has the question of the relationships between the Greeks and the east caused such anxieties among modern scholars? Methodological questions are raised about how to analyze and integrate material and textual data, and theoretical questions about how to ground discursive conflicts in material forces.
4-5 units, Spr (Morris)

389. Approaches to Roman History, Cicero—Open to Ph.D. candidates from other departments, advanced Classics majors, and others. Introduction to the subject matter, problems, and methods of Roman historians. Student presentations (orally and in writing) are chosen in the light of their interests and previous experience with some focus on texts that form part of the Classical reading list and on preparation for the General Examination. Emphasis is on the letters and speeches of Cicero from c. 68 to c. 49 B.C. Texts in Latin, translation, or both.
4-5 units, Spr (Treggiari)

ART AND ARCHAEOLOGY (372)

300. The Problem of the East in Archaic Greece—See Ancient History above.
4-5 units, Spr (Morris)

305. Corinth: A Case Study in Archaeology—The case study of a Greek city state of the mid-1st millennium B.C. is used to explore effective research design and implementation in archaeology. Corinth provides a detailed and substantive introduction to the early years of the city and state in the Mediterranean, while its study provides models of source criticism, archaeological survey and fieldwork, and the interpretation of material culture. Emphasis is on the articulation of theory and practice and complementary use of cross-disciplinary quantitative and qualitative methodologies.
4-5 units, Spr (Sanks)

306. Archaeologies of the Contemporary Past—Traces of the past are all around us. They are growing in significance as sources of security and identity, personal and cultural. What is being done with the remains of the

past? Topics: collections (museums, antiques, memorabilia); time, ruin, and the modern imagination; photography; forensic science; metaphors of depth, traces and excavations; tourism and the culture industry; the anthropology of everyday life. Case studies in museum interpretation, battlefield archaeology, oral history, autobiography, walking and rambling, tour guides and travel writing, land art, experimental theater, the analysis of garbage, gothic fiction, and polar exploration.
5 units, Win (Shanks)

307. Art and Text in the Roman World—Roman culture was profoundly shaped by stories and symbolic frameworks articulated and experienced through visual images, ritual, text, spectacle, and performance. Scholars have access to this world primarily through written sources and visual imagery, but disciplinary divides mean that these are difficult to juxtapose with rigor or depth. The relationship of text and art is examined in terms of collective knowledge among makers and audiences, shared structural features, and issues of audience. Potential themes: visual and textual literacies, aesthetics, narrative, cultural identity and politics, memory and appropriation.
5 units, Win (Trimble)

GREEK (373)

300. Poetics of the *Iliad*—Focus is on selected books of the poem in Greek (1, 3, 6, 9, 10, 11, 16, 18, 24) while reading the entire poem in English. Emphasis is on learning in detail Homeric conventions of verse-making, scene-construction, characterization, and motif, and applying these to the interpretation of the poem. The relations of Homeric epic to Cyclic material; inter- and intratextuality; the definition of the formula, the textual transmission of the poem as it affects our knowledge of conventions; traditional referentiality; myth, ritual, and poetry interconnections.
5 units, Aut (Martin)

301. Greek Religion: The Public Record—Studying Greek writing in the service of religion: dedications, monuments, markers of sacred boundaries, sacrificial calendars, purification rules, sacred inventories, prescriptions and records of festivals, gold tablets to accompany the dead, etc.
5 units, Win (Jameson)

LATIN (375)

307. The Augustan Age
5 units, Win (Barchiesi)

GENERAL (378)

306. The Problem Plays in Greek Tragedy—Four plays, Sophocles’ *Electra* and *Philoctetes*, and Euripides’ *Alcestis* and *Electra*, have differences of interpretation so vast as to be chaotic. Some parts of the texts are selected, practicing textual criticism. Discussions and debates on the meanings of the plays, and formulating the key issues in these magnificent but elusive dramas.
5 units, Win (McCall)

AFFILIATED DEPARTMENT OFFERINGS

COMPARATIVE LITERATURE

314. Epic and Empire
5 units, Spr (Parker)

CULTURAL AND SOCIAL ANTHROPOLOGY

137. Introduction to Skills in Archaeology
5 units, Spr (Hodder)

259. Approaches to the Body
5 units, Spr (Hodder)

273. Introduction to Archaeological Theory
5 units, Aut (Hodder)