

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 B.A. 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 (CLASSGEN-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 stu-

dents 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 (CLASSGEN-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 (CLASSGEN-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 (CLASSGEN-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 (CLASSGEN-176).
 - b) Depth Requirement: a major must take at least 40 units of ancient history and civilization courses, drawn from courses with CLASSHIS and CLASSGEN 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 CLAS-SART 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 who minor in Classics are required to take the Majors Seminar (CLASSGEN-176), 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 (CLASSGEN-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 (CLASSGEN-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 (CLASSGEN-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 (CLASSGEN-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 De-

partment 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.
- 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 M.A. degree in Classics or M.A. 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 25 units of graduate courses and 20 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 M.A. 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 135 units of academic credit 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.
 - c) General examinations in four of the following fields: Greek literature, Latin literature, ancient philosophy, Greek history, and Roman history. 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.
5. A typical program for a graduate student in Classics is as follows. First year: 275A,B Latin (6 units), 275A,B Greek (6 units), 205A,B Semantics (3 units), either 207A-C or 208A-C Literature Survey (offered alternate years) (15 units), and three elective seminars (12-15 units). Second year: either 207A-C or 208A-C Literature Survey (offered alternate years) (15 units), five to nine elective seminars (20-45 units), and one to three Teaching Assistantships (9-27 units). Third year: three to eight elective seminars (12-40 units), one to three Teaching Assistantships (9-27 units). Fourth year: three quarters of predoctoral dissertation research assistantship (27 units).

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 CLASSGRK.

1. First-Year Greek—For beginners.

5 units, Aut (Tieman)

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 2002-03

- 52. First-Year Greek**—Accelerated. Continuation of 51.
10 units, given 2002-03

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, Xenophon, Lucian.
5 units, Aut (*Dumbra*)

- 102. Second-Year Greek**—Greek Tragedy, one play.
5 units, Win (*Alonge*)

- 103. Second-Year Greek**—Homer, selected books from the *Odyssey*.
5 units, Spr (*Rogers*)

- 111. Third-Year Greek**—Poetry.
3-5 units, Aut (*Smith*)

- 112. Third-Year Greek**—Scientific writing.
3-5 units, Win (*Rogers*)

- 113. Third-Year Greek**—Plato.
3-5 units, Spr (*Kelly*)

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 (*Stephens*) (5 weeks)

4 units, Spr (*Stephens*)

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 CLASSLAT.

- 1. First-Year Latin**—For beginners.
5 units, Aut (*Monaghan*)

- 2. First-Year Latin**—Continuation of 1.
5 units, Win (*Monaghan*)

- 3. First-Year Latin**—Continuation of 2.
5 units, Spr (*Monaghan*)

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, Win (*Devine*)

- 52. First-Year Latin**—Accelerated; continuation of 51.
10 units, Spr (*Devine*)

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 (*Nelson*)

- 102. Second-Year Latin**—Poetry and prose of the Empire.
5 units, Win (*Kelly*)

- 103. Second-Year Latin**—Selections from Virgil, *Aeneid*, selected books.
5 units, Spr (*Folch*)

- 111. Third-Year Latin**—Poetry, lyric.
3-5 units, Aut (*Hawkins*)

- 112. Third-Year Latin**—Poetry.
3-5 units, Win (*Folch*)

- 113. Third-Year Latin**—Poetry.
3-5 units, Spr (*Alonge*)

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 CLASSGEN.

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**
5 units, given 2002-03

- 207B. Augustan Age**
5 units, given 2002-03

- 207C. Imperial Latin**
5 units, given 2002-03

- 208A. Archaic Greek**
5 units, Spr (*Martin*)

208B. Classical Greek*5 units, Aut (McCall)***208C. Hellenistic and Late Greek***5 units, Spr (Stephens)*

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 CLASSGEN.

1N. 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 on the history of women, law, economics, and medicine. Introduction to the language and its scripts to be able to read basic texts and inscriptions. Focus is on developing essential vocabulary used in hieroglyphic texts and hieroglyphic signs. The legacy of the ancient Egyptian language and Egyptian texts to the classical world and beyond.

3-4 units, Win (Manning)

15N. Stanford Introductory Seminar: Ecology in Philosophy and Literature—(Same as Comparative Literature 15N.) Preference to freshmen. The basic principles of ecological thinking and the ways that different writers represent and relate to the natural world. What is nature, and where do humans fit in the natural world? How exactly do humans differ from other animals? Do these differences make us superior beings? What are our ethical responsibilities towards the earth and its inhabitants? In what ways have the technologies of writing, television, and computers affected humankind's relationship to the natural world? What is "ecological wisdom" and how does it differ from scientific and philosophic knowledge? Readings: work on eco-feminism and deep ecology. Seminal writers: Thoreau, Emerson, Darwin, Conrad, Heidegger, and Edward Abbey.

3-4 units, Aut (Nightingale)

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

3-4 units, Spr (Martin)

66. Herodotus—Herodotus of Halicarnassus (c. 485-425 B.C.) was not the first Greek historian, but his great work, seeking ostensibly to explain the conflict between Greece and the Persian empire, is arguably the greatest work of history from the ancient world and stands at the beginning of the practice of historical science. Focus is on his methodology and legacy.

3-4 units, Spr (Manning)

119. Gender and Power in Ancient Rome: Space, Power and Society—Famous for spectacular wealth and squalid, bloodthirsty entertainments and religious piety, Imperial Rome was the largest city in the ancient world, with a population of about one million. How and why did this city grow so large? How did it sustain itself? Why was this grossly inefficient way to organize human existence prompted and supported by the state? What was it like to live there? These questions are answered by gender analysis and the study of space. How gender and power interacted in the organization of life and death; urban design and supply systems; domestic, commercial, and religious space; public spectacles; and sex in the city. GER:3a,4c

3-4 units, Win (Trimble)

151. Ancient Politics: Practices of Citizenship in Greece and Rome—(Same as 251.) 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 phrases 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 treatises on government, Plutarch's biographies, and a section of readings on ancient education. Readings in English. GER:3b

3-5 units, Aut (Connolly)

176. Majors Seminar: Interpreting Antiquity—The literary history of Greek and Roman poetry. Discussions of epic, lyric, and dramatic texts "interpret antiquity." Attention to traditional issues that have occupied the discipline of classics and to new issues and questions. (WIM)

*3-5 units, Win (Stephens)***CLASSICS/HISTORY**

These courses have department prefix CLASSHIS.

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, Rome, and Beyond—(Enroll in Introduction to the Humanities 32A,B.)

*5 units, Win (Martin)**Spr (Connolly)*

101. History of Greece—(Same as History 101.) Greek culture changed the world: Greek history from the palaces of the Late Bronze Age through Alexander the Great's conquest of Persia, surveying the economics, society, culture, and technology. Why Greek culture combined unusual freedom for ordinary men with large-scale chattel slavery and extreme gender ideologies; the origins and practices of democracy; and relations with non-Greek peoples. Focus is on the original ancient sources and the archaeological remains. GER:3b

3-4 units, Aut (Morris)

103. Roman History II: The Empire—From Gibraltar to the Euphrates, all of the West's known world once was Rome. What were the historical myths, educational practices, and social ambitions that shaped the urban elites holding this vast patchwork together? What were the urban spaces and spectacles like that made so many cities Roman? What can we find out about the life of the millions who toiled in the army and in the agricultural hinterlands? Focus is on the idealized Republican past, the Julio-Claudian dynasty, the High Empire, and Early Christian resistance to the Roman State. GER:3b

3-4 units, Spr (Gleason)

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, 500 A.D. Emphasis is on historical development and continuity and the contribution of Egyptian culture to other Mediterranean societies. GER:3b,4a

4-5 units, Spr (Manning)

108A. Reading Tutorial in Late Antiquity—In Greek or Latin.

3-4 units, any quarter (Staff)

171. Alexander the Great and the Hellenistic World—When Alexander the Great swept through and conquered the Persian empire at the end of the 4th century B.C., it touched off massive changes in the political and socioeconomic structure of the Mediterranean world. Focus is on the major developments in the history, culture, and economy of the Mediterranean world from these conquests of Alexander to the annexation of Egypt by Augustus in 30 B.C. GER:3b

3-4 units, Win (Manning)

180. Undergraduate Colloquium: The Logic of History—(Same as History 206/306.) How do historians know what happened in the past? How historians build and defend their descriptions and explanations. Classic accounts by major historians explain how they claim to know what they say they know. Examples of different ways of making arguments: traditional narratives, socioscientific model building, counterfactual propositions, social evolution, cultural history, and postmodern history. Focus is on laying bare the assumptions that historians make, how historians think about the relationships between evidence and arguments, and how they defend the truthfulness of the claims they make about the world, if, indeed, they can. GER:3b

5 units, Win (Morris)

CLASSICS, ART/ARCHAEOLOGY

Courses in Classical Art and Archaeology have department prefix CLASSART.

11N. Stanford Introductory Seminar: Archaeologists and Anti-quarians—Preference to freshmen. Archaeology is a maturing science and interdisciplinary field. Nations often focus on archaeological sites and finds, material remains of pasts valued for what they signify to the present. The early years of archaeological projects, from the 16th-18th century: art, historical interest in the ancient world, and the classical tradition are connected to the development of the topographical and field survey in northern Europe, and aristocratic collections with the emergence of the experimental method in the natural sciences. The excavations of Pompeii, a revival of interest in ancient Greece, Napoleon's expedition to Egypt, and Jefferson's archaeological theories against a background of revolutionary enlightenment Europe.

3-4 units, Spr (Shanks)

33. Landscape From Fine Art to Archaeology—The idea of landscape, a genre of painting or photography, experiences of the "countryside," notions of place at the hearth of national identity. Landscape is about people's relationship with environment, land, place, and history. The classical tradition: how a range of disciplines and media since the 18th century have approached this idea. Topics: landscape in painting, modes of visiting in European romanticism, contemporary land and environmental art, new human geographies of place, landscape architectural and garden designs, anthropological perspectives on people's relationship with land and landscape archaeology. Interdisciplinary links, locating this continuous ideological field in its historical and intellectual context.

3-4 units, Win (Shanks)

40. Archaeology in the Modern World—Capstone course for Archaeology majors, focusing on the contemporary practices and impact of archaeology. Issues of archaeology and globalization, cultural heritage and patrimony, tourism, and the international trade in antiquities. The interactions of nationalism, religion, and archaeology, and what ethical archaeological practices mean in highly charged political situations. Museums and archaeology, and archaeology in popular culture. Topics: NAG-PRA, Kennewick Man, the recent repatriation of the Teotihuacan murals, the smuggling and sale of Yaxchilan Mayan glyphs, the vicissitudes of "Priam's Treasures," the destruction of the Bamiyan Buddha statues in Afghanistan, and the 1997 massacre of foreign tourists at Luxor, Egypt.

3-4 units, Spr (Trimble, Hunt)

101. Archaic Greek Art—(Same as 201, Art and Art History 101/301.)

4 units, Aut (Maxmin)

102. Classical and 4th Century Art—(Same as 202, Art and Art History 102/302.)

4 units, Win (Maxmin)

103. Etruscan and Roman Art—(Same as 204, Art and Art History 104/304.)

4 units, Spr (Maxmin)

INDIVIDUAL STUDY

These courses have department prefix CLASSGEN.

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 (CLASSHIS)

301. Empire and Hellenism—Empire and state building made classical Greece what it was. Seminar on Athens and Syracuse combines archaeological, literary, and epigraphic evidence to ask how much these processes of state formation changed Greek society, and why they didn't continue to become major multiethnic empires like Assyria, Persia, and Rome. Focus is on analytical categories and methods, demography, standards of living, war, interactions with non-Greeks (Persians, Carthaginians, Elymians, Sicels), political structures, high culture, and ethnic identity.

4-5 units, Aut (Morris)

388. Roman History—Seminar develops a factual framework and a methodological awareness about the ways ancients and moderns have approached Roman history. Emphasis is on reference works, epigraphic and legal sources, other primary materials, and research methods. Readings provide a feel for the spectrum of modern approaches. Students develop a more in-depth rapport with an ancient historical writer.

4-5 units, Spr (Gleason)

ART AND ARCHAEOLOGY (CLASSART)

302. Classical Archaeology: Experiences of the Discipline—Seminar. Classical archaeology, the archaeology of Greek and Roman societies between roughly 1200 B.C. and 500 A.D. is one of the oldest branches of archaeology. Prehistoric archaeology has been defined against its practices, and classical archaeology is now widely perceived as out-of-date and irrelevant to the major anthropological/archaeological debates. The history and sociology of classical archaeology and its intellectual relationships with philology, history, art history, anthropology, and prehistoric archaeology. Readings focus on major monographs and field reports in classical archaeology; intellectual history; the sociology of knowledge; and the appearance of new forms of classical archaeology since the 1980s.

4-5 units, Win (Morris)

309. New Directions in Roman Archaeology—Seminar. Roman archaeology offers an array of data, time periods, and issues to ask what was the interplay of cultural and economic frameworks in the Roman Mediterranean, and how did they interact with environmental and demographic factors? How did this imperial system operate across the great distances and in relation to diverse communities and local traditions? How have modern western receptions of ancient Rome shaped disciplinary assumptions about what is studied, how practitioners are trained, where they work, and what story is told about the Roman past? The past, present, and future of Roman Archaeology, including historiographic developments and consequences; major sites and significant new work; and the relationship of methods to interpretation. The questions currently driving the field, identifying new directions. Participants develop a mock grant proposal for a new Roman archaeological project.

4-5 units, Win (Trimble)

314. Archaeology and Society—Seminar core component of the archaeology graduate program. Focus is on the work of the archaeologist in contemporary society. Topics: the cultural politics of archaeology; ideology critique and archaeological knowledge; reburial and other forms of cultural conflict over archaeological remains and activities; the issues of repatriation of antiquities; science and authority in the discipline; the workings of archaeological discourse; the role of the archaeologist as professional, academic, intellectual, cultural worker, or steward of the remains of the past; and relationships with the heritage industry. Emphasis is on acquiring the conceptual toolkit or theoretical apparatus necessary for effectively dealing with these issues.

4-5 units, Spr (*Shanks*)

GENERAL (CLASSGEN)

251. Ancient Politics: Practices of Citizenship in Greece and Rome—(Same as 151.) 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 phrases 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 treatises on government, Plutarch's biographies, and a section of readings on ancient education. Readings in English.

3-5 units, Aut (*Connolly*)

307. On Wondering and Wandering: "Theoria" in Greek Philosophy and Culture—(Same as Comparative Literature 307.) Seminar investigating the development of philosophic *theoria* in the 4th century B.C. in cultural context. Why did the thinkers of this period reconceive wisdom as a metaphysical "spectating?" Why was this contemplative and other-worldly activity privileged over practical and political performances in the human world? Focus is on the construction and conceptualization of *theoria* in 4th-century B.C. philosophic texts (especially Plato, Philip of Opus, and Aristotle). Traditional *theoria* in religious festivals and oracles. Cultural factors that affected the development of philosophic *theoria* (e.g., aristocratic self-fashioning in democratic Athens and its opposition to democratic ideology; the implementation and impact of the technology of writing; the creation of schools of higher education; the dissemination and exchange of intellectual property).

4-5 units, Aut (*Nightingale*)

308. Latin Poems, 1945-2001—The competing ways of reading Latin poetry in the context of professional classics. Texts of Latin poetry and some of the various methods and approaches that have been suggested, debated, and discarded by Classicists from the end of WW II and the present. Approaches range from cultural poetics and metapoetics to new criticism and old historicism. The issues activated by the close reading: performance, gender, economy, identity, aestheticism, literary history, reception, and power. Focus is on the junction between the practice of close reading and the way in which Classical studies are constructed and implemented at the level of university teaching.

4-5 units, Win (*Barchesi*)

310. Literature and Culture in Republican Rome—Focus is on aspects of Roman Republican culture and political thought from the late 2nd through the 1st century that exerted the greatest influence on later western tradition, from Machiavelli to Jefferson: conceptions of citizenship and virtue, imperialism and the just war, and the civic functions of literature and art. Readings in Latin and English drawn mainly from Cato, Polybius, Sallust, Caesar, Cicero, Catullus, and ancient biography, with small number of readings in the later tradition.

4-5 units, Spr (*Connolly*)

This file has been excerpted from the *Stanford Bulletin*, 2001-02, pages 291-297. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the *Stanford Bulletin* via email at arod@stanford.edu with changes, corrections, updates, etc.