

CLASSICS

Emeriti: (Professors) Mark W. Edwards, Michael H. Jameson, Susan Treggiari, Michael Wigodsky; *(Professor, Teaching):* Edward Spofford
Chair: Richard Martin

Graduate Director: Reviel Netz

Undergraduate Director: Joy Connolly

Professors: Alessandro Barchiesi, Andrew M. Devine, Richard P. Martin, Marsh H. McCall, Jr., Ian Morris (Classics, History), Michael Shanks, Susan A. Stephens,

Associate Professors: Jody Maxmin (Art and Art History, Classics), Andrea W. Nightingale (Classics, Comparative Literature), M. Rush Rehm (Classics, Drama)

Assistant Professors: Joy Connolly, Joseph G. Manning, Reviel Netz, Yasmin Syed, Jennifer Trimble

Courtesy Professors: Robert C. Gregg, Ian Hodder

Lecturer: Maud Gleason

Department Offices: Building 20, Main Quad

Mail Code: 94305-2080

Department Phone: (650) 723-2581

Email: alicias@stanford.edu

Web site: <http://www.stanford.edu/dept/classics/home/start.shtml>

Courses given in Classics have the subject codes CLASSART, CLASSGEN, CLASSGRK, CLASSHIS, and CLASSLAT. For a complete list of subject codes, see Appendix B.

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 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 CLASSGRK 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 (CLASSLAT 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 CLASSLAT 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 (CLASSGRK 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 CLASSGRK 175A or CLASSLAT 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 CLASSART prefix; CASA 1/101, 90, 211; ARCHLGY 33; ARTHIST 100A, B, C, 120A, 200, 200C.
- 2) Comparative Ancient Civilizations: for example, ANTHSCI 3, 7, 103, 106, 107, 108, 141, 150; HISTORY 192A.
- 3) Historical and Social Theory: for example, CASA 1/101, 90; HISTORY 173C, 202, 206; SOC 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, CLASSGRK 51, 52, plus CLASSLAT 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 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 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 CLASSGEN 207-208 sequence (unless the student is exempted by examination) and the CLASSGRK or CLASSLAT 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. Candidates must have taken at least one course at Stanford in each of the chosen fields. General examinations must be taken in October of the third year.
 - d) The University oral examination on the candidate's dissertation.
 - e) 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 proposal of the dissertation topic to be submitted for approval by the Graduate Committee. When the proposal 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: CLASSLAT 275A,B (6 units), CLASSGRK 275A,B (6 units), CLASSGEN 205A,B, Semantics (3 units), either CLASSGEN 207A-C or 208A-C, Literature Survey (offered alternate years; 15 units), and three elective seminars (12-15 units). Second year: either CLASSGEN 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).

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

1. Complete three years (nine quarters) of full-time work, or the equivalent, in graduate study beyond the B.A. degree, and take at least 135 units of coursework. These must include:
 - a) At least three graduate (200) level courses in Latin and/or Greek literature.
 - b) A one-quarter survey of the history of classical archaeology (CLASSART 201), to be taken as early as possible in the candidate's Stanford career.
 - c) Three courses in the interdepartmental core sequence in archaeological theory and method. The Archaeology Center will announce which courses fulfill this requirement.
 - d) At least one further course outside the Classics department.
 - e) At least five graduate seminars in classical archaeology.
 - f) At least three graduate seminars in ancient history.

Minimum course requirements must be completed before the end of the candidate's fourth year in residence. A "course" is an offering of 3-5 units. Students may petition to count independent study classes in place of up to two required courses, but no more.

Candidates who enter the program with only one ancient language at the level needed for graduate study are strongly encouraged to take additional coursework to reach the graduate (200) level in the other language. Candidates are also urged to enroll in or audit other undergraduate courses that may fill gaps in their undergraduate training.

All candidates are expected to take part in archaeological fieldwork in the Mediterranean.

At least three consecutive quarters of course work must be taken at Stanford.

2. Candidates are required to pass examinations as follows:
 - a) Reading examinations in two of the following languages: French, German, Italian, and modern Greek. Candidates may petition to substitute a different modern language for one of these, if their area of specialization requires it. Candidates must satisfy this requirement by the end of the second year. These examinations are administered each quarter.
 - b) A sight translation examination from Latin or Greek into English. This examination must be taken either at the end of the first year or at the end of the second year.
 - c) General examinations in Greek archaeology and Roman archaeology, and two of the following fields: Greek literature, Latin literature, ancient philosophy, Greek history, Roman history. Candidates select the fields in consultation with the graduate director no later than the first week of Spring Quarter of the second year of graduate study. Candidates must have taken at least one course at Stanford in each of the chosen fields. General examinations must be taken in October of the third year.
 - d) The University oral examination, which is a defense of the candidate's dissertation.

Dissertation committee—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 dissertation proposal to be submitted for approval by the Graduate Committee. When the dissertation proposal 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.

Teaching—All students are required to undertake the equivalent of four one-quarter courses of teaching under departmental supervision. This teaching requirement will normally be 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 satisfies 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 have the subject code CLASSGRK. Classics majors and minors must take course for letter grade.

CLASSGRK 1,2,3. Beginning Greek—A comprehensive introduction to the language of Attic prose, leading to reading of selected passages from Plato and other authors of the Classical period. No previous knowledge of Greek is assumed. Classics majors and minors must take course for letter grade.

5 units, 1: Aut, 2: Win, 3: Spr (Kleps)

CLASSGRK 10. Intensive Beginning Greek—Intensive beginning Greek equivalent to 1, 2, and 3. The goal is the reading of easy classical or New Testament Greek by the end of the quarter. Short readings in philosophical Greek. Classics majors and minors must take course for letter grade.

8-9 units, Sum (Staff)

CLASSGRK 51,52. Beginning Greek: Accelerated—Classics majors and minors must take course for letter grade.

10 units (Staff) not 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 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.

CLASSGRK 101. Intermediate Greek: Athenian Oratory, Lysias and Demosthenes—An introduction to the art of legal and political speechmaking in Athens during the 5th and 4th centuries B.C. Attention paid to historical and cultural background as well as to rhetorical technique, and a review of vocabulary and syntax. Classics majors and minors must take course for letter grade.

5 units, Aut (Butler)

CLASSGRK 102. Intermediate Greek: Tragedy—One play of Aeschylus, Sophocles, or Euripides is chosen each year for intensive reading and analysis with attention to questions of poetics, dramatic structure, theatrical performance, myth, and history. Classics majors and minors must take course for letter grade.

5 units, Win (Visvardi)

CLASSGRK 103. Intermediate Greek: Homer—Extensive selections from the *Iliad*, with a focus on learning to read Homeric poetry with fluency and rapid comprehension. Individual reports on style, meter, poetic techniques, and cultural background. Classics majors and minors must take course for letter grade.

5 units, Spr (Mitchell)

CLASSGRK 111. Advanced Greek: Lyric Poetry—A study of the invectives, love songs, drinking songs, elegies, and choral odes produced between 700 to 500 B.C., with readings from Sappho, Alcaeus, Archilochus, Solon, Alcman, and other poets of the period. Classics majors and minors must take course for letter grade.

3-5 units, Aut (Nelson)

CLASSGRK 112. Advanced Greek: Scientific Writing—Reading texts from Greek mathematics, physics, biology, and other areas, with attention to the relationship between form and meaning in the presentation of scientific information. Classics majors and minors must take course for letter grade.

3-5 units, Win (Netz)

CLASSGRK 113. Advanced Greek: Plato—Introduction to the style and language of one of the masters of Greek prose. Readings from several dialogues, and attention paid to philosophical issues and literary techniques. Classics majors and minors must take course for letter grade.

3-5 units, Spr (Tieman)

CLASSGRK 117. Plato's Forms and Plato's Mathematics—Plato's theory of forms is the starting point for Western philosophy. During Plato's lifetime, Western mathematics was created. How are the two connected? Does Greek mathematics help us in understanding what Plato might have meant by forms and why he thought the notion of forms had explanatory value? Answering such questions leads to the main question: is Plato's theory of forms true? GER3b

3-4 units, Win (Netz, Moravcsik)

CLASSGRK 175A,B/275A,B. Greek Syntax—(First-year graduate students register for 275A,B.) 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. Classics majors and minors must take course for letter grade.

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

CLASSLAT 1,2,3 Beginning Latin—A complete introduction to the vocabulary and syntax of the classical language, preparing students for readings drawn from Cicero, Caesar, Catullus, and other authors. No previous knowledge of Latin is assumed. Classics majors and minors must take course for letter grade.

5 units, 1: Aut, 2: Win, 3: Spr (Hawkins)

CLASSLAT 10. Intensive Beginning 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. Classics majors and minors must take course for letter grade.

8-9 units, Sum (Staff)

CLASSLAT 51,52. Beginning Latin: Accelerated—Classics majors and minors must take course for letter grade.

10 units, 51: Win, 52: 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 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.

CLASSLAT 101. Intermediate Latin: Poetry and Prose of the Republic—Readings introducing major literary genres and figures of the period, including Ennius, Plautus, Lucretius, Cicero, and Catullus. Classics majors and minors must take course for letter grade.

5 units, Aut (Tiemann)

CLASSLAT 102. Intermediate Latin: Petronius and Seneca—Selections from two major writers of the Empire, drawn from the *Satyrica* and Seneca's *Letters*. Classics majors and minors must take course for letter grade.

5 units, Win (Butler)

CLASSLAT 103. Intermediate Latin: Horace—A study of the poet's full range of compositions, including epodes, satires, epistles, and odes, with literary and historical analysis. Classics majors and minors must take course for letter grade.

5 units, Spr (Martin)

CLASSLAT 111. Advanced Latin: Cicero—Close study of Rome's model Renaissance man in historical and political context, through his speeches, letters, essays, and poetry. Classics majors and minors must take course for letter grade.

3-5 units, Aut (Connolly)

CLASSLAT 112. Advanced Latin: Vergil—Extensive selections from the *Aeneid*. Analysis of the poetry against its literary, artistic, and cultural backgrounds. Classics majors and minors must take course for letter grade.

3-5 units, Win (Barchiesi)

CLASSLAT 113. Advanced Latin: Elegiac Poetry—The new genre of love elegy, as practiced by Propertius, Ovid, and Tibullus, with study of its antecedents and related forms in Classical literature. Classics majors and minors must take course for letter grade.

3-5 units, Spr (Nelson)

CLASSLAT 175A,B/275A,B. Latin Syntax—(First-year graduate students register for 275A,B.) 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. Classics majors and minors must take course for letter grade.

4 units, Aut (Devine)

2 units, Win (Devine) (5 weeks)

CLASSLAT 175T/275T. Tutorial for Latin Syntax—(First-year graduate students register for 275T.)

0 units, Aut (Devine)

0 units, Win (Devine) (5 weeks)

GRADUATE

These courses have department prefix CLASSGEN.

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.

3 units, A: Aut, B: Win (Devine)

CLASSGEN 207A,B,C/208A,B,C. Survey of Greek and Latin Literature: Republican Latin—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. Some of these 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.

CLASSGEN 207A. Republican Latin

4-5 units, Win (Barchiesi)

CLASSGEN 207B. Augustan Age

4-5 units, Aut (Syed)

CLASSGEN 207C. Imperial Latin

4-5 units, Spr (Connolly)

CLASSGEN 208A. Archaic Greek

4-5 units, alternate years, given 2003-04

CLASSGEN 208B. Classical Greek

4-5 units, alternate years, given 2003-04

CLASSGEN 208C. Hellenistic and Late Greek

4-5 units, alternate years, given 2003-04

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 the subject code CLASSGEN.

CLASSGEN 12. Greek Tragedy—The tragedies produced in 5th-century Athens are a seminal moment in the history of human creativity. Introduction to the range and depth of Greek tragedy. Twelve plays by Aeschylus, Sophocles, and Euripides are studied with Aristotle's *Poetics* and Aristophanes' *Frogs*. Emphasis is on 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:3a
3-5 units, Spr (McCall)

CLASSGEN 15N. Ecology in Philosophy and Literature—Stanford Introductory Seminar. (Same as COMPLIT 15N.) Principles of ecological thinking, and how writers represent 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? How have 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 include ecofeminism and deep ecology, as well as Thoreau, Darwin, Conrad, Heidegger, Annie Dillard, and Edward Abbey.
3-4 units, Win (Nightingale)

CLASSGEN 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. Readings in translation of Homer, Hesiod, Herodotus, and the poets of lyric and tragedy. GER:3a
3-5 units, Aut (Martin)

CLASSGEN 23N. Crosscultural Perspectives on Love—Stanford Introductory Seminar. Preference to freshmen. Conceptualizations of love and accompanying gender dynamics from a variety of historical and cultural perspectives. Literary representations of love including Roman poets, Ovid's *Art of Love*, Choderlos de Laclos' *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 versus 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.
3-4 units, Aut (Syed)

CLASSGEN 67. Introduction to Middle Egyptian—The grammar of Middle Egyptian, the classical stage of the ancient Egyptian language. Readings from ancient texts, from inscriptions to literary texts. No experience with other languages required. Prerequisite: consent of instructor.
3-4 units, Aut (Manning)

CLASSGEN 75A,B,C. Greek Culture, Ideals, and Themes—(Enroll in SPECLANG 75A,B,C.)
1 unit, A: Aut, B: Win, C: Spr (Prionas)

CLASSGEN 114. Economy and Economics of Ancient Greece—(Enroll in ECON 114.)
5 units, Aut (Amemiya)

CLASSGEN 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 Greek invention of concepts such as nature, rationality, and proof, and the Greek creation of fields from biology to geometry. Comparison with the Chinese invention of a different kind of science. The extent to which contemporary science is still Greek science. GER:3b
3-4 units, Aut (Netz)

CLASSGEN 142. Early Christianity—(Same as RELIGST 142). What was it like to be a Christian in the early Christian movement? How did early Christian communities define themselves against outsiders and regulate the conduct of insiders? How did people, both pagan and Christian, attain holiness, and how did holy people manifest their power? Why were early Christians persecuted? Early Christian writings and their attitudes to the body, authority, the family and community, and the supernatural.

4 units, Spr (Gleason)

CLASSGEN 151/251. History of Ancient Political Thought: Practices of Citizenship—Analysis of ancient political thought in its historical context: the turbulent politics of Athenian democracy and the deadly civil wars of late republican Rome. What were the risks and rewards of ancient citizenship, and how did they influence ancient political theory? How did democratic and republican values (equality, free speech, civic duty) relate to beliefs about gender and ethnicity? What kinds of alternative, ideal states did ancient thinkers conceive? Main readings: Plato, Aristotle, Cicero, Augustine; brief readings in Homer, Thucydides, oratory. GER:3b,4c

3-5 units, Aut (Connolly)

CLASSGEN 154. Social Power: The Law and the State, a Comparative Study of Ancient Legal Systems—Ancient Mediterranean legal systems, from ancient Egypt and the Near East to Greece and Rome. Focus is on ancient documents including the *Code of Hammurabi*, Egyptian sale contracts, as well as analyses of ancient law such as Maine's *Ancient Law*, and Weber. The development of the law, solutions in ancient societies to the common problems of crime, contract, inheritance, marriage and the family, and the enforcement of property rights. For ancient history majors and those interested in the history of law. GER:3b

3-4 units, Win (Manning)

CLASSGEN 171. Philosophy and Tragedy—Tragic and philosophic wisdom in classical Greece, including Sophocles, Euripides, Socrates, Plato, and Aristotle. Tragedy and philosophy offer different conceptions of the ethical life and human happiness. How to characterize these two ways of understanding the world. What is at stake in the ancient quarrel between philosophy and tragic poetry? What power does reason have over the forces of the irrational? GER 3a

3-4 units, Spr (Nightingale)

CLASSGEN 176. Majors Seminar: Interpreting Antiquity—This capstone course addresses three interlocking questions. What is Classical antiquity? How has it been understood in previous ages? How does an understanding of antiquity contribute to understanding the modern world? Literary, historical, and visual materials. (WIM)

3-5 units, Spr (Stephens)

CLASSGEN 199Q. Literature and Culture of Modern Greece—Stanford Introductory Seminar. (Enroll in SPECLANG 199Q.)

3-5 units, Aut (Prionas)

CLASSICS/HISTORY

These courses have the subject code CLASSHIS.

CLASSHIS 101. History of Greece—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

3-5 units (Morris) not given 2002-03

CLASSHIS 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. For the later period, contemporary texts. GER:3b.

3-5 units, Win (Scheidel)

CLASSHIS 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

3-5 units, Spr (Scheidel)

CLASSHIS 105. History and Culture of Ancient 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

3-5 units, Spr (Manning)

CLASSHIS 180. 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, socio-scientific 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

3-5 units (Morris) not given 2002-03

CLASSICS, ART/ARCHAEOLOGY

Courses in Classical Art and Archaeology have the subject code CLASSART.

CLASSART 21Q. Eight Great Archaeological Sites in Europe—Stanford Introductory Seminar. Preference to sophomores. A web site with key resources about the sites, including plans, photographs, video, and publications, is the basis for exploring of each site. Focus is on excavation, features and finds, arguments over interpretation, and the place of each site in our understanding of the archaeological history of Europe. Taken together, the sites introduce the latest archaeological, and anthropological thought, and raise key questions about ancient society. The archaeological perspective also foregrounds interdisciplinary study: geophysics articulated with art history, source criticism with analytic modeling, statistics with more open forms of interpretation. GER:3a

3-4 units, Aut (Shanks)

CLASSART 101/201. Archaic Greek Art—(Same as ARTHIST 101/301.) The development of Greek art from Protogeometric beginnings to the Persian Wars. (PC-EU). GER:3a

4 units, Aut (Maxmin)

CLASSART 102/202. Classical and 4th-Century Art—(Same as ARTHIST 102/302.) The formation, in 5th-century Athens, of the classical ideal and its development and diffusion in the following centuries. (CL-EU) GER:3a

4 units, Win (Maxmin)

CLASSART 103/203. Greek Painting—(Same as ARTHIST 103/303.) Introduction to the study and appreciation of Greek vases and their painters, especially the masters of Athenian black figure and red figure

who flourished in the culturally rich and volatile era of the tyrant Peisistratos and his sons. (CL-EU) GER:3a

4 units (Maxmin) not given 2002-03

CLASSART 104/204. Etruscan and Roman Art—(Same as ARTHIST 104/304.) Introduction to the art and architecture of Italy, from the Etruscans to the Early Empire. (CL-EU) GER:3a

4 units (Maxmin) not given 2002-03

CLASSART 121/321. Edges of Empire: Archaeology and Roman Frontiers—What are the edges of the Roman empire? How different were they from the center? How did they work? Roman frontiers were diverse, from Hadrian's Wall in Britain to herding pathways in North Africa, from the monitoring of traffic on the Danube to control over trade routes in Syrian desert. Evidence considered is environmental, architectural, epigraphic, and geographic; focus is on movement and landscape, identity and interaction. GER:3a

3-5 units, Spr (Shanks, Trimble)

CLASSART 126. Alpine Archaeology

3-5 units, Spr (Hunt)

CLASSART 150/250. Archaeological Field Work in the Mediterranean

3 units, Spr (Staff)

CLASSART 199. Beyond the 4th Century—(Same as ARTHIST 201.) The major trends and personalities of 4th-century sculpture, and Hellenistic art. Illustrated presentations of research projects chosen by the students. Prerequisite: 102 or equivalent.

5 units, Spr (Maxmin)

CLASSART 200. Looking at Greek Vases—(Same as ARTHIST 200.) Building on the foundations of the history of Greek art and Beazley's attributions of black and red figure vases, new and often controversial approaches to the study of ancient gallery. Slide presentation on a topic of student choice. Prerequisites: 101 and 103, or equivalent.

5 units, Aut (Maxmin)

CLASSART 220. The Body in Roman Art—How were Roman ideas about the body expressed in visual art? Focus is on engaging with works of Roman art, and ancient and modern ideas about the body. Themes include representation and seeing; gender and persona; pain, pleasure, and vulnerability; metamorphosis and replication. Works exemplify the suffering body (the Dying Gauls, the Ludovisi Sarcophagus), the mythological body (the Laocoon, Sperlonga), the gendered body (the Tivoli general, Hermaphrodite, feminine personifications of conquered lands), the replicated body (the Discoboloi, portrait statue types), and the sacred body (deities, mummy portraits from Roman Egypt). Prerequisite: background in classical art, archaeology, history, or literature. GER:3a

4 units, Win (Trimble)

INDIVIDUAL STUDY

CLASSGEN 160. Directed Readings (Undergraduate)

1-15 units, any quarter (Staff)

CLASSGEN 199. Undergraduate Thesis: Senior Research

6-10 units, any quarter (Staff)

CLASSGEN 260. Directed Reading in Classics (Graduates)

1-15 units, any quarter (Staff)

CLASSGEN 360. Dissertation Research in Classics

1-15 units, any quarter (Staff)

GRADUATE SEMINARS

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

ANCIENT HISTORY (CLASSHIS)

CLASSHIS 310. Survey of Ptolemaic Egypt: From Alexander to Cleopatra—Ptolemaic Egypt is the best documented of the Hellenistic kingdoms, and evidence from the period has been pivotal in understanding

state formation and the social relationships generated by the new Hellenistic states. The papyrological, epigraphic, archaeological, and literary sources for the history of Ptolemaic Egypt with emphasis on recent trends in research on the cultural and socioeconomic history of the period. Emphasis is on the types of sources, historical trends, and research methodologies.

4-5 units, *Spr* (Manning)

ART AND ARCHAEOLOGY (CLASSART)

CLASSART 315. Mapping Rome—Rome in the late Republic and early Empire was the largest city the world had yet seen, with a population estimated at one million. It became the crucible for major historical, religious, and cultural changes. How and why did Rome grow so large? How did it sustain itself? Literary, economic, art historical, urbanistic, and sociological perspectives address these questions to formulate research projects. Stanford's Digital Forma Urbis Romae Project focuses on neighborhoods and community formation; movement, space, and social relations; and the processes shaping the urban fabric. Participants include archaeologists, philologists, and historians.

4-5 units, *Win* (Trimble)

CLASSART 316. Critical Theory in Classics—The current state and future of work in Classics. Emphasis is on case studies, with digressions into key works of the theory. Sources include literary studies, historiography, art history, and archaeology, from archaic times through late antiquity.

4-5 units, *Spr* (Shanks)

CLASSART 317. Introduction to Theory in Archaeology—Core seminar in the Archaeology Graduate Program. Basic debates, questions, and approaches since the 60s including cultural evolution, behavioural archaeology, systems theory, cognitive archaeologies, feminism and gender archaeology, critical theory, structuralist and poststructuralist influences, hermeneutics, Marxism. Ten conversations and debates with invited guest archaeologists.

4-5 units, *Aut* (Shanks, Rathje)

CLASSART 318. Crete of the One Hundred Palaces—Geography and the nature of political structure in Bronze Age Crete. Re-examination of the basic tenets of the field is demanded by the new archaeological data gathered on and off the island in the past decade. Challenging the current rethinking of political geography and reconsidering the nature of power as represented by new proliferation of palaces. Broader trends in archaeological discourse including the debate around the cultural-historical approach, historiography of the field, the role of classicism, the importance of reflexive discipline, and a more anthropologically and theoretically aware perspective.

4-5 units, *Aut* (Carter)

CLASSART 321. Edges of Empire: Archaeology and Roman Frontiers—(See CLASSART 121.)

3-5 units, *Spr* (Shanks, Trimble)

GENERAL (CLASSGEN)

CLASSGEN 251. History of Ancient Political Thought: Practices of Citizenship—(See CLASSGEN 151.)

3-5 units, *Aut* (Connolly)

CLASSGEN 309. The Bodies of Texts—In what sense are texts artifacts? As material objects, they are ideas encoded into physical form, and decoded by human cognition. The history of culture and the history of ideas are studies of material artifacts, an example of which is the history of the book. Across the Mediterranean, through late Antiquity and the Middle Ages, works were transported into parchment codices and assembled to create the corpora of ancient literature. How significant was this transformation? Issues include Greek late antiquity in the context of non-Western and Medieval book cultures; the interface between material and cultural history; paleography as a field of theory.

4-5 units, *Aut* (Netz)

CLASSGEN 313. The Rhetoric of Philosophy: Plato and Isocrates—Plato and Isocrates' conceptions of rhetoric and their use of rhetoric in the construction of rival disciplines of philosophy. These writers in the sociopolitical context of 4th-century Athens, including democratic and aristocratic ideology, rhetoric genres and performance, the technology of writing, the institution of schools of higher education, intellectual property and symbolic capital. Texts include Plato, *Euthydemus*, *Gorgias*, *Republic*, *Phaedrus*; Isocrates, *Andidosis*, *Areopagiticus*.

4-5 units, *Spr* (Nightingale)

CLASSGEN 316. Ancient Novel—Introduction to the ancient novels of the Roman imperial period, traditional scholarly questions about them, and current scholarship. The spread of Roman military power over the Greek-speaking world created boundaries and hierarchies that altered patterns of social integration. It gave rise to hybrids such as Lucian, a Syrian native who learned Greek and taught rhetoric in Gaul. What such figures have in common is a culture produced by Roman imperial presence, Greek rhetorical education, and a heritage that differs from both, creating anxieties about status, belief systems, the social stability.

4-5 units, *Win* (Stephens)

CLASSGEN 317. The Professional Classicist—Continuing graduate colloquium. Aim is to introduce students from all segments of the discipline to the skills and resources needed for preparing lectures, reviews, abstracts, conference papers, and dissertations. Focus is on the components of research, writing, and speaking, and the roles of the professional Classics scholar and teacher.

1-15 units, *Aut, Win, Spr* (Gleason)

CLASSGEN 318. Women's Voices in Greek Literature—Seminar. Starting with Homeric poetry, passages in Greek literature that represent women's voices. Selections from lyric tragedy, including Sappho and Alcman, comedy, and Hellenistic poetry, as well as the modern Greek folk tradition. Issues include what marks a woman's performance; how literary and fictional women's voices are shaped; and how these voices change within different genres, from archaic to post-classical times.

4-5 units, *Win* (Karanika)

CLASSGEN 319. Roman Empire and Community—The concepts of imperialism and Romanization, and the web of interactions between local communities and the imperial state. The mechanisms that facilitated the political, economic, and ideological integration of the Roman Mediterranean.

3-4 units, *Win* (Scheidel)

CLASSGEN 321. Classical Seminar—(Same as HUMNTIES 321.) Focus is on classical texts of enduring value that open imaginative and philosophical vistas on the human predicament, particularly those that explore the tension between heroic individualism and the claims of the larger society: Homer *Iliad* and *Odyssey*, Sophocles, Plato *Republic*, Cicero *On Duties*, Virgil *Aeneid*, Livy, and Machiavelli's reading of Livy. Secondary scholarship to be selected according to the interests of the participants.

3-5 units, *Aut* (Gleason)

CLASSGEN 322. Aesthetics and Politics of Dance in Ancient Greece—How is the medium of dance defined and described in ancient Greece? What is the contribution of dance within the culture of Greek *choreia*? What sort of pleasure is involved in the acts of performing and viewing dance? How is dance an integrating and disruptive social force? Focus is on aspects of dance aesthetics and politics in both poetic texts (epic, lyric, dramatic) and prose writers, especially the philosophers. Visual material, especially dance scenes on vase paintings.

4-5 units, *Spr* (Peponi)

CLASSGEN 369. Introduction to Graduate Studies: Fragments of a Material History of Literature—(Enroll in COMPLIT 369)

5 units, *Aut* (Schnapp, Saussy)