Spring 2016 Courses in Classics

Greek
1002. Greek 2. 10:40-11:50 MWF. Alex Gottesman, Associate Professor.
2002/3002. Greek 4-6. 12-12:50 MWF. Daniel Berman, Associate Professor. The trials of Socrates in Plato (Apology) and Aristophanes (Clouds).

Latin
1001. Latin 1. MWF 10:40-11:50. Eleanor Mulhern, Adjunct Assistant Professor
1002. Latin 1. MWF 12-1:10. Caitlin Gillespie, Assistant Professor of Instruction.
3002/4000. Roman Comedy. MWF 12-12:50. Robin Mitchell-Boyask, Professor. We will read all of Plautus’ Menaechmi (the source for Shakespeare’s Comedy of Errors), selected passages from other plays, and still others in translation, while discussing the nature of Roman theater. We will also watch productions of these plays and the movie of Sondheim’s musical, A Funny Thing Happened on the Way to the Forum, which is largely based on Plautine comedies.

Greek and Roman Classics (texts read in English translations)
0804. Race in the Ancient Mediterranean. (Gen Ed Race). (01) TTh 12:30-1:50 Melanie Subacus, Adjunct Assistant Professor (02) MWF 1-1:50 Alicia Cunningham-Bryant, Assistant Professor of Intellectual Heritage. An introduction to ancient thinking about race and ethnicity and to consider how ancient thinking remains current and influential today; how categories of race and ethnicity are presented in the literature and artistic works of Greece and Rome. Our case studies pay particular attention to such concepts as: notions of racial formation and racial origins; ancient theories of ethnic superiority; and linguistic, religious and cultural differentiation as a basis for ethnic differentiation. We will also examine ancient racism through the prism of a variety of social processes in antiquity: slavery, trade and colonization, migrations, imperialism, assimilation, native revolts, and genocide.

0811 Greek Theater and Society. MWF 12-12:50. Eleanor Mulhern, Adjunct Assistant Professor. Through close readings of surviving texts, through viewings of modern productions of ancient theatrical works, and classroom recreations of Greek performative media, we will examine and experience ancient Greek drama both as a product of its own historical period and as a living art form. We will ask fundamental questions about the nature and purpose of theater in the ancient world: is this art just entertainment or does it engage and comment on the problems of Athens? How and why did this society invent theater in the Western world? We will also investigate how Greek drama relates to modernity.

0829/0929 Ancient War Games: Sports and Spectacles in Greece and Rome. MWF 10-10:50. Robin Mitchell-Boyask, Professor. Every four years the world stages athletic contests that are based on the practices of ancient Greece. Every year the NFL assigns a Roman numeral to the Super Bowl and suggests its players are modern gladiators. Greek athletic games and Roman gladiatorial battles developed from the practice of warfare in their societies. American sports may be viewed as the descendants of these ancient “war games.” This class examines the similarities and differences in such sports and the societies that enjoyed (and enjoy) them. The Greek games replaced the blood of the battlefield with dramatic displays of military physicality, while the Roman games replicated this blood with armed combat before crowds of thousands. We begin by examining the origins, events, architecture, and rules of the Greek games, from Homer’s funeral contests to the development of the
circuit of athletic festivals. Next we look at the “re-foundation” of the modern Olympics and its romanticized mythology in several important films. Then we turn to Roman blood-sports (animal fights, gladiatorial contests and spectacular criminal punishments) and chariot-racing, considering also the filters of modern Hollywood. We end with the rise of modern spectator sports, especially football.

2102. The Romans. MWF 10-10:50. Caitlin Gillespie, Assistant Professor of Instruction
This interdisciplinary course examines who the ancient Romans were, what they did, how they lived and what they believed. Students are to read a sampling of works by Roman historians, poets, politicians, and novelists. We shall also study Roman religion, philosophy, and the physical and artistic culture of Rome, with a view to understanding the Romans' beliefs about themselves and their world. Classes, which include readings from primary and secondary sources, will focus on the many aspects of Roman daily life, history and society. This course is designed for both the beginner who seeks a broad background in ancient Roman civilization and for those who seek an introduction to this subject before pursuing more advanced work in Classics.

3311. Ancient Greek Historians. MWF 1-1:50. Alex Gottesman, Associate Professor
This course will survey Greek history from the Stone Age until the death of Alexander the Great (323 BCE), but its core focus will be Greece in the Archaic and Classical Period (8th-4th centuries BCE). We will study in particular the works of Homer and two of the most important Greek historians: Herodotus and Thucydides. A major component of the course will be an examination of the historiographical methods of the latter two writers, but attention will also be paid to the other types of sources, such as comedies, tragedies, speeches, and various archaeological materials. (X-listed History 3311)

3897 Ancient City: Jerusalem. TTh 11-12:20. James Getz, Assistant Professor of Intellectual Heritage
This course will investigate the history, society, culture, topography and art of this immensely important city during one of its most historically significant periods, focusing mainly on the period after Jerusalem fell into the ambit of the Roman Empire (63 BCE) to its destruction by the armies of Titus (70 CE). It will also consider the development of the relationship between Jerusalem and Rome, and the important role played by ethnic, cultural, and religious differences in the ultimate failure of Romano-Judaean relations, with a view to understanding how overcoming such differences today is necessary to create a successful and functioning global community. Source material will include the historical writings, contemporary non-literary sources such as coins and inscriptions, and articles or videos by modern historians and archaeologists on relevant topics.

Art History 2096/002 The Age of Augustus: Writing Intensive. TTh 12:30-150. Jane Evans, Professor of Art History
Augustus has been viewed as a tyrant, benevolent dictator, innovator, Rome’s greatest emperor, shrewd politician. We will explore these aspects of Augustus as we trace his rise to power as a young man, conquers the armies of his opponents and establishes Roman rule over the Berbers, Celts, Gauls, Germans, Greeks, Egyptians, and Jews. While becoming the longest-reigning Roman emperor, he changed the face of the arts: architecture, painting, sculpture, pottery, coinage, and glass. We will explore what these changes meant to the conquered and the conquerors in their expressions of how they (re)formed their cities, changed their manners of recreation, transformed their gods and how they were worshipped, and began to live “as the Romans did”.

Students will take quizzes, but the focus of the course will be the written project they will produce, after consultation with me: it may be anything from a wiki to a research paper, but will have to have both research and developed writing within the final product.