Colby

CLASSICS

Chair, *Professor Joseph Roisman*
Professors Hanna Roisman and Joseph Roisman; Associate Professor Kerill O'Neill; Mellon Postdoctoral Fellow Jacques Bromberg

The Classics Department offers courses listed in this catalogue under "Ancient History," "Classics," "Greek," and "Latin."

The Department of Classics encourages the study of the civilizations of Greece and Rome. The study of classics and classical civilization is an interdisciplinary endeavor based on courses in languages, literature, history, archaeology, philosophy, political science, religion, and art. Classics and classical civilization hold an important place at the heart of a liberal education by examining humanistic values of the ancient world and their impact on the premodern and modern ages. Students find the study of the classics beneficial in developing methodological and analytical thinking and most advantageous in pursuing careers in higher education, law, management, medicine, government, art, teaching, and other fields. We are committed to enhancing our students' abilities to speak persuasively, write convincingly , and think analytically.

The department offers majors and minors in classics and classical civilization, as well as majors in classics-English, classical civilization-English, and classical civilization-anthropology.

Students majoring in classics may concentrate in one of the following: Greek literature, Latin literature, a combination of both, or in classical civilization. There is also the opportunity to study in Greece or Italy in programs especially designed for American students, as well as occasion for experiencing field archaeology through arrangement with other institutions. Courses taken outside the department may count for the major only when preapproved by the department advisor.

Requirements for the Major in Classics

A student majoring in classics may concentrate in either Greek or Latin: it is recommended, however, that students planning to pursue the study of classics in graduate school study both Greek and Latin, electing a schedule of courses approved by the department.

The major consists of at least 10 courses, at least six courses in language including three courses numbered 200 or higher in Greek and/or Latin and four additional courses selected from at least two of the following categories:

- Additional courses in either language.
- Two courses in ancient history.
- Two courses elected from courses that require no knowledge of Greek or Latin offered by the Classics and other departments: Classics 133, 138, 145, 151, 197, 231, 236, 238, 240. 242, 244, 397; Art 311; Philosophy 231; or equivalent courses selected in consultation with the major advisor.

Requirements for the Major in Classical Civilization

(No knowledge of Latin or Greek is required.)

The major in classical civilization consists of at least 10 courses as follows:

- Three courses selected from the following: Classics 133, 138, 197, 231, 236, 238, 240, 242, 244.
- Ancient History 154, 158.
- One course at the 300 level offered by the Classics Department.
- Four additional courses selected from the following: Classics 133, 138, 145, 151, 197, 231, 234, 238, 240, 242, 244, 397; Ancient History 351, 356, 397, 398; Greek 111, 112, 131; Latin 111, 112, 131; Art 311; Philosophy 175, 231 381, 382, 383; or equivalent courses selected in consultation with the major advisor.

Requirements for the Major in Classics-English

In classics: six semester courses of Greek or Latin, three of which are numbered 200 or higher.

In English: 172, 271, two period or survey courses, and two electives.

Requirements for the Major in Classical Civilization-English

In classics: six semester courses approved by the Classics Department advisor.

In English: 172, 271, two period or survey courses, and two electives.

Requirements for the Major in Classical Civilization-Anthropology

In classics: either Ancient History 154 or 158; one course selected from Classics 133, 138, 236, or 244; a seminar at the 300 level offered by the Classics Department; and three elective courses selected in consultation with the classics advisor.

In anthropology: Anthropology 112, 313, 333, and three elective seminars selected in consultation with the anthropology advisor, at least two of which should be at the 300 or 400 level.

The point scale for retention of each of the above majors applies to all courses that may be credited toward the major. No requirement for a major may be taken satisfactory/unsatisfactory.

Requirements for the Minor in Classics

The minor consists of seven courses (with at least five in Greek, Latin, or a combination of both): Greek 111, 112, 131, or Latin 111, 112, 131; two courses in Greek or Latin numbered 200 or higher (in the case of a combination of both languages, courses in the other ancient language will be counted towards the requirement, but the minor must include at least one course numbered 200 or higher in either language); two courses selected from the following categories:

- Additional course numbered 200 or higher in either language.
- One course in ancient history.
- One course numbered 200 or higher in the other ancient language.
- One course selected from courses offered by the Classics Department using English translations of the ancient texts.

The courses are selected in consultation with the advisor.

Requirements for the Minor in Classical Civilization

The minor consists of seven courses: one course each from categories (a) - (d) and three courses from category (e).

No knowledge of Latin or Greek is required.

- One of the following: Classics 133, 138, 236, 242, or 244.
- One 200-level course offered by the Classics Department using English translations of the ancient texts.
- Ancient History 154 or 158.
- One 300-level course offered by the Classics Department.
- Three additional courses selected from the following: Greek 111, 112, 131; Latin 111, 112, 131; Classics 133, 138, 145, 151, 197, 231, 234, 236, 238, 240, 242, 244, 397; Ancient History 154, 158, 397; Art 311; Philosophy 231; or equivalent courses selected in consultation with the advisor of the minor.

The point scale for retention of each of the above minors applies to all courses that may be credited toward the minor. No requirement for a minor may be taken satisfactory/unsatisfactory.

Course Offerings

[CL133] Greek Myth and Literature A survey of the Greek myths, with emphasis on their content and significance in both ancient and modern society; the creation of myths; and the impact of myths on the evolution of our moral and political concepts. *Three or four credit hours.* **L, I**

[CL138] Heroes of the World The Greeks, the Romans, the Irish: peoples around the globe have produced their own unique heroes appropriate to the needs and desires of their particular cultures. Nevertheless, these heroes share a variety of traits and experiences. The similarities and differences of the heroes of Ireland, Greece, Rome, and other cultures; why we crave heroes and how that craving has shaped us all. *Three or four credit hours.* **L, I**

[CL141] Snake Goddesses and One-Eyed Wall Builders: Prehistoric Greek Archaeology What does prehistory have to do with us? This survey of the prehistoric cultures of Greece and the Aegean islands seeks to answer just that question. Through the study of the material remains from sites like Troy, Mycenae, and Knossos and cultures of the Palaeolithic period (100,000 B.C.) down to the Iron Age (1000 B.C.), we will focus on universally understood topics such as social eating and drinking, human effect on the environment, city versus country, and economic booms and busts, in order to understand what prehistoric people can tell us about ourselves. *Three credit hours.* **H**

CL145j Between Revolution and Tradition: Julius Caesar and Augustus How Julius Caesar and Augustus both contributed to the crisis of the Roman republic and tried to resolve it. Topics include conflicts between republican traditions and a monarchical regime, Caesar's dictatorship, his image, the Ides of March, Augustus's attainment of sole power, his relationship with senators, commoners, and slaves, the Roman games, and society and literature in the Augustan age. *Two credit hours.* J. ROISMAN

[CL151] Anatomy of Bioscientific Terminology Teaches the Greek and Latin word elements that combine to form most of the specialized terms in biological sciences. The student who learns the meanings of these elements and the rules of word formation will usually recognize the basic meaning of any unfamiliar word in this field. Attention is also given to misformation, common errors, and words still in use that reflect scientific theories since rejected. *Two credit hours.*

CL197f Myths into Medals: The (Hi)stories of the Olympic Games From their origins to the international fanfare of their modern descendants, the Olympic Games have maintained a firm grip on the public imagination and represent one of our most direct links to the ancient world. Then as now, athletic competition offered opportunities to celebrate civic and individual achievements and promised fame and fortune to the victor. Students will examine the literary history and material remains of ancient athletic contests and their place in religion, education, and politics, as well as the changing role of athletes in society. Previously offered as CL398 (spring 2011). *Three credit hours.* **H, I** BROMBERG

CL197Jj Digging for Homer: The Archaeology of the *Iliad* and *Odyssey* Where does a story end and history begin? Homer's epic tales of war and homecoming, the *Iliad* and the *Odyssey*, are cornerstones in the canon of Western literature—but they also depict a world where mythology meets history and fact meets fiction. We seek out the physical remains of the Trojan War in order to understand the Bronze Age culture and society of legendary Greeks like Helen, Achilles, Agamemnon, and Odysseus, and their Trojan counterparts. We will read excerpts from the *Iliad* and the *Odyssey* alongside publications about archaeological research that has taken place around the Mediterranean since the 19th century. *Three credit hours.* SWAN

[CL231] Hero's Rage in the *Iliad* A close reading of Homer's *Iliad* in English translation. Focuses on oral composition, the meaning of heroism, the role of the gods in the epic, and Homeric social and ethical values. Was war idealized by the ancients? What roles were open to women in the society portrayed? Special attention to the methodologies employed in classics for the examination of an ancient text and to oral and written structuring of an argument. Learning goals include refining and honing attention to detail, distinction between facts and views, enhancement of critical and analytical skills, improvement of oral presentation skills, and refinement of writing skills. *Three credit hours.* **L, I**

[CL234] In Search of a Strong Man: Greece in the Fourth Century The fourth century B.C.E. was a transition period for the Greeks. They were forced to reassess basic values relevant to their political systems, their ways of life, and their relationship with non-Greeks. They re-examined the role of great individuals in a community that looked at such men with suspicion. The challenges faced by the city-state, the search for a powerful individual as a solution for social and political problems, the phenomenon of mercenaries, and the accomplishments of the kings of Macedonia, Philip II, and Alexander the Great. Open to first-year students. *Three credit hours.* **H, I**

CL236s Roman Legends and Literature Through reading the works of selected Roman authors in translation, an examination of major concepts in mythology: cosmogony, the hero, the interplay of legend and history, etc. Open to first-year students. *Four credit hours.* **L** O'NEILL

[CL238] Aeschylus: Beginnings of Greek Tragedy Examines the origins of Greek drama and discusses Aeschylus as traditionalist, innovator, and father of Western dramatic theater. Reading the seven extant tragedies of Aeschylus with special emphasis on moral and political dilemmas as portrayed in the *Oresteia* as well as *Prometheus Bound*. *Three credit hours.* **L**

[CL240] The Tragic Hero: The Drama of Sophocles Aristotle considered Sophocles the most sublime of the great Greek tragedians. The Sophoclean heroes are self-destructive by nature, beset by doubts, constrained by fate, and hobbled by an ambiguous code of honor. Their motives reveal human fragility behind the heroic facade. Among other tragedies, readings include *Oedipus the King*, *Antigone*, *Ajax*, and *Electra*. *Three credit hours.* **L, I**

CL242f Tragedies of Passion: Euripides Euripides's tragedies show the effects of passion and reason on human actions. His characters are not only ambiguous about their choices but often act contrary to their professed intentions. Reading from a selection of plays, such as *Medea*, *Hippolytus*, *Bacchae*, *Alcestis*, *Helen*, *Trojan Women*, *Hecuba*, and *Electra*, as well as secondary literature on Greek tragedy. *Three credit hours.* **L, I** H. ROISMAN

[CL244] Myth and Archaeology Is myth fiction or does it have some basis in fact? Since the 19th century, there have been numerous claims that archaeological evidence has been discovered to prove the veracity of myths from the Trojan War to episodes in the Bible. An exploration of the often explosive and controversial intersection between myth and archaeology. *Four credit hours.* **L**

[CL356] Alexander the Great A seminar that aims to familiarize the student with major aspects of Alexander the Great's career and its impact on his contemporaries as well as future generations. Focus on the ancient sources' portrayal of Alexander; relations with his father, Philip II, and other members of the royal house; his dealing with Greek states; his military conquests; his interaction with the Persians, the Macedonian masses and elite; his divine aspirations, and other related topics. Students are expected to develop their analytical and interpretative skills through oral presentation and argumentation and by writing an in-depth research paper. *Four credit hours.* **H**

CL397f Athenian and American Law and Jurisprudence Focuses on key aspects of Athenian and American law, the meaning of justice in both civilizations, and how Athenian and American trials have been conducted. Students will analyze cases of homicide, assault, sexual misconduct, tort and property, and insult and libel in Athenian and American courts, and will

compare and contrast their legal, social, and ideological underpinnings. They will also examine the rhetoric of presenting a case in court, constructing mock trails in which they play the roles of prosecutor, defendant, witness, and juror in both systems. *Four credit hours.* **H** JABAR, ROISMAN

CL398As After Alexander: The Disintegration of an Empire A seminar on major political, military, and social aspects of the fall of Alexander the Great's empire and the emergence of the Hellenistic age. Students will examine mutinies in Alexander's army, his death (by poison?), the controversy over his succession, the changing coalitions and conflicts among his former marshals, major battles fought in this period, formative characteristics of the Hellenistic world, and other related topics. Students are expected to develop their analytical and interpretative skills through oral presentation and argumentation and by writing a paper. *Prerequisite:* Prior knowledge of Classics and Classical civilization. *Four credit hours.* **H** J. ROISMAN

CL398Bs Presence of the Past: Studies in Classical Reception We live in a world suffused with Classical influences: our political processes, the plots of our dramas, our methods of scientific inquiry and athletic training, even the shape and mission of our college all owe debts to generations of intellectuals and innovators engaged in interpreting, appropriating, adapting, revising, or rejecting the past. This seminar explores the reception of these (and other) ancient texts, ideas, and values by post-Classical cultures and encourages students to recognize and appreciate the changing attitudes towards the ancient world. *Four credit hours.* **L** BROMBERG