The Classics Department offers instruction at all levels in Greek and Latin language and literature, in cooperation with the Bryn Mawr Department of Greek, Latin, and Classical Studies. Courses in Classical Studies provide opportunities to study ancient history, literature, and culture in English translation.

What Is Classics?
Classics, in the broadest sense, is the study of the ancient Greek and Roman world, its cultures, and their impact on later cultural traditions. The elasticity of these terms (e.g., “ancient,” “culture,” “Roman”) gives the discipline dynamism, but its shared center is a common body of texts. While careful study of these works of literature, history, philosophy and drama is vital to our discipline, the classicist touches all aspects of life and culture in ancient Greek and Roman society, including the areas of history, law, religion, material culture, art, family life, politics, and philosophy. Classics is also interested in how later peoples understood and transformed this inheritance, generating the rich Classical tradition in literature and the other arts.

Why Study Classics?
Classics provides a rigorous environment to improve critical thinking and communication. Latin and Greek in particular equip students with a greater facility in understanding the potential and limitations of language itself as it is practiced in speech and literature. As Theodor Seuss Geisel (i.e., Dr. Seuss) put it, Classics “allows you to adore words, take them apart and find out where they came from.”

One of the greatest benefits of Classics—as major, minor, or single class experiment—is the bracing experience of encountering through text and across a vast gulf of time people who are at once familiar and strange. Clearly influential on how we think, act and feel and yet radically different from us.

Such training can also enrich study in other disciplines, most notably related fields like philosophy, comparative literature, and history, where knowledge of the enduring character of Classical models can provide valuable insights. For the same reason a student’s prior interests and knowledge can provide illumination and even find completion in the study of the ancient world.

With honest and critical engagement this encounter can leave us changed as freer and more powerful thinkers.

Studying Classics prepares our students for a variety of careers after graduation. Some have pursued advanced degrees in Classics or related fields (e.g. archaeology, religion, comparative literature, medieval studies); others have studied medicine or law; still others have chosen careers in journalism, in business, in technology, in publishing, in social work, in museum curatorship, and in secondary education.

LEARNING GOALS
• Students will learn ancient Greek or Latin (or both), cultivating an urgent connoisseurship of the word. Through this “love for words upon words, words in continuation and modification” (Eudora Welty), we acquire the power to analyze and interpret the foundational texts of western philosophy, history, oratory, fiction, and poetry in their original forms.
• Students will connect with thought-provoking and influential texts from antiquity, embracing “this rich source of delight” (Thomas Jefferson) and considering the benefits of the canon—and its dangers.
• Students will confront the most persistent questions about the nature of the human condition, heeding the Socratic warning that “the unexamined life is not worth living” (ὀ δὲ ἀνεξέταστος βίος υἱὸς βιωτός ἄνθρώπων, Plato, Apology 38a).
• Students will carry their education with them, becoming speakers of words and doers of deeds (μῦθον τε ῥητῆρ’ ἐμεῖναι πρηκτᾶ τε ἕργον, Homer, Iliad 9.443), striving to become human beings to whom nothing human is foreign (homo sum: humani nil a me alienum puto, Terence, HT 77).
• Students will not strive to amass a cache of the trivial or ephemeral but will forge a community of learning in partnership with faculty and students in the full spirit of Haverford’s motto (non doctior sed meliore doctrina imbutus).
• Students will, at the culmination of their studies, answer an important question about Classical culture or its reception with theoretical rigor, in dialogue with the work of...
other scholars, and under the auspices of a faculty mentor.

**CURRICULUM**
The major programs in Classics reflect the diversity of the field: students may major in Classical Culture and Society, Classical Languages (Greek and Latin), or Greek or Latin (with a related modern field). We encourage majors to study abroad during a semester of their junior year in Greece, Italy, or any other country with a strong tradition in Classical studies. Students may choose from three minors, each of which requires six courses: Greek, Latin, or Classical Culture and Society. Students may also major or minor in the Department of Classical and Near Eastern Archaeology at Bryn Mawr.

**MAJOR REQUIREMENTS**

**Classical Culture and Society**
Haverford’s major and minor in Classical Culture and Society offers students the opportunity to explore life in Classical antiquity in all of its dimensions—from language, to literature, to history, philosophy, archaeology, and more—as well as its impact on later cultural traditions. It is designed to allow the student to use a strong foundation in Greek or Latin as the springboard for a focused study of the culture and society of Classical antiquity, concentrating in one of the following areas: archaeology and art history, philosophy and religion, literature and the Classical tradition, history and society.

- Two semesters in either Latin or Greek beyond the elementary level.
- One course in Greek or Roman history.
- Three courses in an area of concentration (Literature & the Classical Tradition, Philosophy & Religion, Archaeology & Art History, or History & Society), at least two of which must be at the 200 level or above.
- Three electives in Classical Studies, at least one of which must be in history & society (except in the case of History & Society concentrators).
- Completion of the Majors’ Reading List (see departmental website).
- Senior Seminar and Thesis (398/399).

**Classical Languages**
Haverford’s Classical Languages major offers students the opportunity to gain proficiency in both Greek and Latin and to explore Classical texts and the literary, historical, and philosophical contexts in which they emerged.

- Eight semester courses beyond the elementary level divided between Greek and Latin, of which at least two in each language must be at the 200 level or above.
- Completion of the Majors’ Reading List (see departmental website).
- Senior Seminar (398/399).

**Greek or Latin**
Students who major in Greek or Latin pursue an intensive curriculum in one of the two languages, and in addition do work at the advanced level in an allied field which might itself be Classical Studies, but might also be English or another language, comparative literature, philosophy, religion, history, art history, archaeology, computer science or music—indeed, almost any discipline that the student can connect to his or her intellectual interests as complementary of his or her language studies.

- Six courses beyond the introductory level in one language, of which at least four must be at the 200 level or above.
- A minimum of three semester courses beyond the introductory level in a related field.
- Completion of the Majors’ Reading List (see departmental website).
- Senior Seminar and Thesis (398/399).

**Classical and Near Eastern Archaeology**
Haverford students often pursue coursework and research on the material culture of the ancient world within one of our major programs. Our students may also complete a major or minor in Archaeology or a component of the Concentration in Geoarchaeology through the Department of Classical and Near Eastern Archaeology at Bryn Mawr. The archaeology program is interdisciplinary and encourages students to take advantage of related offerings in Departments of Anthropology, Classics, Geology, History, History of Art, and the Program in the Growth and Structure of Cities. The Ella Riegel Memorial Collection of over 6,000 artifacts is used in instruction. In collaboration with the Departments of Geology, Biology and Anthropology, the Concentration in Geoarchaeology is offered together with coursework and laboratory training in geographic information systems.

**Majors’ Reading List**
The Majors’ Reading List consists of a group of essential Greek and Latin texts selected by the faculty, to be read in English (if not in the original).
by the beginning of the senior year. Many of these texts will have been assigned in different classes, while others will complement class readings. By reading, considering, and discussing the texts on the list, Classics students—whatever the focus of their particular major—will emerge with a stronger common basis for discussion and with a better sense of the range and depth of the Classical heritage. For most works a particular translation or translations is suggested on the department website, but if students would like to read a different version, they may consult with any faculty member to learn whether the translation is a reasonable alternative. (The list is posted on the departmental website.)

MINOR REQUIREMENTS

Classical Culture and Society
Six courses drawn from the range of courses counted towards Classical Culture and Society. Of these, two must be in Greek or Latin at the 100 level or above and at least one must be in Classical Culture and Society at the 200 level.

Greek
Six semester courses in Greek, at least two of which must be at the 200 level or above. The department may reduce the number of required courses for those who are already beyond the elementary language when they begin the minor.

Latin
Six semester courses in Latin, at least two of which must be at the 200 level or above. The department may reduce the number of required courses for those who are already beyond the elementary language when they begin the minor.

SENIOR PROJECT

The senior experience in the Department of Classics builds towards the writing of a senior thesis (typically 35 to 45 pages) on a topic of the student’s choice, under the guidance of two faculty members. In their theses, Classics students present original work based on serious and extensive research, extending knowledge about antiquity and its reception in innovative and illuminating ways.

Senior Seminar, a weekly course conducted during the fall semester, provides a forum in which students are introduced to a variety of theoretical approaches, further develop the ability to read and critique scholarship, and learn about resources for research in the field; it also gives them an opportunity to craft an interesting and appropriate question that they will explore in the thesis they write during the spring semester.

Senior Project Learning Goals
In the process of writing the senior thesis, students should acquire and demonstrate:

- the ability to craft an interesting and appropriate question in order to make a new contribution to the field of Classics.
- the ability to read relevant ancient texts, in the original languages as appropriate, and to discuss and analyze aspects of Classical culture.
- a familiarity with relevant modern scholarship and engagement with the methods and standards of the discipline of Classics.
- the ability to develop an article-length paper, consisting of original work, under the mentorship of two faculty.

Senior Project Assessment
The thesis is evaluated on the following criteria:

- **Conceptualization of an original research question**
  Students strive to acknowledge and explore the full implications of an innovative thesis question. Students demonstrate with depth and precision the importance of the question and what is at stake in answering it.

- **Familiarity with and understanding of primary texts**
  Students engage primary sources to answer their research question. Their primary evidence is well organized, exhaustive, and integrated with the continuing scholarly conversation to which they are contributing. Students strive to display a creative approach to existing sources or bring new and illuminating sources to bear on their research question.

- **Engagement with secondary literature**
  Students demonstrate comprehensive mastery of scholarly literature as it pertains to the thesis topic by synthesis of and contribution to the scholarly conversation.

- **Methodological and theoretical approach**
  Students ground their theses in current knowledge about antiquity, demonstrating a thorough understanding of relevant methodological and theoretical issues.
Quality of argument
Students construct a well-reasoned, well structured, and clearly expressed argument; the line of thought emerges clearly, and the conclusions are persuasive.

Clarity of writing
Writing is consistently engaging, clear, well organized, and enjoyable to read.

Oral presentation
At the end of the semester, students demonstrate comprehensive understanding of their topic in an articulate and engaging presentation and are able to provide innovative and thoughtful answers to questions.

REQUIREMENTS FOR HONORS
Students demonstrating superior performance in course work in the major and on the senior thesis will be eligible for departmental honors. To qualify for honors, students must have a cumulative GPA of at least 3.7 in their major courses (3.85 for high honors) and earn a grade of at least 3.7 on the senior thesis (3.85 for high honors).

STUDY ABROAD
The Classics Department encourages its students to study abroad in Greece or Italy, usually for a semester in their junior year. Students interested in studying abroad should talk to a member of the Classics faculty. For further information about studying abroad at Haverford, visit the Study Abroad website.

The most popular programs in Greece and Italy include:

College Year in Athens
College Year in Athens, or CYA, is a study abroad program focused upon the history and civilization of Greece and the East Mediterranean region. Its mission is to offer each student an academically rigorous program of studies combined with the vibrant experience of day-to-day contact with people, monuments, and landscape of Greece.

College Year in Athens Information
Intercollegiate Center for Classical Studies in Rome
At the “Centro” students can study Latin, Greek, Italian, art history, and the ancient city in Rome; they also take field trips in Rome, Pompeii, and Sicily.

Students planning on studying abroad at the Centro are strongly encouraged to take Roman History (or equivalent) before applying.

PRIZES
Departmental Classics Prizes

- The Daniel Gillis and Joseph Russo Prize is awarded for the best essay in Classical Studies.
- The William K. Baker Prize in Greek is presented by the Classics Department.
- The Howard Comfort Prize in Latin is presented by the Classics Department.
- The Class of 1896 Prize in Latin for Sophomores is awarded to the sophomore who has done the best work in Latin.
- The Class of 1902 Prize in Latin for Freshmen is awarded to the freshman who has done the best work in the Department.
- The Mark L. Hepps Prize is awarded in memory of Mark Larry Hepps '79. This prize is awarded for diligence in the study of elementary Latin.
- CAMWS Award for Outstanding Accomplishment in Classical Studies.

Utraque Lingua Grants
The Utraque Lingua Grants support further study of Latin and Greek by Haverford students.

Fellowships
- Augustus Taber Murray Research Fellowships
- Mellon Mays Undergraduate Fellowship

SPECIAL PROGRAMS
The department’s extra-curricular life includes visiting speakers, occasional expeditions to plays or museums in Philadelphia and New York City, the annual Bi-College ORALiTea (an occasion for the recitation of Greek & Latin literature), annual public marathon readings of Classical texts, Latin scavenger hunts, student reading groups and other departmental convivia.

The faculty encourages and supports events that are organized by students. Bryn Mawr hosts a weekly Classics Tea and Colloquium featuring visiting lectures.

FACULTY
Bret Mulligan
Chair and Associate Professor

Haverford College Catalog 2016-2017
Deborah H. Roberts  
William R. Kenan Jr. Professor of Classics and  
Comparative Literature

Robert Germany  
Associate Professor

Hannah Silverblank  
Visiting Assistant Professor

Jeffrey Ulrich  
Visiting Assistant Professor

COURSES IN GREEK LANGUAGE  
AND LITERATURE

GREKH001 ELEMENTARY GREEK  
Robert Germany  
Introduction to ancient Greek, with selected  
readings in poetry and prose. This is the first  
semester of a year-long course. Humanities (HU)

GREKH002 ELEMENTARY GREEK  
Robert Germany  
Completion of the basics of ancient Greek, followed  
by readings in Lysias and Plato. This is the second  
semester of a year-long course. Humanities (HU)

GREKH101 INTRODUCTION TO GREEK  
LITERATURE: HERODOTUS AND GREEK  
LYRIC  
Staff  
Introduction to the study of Greek literature  
through readings in Herodotus’ Histories and  
selections of Greek lyric poetry. Emphasis will be  
on developing reading skills and on critical  
interpretation and discussion. Humanities (HU)

GREKH102 INTRODUCTION TO GREEK  
POETRY: HOMER  
Deborah Roberts  
Readings in Homer’s Iliad or Odyssey, with critical  
interpretation and discussion. Prerequisite(s):  
Greek 101 or equivalent; Humanities (HU)

GREKH202 ADVANCED GREEK: TRAGEDY  
Deborah Roberts  
Two Greek tragedies and readings in Aristotle’s  
Poetics. Humanities (HU)

COURSES IN LATIN LANGUAGE  
AND LITERATURE

LATNH001 ELEMENTARY LATIN  
Bret Mulligan  
Introduction to the Latin language, including  
vocabulary, grammar, style, and techniques for  
reading and translation of poetry and prose; with  
attention to Roman history, mythology, literature,  
religion, and more. This is the first semester of a  
year-long course. Humanities (HU)

LATNH002 ELEMENTARY LATIN  
Bret Mulligan  
Completion of the introduction to the Latin  
language, with readings in prose and poetry.  
Humanities (HU)

LATNH101 INTRODUCTION TO LATIN  
LITERATURE: ENEMIES OF ROME  
Bret Mulligan  
Introduction to the study of Latin literature  
through studying how the Romans described those  
who resisted the Roman order, from the founding  
of the city, through the birth of the Republic, its  
defense against Hannibal, and its cannibalization  
during the Civil Wars. Humanities (HU)

LATNH102 INTRODUCTION TO LATIN  
LITERATURE: THE LANGUAGE OF LOVE  
AND HATE IN THE ROMAN REPUBLIC  
Hannah Silverblank  
Introduction to the study of Latin literature  
through readings from Catullus’ poetry and Cicero’s  
Pro Caelio. Class will include some grammar  
review, but emphasis will be on developing reading  
skills and on critical interpretation and discussion.  
Humanities (HU)

LATNH201 ADVANCED LATIN  
LITERATURE: VERGIL  
Bret Mulligan  
Few poems have been read steadily for over 2000  
years. Fewer still have become a school text soon  
after publication and a ‘classic’ of the Western  
canon, exerting a major influence on European  
literature, art, and politics. This course will attempt  
to reveal the enduring appeal of Vergil’s Aeneid  
through study of all aspects of the work, from its  
engagement with the literary tradition to its  
relation to the Augustan ideology to the author’s  
unique language, imagery, and poetic style.  
Humanities (HU)
LATNH202 ADVANCED LATIN LITERATURE: LATIN OF THE EMPIRE
Staff
In this course we will read a selection of texts drawn from the imperial period (c. 1-200 CE).
Humanities (HU)

LATNH203 ADVANCED LATIN LITERATURE: POSTCLASSICAL LATIN
Staff
In this course we will read a selection of texts drawn from the 1600 years of Latin writing after the Classical period (c. 300-1800 CE).
Humanities (HU)

LATNH204 ADVANCED LATIN LITERATURE: OVID’S LOVE POETRY
Staff
Focuses on the culminating works of the Latin Elegiac tradition, Ovid’s Amores and Ars Amatoria and their engagement with questions of genre, poetics, subjectivity, fiction, and truth. Selections from other Roman elegists and important scholarship will be read in English. Prerequisite(s): students must have completed at least two semesters of Latin at the 100-level or equivalent; Humanities (HU)

LATNH350 SEMINAR IN LATIN LITERATURE
Staff
An advanced seminar in Latin language and literature, with special emphasis on the interpretation and discussion of texts in Latin and the reading of relevant scholarship. Topic to be determined by faculty; recent topics have included “Poetry and Patronage in Flavian Rome” and “Translating the Classics: Theory, History, Practice.” May be repeated for credit
Prerequisite(s): at least one 200-level Latin course or consent; Humanities (HU)

The last third of the semester will feature an open-ended, student-led simulation of the aftermath of the Peloponnesian Wars, in which students will debate social reconciliation after the expulsion of the tyrants, the organization of Athenian government, the expansion of citizenship, the future of the Athenian empire, and the fate of Socrates. Crosslisted: PEAC; Humanities (HU)

CSTSH121 THE ROMAN REVOLUTION
Robert Germany and Bret Mulligan
An introduction to the literature and culture of ancient Rome, focusing on the transformative period of the late republic and early principate, including topics such as the Romans’ self-image, religion, sex & gender, and the relationship between art and politics. Humanities (HU)

CSTSH209 CLASSICAL MYTHOLOGY
Staff
An introduction to the primary characters and stories of Greek and Roman mythology including cosmic creation, Olympian and other deities, and heroes both as they appear in Greek and Roman literature and art and as they are later represented in modern art, music, and film. Crosslisted: Comparative Literature; Humanities (HU)

CSTSH210 ATHENS, ROME, PHILADELPHIA: CLASSICS AND THE AMERICAN REVOLUTION
Staff
Humanities (HU)

CSTSH212 REFASHIONING THE CLASSICS: ANCIENT LITERATURE AND MODERN WRITERS
Deborah Roberts
An exploration of the uses of Greek and Latin literature in later writers, with attention to particularly influential ancient authors (Homer, Vergil, Ovid, and others), to a range of modern authors, and to the varieties of literary influence and intertextuality. Humanities (HU)

CSTSH227 RACE AND ETHNICITY IN THE CLASSICAL WORLD
Staff
This course investigates ancient thinking about race and ethnicity, as represented in the literature of the ancient Mediterranean through such authors as Homer, Herodotus, Aeschylus, Aristotle, Vergil, Caesar, and Tacitus. Humanities (HU)
CSTSH290 HISTORY OF LITERARY THEORY: PLATO TO SHELLEY
Deborah Roberts
In this course we investigate central texts in literary theory from the Greeks to early nineteenth-century Europe, with attention to key critical terms and concepts. Topics of discussion include the nature and origin of literary creation, socio-political ideas about the function of poetry and the poet, mimetic models of literature, the roles of art and nature, literature in relation to its audience, theories of genre, defenses of poetry, allegorical interpretation, the idea of the sublime, definitions of the imagination, poetic language, and the application of critical theory to particular texts. Readings include selections from: Plato, Aristotle, Horace, Longinus, Dante, Augustine, Sidney, Corneille, Dryden, Pope, De Stael, Johnson, Wollstonecraft, Wordsworth, Coleridge, Keats, and Shelley. Requirements include 5 short papers and a final exam. Not open to first-year students. Humanities (HU)

CSTSH293 TRANSLATION AND OTHER TRANSFORMATIONS: THEORY AND PRACTICE
Deborah Roberts
An exploration of the theory and practice of translation: from language to language, from culture to culture, and from medium to medium. We will consider different approaches to translation in theoretical writings and in case studies drawn from works in different languages, with attention to changing views and to areas of controversy. Assignments will include both papers and translations, and students may develop translation projects of their own. Prerequisite(s): students must be at least at the intermediate level of one language other than English; Humanities (HU)

CSTSH398 SENIOR SEMINAR
Robert Germany
A bi-college seminar focused on refining the ability to read, discuss, and analyze Classical culture and the scholarship of various sub-fields of Classical Studies (e.g. literature, religion, philosophy, law, social history), leading towards the completion of a prospectus for the senior thesis. Humanities (HU)