

CLASSICS

haverford.edu/classics

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?

By engaging with the ideas of antiquity, we join the long history of rich and varied dialogues between the ancient and post-classical worlds. Exploration within these other worlds allows students to consider and challenge concepts of cultural inheritance, canonicity, and tradition. Latin and Greek in particular equip students with a greater facility in understanding the potential and limitations of language itself. 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. With honest and critical engagement this encounter can leave us changed as freer and more powerful thinkers.

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.

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” (ὁ δὲ ἀνεξέταστος βίος οὐ βιωτὸς ἀνθρώπῳ, Plato, *Apology* 38a).
- Students will carry their education with them, becoming speakers of words and doers of deeds (μύθων τε ῥητῆρ’ ἔμεναι πρηκτῆρά τε ἔργων, 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*

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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 their intellectual interests as complementary of their 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

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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

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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.

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

The department awards a number of prizes, grants, and fellowships.

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 First-years** is awarded to the first-year 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.

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

FACULTY

Charlie Kuper

Visiting Assistant Professor

Bret Mulligan

Chair and Associate Professor

Deborah Roberts

William R. Kenan Jr. Professor of Classics and Comparative Literature

Hannah Silverblank

Visiting Assistant Professor

COURSES IN CLASSICAL STUDIES NOT REQUIRING GREEK OR LATIN

CSTS H119 CULTURE AND CRISIS IN THE GOLDEN AGE OF ATHENS

Bret Mulligan

Humanities (HU)

Introduction to classical culture through a study of the Athenian achievement in literature, politics and philosophy from the Persian Wars to the trial and death of Socrates, largely through primary sources. 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 play Athenian characters to 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: Classical Studies, PJHR (Offered Fall 2017)

CSTS H121 ROMAN REVOLUTIONS

Bret Mulligan

Humanities (HU)

An introduction to what it meant to be a Roman by exploration what made the Romans revolutionary (in politics, military, philosophy, literature, art, and more) in their time and of lasting influence thereafter. The course culminates in a three-week role playing game, in which you will embody a particular Roman persona during a particular socio-political flashpoint in 63 BCE. (Offered every other year)

CSTS H205 THE HISTORY OF HEALING: MEDICINE AND DISEASE IN CLASSICAL ANTIQUITY

Staff

Humanities (HU)

An introduction to the development of medicine from Ancient Greek and Roman sources. The aim is to explore various models of causality for disease and different approaches to healing.

Readings will be primarily from the Hippocratic corpus and Galen. Crosslisted: Classical Studies, Health Studies (Not offered 2017-18)

CSTS H209 CLASSICAL MYTHOLOGY

Hannah Silverblank

Humanities (HU)

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: Classical Studies, Comparative Literature, Religion (Offered Spring 2018)

CSTS H212 REFASHIONING THE CLASSICS: VOICING MYTH

Hannah Silverblank

Humanities (HU)

This course interrogates the relationships between classical myths and their revoicings. We explore various strands of reception theory in order to discuss the dynamics between different versions of myths, placing emphasis on myths that take voice as a central theme. Crosslisted: Classical Studies, Comparative Literature (Typically offered every three years)

CSTS H2XX NARRATIVES OF ETHICAL LEADERSHIP FROM THE PAST

Charlie Kuper

Humanities (HU)

Larger-than-life individuals from antiquity such as Socrates, Alexander the Great, Julius Caesar, and St Anthony provide powerful (and contradictory) examples of leadership in all of its facets. Socrates' refusal to escape from his unjust condemnation, Caesar's decision to pardon many of his political enemies, and Anthony's public display of civil disobedience are all fruitful examples for discussion of different modes of ethical leadership. In addition to gaining an understanding of the complexity of ancient thought on leadership and exemplarity, students

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will be well equipped to apply what they learn to the modern world. (Offered Spring 2018)

CSTS H227 RACE AND ETHNICITY IN THE CLASSICAL WORLD

Staff

Humanities (HU)

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. Crosslisted: Classical Studies, Comparative Literature, PJHR (Not offered 2017-18)

CSTS H290 HISTORY OF LITERARY THEORY: PLATO TO SHELLEY

Deborah Roberts

Humanities (HU)

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.

Crosslisted: Classical Studies, Comparative Literature, English; Prerequisite(s): Sophomore standing or instructor consent. (Offered occasionally)

CSTS H293 TRANSLATION AND OTHER TRANSFORMATIONS: THEORY AND PRACTICE

Deborah Roberts

Humanities (HU)

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. Crosslisted: Comparative Literature, Classical Studies Prerequisite(s): Student must be at least at the intermediate level in at least one language other than English. (Offered Fall 2017)

CSTS B398 SENIOR SEMINAR

Staff

Humanities (HU)

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. (Offered Fall 2017 at Bryn Mawr)

CSTS H399 SENIOR SEMINAR

Staff

Humanities (HU)

Independent work on the senior thesis and meetings with the thesis advisor. (Offered Spring 2018)

CSTS H480 TEACHING APPRENTICE

Staff

Humanities (HU)

(Offered every semester)

GREEK COURSES

GREK H001 ELEMENTARY GREEK

Hannah Silverblank

Humanities (HU)

This two-semester course provides an introduction to the ancient Greek language and to the reading of ancient Greek literature; from the beginning we will be reading not only sentences designed to give students practice but actual excerpts from ancient prose and poetry. We should be able to finish the basics by about the middle of the spring semester, and will spend the rest of the year reading and discussing Plato's *Crito*, in which Socrates defends his decision not to escape from prison and a death sentence, and Lysias' first oration, a speech for the defense in a trial that sheds interesting light on Athenian domestic life. (Offered Fall 2017)

GREK H002 ELEMENTARY GREEK

Staff

Humanities (HU)

Completion of the basics of ancient Greek, followed by readings in Lysias and Plato. This is

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the second semester of a year-long course.
(Offered Spring 2018)

GREK H101 INTRODUCTION TO GREEK LITERATURE: HERODOTUS AND GREEK LYRIC

Charlie Kuper

Humanities (HU)

This intermediate Greek course features Herodotus' *Histories*, a sweeping investigation into why the massive, wealthy, multiethnic empire of Persia and the fractious Greeks came into conflict. We also read poems by lyric poets, including the acid-tongued Archilochus and Sappho, whose songs of love, lust, and longing have shaped subsequent discourses on desire and the feminine voice. This course, which explores themes of war and peace, love and hate, self and other, monsters and marvels, also lays the foundation for reading Homer in the spring. Prerequisite(s): GREK 002 or equivalent, or instructor consent. (Offered Fall 2017)

GREK B104 INTRODUCTION TO GREEK POETRY: HOMER

Hannah Silverblank

Humanities (HU)

This course serves both as an intermediate language class (aimed at developing reading fluency in Homeric Greek) and as an introduction to Greek poetry through the work of Homer; we will read selections from the *Iliad* in Greek (and the poem as a whole in English). Class time will include both translation and discussion, with attention to such topics as narrative structure, the voice of the singer/narrator, the figure of the hero, Homeric society and its values, the treatment of battle and war, and the relationship between gods and humans. We will also consider the "Homeric question," oral composition and its implications, Homeric language, and special features of Homeric style: type scene, ring composition, formula, and simile. We will look at different translations of the *Iliad*, and at the ways in which the poem has been read (and rewritten) at different times; we will also practice reading aloud in the dactylic hexameter meter of the *Iliad*. Prerequisite(s): GREK 101 or equivalent, or instructor consent. (Offered Spring 2018 at Bryn Mawr)

GREK B201 ADVANCED GREEK: PLATO AND THUCYDIDES

Staff

Humanities (HU)

The brilliant and controversial statesman Alcibiades provides a link between the two texts in this course (Plato's *Symposium* and Thucydides' *History of the Peloponnesian War*), and we examine the ways in which both authors handle the figure of Alcibiades as a point of entry into the comparison of the varying styles and modes of thought of these two great writers. Suggested Prerequisite(s): At least two years of college Greek or the equivalent. (Offer Fall 2017 at Bryn Mawr)

GREK H202 ADVANCED GREEK: TRAGEDY

Deborah Roberts

Humanities (HU)

In this course we read two of the surviving works of fifth century Greek tragedy, Aeschylus's *Prometheus Bound* and Sophocles's *Philoctetes*, with selected critical essays and background reading in other plays. Class time will be divided between translation and discussion, with attention not only to themes specific to each tragedy but also to such common topics as: the playwright's treatment of the inherited myth; the way in which the drama tells its story; the role and nature of the chorus; characterization and the connections between characters; the relationship of divine and human; the role of prophecy; choice, justice and retribution; political resonances; performance issues; and the language of dialogue and of choral ode. Class will also include practice reading aloud in the meter of dialogue and in some of the simpler choral meters and discussion of different translations of selected passages. Prerequisite(s): Two Greek courses at the 100 level or above, or instructor consent. (Offered Spring 2018)

GREK H480 TEACHING APPRENTICE

Staff

Humanities (HU)

(Offered every semester)

LATIN COURSES

LATN H001 ELEMENTARY LATIN

Bret Mulligan

Humanities (HU)

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. (Offered Fall 2017)

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LATN H002 ELEMENTARY LATIN

Bret Mulligan

Humanities (HU)

Completion of the introduction to the Latin language, with readings in prose and poetry. (Offered Spring 2018)

LATN H101 INTRODUCTION TO LATIN LITERATURE: FRIENDS AND ENEMIES OF ROME

Bret Mulligan

Humanities (HU)

This is both an intermediate Latin course and an introduction to the study of Latin literature and culture. Readings will span a range of works in prose and poetry, including inscriptions and other material evidence for Roman culture. The focus of inquiry will be on understanding Roman identity—their hopes, fears, achievements, and follies—by studying how they described friendship and their friends, and those enemies who resisted the Roman order, from the founding of the city, through its near destruction by Hannibal, and its cannibalization during the Civil Wars. The course will conclude with a brief historical simulation in which you will debate the fate of Rome as a Roman senator. Prerequisite(s): LATN 002 or equivalent, or instructor consent. (Offered Fall 2017)

LATN H102 INTRODUCTION TO LATIN LITERATURE: THE LANGUAGE OF LOVE AND HATE IN THE ROMAN REPUBLIC

Charlie Kuper

Humanities (HU)

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. Prerequisite(s): LATN 101 or BMC 003 or instructor consent for students with very strong HS prep. (Offered Spring 2018)

LATN H201 ADVANCED LATIN LITERATURE: VERGIL

Bret Mulligan

Humanities (HU)

Few poems have been read steadily for over 2,000 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 review 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. Prerequisite(s): Two semesters of 100-level Latin, or instructor consent. (Typically offered every other year)

LATN B202 ADVANCED LATIN LITERATURE: LATIN OF THE EMPIRE

Staff

Humanities (HU)

In this course typically a variety of Latin prose and poetry of the high and later Roman empire (first to fourth centuries CE) is read. Single or multiple authors may be featured in a given semester. This is a topics course, course content varies. Prerequisite(s): Two semesters of 100-level Latin, or instructor consent. (Offered Spring 2018 at Bryn Mawr)

LATN H206 ADVANCED LATIN LITERATURE: POSTCLASSICAL LATIN

Bret Mulligan

Humanities (HU)

An investigation of one or more historical, cultural, or literary questions drawn from the 95% of Latin literature that was produced after Classical antiquity. We will read a variety of texts, in different genres and from various times. Recent topics have included: centonic literature, the epistolary exchange between Abelard and Heloise, the Latin of New Spain, and Philadelphia Latin. Prerequisite(s): Two semesters of 100-level Latin, or instructor consent. (Typically offered every other year)

LATN H211 ADVANCED LATIN LITERATURE: FRIENDSHIP

Charlie Kuper

Humanities (HU)

This is an advanced reading course in Latin literature focusing on the topic of friendship. Texts will include Cicero's *Laelius*, poetry composed by Horace and Maecenas (among others), dedicatory inscriptions discussing friendship, and letters, notably some examples depicting female friendship as found in the Vindolanda tablets. Prerequisite(s): Two semesters of 100-level Latin, or instructor consent. (Offered Fall 2017)

LATN H350 LATIN SEMINAR

Bret Mulligan

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Humanities (HU)

An advanced exploration of a Latin work, genre, or author. Recent topics have included “Ovid’s *Metamorphoses*” and “The (Mostly) Latin Epigram.” Prerequisite(s): At least one 200-level Latin course. (Offered Spring 2018)

LATN H480 TEACHING APPRENTICE

Staff

Humanities (HU)

(Offered every semester)