COURSES IN CLASSICS AND RELATED FIELDS

Digitally Reconstructed Gigantomachy Frieze of the Great Altar of Pergamon

SPRING SEMESTER 2016
The University of Maryland offers many opportunities to study the worlds and legacies of ancient Greece and Rome through courses offered by the departments of Classics, Art History, Architecture, English, History, Jewish Studies, and Philosophy, and within the Honors program. This brochure describes the various courses relating to classical antiquity, which will be offered in the spring semester and the two summer sessions of 2016 by some of these departments. We have prepared this brochure to help you plan your course schedule during the pre-registration period. For additional information on any of the courses listed below, programs of study, or major requirements, students should consult an academic advisor in the appropriate department. Students interested in learning more about the study of classics should contact Professor Eric Adler (eadler@umd.edu) or Professor Lillian Doherty (ldoherty@umd.edu), both of whom have offices in 1210 Marie Mount Hall.

**Classics Faculty**

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<td>Eric Adler</td>
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<td>Ph.D. Duke</td>
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<td>Francisco Barrenechea</td>
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<td>Jorge J. Bravo III</td>
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<td>Lillian Doherty</td>
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<td>Ph.D. Chicago</td>
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<td>Judith Hallett</td>
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<td>Ph.D. Harvard</td>
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<td>Polyvia Parara</td>
<td>Classics</td>
<td>Ph.D. University of Paris X</td>
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<td>Mary Pittas-Herschbach</td>
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<td>John McLucas</td>
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<td>Gregory Staley</td>
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**Faculty in Related Fields** (see our website for a complete list)

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<tr>
<td>Arthur Eckstein</td>
<td>History</td>
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<td>Maryl Gensheimer</td>
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<td>Jane Donawerth</td>
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<td>Thomas Moser</td>
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<td>Rachel Singpurwalla</td>
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<td>Joseph Scholten</td>
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<td>Denis Sullivan</td>
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<td>Matthew Suriano</td>
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<td>Elizabeth Conner</td>
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<td>R. Lindley Vann</td>
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CLASSICS

In today’s world, everything from Coca Cola to cars is called “classic.” But in its earliest sense, this word, Latin in origin, was used to describe the literatures of Greece and Rome—they were “first-class,” the best of their kind. As a modern academic field, Classics is the study of these languages and literatures, and of the cultures to which they belonged. It also refers to the study of the continuing impact that antiquity has imprinted on the contemporary world. Although Latin and ancient Greek are no longer used as spoken languages, they have indelibly influenced modern languages such as English, Spanish, and French. Furthermore, the ideas voiced by Homer or Plato in Greek and by Ovid or Cicero in Latin have shaped the Western tradition from which America first emerged. Indeed, America is a product of the renaissance, or “rebirth,” of the ancient culture that characterized the years after 1400.

Classics serves as an excellent major for students who are considering a wide variety of professional careers. For centuries, Classics was the major chosen by university students in preparation for their future careers in law, ministry, medicine, and politics—that is why so many terms in law (e.g., *habeas corpus*) and medicine (e.g., hypochondria) are derived from Greek and Latin. At the University of Maryland, Classics majors learn clarity and precision of expression in their speaking and writing abilities, develop analytical and problem-solving skills, and gain a broadly-based intellectual foundation for a lifetime of career paths. By studying Latin or Greek, even if only for a few semesters, our students are able to develop a refined sense of how language works to clarify, explain, persuade, and entertain. In fact, Latin and Greek have contributed to over 60% of the English vocabulary; therefore, we provide students with an invaluable resource for improving their command over the English language. Learning the ancient languages will also give our students the opportunity to share their knowledge and interests with thousands of like-minded individuals, as well as the chance to read works that have brilliantly expressed the wonders and depth of human existence over the last two thousand years.

**Artistic Representation of the First-Generation Olympians**

Even if you do not have time to study Latin or Greek or major in Classics, you can continue your study of classical antiquity through various courses taught in English that cover a wide range of topics. Many academic fields today are rooted in classical antiquity (even “cybernetics” derives from a Greek word!); so, it makes sense that Classics is an interdisciplinary area of study which has contributed to the overall development of fields such as politics, psychology, and literary criticism. Classics also combines its own work with the latest approaches of new fields such as semiotics, women’s studies, and archaeology. In the
Classics Department, you can study many diverse topics, including ancient technology, Hollywood’s continuing fascination with ancient Greek and Rome, and Thomas Jefferson’s love for ancient architecture and the role he played in turning Washington, D.C. into a modern “classical” city.

The University of Maryland’s Classics Department at College Park is recognized for its dedication to teaching, along with its many contributions to scholarship. Our Classics faculty members have won a plethora of teaching awards (ex: Lilly Teaching Fellowships, the American Philological Association Award for Excellence in Teaching, and Distinguished Scholar-Teacher), and they are committed to creating the kind of learning community in which students receive active and personal support. Graduate Teaching Assistants in Classics are enthusiastic and dedicated to their work; they are selected not only for their academic backgrounds, but also for their potential as educators. Apart from CLAS170 (Greek and Roman Mythology), Classics classes are typically small (i.e., most have 10-30 students). The faculty brings the fruits of their exciting and diverse research interests to their teaching: Greek drama and its reception in Mexico (Prof. Barrenechea); the archaeology of Greek cult and ancient athletics (Prof. Bravo); gendered perspectives on Latin literature and classics in the 19th-20th century anglophone world (Prof. Hallett); Greco-Roman historiography and history of the field of Classics (Prof. Adler); Greek epic and the interpretation and reception of classical mythology (Prof. Doherty); and the nature and influence of Senecan tragedy and American attitudes toward classical myth (Prof. Staley). Many of our faculty members have had books published by the Oxford University Press, Princeton University Press, Routledge, and Duckworth, among others.

The Department offers instruction under three different headings: **CLAS**, **GREK**, and **LATN**. **CLAS** courses deal with various aspects of the ancient world, utilizing English language texts and translated works of Greek and Latin literature. **CLAS** courses do not provide instruction in the ancient languages, nor will they fully satisfy the Global Engagement requirement in the College of Arts and Humanities. **GREK** and **LATN** courses utilize English language texts as well as material in Greek and Latin. They are designed to help students master the Latin or Greek language, and they can be used to satisfy the College’s Global Engagement requirement.

**MAJORING IN CLASSICS**

There are three major tracks in the Department of Classics. Those who choose Classics as an undergraduate major solely for the sake of the strong liberal-arts background it provides, and who do not desire to continue in the field, may choose either of the language tracks or the Classical Humanities track. This program requires 12 credits at the 100-200 level and 24 credits at the 300-400 level, including a capstone course, CLAS409. Study of Latin or ancient Greek is encouraged but not required for those choosing this track. At least half of the credits at each level must be taken in the Classics Department (this includes LATN and GREK course); the rest may be taken in other departments, such as Art History and Archaeology, Architecture, History, English, Anthropology, or Philosophy. Students choosing the Classical Humanities track will work closely with an undergraduate advisor to design an individual program of study with a coherent focus — i.e., religion and mythology, textual and material culture, or the reception of Greek and Roman culture in later eras.

Students who wish to become Latin teachers should choose either the Latin or the Latin and Greek track. Those who plan to do graduate work in Classics, ancient history, or ancient philosophy should choose the Latin and Greek track.

The Latin track requires 30 credits of Latin at the 200-level or higher, at least 12 of which must be at the 400-level or higher, plus 9-12 credits of supporting courses at any level in CLAS, GREK, or related fields such as HIST and ARTH.

The combined track in Latin and Greek requires at least 18 credits of either Latin or Greek and 12 hours of the other classical language, plus 9 hours of supporting courses in CLAS or related fields. Students with
MINORING IN CLASSICS

Students seeking to pursue a coordinated program of study in Classics (short of majoring in Classics) may be permitted to enroll in a program of study leading to the award of a minor in one of the four areas: Latin Language and Literature; Greek Language and Culture; Classical Mythology [in English]; and Archaeology. Each minor program requires a set of selected CLAS, GREK, or LATN courses; the first two require at least some work in Latin or Greek at the 300-level or above. The Greek minor can be earned in either ancient or modern Greek. Minors offer students an opportunity to pursue a coherent program of study outside the major and to gain an additional form of recognition for their academic achievements. For additional information on earning a minor in Classics, or to apply for admission to any one of the four programs, students should contact Professor Jorge Bravo (jbravo@umd.edu) or Professor Lillian Doherty (lldoherty@umd.edu). See the department website at www.classics.umd.edu for more details.

Sarcophagus featuring the Triumph of Dionysus

CORE & GENERAL EDUCATION KEY

Some of our courses fulfill CORE and/or General Education requirements. If you matriculated (i.e., you were admitted to UMCP as either a freshman or transfer student) in fall 2012 or later, then you are subject to the General Education program requirements. If you are still unsure of which program to follow, please visit http://ter.ps/coretogened for more details.

- CORE D = Human Cultural Diversity
- CORE HA = History and Theory of the Arts
- CORE HL = Literature
- CORE HO = Other Humanities
- CORE IE = Interdisciplinary and Emerging Issues
- CORE SH = Social or Political History
- GenEd DSHS = Distributive Studies - History and Social Sciences
- GenEd DSHU = Distributive Studies - Humanities
- GenEd DSSP = Distributive Studies - Scholarship in Practice
- GenEd DVUP = Diversity - Understanding Plural Societies
- GenEd SCIS = Signature Courses - I-Series
CLASSICS COURSES

**CLAS170 Greek and Roman Mythology** (3 credits) - Francisco Barrenechea.
Secs. 0101-0105: MW 10:00-10:50 + discussion section.
Secs. 0201-0207: MW 11:00-11:50 + discussion section.
CORE HL; GenEd DSHU. Also offered as RELS170.
Heroes, monsters, adventures and quests, gods and goddesses: the syllabus of a course in Classical mythology almost sounds like the description of a computer game. Yet, for the Greeks and Romans, these myths were the sacred stories that recorded their history, explained their world, and supported their sense of identity as a people. CLAS170 explores the many roles of myth in Classical culture and the perennial fascination that these stories have held ever since. Texts are taught in English translation.

**Note:** CLAS170 will also be offered during Winter Term 2016 as an online course, and in both 2016 summer sessions, with online sections in each session and a face-to-face section in the second session.

**CLAS180 Discovering the World of Ancient Greece** (3 credits) - Jorge Bravo.
MWF 2:00-2:50.
GenEd DSHS or DSHU.
An exploration of the cultural traits and developments of ancient Greek civilization and its forerunners, from the Bronze Age Mycenaeans and Minoans, through the rise of the classical Greek city-states, and to the expansion of Greek cultural influence in the wake of the conquests of Alexander the Great. Drawing upon the evidence of the archaeological remains as well as ancient historical and literary documents, students gain a basic familiarity with the principal monuments and artifacts of classical Greek civilization, the various institutions and values that characterized the Greeks, and the significant historical events that transformed the culture over the course of antiquity.

**CLAS289A Are We Rome?** (3 credits) - Eric Adler.
Secs. 0101-0103: MW 12:00-12:50 + Friday discussion section.
CORE SH; GenEd DSHS or DSHU, SCIS.
In the year of America’s creation, 1776, Edward Gibbon published *The History of the Decline and Fall of the Roman Empire*. Ever since then, Americans have been asking themselves what the history of Rome can teach them about the future of America. This course will explore that question by using the Roman experience to think about questions such as imperialism, globalization, multiculturalism, democracy, and popular culture. We will look at Rome’s impact on our Constitution, our architecture, our sports, our movies, and our Capitol city, Washington, otherwise known as “the new Rome.”

**CLAS419X The Classical Tradition: Classical Reception in Italy** (3 credits) - John McLucas.
M 5:00-7:40.
This broadly interdisciplinary course will examine the reception of Roman Antiquity throughout the centuries in Italy. The relics of Roman civilization were a constant presence for Italians of later times. Many of the most spectacular structures of the Empire were immense, crumbling features of the urban infrastructure throughout Italy which bewildered and inspired the Medieval mind. What survived of Latin literature set a benchmark for literacy. The prestige of the ancient Empire, in symbiosis with that of Rome as the seat of Western Christendom, sparked a series of "renascences" in architecture, art, theatre, opera, and, in modern times, cinema. Many products of this fascination with the Roman legacy became, in their turn, exports of Italian culture. Weekly classes will be dedicated in turn to various eras, arts, and media. While the goals and tone of the course will be non-specialist, students will be encouraged to explore individual research topics relevant to their disciplines and to share their findings in a free-flowing, ongoing exchange.

*Please note that there will be an additional CLAS course, but the topic has not yet been determined.*
ANCIENT GREEK COURSES

GREK102 Elementary Ancient Greek II (4 credits) - Lillian Doherty.
MWF 2:00-2:50, M 1:00-1:50.
Prerequisite: GREK101 or an equivalent course.
Students will continue their development of basic grammar and reading skills. The course includes an introduction to central aspects of Athenian life and culture in the fifth-century BCE (the Golden Age of Athens and the Periclean Age). This course is part of the Ancient Greek track, which may be used to fulfill the Global Engagement requirement for the College of Arts and Humanities.

GREK301 Scenes from Athenian Life (3 credits) - Jorge Bravo.
MW 3:30-4:45.
Prerequisite: GREK201 or an equivalent course.
GenEd DSSP.
Readings are in ancient Greek.
The aim of this course is to introduce you to reading a continuous text of Attic Greek prose. The text we will use in this class is Plato's *Euthyphro*, one of the Athenian philosopher's earlier dialogues in which he characterizes his teacher and mentor, Socrates. A second aim of the course is to build on your familiarity with Greek grammar and vocabulary through discussion and review as we read the dialogue. A final goal is to learn about Plato as an author and philosopher, his portrayal of Socrates, and the social, political, and cultural contexts in which Socrates and Plato lived and taught. You will be reading (in translation) and discussing other Platonic dialogues about Socrates in order to supplement this learning.

GREK488J/688J Greek Tragedy and Comedy (3 credits) - Francisco Barrenechea.
Tu 5:00-7:40.
The plays will be read in ancient Greek.
The goal of this seminar is not only to deepen your knowledge of the theater of Euripides and Aristophanes, but also to identify those points of sympathy between the artists. In order to do so, we will read and discuss Euripides’ *Helen* (412 BC) and Aristophanes’ *Thesmophoriazusae* (411 BC) side by side. By the end of the course, you will become familiar with the current scholarship on the plays, as well as with a few approaches—for instance: performance, myth, genre, gender, and religion—that have provided illuminating for the interpretation of the two plays.

MODERN GREEK COURSES

GREK112 Elementary Modern Greek II (3 credits) - Polyvia Parara.
MWF 12:00-12:50.
Prerequisite: GREK111 or an equivalent course.
This course is designed for second-semester beginners who desire instruction in the fundamentals of grammar and structure, as well as the development of their vocabulary and language skills. Students will practice listening, reading, and writing. The course puts emphasis on both conversational Greek and instruction in the grammatical and syntactic structure of the language. It also focuses on aspects of Greek culture and civilization. This course is part of the Modern Greek track, which may be used to fulfill the Global Engagement requirement for the College of Arts and Humanities.
GREK212 Intermediate Modern Greek II (3 credits) - Polyvia Parara.
MWF 11:00-11:50.
Prerequisite: GREK211 or permission of the instructor.
This course is designed to develop students’ ability to communicate in Modern Greek and to help them acquire the skills necessary to produce oral and written expression. Grammar, structure, vocabulary, listening, and reading comprehension are included in the teaching. Aspects of Greek culture will be introduced in reading passages. More specifically, the objective is for students to be able to use the language in order to express feelings and thoughts, describe ordinary situations, exchange information, communicate about a significant number of everyday events, and understand the main cultural features of the Greek people. Successful completion of this course satisfies the Global Engagement requirement for the College of Arts and Humanities.

GREK399 Advanced Modern Greek II (3 credits) - Polyvia Parara.
MWF 10:00-10:50.
Prerequisite: GREK212 or GREK398A and permission of the instructor.
This course is designed for students who have completed the intermediate sequence (GREK211 and GREK212) or who have reached this level through other means. Course objectives include development of advanced communication skills (speaking, listening, reading, and writing) and the development of confidence and fluency in the expression of ideas and arguments on a variety of topics. The course will also enhance the students' knowledge of Modern Greek culture and history.

LATIN COURSES

LATN101 Elementary Latin (4 credits) - Staff.
MWF 10:00-10:50, W 9:00-9:50.
This course will serve as a study of basic grammar, development of reading facility, and as an introduction to Roman life and culture in the classical period. Students who have completed two years of Latin in high school may register for LATN101 for the purposes of review, but ordinarily not for credit. This course is part of the Latin track, which may be used to fulfill the Global Engagement requirement for the College of Arts and Humanities.
LATN201 Intermediate Latin (4 credits) - Staff.
TuTh 11:00-12:50.
Prerequisite: LATN102 or LATN120, or three years of Latin in high school, or permission of the department.
CORE HO.
This course will serve as a review of basic grammar, study of more advanced grammatical material, and as an introduction to major Latin prose authors and poets through readings from Cicero, Caesar, Petronius, Pliny, Catullus and Horace. Successful completion of this course satisfies the Global Engagement requirement for the College of Arts and Humanities.

LATN303 Petronius (3 credits) - Gregory Staley.
TuTh 3:30-4:45.
Tacitus said of Petronius that he turned the normal day on its head, partying at night and sleeping by day. Not surprisingly, many college students have found in him a soulmate! But it was not just time which Petronius confounded; he presents in his novel The Satyricon a view of Roman life which inverts everything which Cicero and Vergil have taught us to believe about the gens togata. This course will read Petronius’ mock-epic, concentrating on its linguistic, social and generic diversity, and on its influence on subsequent literature and film.

LATN488K/688K Seneca (3 credits) - Gregory Staley.
W 5:00-7:40.
Seneca (c. 4 BC - 65 AD), a Roman of Spanish origin, lived much of his life at the center of Roman power. As a Stoic, he was familiar with paradoxes and turned his life into one: he was a rich man who praised poverty, a philosopher who taught ethics and yet enabled Nero to practice vice, a writer who regularly talked about the poetry of others but never acknowledged the existence of his own tragedies. Seneca’s are the only complete tragedies to survive in Latin; we will focus on Seneca’s plays Oedipus and Phaedra and explore how they reflect his own world and how they shaped the Renaissance’s idea of tragedy.

LATN640 Latin Pedagogy (3 credits) - Eric Adler and Judith Hallett.
Saturdays: January 30th; February 6, 13, 27; March 5th; April 16 & 30.
9:00AM-3:30PM.
This course centers on seven Saturday workshops, each featuring distinguished guest faculty members, focused on important issues in the teaching of Latin at the K-12 and collegiate levels. In connection with its theme of Latin in the context of world language pedagogy, it also includes a colloquium on teaching Latin and other world languages (including English) at the K-16 level, and a mentoring project that involves “shadowing” two current Latin teachers, and observing at least one of these teachers in the classroom.

CLASSICS-RELATED COURSES

Note: Use the following codes to determine if a given course would be appropriate for the specific rubric you need:

- **AR**: Appropriate for the Archaeology minor.
- **CH**: Appropriate for the Classical Humanities major track, or as a supporting course for one of the language tracks (Latin or Latin & Greek).
- **CM**: Appropriate for the Classical Mythology minor.
- **GK**: Appropriate for the Greek minor. At least one of three 300- or 400-level courses in the minor must have the GREK prefix.
ANTH240 Introduction to Archaeology (3 credits) - Stephen Brighton. 
TuTh 2:00-2:50 + discussion section. 
CORE SB, D; GenEd DSHS, DVUP. 
Exploration of the variety of past human societies and cultures through archaeology, from the emergence of anatomically modern humans to the more recent historical past. [AR]

ANTH240 is a prerequisite for these additional courses, which may be counted toward the minor in Archaeology (see Testudo for more details):

- ANTH341 Introduction to Zooarchaeology. Instructor: Barnet Pavao-Zuckerman. TuTh 2:00-3:15.
- ANTH444 Theories of the Past. Instructor: Mark Leone. Tu 3:30-6:00.

CLASSICS-RELATED COURSES, CONTINUED

ARCH423 History of Roman Architecture (3 credits) - R. Lindley Vann. 
TuTh 11:00-12:15. 
Prerequisite: Permission of the Architecture program. 
This course is a survey of Roman architecture from 500 BCE to 325 CE. [AR, CH]

ARCH428G Selected Topics in Architectural History: Greek and Roman Cities of Southern Turkey - R. Lindley Vann. 
TuTh 2:00-3:15. 
[AR, CH]

ARCH481 The Architect in Archaeology (3 credits) - R. Lindley Vann. 
Tu 7:00-9:30. 
Prerequisite: Permission of the Architecture program. 
The role of the architect in field archaeology, and the analysis of excavating, recording, and publishing selected archaeological expeditions. [AR, CH]

ARTH200 Art and Society in Ancient and Medieval Europe and the Mediterranean (3 credits) - Louise Martinez. 
MW 11:00-11:50 + discussion section. 
CORE HA; GenEd DSHU, DVUP [This class also fulfills the prerequisite for the Archaeology minor.] 
Examines the material culture and visual expressions of Mediterranean and European societies from early times until ca. 1300 CE, emphasizing the political, social, and religious context of the works studied, the relationships of the works to the societies that created them, and the interrelationship of these societies. [AR, CH, CM]

ARTH303 Roman Art and Archaeology (3 credits) - Maryl Gensheimer. 
TuTh 11:00-12:15. 
At the height of its power, the Roman Empire stretched from Britain to Morocco and from Spain to Syria. Rome itself, initially a small and unimportant town, grew into a major metropolis that not only ruled its vast empire but set the pattern for a sophisticated urban style of living for over one thousand years. This class will explore the art and architectural remains of ancient Rome, both within the city and throughout the breadth of
its Empire. Grandiose Roman architecture – temples, fora, triumphal arches, theaters, and baths, among other examples – along with the quotidian building blocks of the Empire – bridges, aqueducts, and roads – will be evaluated. Emphasis is placed on studying Roman art and architecture within historical, political, social, and religious contexts and changes. Questions of patronage (imperial, elite, middle and lower classes) and function (public, domestic, and funerary) will also be considered. [AR, CH, CM]

**ARTH389F Special Topics in Art History & Archaeology: Classical Mythology in Renaissance Art** (3 credits) - Aneta Georgievska-Shine.  
TuTh 9:30-10:45.  
One of the most significant facets of the “rebirth” of antiquity during the early modern era was the renewed interest in the meaning of classical myths among philosophers, theologians, men of letters, and visual artists. Greek and Roman divinities and the lore associated with them could be studied through a variety of ancient literary sources. The most influential classical authority throughout this period, however, was the Roman poet Ovid (Publius Ovidius Naso) whose fifteen-book poem *The Metamorphoses* served as a veritable “Pagan Bible” for painters and poets alike. This course explores the ways in which the stories gathered together in this “perpetual poem” were represented in the European visual arts between the fifteenth and the seventeenth century. [CH, CM]

**ENGL466 Arthurian Legend** - Kellie Robertson.  
MWF 12:00-12:50.  
Prerequisite: Two English courses in literature or permission of the English department.  
The development of Arthurian legend in English and continental literature from the Middle Ages to the twentieth century. All readings are in modern English. [CM]

**ENGL478E Selected Topics in English and American Literature before 1800: The Story of Troy: An Ancient Tale Told and Retold** (3 credits) - Linda Coleman.  
TuTh 11:00-12:15.  
Prerequisite: Two English courses in literature or permission of the English department.  
This course traces the history of the legendary Trojan War story from ancient times to the present. We begin, of course, with Homer’s *Iliad* in translation, including a discussion of various translations, then look at ancient Greek and Roman versions of the story, explore its presentation as a medieval romance and Shakespeare’s cynical take on the Troilus and Cressida story, and examine modern uses of the story in poetry, short stories, novels, essays and films. In examining the history of the Trojan War story, we also consider the broader issues: why people retell stories at all, how we use older stories to think about what is happening now, and how old stories are adjusted to meet modern assumptions, expectations, and purposes. [CH, CM, GK]

**ENGL487 Foundations of Rhetoric** (3 credits) - Jane Donawerth.  
MWF 12:00-12:50.  
In this course, we will read texts of the rhetorical tradition, the theories and guides for speaking and writing persuasively, from the beginning to 1900. We will study the canonical theories of Plato, Aristotle, Cicero, Quintilian, Augustine, Erasmus, Campbell and others. But we will also read communication theory by women outside the canon, by Pan Chao, Sei Shonagon, Margaret Fell, Mary Astell, and the Black elocutionist Hallie Quinn Brown. We will learn traditional rhetorical categories, such as invention and levels of style, and apply them in rhetorical analysis. We will discuss the issues of classical rhetorical theory, such
as the moral use of rhetoric, and art vs. nature. We will also examine the ways rhetorical theory changes when it is adapted to new, less privileged groups of speakers—such as women's emphasis on conversation rather than public speech. Class will be mainly discussion, with student reports on crucial topics. Requirements include a mid-term and final examination, three one-page reports (written and oral) on theoretical topics, a 5-page paper using rhetorical analysis, and a longer 7-8 page research paper either comparing two theories or using a theory to analyze a text from the time it was widely taught. [CH]

**HIST110 The Ancient World** (3 credits) - Elizabeth Conner.
MW 1:00-1:50 + discussion section.
CORE HO; GenEd DSHU.
Interpretation of select literature and art of the ancient Mediterranean world with a view to illuminating the antecedents of modern culture; religion and myth in the ancient Near East; Greek philosophical, scientific, and literary invention; and the Roman tradition in politics and administration. [CH, CM]

**HIST319J Special Topics in History: Rome from Republic to Authoritarian Rule (100 BC to 100 AD)** - Arthur Eckstein.
TuTh 9:30-10:45.
[CH]

**HIST321 Biblical History and Culture** (3 credits) - Matthew Suriano.
TuTh 2:00-3:15.
No prerequisites.
Also offered as JWST324.
*Credit only granted for HIST321 or JWST324.*
This course will study the political, social, and religious development of the ancient Israel and Judah from the Iron Age through the Babylonian and Persian Periods. The course will focus on biblical texts, archeological finds, and source materials from neighboring cultures in order to understand the social setting and historical background of the Israelites. [AR, CH]

**HIST324 Classical Greece** (3 credits) - Arthur Eckstein.
TuTh 12:30-1:45.
Prerequisite: HIST110 or HIST111 or permission of the instructor.
This course will cover the ancient Greeks from Homer to Socrates; 800-400 BCE society and religion of the city-state; the art and literature of Periclean Athens; the Peloponnesian War; and the intellectual circle of Socrates. [CH, CM, GK]

**HIST408O Senior Seminar: The Classical Polis: Athens and the Golden Age** (3 credits) - Elizabeth Conner.
W 10:00-11:50.
Prerequisite: Permission of the History department.
Explores the classical Athenian polis as a unique social project that defined itself through the organization of space, political life, pleasure, and religion. [CH, GK]
HONR229O Ancient Rome in Historical Fiction: Narratives, Sources and Screen Adaptations (3 credits) - Judith Hallett.
TuTh 3:00-4:40.
CORE HL; GenEd DSHU.
Open to Honors students ONLY.
In this seminar, we will study the I, Claudius BBC-TV series, and compare this 1976 “small screen” cinematic treatment to Robert Graves’ novels on which it was based – I, Claudius and Claudius the God. We will also compare both the TV series and the novels to the ancient primary sources on which Graves mainly relied: Tacitus’ Annals, Suetonius’ Lives of the Twelve Caesars, and the histories of Cassius Dio. In considering how the small screen representation of Claudius compares to those of both Graves and our ancient primary sources, we will focus on a number of topics. Chief among them are Claudius’ ancient and modern image as a physically and mentally challenged individual and his role as a member of the Julio-Claudian dynasty. Yet another is the impact of his story on two twentieth century audiences, that of Graves in the 1930’s and that of the BBC-TV series in the 1970’s. The class is scheduled to allow us time to view episodes from the BBC series as well as other films, and to discuss them in the same week. No knowledge of Greek or Latin is required. The workload will include three short papers and a final group project. [CH, CM]

HONR238Z: Gladiators and Caesars: The Archaeology of Roman Spectacle (3 credits) - Maryl Gensheimer.
Open to Honors students ONLY.
In the popular book and movie franchise The Hunger Games, Jennifer Lawrence plays Katniss Everdeen, a young woman prepared to fight to the death against her opponents in the arena. Similarly, in the blockbuster movie Gladiator, Russell Crowe’s character battles men and beasts to win glory in the Colosseum. Both of these recent cinematic successes vividly evoke the cultural parallels between ancient Rome and 21st century America, as well as the allure of spectacle entertainment then and now.

This course will explore the Roman buildings intended for mass entertainment—the amphitheater, bath, circus, stadium, theater, and so forth—to understand how and why spectacle entertainments were fundamental to Roman daily life. Each type of entertainment will be studied in turn. We will consider first the art, architectural, and archaeological evidence, and then reconstruct the manner in which these buildings were used in antiquity with the help of various literary sources in English translation. Wherever possible, we will also examine the modern perception of ancient spectacle. Films, popular literature, and news stories will illuminate the similarities and differences between Roman spectacle and its legacy today, and will enable fruitful discussion of the ways in which cultural norms and values have both changed and remained constant in the two thousand years separating a gladiatorial game in Rome and a Superbowl Sunday in America. [AR, CH]

PHIL414 The Philosophy of Aristotle (3 credits) - Rachel Singpurwalla.
TuTh 11:00-12:15.
Prerequisite: Three courses in PHIL.
A critical study of selected portions of Aristotle’s writings. [CH, GK]

SUMMER COURSES

CLAS170 (Greek and Roman Mythology) will be offered in both summer sessions. There will be an online section in both sessions, plus a face-to-face section in the second session.
There will also be a new one-week, one-credit summer study abroad program, “Are We Rome?” The course will be taught in Washington and Rome in the week following commencement (i.e., the last week in May). This program, for which we have generous scholarship aid from the National Italian American Foundation, will be especially meaningful to those who have taken the semester course. Students taking the course will also receive priority in the awarding of scholarships. For more information, please contact Professor Lillian Doherty at ldoherty@umd.edu.

Professor Jorge Bravo’s summer study abroad program, CLAS369: The History and Archaeology of Corinth and its Environs in Ancient Greece, will return in the summer of 2017.

MORE OPPORTUNITIES

For information about study abroad programs, internships, scholarships, and student awards offered by the Department of Classics, please see our website at www.classics.umd.edu.