This fall, the Classics Department offers elementary and intermediate Latin and Greek courses (for which please refer to the Directory of Classes), as well as Greek and Latin Survey (taught by Deborah Steiner and Katharina Volk, respectively). In addition, we offer the following:

Classical Civilization

**CLCV UN3008/The Age of Augustus/TR 8:40am-9:55am/Ross, Alan**
The reign of the first Roman emperor, Augustus (27BCE-14CE), has been seen as a Roman revolution, both political and cultural. Rome had for centuries been governed as a Republic, but a series of increasingly divisive civil wars allowed Augustus to create a new political system in which he exercised sole rule as the ‘first citizen’ within a ‘Restored Republic’. Augustus’ reign lasted more than 40 years, and established a model of autocratic rule that would last for four centuries. During this time there were profound changes in the political, social, and cultural structures of Rome. In this course, you will examine the nature of these changes, Augustus’ political strategies, military activities, and religious initiatives through his own writing, the accounts of (often hostile) historians and a range of literary and archaeological sources, including Roman poetry. Ultimately, we will address the question: how did Augustus achieve the seemingly paradoxical feat of becoming a monarch within a republican system?

**CLCV BC3333 The Archaeology of Crisis: The Collapse of the Late Bronze Age in the Eastern Mediterranean World/ MF 2:10pm-4:00pm (immersive seminar in Fall B)/ Morris, Ellen**
In this immersive seminar, we’ll examine the “globalized” palace network that spanned the Eastern Mediterranean, paying especially close attention to the Mycenaean culture zone. We’ll think about the turmoil that resulted in the destruction or abandonment of all known palaces in the Eastern Mediterranean, follow the trail of some of the armed refugees that both fled from and caused yet more turmoil, and end up in Philistia, the new homeland of a subset of these migrants. In this region, now constituting the Gaza Strip and Southern Israel, we’ll witness competition, conflict, and cooperation in an ancient setting, as these newcomers selectively intermarried with locals, negotiated cultural and political boundaries, shifted alliances, created a political confederation, and eventually faded from view. Through readings, discussions, and short informal presentations, we’ll explore the methodologies by which archaeologists seek to gain a nuanced understanding of the past. We’ll also be closely attuned to how present challenges and crises spark new historical paradigms.

**CLCV GU4440/Society and Environment in the Ancient Mediterranean World/ MTWR 2:40pm-3:55pm (Fall A)/ Morris, Ellen**
Over the course of this seminar, we will read works that focus on the pre-industrial Mediterranean and seek, quite literally, to map out the influence of environment on culture, as well as the often quite different ways in which various types of human societies (e.g., pastoralists, autonomous villages, cities, kingdoms, and empires) have sought to exploit specific environmental niches for their own purposes. “Nature” and “culture,” although frequently contrasted, are not easily divisible. By means of fields, orchards, gardens, and corrals, we humans attempt to force our environment to conform to our desires. Yet the natural world is not so easily subdued. Animal and insect-borne diseases, droughts, floods, fires, and innumerable other disasters lay waste to villages and towns, bankrupt weak states, trigger mass migrations, and serve as the catalyst for conflicts. Such events – exacerbated by climate change, environmental depredation, as well as asymmetric power, and structural violence – demonstrate the degree to which the health of human societies is dependent on the environment in which we live.
**Classical Literature**

CLLT UN3132/Classical Myth/TR 10:10-11:25/Foley, Helene
This course will examine classical myths about gods and heroes/heroines represented in Greek and Roman literature and art, as well as approaches to studying and defining myth. The reception of these myths in later Western art and poetry will play a continuing secondary role.

CLEN UN3720/Plato the Rhetorician/T 2:10pm-4pm/Eden, Kathy
Although Socrates takes a notoriously dim view of persuasion and the art that produces it, the Platonic dialogues featuring him both theorize and practice a range of rhetorical strategies that become the nuts and bolts of persuasive argumentation. This seminar will read a number of these dialogues, including Apology, Protagoras, Ion, Gorgias, Phaedrus, Menexenus and Republic, followed by Aristotle’s Rhetoric, the rhetorical manual of Plato’s student that provides our earliest full treatment of the art. Application instructions: E-mail Prof. Eden (khe1@columbia.edu) with your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

**Greek**

GREK UN3309/Greek Lit Selections: 2nd Sophistic/TR 1:10-2:25/Schwartz, Seth
This course will feature reading of selections from the works of the Roman Imperial-era writers Plutarch, Lucian of Samosata and Philostratos. Emphasis will be placed both on these writers’ relation to the classical tradition and to their eastern Imperial context.

GREK GU4009/Greek Lit Selections: Euripides IA/MW 1:10-2:25/Foley, Helene
Euripides’ Iphigeneia at Aulis and another short reading.

**Latin**

LATN UN3012/Augustan Poetry/TR 2:40-3:55/Williams, Gareth
This course introduces students to Augustan poetry and culture, while also serving to improve translation facility, reinforce grammatical and syntactical principles, and expand vocabulary. Readings will be drawn from all five major poets of the era (Vergil, Horace, Propertius, Tibullus, and Ovid). The class is especially geared towards those who have just finished the intermediate Latin sequence or incoming students who received a 5 on the AP Latin exam.

LATN UN3033/Medieval Latin Literature/TR 2:40-3:55/Franklin, Carmela
This course provides a survey of the large and varied corpus of Latin writing during the Middle Ages in both highly Romanized areas of north Africa, Italy, and Spain, and in the newly established national kingdoms of France, Germany, and the British Isles. The course will read closely examples of the principal genres of medieval Latin literature, and consider both their traditional features deriving from classical and biblical models, but also their innovations, reflecting new cultural, religious and linguistic contexts. Our reading list will include the Latin Bible, Augustine, the hymns of Prudentius and Ambrose, the epic of Proba, Bede’s History, biographies of Charlemagne, and of Anselm of Canterbury, historians of the Crusades, the love poetry of the 12th century, the letters of Abelard and Heloise, and satirical poetry from the 13th century.
Celebrating a wedding or a birthday? Dedicating a book or a boat? Grieving a loved one's departure or death? Just annoyed at your noisy neighbor? Why not dash off a poem to mark or commemorate the occasion! In this class, we will be reading always-short, often humorous, sometimes obscene epigrams (most familiar from Catullus and Martial) and so-called "occasional" poetry of varying lengths and seriousness (primarily from the same two authors and Statius). These two forms, which are obsessed in their different ways with the intersecting conceits of monumentality and triviality, are also obsessed with social interaction, blurring the line between private and public.

LATN GU4009/Rhetoric/MW 2:40-3:55/McNamara, Charles
This upper-level Latin course examines how two towering figures of imperial literature--the historian Tacitus and the rhetorical educator Quintilian--consider the role of rhetoric during the Empire's ascent. Setting their own views in conversation with the bygone era of the Republic, these authors weigh the role of the "good man skilled in speaking" under an emperor. This course focuses on translation of primary texts and the evolution of the technical vocabulary of rhetorical practice during this period of political and cultural change.

Modern Greek

GRKM UN3003/Greece today: language, literature, and culture/ MW 4:10-5:25/Kakkoufa, Nikolas
This course builds on the elements of the language acquired in GRKM1101 through 2102, but new students may place into it, after special arrangement with the instructor. It introduces the students to a number of authentic multimodal materials drawn from a range of sources which include films, literary texts, media, music etc. in order to better understand Greece’s current cultural, socioeconomic, and political landscape. In doing so, it aims to foster transcultural understanding and intercultural competence, while further developing the four language skills: listening, speaking, reading and writing. Topics of discussion include language, gender equality, youth unemployment, education, queer identities, refugees, and the multilayered aspects of the crisis.

GRKM UN3935/Hellenism and the Topographical Imagination/T 2:10-4:00/Antoniou, Dimitris
This course examines the way particular spaces—cultural, urban, literary—serve as sites for the production and reproduction of cultural and political imaginaries. It places particular emphasis on the themes of the polis, the city, and the nation-state as well as on spatial representations of and responses to notions of the Hellenic across time. Students will consider a wide range of texts as spaces—complex sites constituted and complicated by a multiplicity of languages—and ask: To what extent is meaning and cultural identity, sitespecific? How central is the classical past in Western imagination? How have great metropolises such as Paris, Istanbul, and New York fashioned themselves in response to the allure of the classical and the advent of modern Greece? How has Greece as a specific site shaped the study of the Cold War, dictatorships, and crisis? This course fulfills the global core requirement.

CLGM GU4300/Retranslation: Worlding C.P. Cavafy/T, 6:00-8:00/Van Dyck, Karen
By examining the poetry of the Greek Diaspora poet Cavafy in all its permutations, the case of a canonical author becomes experimental ground for opening up theories and practices of translation and world literature. Students will choose a group of poems by Cavafy or a work by another author with a considerable body of critical work and translations and, following the example of Cavafy and his translators, come up with their own retranslations (whether queer, visual, archival, theatrical). Works read include commentary by E. M. Forster, C. M. Bowra, and Roman Jakobson, translations by James Merrill, Marguerite Yourcenar, and Daniel Mendelsohn, poems by W. H. Auden, Lawrence Durrell, and Joseph Brodsky, and visual art by David Hockney and Duane Michals.