This spring, the Classics Department offers all regular elementary and intermediate Latin and Greek courses, as well as Greek and Latin Survey (taught by Elizabeth Scharffenberger and Katharina Volk, respectively) and Latin Prose Composition (taught by Kristina Milnor). In addition, we offer the following:

**Classical Civilization**

**CLCV UN3070 Polis: The Biography of the Ancient Greek City/TR 8:40-9:55/Ma, John**
This course explores the history of the Greek city-state, first as a long narrative story from the obscure leap to stately forms in the Aegean basin during the early seventh century BCE, to the end of municipal forms in the late Roman empire in the fourth century CE. Is there a single *polis* form that develops and endures during this century? This is the concern of the first half of the course. The second half explores implications of the *polis* as a social and political organism: as ideas, ideology and institutions; as self-interest; and as a site and a tool of domination. The possible consequences for the politics of living together will be examined throughout the course, which balances between history and political philosophy.

**CLCV BC 3601 Priestess, Queen, Goddess: The Divine Feminine in the Kingdom of Kush (an immersive seminar, Spring A)/MW 10:10-12, Ashby, Solange**
The prominence of powerful goddesses, the reverence awarded to the queen mothers of Kush, and a series of sole-ruling queens (one of whom led her army in battle against the invading Romans) highlight the unusually high status of women in this ancient African society and serve as a fitting focus for the study of female power in the ancient world. In this six-week immersive seminar, we’ll examine goddess worship, sacred sexualities, and family lineages – both royal and non-royal – of ancient Kush (c. 2600 BCE- 300 CE) as well as the queens, priestesses, and mothers who ruled or otherwise helped shaped the states they inhabited.
CLCV GU4190 Philosophy in Classical Rome/MW 1:10-2:25/Volk, Katharina
This class provides an introduction to philosophical texts and practices of Rome's classical era (1st century BCE to 2nd century CE). Readings will be in English translation and include works by Lucretius, Cicero, Horace, Seneca, Marcus Aurelius, and others.

CLCV GR5010 Graduate Research Colloquium/F 4:10-6/ Worman, Nancy
The Graduate Research Colloquium is a forum that offers two types of research seminars over the course of the semester. In the first, formerly the Graduate Colloquium, up to six outside speakers are invited by the graduate organizers to present research papers to an audience of graduates, faculty and others interested within the larger NYC Classics community, and afterwards to engage in discussion. The second is a Work-in-Progress seminar in which Columbia Classics graduate students present their research to their graduate peers in whatever format they deem most conducive to conveying their research to their audience and receiving feedback. The audience for these eight seminars is restricted to graduate students, the instructor who presides over the course, and any faculty the graduate student presenters choose should choose to invite. At least one semester of the Graduate Research Colloquium is required for MAO students and PhD students must attend the course in both the Fall and Spring semesters of their first year.

Classical Literature

CLLT UN3129 An Odyssey of Odysseys: Receptions of Homer/TR 1:10-2:25/Krasne, Darcy
Homer’s Odyssey, likely composed around the 9th or 8th century BCE, has had an enduring legacy. Our journey this semester will bring us into contact with a varied selection of artistic endeavors, spanning different cultures, times, and media, that draw on the Odyssey for material or inspiration. A guiding set of broadly-formulated questions will steer our course: Can we find in the Odyssey some of the same meaning, today, that it held for its original audience and that it held, subsequently, for later Greeks? Do receptions of the Odyssey try to recapture it, reframe it, refashion it, or become something independent? (Are these mutually exclusive options?) How do we read these works in light of the Odyssey, and also how do we re-visit and re-read the Odyssey in light of its receptions? It is no secret that the present bears the enduring weight of the past, but is the past changed as a result?

CLLT BC3303 Imbibing the Wisdom of the Ancients: Egyptian Literature in Translation (an immersive seminar, Spring B)/MW 10:10-12/Ashby, Solange
The literature produced in ancient Egypt varies widely and spans roughly three thousand years (c.2600 BCE – 395 CE). Over the course of this six-week intensive seminar, we will read a selection of religious literature, raunchy love poems, didactic texts, as well as stories that creatively narrate events in Egyptian history, reveal long held religious beliefs, and provide information about the daily life of ancient Egyptians and Nubians. In addition, to get closer to the source material and
better understand the scribes who wrote the texts, students will be instructed in how to read simple formulaic Egyptian hieroglyphic texts.

Classical Studies

Classical Studies UN3030 Beyond City Limits: Considering the Countryside in Ancient Rome/W 6.10-8/Sokolowski, Deborah
Roman history is usually studied through its capital city and the famous politicians who vied for its control, but the overwhelming majority of the empire’s inhabitants lived in rural settlements (such as villages, farms, and villas) which were often several days journey from the nearest city. What was the relationship between the Roman government, its lands, and the people who inhabited them? This seminar begins with Rome’s rise in Italy, before turning to several Roman provinces (such as Egypt, Britain, North Africa, and Greece) as case studies for specific issues in understanding the Roman countryside. Through an interdisciplinary study of the ancient source materials including papyri, inscriptions, and art work, this research-driven seminar considers the cultural, social, and economic histories of Rome’s rural populations as a means of understanding both the empire’s continued stability and its eventual collapse. No prerequisites.

Classical Studies UN3040 Ethnicity, Power, and Resistance in Ancient Empire/Tu 10:10-12/ Ish Shalom, Tal
In this course we will investigate how, and to what extent, ethnicity can help us understand both the incredible power of ancient empires and also how they were challenged and undermined. We will examine and compare four ancient empires in the Mediterranean and Near East, from the mid-6th cent. BCE to the 2nd cent. CE: The Persian Achaemenid Empire, The Hellenistic Ptolemaic and Seleucid Empires, and the Roman Empire.

Greek

GREK UN3310/ Lyric/TR 1:10-2:25/Steiner, Deborah
This course will read extensive selections of lyric poetry, in Greek.

GREK GU4010/ Plato, Protagoras/MW 1:10-2:25/Mann, Wolfgang
This course will read Plato’s Protagoras in its entirety, in Greek. But I plan to supplement that with some other short readings--fragments attributed to certain sophists, selections from other Platonic dialogues, two brief treatises from the Hippocratic Corpus, and some material from some of the later doxography. Those supplemental materials will all be made available in English. Similarly, I will be assigning some secondary literature, also all in English. The goal of the course is to help us to answer questions like: How does Plato understand the notion of a sophist? How does he seek to distinguish Socrates from the sophists (and from Protagoras in particular)? What are the
characteristics of a certain pattern or method of argumentation (associated with Socrates)? I plan to use N. Denyer’s edition of the *Protagoras* (Cambridge 2008, in the Green and Yellow series: ISBN 9780511813023); the old *Oxford Classical Text*, edited by J. Burnet, is perfectly okay, but it of course doesn't include any kind of commentary.

**Latin**

**LATN UN3013/Classical Latin Prose/TR 11:40-12:55/Williams, Gareth**
This course is intended as an introduction to reading Latin prose, concentrating on different styles of writing, particularly narrative, argument, and invective. Texts will be drawn from Cicero, Sallust, and their contemporaries.

**LATN UN3310/Roman Letters/MW 8:40-9:55/Ma, John**
In this course, we will read actual prose texts by or closely related to the Julio-Claudian *principes*: Augustus' *Res Gestae et Impensa*, the *SC de Cn. Pison Patre*, and the fragment of Claudius' speech at Lugdunum, each time pairing the texts with later takes on the period, in the original (Tacitus's obituary of Augustus, his narration of the death of Germanicus, and his portrayal of Claudius' speech--all from the Annals) or in translation (Seneca's *Apocolocyntosis*, Suetonius' biographies).

**LATN GU4010/MW 2:40-3:55/Krasne, Darcy**
In this course, we will be reading two of Seneca's tragedies, "Oedipus" and "Medea," along with a sampling of critical literature addressing various aspects of the plays' context, composition, and possible performance.

**LATN GU4152/Medieval Latin Literature and the Bible/TR 11:40-12:55/Franklin, Carmela**
This course will consider both secular and religious poetry from the 11th to the 13th century. It will include selections from the *Carmina Burana*, Abelard’s *Planctus*, the satires of the Archpoet and others, and the Eucharistic poetry of Thomas Aquinas.

**Latin GR6154/Latin Paleography/TR 2:10-4/Franklin, Carmela**
This course will survey the history of Latin manuscript books and their scripts from late antiquity to the early years of printing (4th -15th century). We will consider the manuscript book as a physical artifact, and we will look at the production of books in their social and political settings. Students will develop practical skills in reading and transcription, and will begin to recognize the features that allow localization and dating of manuscripts. We will use original materials from the Rare Book and Manuscript Library whenever possible, as well as the abundant digital material available on the web. Knowledge of Latin is required.