

related fields, such as art history, literature, and history. When possible, works from these fields on matters of the Mediterranean world will be incorporated into the course readings.

W 3:30PM – 6:00PM DOD205I

CLA6932 Plutarch & Classical Greece (3) Dr. John Marincola

Plutarch is the one of the most important narrative sources for the history of fifth- and fourth-century Greece, surpassed only by the contemporary historians Herodotus, Thucydides, and Xenophon. Yet Plutarch wrote half a millennium after these writers in a very different Greek world from the one inhabited by those earlier historians, and his work must always be read with this in mind. By analyzing both the Lives and the Moralia, this course examines the ways in which Plutarch constructs and interprets the history of Athens, Sparta, and Thebes in the classical era. Students are expected to have a good working knowledge of Greek history from 490 to 323.

T 12:30PM – 3:00PM DOD205I

EUH5407 Hellenistic Greece: Ptolemaic Egypt and Rome (3) Dr. Trevor Luke

This course begins with the origins and history of Lagid rule of Egypt and then turns to the Ptolemies' interactions with Rome in the first century BCE, culminating in Cleopatra's reign and defeat at the hands of Octavian. Students will be required to write a book/article review, give a conference-style presentation, and write a paper on a topic chosen in consultation with the instructor.

MW 2:30PM – 3:20PM MON004

FLE5810 Teaching Classics (3) Dr. Michael Furman

This course prepares graduate students in Classics for their role as teachers of undergraduates in lower-level courses in etymology, classical civilization, myth and Latin.

F 8:30AM – 11:00AM DOD205I

GRW5345 Hellenistic Epigrams (3) Dr. Francis Cairns

This course will cover works of the major Hellenistic epigrammatists (in Greek).

MW 9:30 – 10:45 DOD205I

GRW6930/LNW6930 Historiography of Ancient Science (3) Dr. S. Slaveva-Griffin/Dr. T. Luke

One of the basic principles of science is self-correction. Science self-corrects as scientists revise or disprove received views about the natural world and our place in it. Scientific self-correction requires a great deal of gathering, assessing, and promulgating of scientific knowledge that naturally depends, both implicitly and explicitly, on historical narratives of science. The purpose of this seminar is to examine the origin and development of the historiography of science from the fragmentary Presocratics in the 6th century BCE to Pliny the Elder's *Naturalis Historia* in the first century CE and beyond, to Martianus Capella's *De Nuptiis Philologiae et Mercurii* in the fourth century CE and the Byzantine encyclopedia in the sixth and ninth centuries CE. The seminar will be topically organized around the major luminaries of ancient science covered in diachronic order. There will be primary readings in Greek and Latin (along with adjacent scholarship), a portfolio, and a research paper. All students will be required to do the Greek and Latin readings. Nevertheless, students should register for either the Greek or the Latin course number in accordance with their program needs.

R 3:30PM – 6:00PM DOD205I

LNW5365 Senecan Tragedy (3) Dr. Timothy Stover

This course is designed as an introduction to the tragic poetry of Seneca the Younger (ca. 4 BC-AD 65). Both undergraduate and graduate students will engage in close reading and discussion of Seneca's *Thyestes* and *Medea*, two of the author's most important and interesting tragedies. In addition, graduate students will read *Octavia*, a play written in imitation of Seneca's tragedies and the only extant example of a *fabula praetexta*, i.e. a drama whose theme is drawn from Roman history. Particular attention will be paid to the author's poetic technique, to his place in the tradition of the genre, and to the socio-cultural context in which the plays were composed (i.e. Claudian and Neronian Rome).

MW 2:00PM – 3:15PM DOD205I

LNW6930 Latin Seminar (3) Dr. Celia Campbell

In this seminar we will closely read and engage with selections from three representative works of Latin didactic: Lucretius' *de Rerum Natura*, Virgil's *Georgics*, and Ovid's *Ars amatoria*. We will talk about poetic techniques, didactic aims and import, and both situate and assess the genre within its literary and socio-cultural contexts. Comparative readings from the Greek didactic tradition will be looked at in translation.

M 3:30PM – 6:00PM DOD205I