The Department of Classics offers three major programs: one with a focus on language and literature (Classics), one with a focus on classical archaeology (Classical Archaeology), and one that looks at the ancient world from multiple perspectives (Classical Studies). Students pursuing these majors are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the three major programs: for all, requirements in Greek and/or Latin and in classical culture must be fulfilled. Courses in which a grade below C- is earned may not be used to fulfill the requirements for any of the programs offered by the department. Courses taken with the Credit/D/F grading option also may not be used to fulfill the requirements for any of the programs offered by the department.

Classics

The classics program is arranged to accommodate both those students who have studied no classical languages and those who have had extensive training in Latin and Greek. The objective of Greek and Latin courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

Requirements for the Major in Classics

The major in classics consists of ten courses. At least six of the ten courses are to be chosen from offerings in Greek and Latin and should include at least two courses in Greek or Latin at the 300 level. Of the remaining courses, one should be chosen from Archaeology 101 or 102, one should be chosen from Classics 101 or 102, and one should be chosen from Classics 211 or 212. Of the courses a student wishes to count towards the major, at least one at the 300 level should be taken during the senior year. Students concentrating in one of the languages are encouraged to take at least two courses in the other. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Courses so designated are identified in the course descriptions below.

Classical Archaeology

Within the broader context of classical studies, the classical archaeology program pays special attention to the physical remains of classical antiquity. Students studying classical archaeology should develop an understanding of how archaeological evidence can contribute to our knowledge of the past, and of how archaeological study interacts with such related disciplines as philology, history, and art history. In particular, they should acquire an appreciation for the unique balance of written and physical sources that makes classical archaeology a central part of classical studies.
Requirements for the Major in Classical Archaeology
The major in classical archaeology consists of ten courses. At least five of the ten courses are to be chosen from offerings in archaeology, and should include Archaeology 101, 102, and at least one archaeology course at the 300 level. At least four of the remaining courses are to be chosen from offerings in Greek or Latin, and should include at least one at the 300 level. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Courses so designated are identified in the course descriptions below.

Classical Studies
The classical studies major provides a useful foundation for students who seek a multidisciplinary view of the ancient world. The major combines coursework in an ancient language (Greek or Latin) with courses that explore the culture, history, and traditions of the ancient Mediterranean.

Requirements for the Major in Classical Studies
The major in classical studies consists of ten courses. At least eight courses must be selected from within the department. A minimum of two courses should be elected in a single ancient language (Greek or Latin). The appropriate level depends on the student’s preparation and is determined by the department. The remaining classes should include Classics 101, 102, 211, and 212; at least one course in classical archaeology; at least one and not more than two classes outside the Department of Classics and chosen from the following (or from other appropriate offerings in these disciplines, with classics department approval): Anthropology 102 or 221; Art History 213 or 215; Government 240; Philosophy 111; Religion 106, 215, or 216; English/Theater 106; and at least two advanced courses in the department at the 300 level, one of which must be a designated research seminar. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Courses so designated are identified in the course descriptions below.

Interdisciplinary Major
The department participates in an interdisciplinary program in archaeology and art history. See page 203.

Requirements for the Minor
Students may choose a minor in one of five areas:

1. Greek: Five courses in the department, including at least four in the Greek language;
2. Latin: Five courses in the department, including at least four in the Latin language;
3. Classics: Five courses in the department, including at least four in the classical languages; of these four, one should be either Greek 204 or Latin 205 or 206;
4. Archaeology: Six courses in the department, including either Archaeology 101 or 102, one archaeology course at the 300 level, and two other archaeology courses;
5. Classical Studies (Greek or Roman): Six courses, including:
   a. —for the Greek studies concentration: two courses in the Greek language; Archaeology 101; one of the following: Classics 17 (or any other appropriate first-year seminar), Classics 101, 102, or 211; or Philosophy 111; or Government 240; and two of the following: Archaeology 203 or any 300-level archaeology
course focusing primarily on Greek material; Classics 291–294 (Independent Study) or any 200- or 300-level Greek or classics course focusing primarily on Greek material.

b. —for the Roman studies concentration: two courses in the Latin language; Archaeology 102; one of the following: Classics 16 (or any other appropriate first-year seminar), Classics 101, 102, or 212; or Philosophy 111; or Government 240; and two of the following: Archaeology 204 or any 300-level archaeology course focusing primarily on Roman material; or Classics 291–294 (Independent Study) or any 200- or 300-level Latin or classics course focusing primarily on Roman material.

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the classics department.

Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students majoring in classics and classical archaeology can study in the junior year (see page 48). It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the department for further information.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

ARCHAEOLOGY

Archaeology 101 and 102 are offered in alternate years.

101c. Introduction to Greek Archaeology. Fall 2009. RYAN RICCIARDI.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other “minor arts” are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as Art History 209.)

102c. Introduction to Roman Archaeology. Fall 2008. RYAN RICCIARDI.

Surveys the material culture of Roman society, from Italy’s prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around
Courses of Instruction

the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other “minor arts.” Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as Art History 210.)

[206c. Hispania Antiqua: The Art and Archaeology of Ancient Spain.]

[207c,d - IP. Who Owns the Past? The Roles of Museums in Preserving and Presenting Culture. (Same as Anthropology 205.)]

208c. The Archaeology of Troy. Spring 2009. RYAN RICCIARDI.

The city of Troy acts as the backdrop for the three greatest epics of the ancient world, Homer’s Iliad and Odyssey, and Virgil’s Aeneid. Examines the physical remains of Troy and investigates the problems associated with the archaeology of Aegean prehistory using literary, historical, and archaeological evidence. Also looks at the role that Troy and the Trojan legends played during the height of Greek and Roman power and the continuing legacy of Troy in the modern world.

At least one 300-level archaeology course is offered each year. Topics and/or periods recently taught on this level include the Greek Bronze Age, Etruscan art and archaeology, Greek and Roman numismatics, and Pompeii and the cities of Vesuvius. The 300-level courses currently scheduled are:

[302c. Ancient Numismatics.]

[304c. Pompeii and the Cities of Vesuvius.]

[305c - ESD, IP. Etruscan Art and Archaeology.]


The city of Rome contains iconic monuments, testaments to the power of the state and its individual rulers. Within the capital city, the two square kilometers of the Campus Martius contain of some of the most innovative contributions to the history of urban planning and Roman architecture. Focuses on the development of the region from its pre-Roman days as a low-lying flood plain of the Tiber river to its designation as the Jewish ghetto in the Renaissance period. Examines what it means to be urban or suburban in the Roman world by considering the liminal role of the Campus Martius in the definition of Rome as a city.

Prerequisite: One 100- or 200-level course in archaeology, or permission of the instructor.

CLASSES

First-Year Seminar

For a full description of first-year seminars, see pages 147–57.

[16c. Cultural Connections in the Ancient Mediterranean.]

17c. The Heroic Age: Ancient Supermen and Wonder Women. Fall 2008. MICHAEL NERDAHL.
Introductory, Intermediate, and Advanced Courses

Classics 101 and 102 are offered in alternate years.

101c - ESD, IP. Classical Mythology. Spring 2010. BARBARA WIEIDEN BOYD.

Focuses on the mythology of the Greeks and the use of myth in classical literature. Other topics considered are recurrent patterns and motifs in Greek myths; a cross-cultural study of ancient creation myths; the relation of mythology to religion; women’s roles in myth; and the application of modern anthropological, sociological, and psychological theories to classical myth. Concludes with an examination of Ovid’s use of classical mythology in the Metamorphoses.

102c - ESD, IP. Introduction to Ancient Greek Culture. Spring 2009. MICHAEL NERDAHL.

Introduces students to the study of the literature and culture of ancient Greece. Examines different Greek responses to issues such as religion and the role of gods in human existence, heroism, the natural world, the individual and society, and competition. Considers forms of Greek rationalism, the flourishing of various literary and artistic media, Greek experimentation with different political systems, and concepts of Hellenism and barbarism. Investigates not only what we do and do not know about ancient Greece, but also the types of evidence and methodologies with which we construct this knowledge. Evidence is drawn primarily from the works of authors such as Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Thucydides, Aristophanes, Plato, and Hippocrates, but attention is also given to documentary and artistic sources. All readings are done in translation.

211c - ESD. History of Ancient Greece: Bronze Age to the Death of Alexander. Every other spring. Spring 2010. ROBERT SOBAK.

Surveys the history of Greek-speaking peoples from the Bronze Age (c. 3000–1100 B.C.E.) to the death of Alexander the Great in 323 B.C.E. Traces the political, economic, social, religious, and cultural developments of the Greeks in the broader context of the Mediterranean world. Topics include the institution of the polis (city-state); hoplite warfare; Greek colonization; the origins of Greek “science,” philosophy, and rhetoric; and fifth-century Athenian democracy and imperialism. Necessarily focuses on Athens and Sparta, but attention is also given to the variety of social and political structures found in different Greek communities. Special attention is given to examining and attempting to understand the distinctively Greek outlook in regard to gender, the relationship between human and divine, freedom, and the divisions between Greeks and barbarians (non-Greeks). A variety of sources—literary, epigraphical, archaeological—are presented, and students learn how to use them as historical documents. (Same as History 201.)

212c. Ancient Rome. Every other spring. Spring 2009. ROBERT SOBAK.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome’s growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multi-culturalism. Introduces different types of sources—literary, epigraphical, archaeological, etc.—for use as historical documents. (Same as History 202.)

222c - ESD, IP. Artisans, Artistry, and Manual Labor in Ancient Greece.]
224c - ESD, IP. City and Country in Roman Culture. Fall 2008. ROBERT SOBAK.

The American political landscape has been painted (by the pundits at least) in two contrasting colors: Blue and Red. These “states of mind” have become strongly associated with particular spatial differences as well: Urban and Rural, respectively. Examines the various ways in which Roman culture dealt with a similar divide at different times in its history. Explores the manner in which “urban” and “rural” are represented in Roman literature and visual arts, and how and why these representations changed over time. Studies depictions of the city and the country in sources as varied as Roman painting, sculpture, and architecture, as well as Roman authors such as Varro, Vergil, Horace, Pliny and Juvenal. Authors such as Henry David Thoreau, Max Weber, Jane Jacobs and Wendell Berry are read as modern analogues and as points of comparison. Analyzes how attitudes towards class, status, gender and ethnicity, in both ancient Rome and modern America, have historically manifested themselves in location, movement, consumption, and production. Challenges our modern urban vs. rural polarity by looking at a similar phenomenon within the context of Roman history. (Same as History 214.)

232c - ESD. Ancient Greek Theater. Fall 2008. JENNIFER CLARKE KOSAK.

Examines the development and character of tragedy and comedy in ancient Greece. Topics include the dramatic festivals of Athens; the nature of Greek theaters and theatrical production; the structure and style of tragic and comic plays; tragic and comic heroism; gender, religion, and myth in drama; the relationship of tragedy and comedy to the political and social dynamics of ancient Athens. Some attention will be paid to the theory of tragedy and to the legacy of Greek drama. Authors include Aeschylus, Sophocles, Euripides, and Aristophanes. Includes a performance component.

[241c - IP. The Transformations of Ovid.]

[312c. Ancient Greek Medicine.]

GREEK

101c. Elementary Greek I. Fall 2008. JENNIFER CLARKE KOSAK.

Introduces students to basic elements of ancient Greek grammar and syntax; emphasizes the development of reading proficiency and includes readings, both adapted and in the original, of various Greek authors. Focuses on Attic dialect.

102c. Elementary Greek II. Spring 2009. JENNIFER CLARKE KOSAK.

A continuation of Greek 101; introduces students to more complex grammar and syntax, while emphasizing the development of reading proficiency. Includes readings, both adapted and in the original, of Greek authors such as Plato and Euripides. Focuses on Attic dialect.

203c. Intermediate Greek for Reading. Every fall. Fall 2008. MICHAEL NERDAHL.

A review of the essentials of Greek grammar and syntax and an introduction to the reading of Greek prose and sometimes poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of Greek 102 or two to three years of high school Greek is required.

204c - IP. Homer. Every spring. Spring 2009. JENNIFER CLARKE KOSAK.

An introduction to the poetry of Homer. Focuses both on reading and on interpreting Homeric epic.
At least one advanced Greek course is offered each year. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Greek literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include Greek lyric and elegiac poetry; Homer’s *Odyssey*; Greek drama (including the tragedies of Aeschylus, Sophocles, and Euripides, and the comedies of Aristophanes and Menander); Greek history (including Herodotus and Thucydides); Greek philosophy (including Plato and Aristotle); Greek rhetoric and oratory; and the literature of the Alexandrian era. The 300-level course to be offered in 2008–2009 is to be determined by consultation with Professor Kosak.


**LATIN**


A thorough presentation of the elements of Latin grammar. Emphasis is placed on achieving a reading proficiency.


A continuation of Latin 101. During this term, readings are based on unaltered passages of classical Latin.

**203c. Intermediate Latin for Reading.** Every fall. Fall 2008. Michael NerdaHL.

A review of the essentials of Latin grammar and syntax and an introduction to the reading of Latin prose and poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of Latin 102 or two to three years of high school Latin is required.


An introduction to different genres and themes in Latin literature. The subject matter and authors covered may change from year to year (e.g., selections from Virgil’s *Aeneid* and Livy’s *History*, or from Lucretius, Ovid, and Cicero), but attention is always given to the historical and literary context of the authors read. While the primary focus is on reading Latin texts, some readings from Latin literature in translation are also assigned. Equivalent of Latin 203 or three to four years of high school Latin is required.

Latin 205 and 206 are offered in alternate years.


An introduction to the content, genres, and style of the greatest writers of Latin prose (including speeches, rhetorical and philosophical works, and historical texts). Authors to be read may include Cicero, Sallust, Livy, Tacitus, or Suetonius. Equivalent of Latin 204 or four or more years of high school Latin is required.

**206c. Roman Comedy.** Every other year. Fall 2009. The Department.

An introduction to the earliest complete texts that survive from Latin antiquity, the plays of Plautus and Terence. One or two plays are read in Latin, and several others in English translation. Students are introduced to modern scholarship on the history and interpretation...
of Roman theater. Equivalent of Latin 204 or four or more years of high school Latin is required.

One advanced Latin course is offered each semester. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Latin literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include Roman history (including Sallust, Livy, and Tacitus); Ovid’s *Metamorphoses*; Elegiac poetry; Cicero’s oratory; Virgil’s *Aeneid* or *Eclogues* and *Georgics*; Roman novel (including Petronius and Apuleius); satire; and comedy (including Plautus and Terence). The 300-level courses currently scheduled are:


Students will read in Latin and analyze selections from the works of St. Augustine; attention will be paid both to Augustine’s own thinking and to the social and historical context that informs his work. Research seminar.

**[304c. Cicero and Roman Oratory.]**

**[305c - IP. Virgil.]**

**[309c - IP. Tacitus.]**

**312c - IP. Roman Tragedy.** Spring 2009. Michael NerdaHL.

An introduction to the plays of Seneca the Younger, philosopher and advisor to the Emperor Nero (A.D. 54–68). One or two plays will be read in Latin and will be supplemented by the reading of other tragedies, including Seneca’s Greek models, in English. This research seminar also looks at the historical context of the plays, issues concerning their performance, the social and political culture of Neronian Rome, and the influence of Seneca’s Stoic philosophy on his plays.

**391c–392c. Special Topics in Latin.** The Department.

**[391c. Didactic Poetry.]**

**Independent Study in Archaeology, Classics, Greek, and Latin.**

**291c–294c. Intermediate Independent Study.** The Department.

**401c–404c. Advanced Independent Study and Honors.** The Department.