



Classics Student Handbook (post 1BA) 2018–19

For students in the second and final year of the undergraduate programme, and for visiting students to use as needed



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People in Classics

Dr Jacopo Bisagni (jacopo.bisagni@nuigalway.ie)

Lecturer in Classics. Room 505. Final-year co-ordinator.

Historical linguistics, medieval Latinity, early Irish monasticism and monastic poetry.

Prof. Michael Clarke (michael.clarke@nuigalway.ie)

Established Professor of Classics. Room 506. Second-year co-ordinator.

Ancient and medieval languages, comparative mythology, Classical and medieval heroic literature.

Dr Edward Herring (edward.herring@nuigalway.ie)

Senior Lecturer in Classics. Room 504

Archaeology of South Italy, ethnicity in Antiquity.

Ms Margaret Logan (margaret.logan@nuigalway.ie)

Classics Administrator. Room 508.

Dr Pádraic Moran (padraic.moran@nuigalway.ie)

Lecturer in Classics. Room 510.

Scholarship and education in Antiquity and the early Middle Ages, history of linguistic thought, glosses and glossaries.

Dr Jason O'Rorke

Teaching assistant (semester 1). Room 507

Grammatical theory in Antiquity and the Middle Ages; History of education and of knowledge



*For more information, see the Classics website:
www.nuigalway.ie/classics*

Studying Classics at NUI Galway

The second and final years of the Classics course and the first post-graduate year provide you with the opportunity to pursue both new and familiar subjects in greater depth. In this handbook we've outlined the structure of each year and given descriptions of the available modules to help in your choice.

Engagement

Our university is a community of women and men dedicated to teaching, learning and research. Such a community depends upon each of its members to be an active participant. As a student, you participate by fulfilling the requirements of the course, such as attending lectures and tutorials and submitting assignments. We hope that participating in this way will lead you to other forms of participation as well. For example, we hope that you will find the material we study together stimulating and engaging and that this will lead you to more active engagement with the subject. For example, whenever things are not clear to you, be sure to ask a lecturer or tutor—and please keep asking until they are clear. You should also join the Classics Society, which sponsors a series of lectures each year, as well as a trip.

Developing skills

The Arts subjects you study at university are not only ends in themselves: the skills you acquire here will also serve you well in life after university. For example, in your studies you deal with large amounts of new and complex information every week, just as most people in their jobs do. You have probably seen that the best way to cope with this is to manage your time by working regularly and consistently, which is a technique that applies outside the university as well. One way to build on the techniques you've already learned is to make two schedules at the beginning of the semester. First make a weekly schedule that includes all lectures and two to three hours of scheduled study and reading time for each class hour (see Requirements below). Second, make a schedule of the semester with all assignments and exams marked, with preliminary plans to schedule your work to meet the deadlines. Aside from time-management, we also hope that you will grow in confidence as you acquire other skills, such as using primary and secondary sources to write analytical essays, articulating and refining your ideas by discussing them and helping others do the same, and presenting your work in front of an audience.

Requirements for modules

Each module has explicit requirements such as lectures, tutorials, examinations, essays, presentations and tutorial essays. These are listed in the module's course outline along with the amount each contributes to the final mark. You are responsible for fulfilling these requirements in a timely manner. There are also requirements that are not explicit, but equally important:

- First, we expect that you will spend two to three hours of study at home for every hour in class.

- Second, we expect that you will be on time for lectures, tutorials and meetings.
- Third, we expect that you will participate actively in lectures and discussions.

Lectures

Lectures are the foundation of most modules, and if you do not attend consistently, you will miss much of what the module has to offer. Attendance at lectures is obligatory, and there is no substitute for it. Many lecturers upload copies of slides to the Blackboard site in order to help students recall the lecture content with the aid of their notes, not as a substitute for attendance at lectures.

Sometimes students wish to bring iPads and other electronic devices to lectures in order to take notes or work with the Blackboard materials for the course. Depending on the style of the lecture, this may be useful, or it may be merely distracting; sometimes the lecturer will encourage the practice, or may ban it entirely. Always, however, there should be no question of using a device privately in class: except in case of exceptional need (as for example if someone is sick or you need to be in contact with your children), practices like checking emails or surfing during lecture time have no place in this community.

Tutorials

Tutorials, in which smaller groups of students meet with a tutor, complement lectures and are an essential part of each module. Attendance at weekly tutorials is thus also obligatory.

To sign up for Tutorials: Look for details on the Blackboard page of the Core Module in each semester (see below for the Core Modules). You will be able to choose a tutorial time that fits your schedule there.

An Ghaeilge

Tá lucht na rannóige tugtha do staidéar comparáideach ar chultúir agus teangacha, rud a fhágann go dtugaimid an-tacaíocht don Ghaeilge mar staidéar inti fhéin agus mar mheán cumarsáide. Cé go ndéantar ár gcuid teagaisc trí mheán an Bhéarla amháin, beidh caoi agat Gaeilge a úsáid freisin sa ghnó laethúil nó i do chuid scríbhneoireachta. Más mian leat, beidh Michael Clarke, Jacopo Bisagni nó Pádraic Moran an-toilteanach Gaeilge a labhairt leat.

Class representatives and year co-ordinators

Every year students in second and final year elect class representatives. The class reps provide another avenue for communication between individual students, the class as a whole and the Classics staff. If you are interested in becoming a class representative or learning more about what's involved, please talk with any member of staff. More information is also available from the Students' Union: <http://services.su.nuigalway.ie/site/view/3185/class-reps/>

In addition, one member of academic staff is responsible for co-ordinating communication and resolving any issues with each year of the Classics course. Please feel free to approach them with any questions or concerns. The co-ordinators are:

Second Year: Prof. Michael Clarke (michael.clarke@nuigalway.ie, room TB506)

Final Year: Dr Jacopo Bisagni (jacopo.bisagni@nuigalway.ie, room TB505)

Support

University life and its demands can be a difficult time for all of us. It is not unusual to be stressed about a paper or an exam, but if you find the stress in your life becomes overwhelming, please talk to someone about it. Often your lecturers will be able to offer advice about how to deal with your academic work, and they may be able to point you to other sources of help as well. Many kinds of support are available: educational, personal, financial, health, disability, to name only a few. To get in touch with Student Services in Aras Uí Chathail ring 091 492364 or follow this link: <http://www.nuigalway.ie/student-services/>.

Again, please feel free to speak with any member of staff at any time—and remember that it is always better to address issues when they're starting to become a problem rather than later.

Suggested general reading

Ethics and the good life

Seneca, *On the happy life* (trans. J. Ker; Chicago)

St Augustine, *Confessions* (trans. P. Brown; Oxford World's Classics)

Education and our place in it

V. Woolf, *A room of one's own* (Penguin Classics)

Petrarch, *The ascent of Mount Ventoux* (<http://history.hanover.edu/texts/petrarch/pet17.html>)

M. de Montaigne, *On the education of children* (PDF)

P. Freire, *Pedagogy of the Oppressed* (Penguin)

Myths and ideas

Herodotus, *Histories* (trans. T. Holland; Penguin)

C. Segal, *Myth: A Very Short Introduction* (Oxford)

The Gospel of Luke and the Acts of the Apostles in *The New Testament* (trans. R. Lattimore; Chicago)

Augustine, *City of God*, (trans. P. Brown; Penguin)

Language

D. Crystal, *How Language Works* (Penguin)

F. de Saussure, *Course in General Linguistics* (trans. R. Harris; Bloomsbury)

T. Janson, *The History of Languages: an Introduction* (OUP)

Solodow, J. B., 2010. *Latin Alive: the Survival of Latin in English and the Romance Languages* (CUP)

Historical narratives

Cartledge, P., *Democracy: A Life* (London, 2016)

P. Salway, *Roman Britain, A very short introduction* (OUP; 2nd ed)

C. Kelly, *The Roman Empire, A very short introduction* (OUP)

D. H. Fischer, *Historians' Fallacies*

(<https://archive.org/details/HistoriansFallaciesTowardALogicOfHistoricalThought>)

Apollodorus, *Library of Greek Mythology* (trans. R. Hard; Oxford World's Classics)

C. Lopez-Ruiz, *Heroes, Gods and Monsters: a Sourcebook* (Oxford)

C. Freeman, *Egypt, Greece and Rome* (Oxford)

- C. Wickham, *The Inheritance of Rome* (Penguin)
- S. Price and P. Thonemann, *A History of Classical Europe* (Penguin)
- E. J. Kenney, *The Classical Text* (Berkeley)

Literature

- Ovid, *Sorrows of an exile* (trans. A. Melville; Oxford)
- Vergil, *Eclogues and Georgics*, (trans. C. Day Lewis; Oxford World's Classics)
- Hesiod, *Works and Days*, (trans. G. Most; Harvard: Loeb Classical Library)
- Ovid, *Metamorphoses*, (trans. A. Melville; Oxford World's Classics)
- C. de Hamel, *Meetings with Remarkable Manuscripts* (Penguin)

Archaeology, visual and material culture

- J. Berger, *Ways of Seeing* (Penguin)
- P. Barolsky, *Ovid and the Metamorphoses of Western Art* (Yale)
- A. Schnapp, *Discovery of the Past* (British Museum Press)
- N. McGregor, *A History of the World in 100 Objects* (Penguin)

Classics in Second-Year Arts

Introductory session for course planning

Lectures in all modules begin from 9 a.m. on the first day of the semester, Monday 10th Sept 2018, and everyone should be here from that time. Although some modules will already have begun in the morning, on that day both scheduled lectures for the 1 p.m. slot will be replaced by a special general meeting in room AC204 which all students planning to take Classics should attend. Here we will offer an overall introduction to the course ahead, including an overview of the available modules. This will be an excellent opportunity to find out more about the course and to ask any questions, so we encourage you to attend even if you have not already decided for definite to take Classics.

Choosing your modules

Depending on the structure of your programme of study, you will be taking up to three Classics modules per semester. Each module is worth 5 ECTS credits. Our modules cover a range of topics including beginner's Latin and Greek, literature and mythology, archaeology and history. Many students build up their selection from a core disciplinary direction either in language and literature or in material culture and history. If you're taking the language and literature path, you should consider beginning at least one of the languages as a central part of the challenge; if you're going for the material culture route, Dr Herring's courses are likely to be vital. But there are no wrong choices, and the essential thing is to pursue the modules that fit your interests most closely and works towards the best set of skills.

In each semester one module is informally designated as the core module, and most students include this as part of their selection. However, it is not obligatory to do so, especially if you are replacing the core module with a language course or a specialist course in archaeology and material culture. The second-year co-ordinator or any member of academic staff will be happy to discuss any questions you might have.

Signing up for tutorials

Look for details on the Blackboard page of the Core Module in each semester (see p. 8 below for the Core Modules). You will be able to choose a tutorial time that fits your schedule there.

Beginning Latin and Greek

Each language is offered as a single 5-ECTS module per semester, meeting either two or three times per week and assessed by a combination of weekly exercises and periodic in-class tests. If you have questions, you should contact Michael Clarke, who is co-ordinator of the teaching programme in languages overall.

We sometimes find that a student is interested in taking a language but feels daunted by the prospect. There is absolutely no reason to think this way: it is a legacy from our grandparents'

time, when Latin (like Irish) was too often taught in discouraging ways in the old second-level system. As studied nowadays in our course, Latin and Greek are and should be a vigorous and lively way of getting to grips with the overall study of Antiquity and of the overall history of human language. What's vital, here more than in most university studies, is a rhythm of regular class participation and home exercises: there is no room for cramming in the work at the end of the semester, as people sometimes try to do in other fields assessed by essay-writing and the like.

Interdisciplinary options

Where possible, suitable modules from Celtic Civilisation are made available to Classics students and can be taken as optionals. For more information, see below.

Timetable clashes

You should check your timetable to make sure that the modules you choose are not scheduled at the same time. We have pointed out any clashes within the Classics programme, but we cannot predict clashes between Classics modules and modules in other subjects, though we have made every effort to minimise this happening.

Second-Year course structure: Semester One

Core module

CC2102 Mythology and Drama

Language options

CC230 Beginning Latin 1

CCS205 Ancient Greek for Beginners 1

Options in literature, visual culture and the history of ideas

CC2103 Mediterranean Origins

CC228 History of the Roman Empire

Timetable clashes:

CC2103 cannot be taken with CC230, and CC228 cannot be taken with CCS205.

Second-Year course structure: Semester Two

Core module

CCS207 Studies in Ancient Literature & Thought: Ancient Epic

Language options

CC232 Beginning Latin 2

CCS206 Ancient Greek for Beginners 2

Options in literature, visual culture and the history of ideas

CCS201 Studies in the Ancient Imagination

CC2104 The City-State

Interdisciplinary option

SG217 A Field of Gods & Men: Celtic Myths

Timetable clashes:

CCS201 cannot be taken with CC232, and SG217 cannot be taken with CCS206.

Classics in Final-Year Arts

Choosing your modules

For your final year in Classics you'll choose up to three Classics modules per semester, depending on the requirements of your programme of study. The course offering this year includes several innovations. With Dr Herring's return to the full-time teaching group we are able to offer a number of innovative modules focussed on archaeology and material culture; in addition, we have secured the resources to offer both Latin and Greek at all three levels for the first time in several years. We encourage everyone to make the best of this variety of choices, and to build a strong and disciplined set of choices. You may find yourself structuring your options around a specialism *either* in language(s) and literature, or in the material heritage of Antiquity; or you may simply take the set of modules that interest you most individually and build a unity of your own.

Signing up for tutorials

Look for details on the Blackboard page of the Core Module in each semester: an announcement will be made there early each semester.

Beginning Latin or Greek

Introductory Latin and introductory Greek are each studied as a single 5-ECTS module per semester, meeting either two or three times per week and assessed by a combination of weekly exercises and periodic in-class tests. You should consider beginning one of the languages if you have not done so already. The educational benefits are enormous; the languages provide a fine gateway to postgraduate opportunities; and, not least, future employers tend to be impressed when they see that you have gone this deeply into your subject of study.

Continuing Latin from 2BA

Students who have studied beginners' Latin in second year are offered CCS315 Intermediate Latin 1 in Semester One and then CCS316 Intermediate Latin 2 in Semester Two. Similarly those who have studied ancient Greek for about one year already should join CCS308 Reading Ancient Greek Texts in Semester One, and CCS310 Studies in Ancient Greek Literature in Semester Two.

Advanced Latin and Greek

For those who have already studied Latin for two years (or more), we offer CC321 Latin Texts from Medieval Ireland and Britain and CCS312 Advanced Classical and Medieval Latin 2. In addition, we have a graduate seminar class reading the Hiberno-Latin and Middle Irish Text known as the *Annals of Tigernach: Fragment 2*, and anyone who has studied a suitable level of Latin is welcome to join. If the circumstances of the individual student allow, credit for work on this class can be given through an appropriate module code.

Any student who has studied Greek to the level of basic reading competence is welcome to join Prof. Clarke's text-reading seminar, which this year will tackle the Bacchae of Euripides. Register for CCS308/CCS310 in the case of each semester and your work will be assessed as the 'Advanced Stream' of this module.

Special Project in Classics

There are a limited number of places in CCS303.II Special Project in Classics, which is designed for students who wish to conduct an independent research project. If you are interested in pursuing such a project, please speak to a member of staff with whom you would like to work. Acceptance to the module is competitive and is based on a formal application submitted by the end of September. This application must be approved by the potential supervisor and should include an outline of the proposed project, as well as preliminary annotated bibliography. The completed project will be submitted at the end of Semester Two.

Timetable clashes

You should check your timetable to make sure that the modules you choose are not scheduled at the same time. We have pointed out any clashes within the Classics programme, but we cannot predict clashes between Classics modules and modules in other subjects.

Final-Year course structure: Semester One

Core module

CCS307 Ireland and the Ancient World

Options in literature, visual culture and the history of ideas

CC316 Barbarians

CCS306 Iconography: The Classical Tradition in Western Art

Language options

CC230 Beginning Latin 1

CCS315 Intermediate Latin 1

CC321 Latin Texts from Medieval Ireland and Britain

CCS205 Ancient Greek for Beginners 1

CCS308 Reading Ancient Greek Texts: Intermediate

CCS308 Reading Ancient Greek Texts: Advanced Stream

Interdisciplinary option

SG3100 Cultural Impact of Christianity

Timetable clashes: CCS306 cannot be taken with CCS315.

Final-Year course structure: Semester Two

Core module

CCS305 Expressions of Power in Antiquity: Rhetoric

Options in literature, visual culture and the history of ideas

CC3100 Pompeii

CC3102 Studying Greek Figured Pottery

Language options

CC232 Beginning Latin 2

CCS316 Intermediate Latin 2

CCS312 Advanced Classical & Medieval Latin 2

CCS206 Ancient Greek for Beginners 2

CCS310 Studies in Ancient Greek Literature: Intermediate

CCS310 Studies in Ancient Greek Literature: Advanced stream

Special option (subject to application)

CCS303.II Special Research Project in Classics

Timetable clashes: CCS316 cannot be taken with CC3102.

Core modules for Second Year students

CC2102 Classical Mythology and Drama (Semester One)

2BA, Semester 1. Co-ordinator: Clarke. Lecturer: Doukas

This module introduces students to the origins and early development of the Western dramatic tradition, with special reference to Greek Tragedy. Tragedy emerged from the tradition of myth-based hymnic song, accompanied by the dramatic enactment of scenes from the traditional repertoire of mythological narrative. Lectures will focus on the social, cultural and theological aspects of tragic poetry, with reference both to the ideological underpinnings of Greek drama and to the influence of the Greek inheritance on the subsequent development of Western dramatic tradition into modern times. A series of plays will also be read in detail in translation, with close guidance and workshop-style discussion. Our 24 lecture meetings will be divided into two groups. Up to half of the classes will follow a relatively formal lecture format to introduce and explore key themes, moving between the overall interpretation of Tragedy and the specific problems of the individual prescribed texts. The others will be more focussed reading classes on specific 'target passages' from the prescribed tragedies.



Required reading

Key passages will be supplied via Blackboard

Aeschylus, *Agamemnon* in Carson, A. (tr.), *Aeschylus, An Oresteia* (Faber & Faber, 2009)

Aeschylus, *Suppliants* in P. Burian and A. Shapiro (eds.), *The Complete Aeschylus Volume II: Persians and other plays* (Oxford, 2009)

Sophocles, *Antigone* in P. Weinecke and D. Woodruff (eds.), *Sophocles, Theban Plays* (Indianapolis, 2003)

Sophocles, *Oedipus the King* in P. Weinecke and D. Woodruff (eds.), *Sophocles, Theban Plays* (Indianapolis, 2003)

Euripides, *Bacchae* in R. Gibbons (tr.), *Euripides, Bakkhai* (Oxford, 2003)

Euripides, *Hippolytus* in D.A. Svarlein (tr.), *Euripides, Alcestis, Medea, Hippolytus* (Indianapolis, 2007)

Euripides, *Cyclops* in H. McHugh (tr.), *Euripides, Cyclops* (Oxford, 2009)

Background reading

Easterling, P.E. (ed.), *The Cambridge Companion to Greek Tragedy* (Cambridge, 1997)

Graziosi, B., *The Gods of Olympus* (London, 2013)

Edmunds, L. (ed.) *Approaches to Greek Myth* (second edition) (Johns Hopkins, 2010)

Padel, R., *In and Out of the Mind* (Princeton, 1992)

Padel, R., *Whom Gods Destroy* (Princeton, 1995)

CCS207 Studies in Ancient Literature & Thought: Epic poetry & the Trojan War (Semester Two)

2BA, Semester 2. Co-ordinator: Clarke.

In this module we will study the origins and early development of heroic epic and the traditions of the Trojan War in particular. Our study begins with the Mesopotamian *Epic of Gilgamesh*, examining the concept of the hero poised between human and divine worlds and confronted with the inevitable prospect of death. We will then consider the Greek offshoots of Mesopotamian heroic literature, focusing on the *Iliad* and *Odyssey* of Homer. For the *Iliad*, we will concentrate on the mythical background of the poem, the ethical and military principles which inform its story-line, and the different responses of Achilles and Hector to the challenge of heroism and the prospect of death. We will also study the recreation and exploration of the Trojan War myth in tragic drama, focussing on the *Trojan Women* of Euripides. We will also consider heroic literature and ideology as a cross-cultural construct and an international literary tradition.

Required reading

Homer, *The Iliad*, translated by Barry Powell (Oxford: OUP 2014) or translated by Anthony Verity (Oxford, 2012)

Apollodorus, *The Library of Greek Mythology*, translated by R. Hard (Oxford, OUP, 1999)

Andrew George (tr.), *The Epic of Gilgamesh* (Penguin, 1999) or B. Foster, *The Epic of Gilgamesh* (Norton Critical Editions) – George's edition is better and more user-friendly than Foster's

Eurides, *Trojan Women and Other Plays*, translated by James Morwood (Oxford World's Classics, 2008)

CCS305 Expressions of Power in Antiquity: Rhetoric (Semester Two)

Final-Year BA, Semester 2. Co-ordinator and lecturer: Moran.

This module will look at the power of words and the pervasive influence of rhetoric in Graeco-Roman culture. Part 1 will begin by examining the social and political origins of rhetoric as a teachable art, as well as the relationship between rhetoric and philosophy as explored by Plato and Aristotle. Part 2 will then explore technical aspects of rhetoric in detail, including different styles of oratory, parts of a speech, methods for finding arguments, arrangement of subject matter, style and language, memorisation and delivery. In the part 3, we will finally look at rhetoric in practice, studying selected speeches of Cicero. Students will be encouraged to practise their own rhetorical skills in a mid-term assignment and to reflect on the power of rhetoric in contemporary culture today.

Required reading

Kennedy, G.A., 1994. *A new history of Classical rhetoric*. Princeton.

Latin modules for Second and Final Year students

CC230 & CC232 Beginning Latin 1 & 2

2BA/Final-Year BA/Postgrad, semesters 1&2. Co-ordinator: Moran. Lecturers: Moran (semester 1) and Bisagni's replacement (semester 2)

These modules introduce students to Latin, the language of ancient Rome. You will gradually become acquainted with its grammar and vocabulary, and develop reading skills with the aim of accessing Latin texts in their original form by semester two. The process of learning Latin helps to sharpen your understanding of the grammar of most modern languages, including English. You will also learn about the history of the English language and the origins and relationships of Latinate words in English (perhaps 70% of English vocabulary). Students who have a particular interest in historical linguistics can focus on learning more about the relationships between Latin, Greek, English, Irish and other Indo-European languages (not obligatory). No previous knowledge is expected.



Required reading

Jones, P. & K. Sidwell, 2016. *Reading Latin*. 2nd ed. Cambridge: Cambridge University Press. [2 vols: *Text and Vocabulary* and *Grammar and Exercises*]

Background reading

Dickey, E., 2018. *Learn Latin from the Romans: a Complete Introductory Course using Textbooks from the Roman Empire*. Cambridge.

CCS315 Intermediate Latin 1

Final-Year BA/Postgrad, Semester 1. Co-ordinator: Moran.

This is a course of language study centred on grammar consolidation, designed to enable a student with around one year's prior study of Latin to progress towards confident independent reading and understanding of the language. We will begin at the point where the beginners' module ended last year and continue to consolidate grammar, syntax and the broader study of the language, including its Indo-European background.

Required reading

Greenough, J. B., et al., 2001. *Allen and Greenough's New Latin Grammar*. Newburyport, MA: Focus.

Smith, W. 1993. *Chambers-Murray Latin-English Dictionary*. London: Chambers Harrap.

CCS316 Intermediate Latin 2

Final-Year BA/Postgrad, Semester 2. Co-ordinator: Bisagni's replacement.

This module takes up where the previous semester's module left off and is designed to develop fluency in reading and understanding Latin prose. We will especially focus on syntax and dealing with periodic style. Texts will be supplied in class.

Required reading and resources

Greenough, J. B., & al., 2001. *Allen and Greenough's New Latin Grammar*. Newburyport, MA: Focus.

Smith, W., 1993. *Chambers-Murray Latin-English Dictionary*. London: Chambers Harrap.

CC321 Latin Texts from Medieval Ireland and Britain

Final Year BA/Postgrad, semester 1. Co-ordinator: Bisagni.

This module is intended for students starting the fourth semester of Latin and aims to consolidate reading skills by focusing on longer selections. We will read Latin texts written in the Insular world during the Early Middle Ages, with special attention to the genres of hagiography and history. We will also cover the manuscript tradition of these works and practice transcribing manuscript exemplars of the texts we read.

Texts will be supplied in class.

Reading

Carey, J., 2000. *King of Mysteries: Early Irish Religious Writings*. 2nd ed., Dublin.

Ó Cróinín, D., 2005. 'Hiberno-Latin literature to 1169', in D. Ó Cróinín (ed.), *A New History of Ireland: I. Prehistoric and Early Ireland*. Oxford/New York. 371–404.

Hexter, R., and Townsend, D. (eds) 2012. *The Oxford Handbook of Medieval Latin Literature*. Oxford: OUP.

CCS312 Advanced Classical & Medieval Latin 2

Usually postgrad, Semester 2. Co-ordinator: Clarke.

This module is intended for Latin students who have completed at least four semesters of study. It seeks to expose students to a variety of literary genres and registers in order to develop skills in analysis and close reading. Classes will run in two streams: one meeting a week will be on a well-known and well-studied text, the other will be on lesser-known works for which translations are not readily available. This year we will take on a selection of early medieval historical texts for the first stream. In the other stream, we will read selections from the *Anthologia Latina*, focussing on the poems in the Codex Salmasianus that are linked to the *Hisperica Famina* and other works with Insular origins or affinities and selections from the *Anthologia Latina* (Codex Salmasianus) for the latter. The module is assessed by a combination of take-home assignments and two short written examinations in 'seen' and 'unseen' texts.

Required reading

Texts will be supplied in class.

Greek modules for Second and Final Year students

CCS205 & CCS206 Ancient Greek for Beginners 1 & 2

2BA/Final-Year BA/Postgrad, semesters 1 & 2. Co-ordinator: Moran.

These modules introduce students to Ancient Greek. You will gradually become acquainted with its alphabet, grammar and vocabulary, and develop reading skills based on texts adapted from Greek drama. The process of learning Greek helps to sharpen your understanding of the grammar of most modern languages, including English. Students who have a particular interest in historical linguistics can focus on learning more about the relationships between Latin, Greek, English, Irish and other Indo-European languages (not obligatory). No previous knowledge is expected.

Required reading

Joint Association of Classical Teachers [P. Jones & K. Sidwell], 2007. *Reading Greek*. 2nd ed.

Cambridge: Cambridge University Press. [2 vols: *Text and Vocabulary* and *Grammar and Exercises*]

CCS308 Reading Ancient Greek Texts

2BA/Final-Year BA/Postgrad, semester 1. Co-ordinator and lecturer: Clarke.

This course is designed for those who have already studied Classical Greek for approximately one academic year. We will use the Schoder and Horrigan course, reaching by the end of the semester the point where all basic grammar has been covered and continuous reading begins.

Course books (provisional)

Schoder, Raymond V. & V. C. Horrigan, 2004. *A Reading Course in Homeric Greek, Book 1*, 3rd ed. Chicago: Focus Publishing. [In library]

McLean, B.H., 2014. *Hellenistic and Biblical Greek: a Graduated Reader*. London: Blackwell.

Advanced option

Students who have studied Greek to the level of fluent reading are welcome to join the advanced Greek reading group, which will focus this semester on the *Bacchae* of Euripides. Work with this group can be accredited under CCS308 by prior arrangement with Prof. Clarke. Students seeking credit in this way will be assigned an essay as well as participating fully in the classwork.

Course book

Dodds, E.R. (ed.), 1970. Euripides, *Bacchae*. Oxford.

CCS310 Studies in Ancient Greek Literature

2BA/Final-Year BA/Postgrad, semester 2. Co-ordinator and lecturer: Clarke.

Continuing from CCS308, we will proceed to read unadapted selections from *Odyssey* Book 1 and to extend our engagement with the language through reading of selections in later varieties of Classical Greek, in fifth-fourth century Attic and in the koine of the New Testament.

Course books

Schoder, Raymond V. & V. C. Horrigan, 2004. *A Reading Course in Homeric Greek, Book 1*, 3rd ed. Chicago: Focus Publishing. [In library]

McLean, B.H., 2014. *Hellenistic and Biblical Greek: a Graduated Reader*. London: Blackwell.

Advanced option

Students who have studied Greek to the level of fluent reading are welcome to join the advanced Greek reading group, which will focus this semester on the *Shepherd of Hermas*. Work with this group can be accredited under CCS310 by prior arrangement with Prof. Clarke. Students seeking credit in this way will be assigned an essay as well as participating fully in the classwork.

Modules in literature, history, archaeology and material culture

CC228 The History of the Roman Empire

2BA, Semester 1. Co-ordinator and lecturer:
O'Rorke

This module surveys the history of the Roman Empire from Augustus to Theodoric. We will begin by exploring the expansion of Rome in Italy and the Mediterranean, then consider Augustus's rise to power and the principate. We then shift perspective and ask what being Roman looked like from the periphery by using evidence from the province of Britannia. After studying the Roman world of the second century, we look at the instability of the third and Constantine's transformation of the Roman world into a Christian one divided between East and West. Finally, we examine the breakup of the Roman world and the rise of the successor kingdoms. Students will be introduced to the study of primary historical sources, with a focus on biography, and learn how these can be used to construct historical arguments.



Required reading

Boatwright, M.T. et al., 2011. *The Romans: From Village to Empire*. 2nd ed. Oxford: OUP.
Reading Pack.

CC2103 Mediterranean Origins

2BA, Semester 1. Co-ordinator and lecturer: Herring

This module examines the evidence for two of the earliest state-level societies in the Mediterranean, namely the Minoans and Mycenaeans. It explores the discovery of these Aegean Bronze Age cultures in the nineteenth century and how the attitudes of the early excavators to their discoveries continue to shape our understanding of them. In the case of the Minoans, there will be particular attention focused on Knossos and its controversial reconstruction. The discoveries from the Grave Circles at Mycenae will be starting point for the study of the Mycenaeans. The module will consider the factors that led to emergence of a state-level society in each case and the features that characterise this form of political organisation. Using primarily archaeological evidence and, where relevant, epigraphic evidence, the module will explore the economy, governmental systems, and religion of the Minoans and Mycenaeans and their relations across the Mediterranean and beyond. The module will also discuss the collapse of the Minoan and Mycenaean civilisations. In addition, there will be discussion of the memory of these cultures, as represented in the epics of Homer, and whether such poetic material can be used in the reconstruction of life in the Aegean Bronze Age.

Required reading

- O. Dickinson, 1994. *The Aegean Bronze Age*. Cambridge University Press, Cambridge.
- J. Lesley Fitton, 1996. *The discovery of the Greek Bronze Age*. Harvard University Press, Cambridge (Mass.).

CC2104 The City-State

2BA, Semester 2. Co-ordinator: Herring

This module examines the evidence for one of the most successful forms of state society in the ancient Mediterranean, namely the polis or city-state, making use of evidence from archaeology, ancient history, epigraphy, numismatics, and ancient literature. It explores the emergence of the first city-states in Greece following a period of economic decline, the so-called Greek “Dark Age” and slow recovery. The key features of the city-state and particularly the features of the urban environment will be discussed as will the political structures required to govern large urban populations. The re-emergence of writing, in an alphabetic system, will be given attention due to the importance of written law and constitutions for social and political stability. The module will consider different systems of government used at various city-states and the economic and social systems that emerge alongside and within the various poleis. The connection between the emergence of the polis and the foundation of new Greek communities overseas – colonisation – will be discussed. The module will make a comparative study of early constitutional history of Athens and Sparta. The invention of coinage will be studied as will relations between different Greek city-states. The module will conclude with a consideration of the first contact and conflicts between the world of the city-states and the imperial power of Persia.

Required reading

- R. Osborne, 2009. *Greece in the Making, 1200-479 BC*. [2nd edition]. Routledge, London.
- J. Hall, 2007. *A history of the Archaic Greek World*. Blackwell, Malden (Mass.).CC201

CCS201 Studies in the Ancient Imagination

2BA, Semester 2. Co-ordinator: Bisagni's replacement.

Where does Classical literature come from, and how has it been passed down to us? Why do we assign literary works to genres like epic, tragedy, philosophy, or rhetoric? How are texts physically preserved in manuscripts, and how did that transmission lead to the editions and translations that we study today? How did Classical literature in turn influence and shape the forms of literary creativity that we see in modern languages? This module will address such questions as these, and will built around key texts and problems selected in light of the specialist interests of the class group and the lecturer.

Background reading

- Grafton, A. et al. (eds.), *The Classical Tradition* (Harvard, 2010)

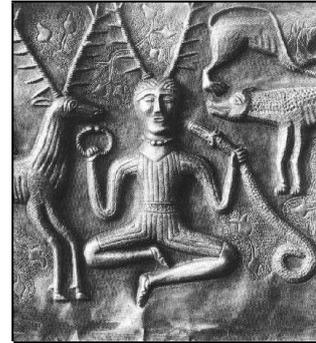
Reynolds, L.D. and Wilson, N.G., *Scribes and Scholars* (Oxford, 2013)

Silk, M. et al., *The Classical Tradition* (Wiley-Blackwell, 2014)

CC316 Barbarians

Final-Year BA, Semester 1. Co-ordinator: Bisagni.

This module examines the constructed images and historical realities of some of the most important non-Graeco-Roman peoples in the ancient world. The three main directions that will be followed throughout the module are: (1) an analysis of the concept of 'barbarian' in the Classical world; (2) an examination of selected Greek and Roman sources on barbarians, especially Celts and Germani; (3) a study of these same peoples 'from within', based on archaeological and linguistic evidence. We will investigate the role that the so-called barbarian peoples of Northern Europe played in ancient history, from the earliest documented contacts with the Mediterranean during the Early Iron Age, to the collapse of the Roman Empire in the fifth century ad.



Required reading

Caesar, *The Gallic War*, ed. C. Hammond (OUP 1999).

Tacitus, *The Agricola and The Germania*, ed. A. R. Birley (OUP 1999).

Recommended reading

Barbero, A., 2008. *The Day of the Barbarians: The Battle That Led to the Fall of the Roman Empire*. Walker & Co.

Bispham, E. ed., 2008. *Roman Europe*. OUP.

Burns, T. S., 2003. *Rome and the Barbarians 100 B.C.–A.D. 400*. JHU Press.

Harrison, T. ed., 2002. *Greeks and Barbarians*. Taylor and Francis.

Wells, P. S., 2001. *The Barbarians Speak*. Princeton 2001.

CCS306 Iconography: The Classical Tradition in Western Art

Final-Year BA, Semester 1. Co-ordinator: Clarke.

In this module we study the creation and re-creation of images from Classical mythology and ancient history in visual art across the whole sweep of Western cultural history, from Antiquity to modern times. We will focus on four 'moments' in the tradition: (a) Roman sarcophagi; (b) Italian Renaissance painting, c. 1450–1550 ce; (c) Revolutionary and Romantic art, c. 1780–1850 ce; (d) High Victorian classicism. Independent research will be central to your work on this module, and toward the end of the course each student will prepare a PowerPoint presentation and deliver it to an audience of class members.

Recommended reading

Ovid, *Metamorphoses* translated by A. D. Melville (Oxford World's Classics, 2008)

Elsner, M., 1998. *Imperial Rome and Christian Triumph*. Oxford: OUP.

Barolsky, P., 2014. *Ovid and the Metamorphoses of Modern Art*. Yale.

Beard, M. & Henderson, J., 2001. *Classical Art*. Oxford: OUP.

Bull, M., 2005. *The Mirror of the Gods*. Harmondsworth: Penguin.

CC3100 Pompeii

Final-Year BA, Semester 2. Co-ordinator: Herring.

This module examines the destruction and excavation history of Pompeii and the associated sites – Herculaneum, Stabiae and the Villa at Oplontis - destroyed in the eruption of Mount Vesuvius in AD 79. The ancient accounts of the eruption and its aftermath will be reviewed as will the earlier history of Pompeii, leading up to its destruction. Using primary archaeological evidence, its primary focus will be to explore the significance of the evidence from these sites for the reconstruction of the lives of ordinary people in the Roman world. It will involve an examination of the key features associated with Pompeii's status as a municipium. The evidence for the working lives of people will be explored, as will the city's public facilities for hygiene, leisure, entertainment and religious worship. The private lives of Roman citizens in the early imperial period will be explored through a case-study of the Roman house (*domus*). The module will consider the role that the discovery of the Vesuvian sites had in popularising the taste for classical art and culture in the eighteenth and nineteenth centuries. It will also explore some of the challenges facing Pompeii today as a world heritage site and a major tourist attraction, which is inextricably linked to the site's ongoing fascination over the popular imagination.

Recommended reading

A. Cooley, 2003. *Pompeii*. Duckworth, London.

R. Ling, 2005. *Pompeii: history, life and afterlife*. Tempus, Stroud.

CC3102 Studying Greek Figured Pottery

Final-Year BA, Semester 2. Co-ordinator: Herring.

Black- and Red-Figured pottery vessels are among the most distinctive and enduring artefacts that survive from the Classical Greek world. Such vessels survive in large numbers and are prominently displayed in many major museums. These types of pottery have been extensively studied, particularly because the scenes depicted upon them provide information on daily life in ancient Greece and beyond, as well as detailed scenes of a mythological nature. The attractive scenes are often used to illustrate books on the ancient world and help fuel an international market for the sale of vases. Although Athenian figured pottery is by far the most famous, there were other production centres across the Greek world and beyond and the module will make use of evidence from some of these other productions. The module will consider how and why Black- and Red-Figured pottery is studied, the different approaches - traditional and modern – used as

well as what this kind of pottery can tell us about ancient modes of production and ancient society in general. How this kind of pottery was made and used will be highlighted. In addition, the module will consider modern controversies, such as the looting of ancient sites and the faking of antiquities.

Recommended reading

J. Boardman, 1974. *Athenian Black-Figure Vases: the Classical period. A handbook*. Thames & Hudson, London.

J. Boardman, 1975. *Athenian Red-Figure Vases: the Archaic period. A handbook*. Thames & Hudson, London.

J. Boardman, 1989. *Athenian Red-Figure Vases: the Classical period. A handbook*. Thames & Hudson, London.

Special Project

CCS303.II Special Research Project in Classics

Final Year BA, Semester 2

This module is intended for advanced final-year students who wish to pursue independent research during their final undergraduate year. Each student project is supervised by a member of staff, so students interested in pursuing such a project should speak with potential supervisors at the earliest opportunity—ideally at the end of the Second Year. A written proposal for the project is due by the end of September. This proposal must be agreed with the supervisor and should include an outline of the proposed project, as well as preliminary annotated bibliography. The form of the project is open, but it should represent the equivalent of a 7,000 word essay and should be submitted in time for the summer examination session.

Interdisciplinary modules

SG217 A Field of Gods & Men: Celtic Myths

2BA, Semester 2. Co-ordinator and lecturer: Clodagh Downey.

The medieval Celtic peoples left us a wide range of texts recording traditional stories and legends that have a background in the ancient mythology of the Celts. Some of these texts are introduced in the first-year module SG116, while this second-year module uncovers more of the detail in these texts, looking at the ways in which the medieval Irish received and represented these tales of pre-Christian gods. The module also takes account of the material that we have from ancient times themselves, in the inscriptions and iconography of the early Celts of Britain and Continental Europe, and introduces the student to the ways such sources cast light on the belief systems of the Celts in early history and prehistory. The quote 'A field of gods and men' is a translation of a phrase on a Celtic inscription from northern Italy of the first-century bc, and indicates a place where, it seems, gods and men would be linked in some way through ritual practices.

SG 3100 The Cultural Impact of Christianity on Ireland

Final-Year BA, Semester 1. Co-ordinator and lecturer: Clodagh Downey

This module will examine some of the cultural consequences of the coming of Christianity to medieval Ireland, especially in the area of reading and writing. Among the topics covered will be the early history of Christianity in Ireland, the earliest writings from the Celtic-speaking world, religious literature in Irish and Latin, the contribution of the Irish to Christianity and learning abroad, and the impact of Christianity and the new learning on Irish vernacular culture.

