November 28, 2011

MEMORANDUM

TO: Bonnie Thornton Dill
Dean, College of Arts and Humanities

FROM: Elizabeth Beise
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Modify the Bachelor of Arts in Classical Languages and Literatures: Classical Humanities Concentration (PCC log no. 11013)

At its meeting on November 4, 2011, the Senate Committee on Programs, Curricula and Courses approved your proposal to modify the curriculum of the Bachelor of Arts in Classical Languages and Literatures: Classical Humanities Concentration. A copy of the approved proposal is attached.

The change is effective Spring 2012. The College should ensure that the change is fully described in the Undergraduate Catalog and in all relevant descriptive materials, including the program’s four-year plan (contact Lisa Kiely at lkiely@umd.edu for more information), and that all advisors are informed.

MDC/

Enclosure

cc: David Salness, Chair, Senate PCC Committee
Sarah Bauder, Office of Student Financial Aid
Reka Montfort, University Senate
Erin Howard, Office of Information Technology
Donna Williams, Institutional Research & Planning
Anne Turkos, University Archives
Linda Yokoi, Office of the Registrar
Robert Gaines, Office of Undergraduate Studies
Beth Loizeaux, College of Arts and Humanities
Lillian Doherty, Classics
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.
- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Arts & Humanities
Please also add College/School Unit Code-First 8 digits: 01202700
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Classics
Please also add Department/Program Unit Code-Last 7 digits: 1271301

Type of Action (choose one):

X Curriculum change (including informal specializations)  New academic degree/award program
Renaming of program or formal Area of Concentration  New Professional Studies award iteration
Addition/deletion of formal Area of Concentration  New Minor
Suspend/delete program  Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:
Revision of the requirements for the Classical Humanities track of the undergraduate Classics major.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair  Lillian E. Doherty  Lillian C. Doherty  8/24/11
2. Department Chair  Lillian E. Doherty  Lillian C. Doherty  8/24/11
3. College/School PCC Chair  Tom Moore  9/2/11
4. Dean  Elizabeth  9/2/11
5. Dean of the Graduate School (if required)
6. Chair, Senate PCC  David Salness  11/4/11
7. University Senate Chair (if required)
8. Senior Vice President and Provost  Ophir  11/29/11
PROPOSAL FOR A CHANGE IN THE CLASSICAL HUMANITIES CONCENTRATION OF THE BA PROGRAM IN CLASSICAL LANGUAGES AND LITERATURES
DEPARTMENT OF CLASSICS

CONTENTS OF PROPOSAL:

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I. Identification of and rationale for changes.

There are three principal changes:  a) inclusion of a greater number of courses outside the Classics department; b) elimination of the language requirement (12 hours of Latin or Greek); and c) creation of a capstone course to bring our concentrators together in a seminar format and help them synthesize the work they have done in other courses.  The Latin and Latin and Greek concentrations will remain unchanged, and any student planning to teach or apply to graduate school in Classics will be advised to choose one of those concentrations.  Since no regularly-offered courses will be discontinued, students admitted under the old requirements will be able to complete their programs as initially designed.  In fact, some current students who have not been able to add a second major in Classics may find it possible to do so under the new requirements.  The slightly lower number of overall credits (36 compared with 42-44 in the current version) is also designed to accommodate second majors—of whom there are many in ARHU--and students deciding on the major in their junior year.  Many students come to the University having no idea what Classics is.  It may be a year or more before they are introduced to it, usually via one of our General Education courses.  We want to be able to accommodate these students while still offering a rigorous program of study.
The concentration as described here can be offered with no additional faculty, but we will need to maintain our current complement of six full-time tenure-track faculty to ensure staffing of the courses.

a) The study of classical antiquity has been revitalized over the past 20 years by the interweaving of different disciplinary perspectives, including—in addition to the traditional focus on the ancient languages and literatures—those of anthropology, archaeology, history, art history, literary theory, gender studies, and reception (that is, the adaptation of classical forms or motifs in later literature and other media). All of these approaches are well represented on the UMCP campus, and we are in the process of strengthening our ties to faculty outside the Classics department who work in them. As of fall 2010, we had received acceptances from 38 faculty interested in becoming affiliates of the department. We have initiated a faculty seminar with our affiliates and have been attending and co-sponsoring each other’s conferences.

By including in our Classical Humanities concentration the courses of some of these colleagues, we expect to accomplish three related goals: 1) to highlight the University’s strengths in these allied fields; 2) to increase the pool of potential Classical Humanities concentrators by offering a more diverse menu of courses, thereby appealing to students interested in a wider variety of approaches to the ancient world; and 3) to foster intellectual community and collaboration, among students as well as faculty, in a range of departments with distinctive but overlapping interests in the classical world and its afterlives. To cite just one example: in English, there are a significant number of faculty working on the early modern period, when many authors knew Latin and were adapting features of Latin literature and classical mythology to their own purposes. (Some of these faculty have even taken Latin in our department.) Classics majors who know Latin would have much to contribute to courses in this subject area, and would bring back to their Classics courses fresh perspectives on the later history of the language.

As this proposal will show, a great number of courses suitable to the new concentration are already on the books. Our affiliates with whom we have spoken are happy to have some of our majors in their classes. Letters of support from chairs of the relevant departments are appended to the proposal.
One index of potential student interest in the proposed concentration is the number of those currently seeking minors in Classics: there are as many students minoring in Classical Mythology as there are majors in Classics. At the same time, most of our current majors have chosen the existing Classical Humanities track. We anticipate that the expanded version of this track we are proposing would be even more attractive to students with similar interests.

As is already the case, each Classics major would be required to meet with the undergraduate director for advising before registering for courses every semester. This would ensure coherence in individual student programs.

b) Although we will continue to encourage study of Latin or Greek for all majors, we recognize that many students who do not have strong linguistic interests or ability are nonetheless deeply interested in our field. Classics departments at other major universities, notably the University of Pennsylvania and UC Berkeley, have recently eliminated the language requirement for their Classical Civilization major. We believe that a coherent undergraduate major in Classics can and should be offered for students who do not plan to use Latin or Greek in any professional context but who desire a strong liberal arts background. We already attract a substantial number of second majors who while choosing one major for its perceived relevance to career goals are also interested in a more broadly-based undergraduate curriculum. If the new concentration is approved, some of those now choosing minors in classical mythology may decide to add a second major in Classics. Others who have taken Latin in high school and can begin the languages at a more advanced level may also be attracted to a more broadly-conceived version of the Classics major.

We will continue to count language courses in all categories of the new requirements for the Classical Humanities track and will strongly encourage students to take as much language as they are able. As an incentive to complete at least the introductory sequence, we will allow our 200-level Latin and Greek courses (one such course per student) to count toward the upper-level requirement in the concentration. Some proportion of Classical Humanities concentrators will always want the language courses; we expect that if the total number of majors increases due to these changes, the enrollments in Latin and Greek will remain stable or even increase.

c) Given the diversity of individual programs possible in the new concentration, we feel it is important to have one course that all students will be required to take in their junior or senior
year. This will be a capstone seminar drawing together the different approaches to the study of both ancient Greece and Rome, while emphasizing the relationships between the two cultures that have made Classics a traditional “area study.” The themes of the course will vary depending on the instructor. Some possibilities include: myth as ideological discourse; life in the Greek and Roman city; ethnicity and orientalism in Greek and Roman culture; or forms of self-expression in Greece and Rome. In all instances, the course will be comparative and will cover some central aspects of both Greek and Roman culture as viewed from the standpoints of literary study, history, and art history (at a minimum; other fields may be included as appropriate).

While a regular member of the Classics faculty will be the main instructor for this course, a few guest lecturers from our affiliate faculty may be integrated into each version of it. Such a course will help students draw together the diverse strands of a complex field and synthesize their own experiences of studying it. The course will also be designed to fit the new General Education category of Scholarship in Practice; it will require student research, individually or in groups, and the presentation of that research in the form of a substantial research paper, an oral presentation, and/or an online archive of materials. A syllabus for the first version of the course, scheduled to be taught in spring 2012, is attached.

II. PROPOSED NEW REQUIREMENTS (CATALOG LANGUAGE)

Classics is perhaps the oldest “area study,” combining language, literature, mythology, history, art history, and philosophy, among other subjects. To take advantage of these rich multidisciplinary connections, the Classical Humanities concentration includes courses in a variety of departments that approach the Greek and Roman worlds and their continuing influence from different disciplinary angles. Students choosing this track have considerable freedom in designing their own programs under the umbrella of Classics. At the same time, they will work closely with the undergraduate director and other faculty mentors to ensure that their programs have focus and intellectual coherence. A capstone seminar required of all concentrators helps students see how the various approaches intersect and how their findings can be integrated.

There are two parts to the concentration: twelve credits at the 100 or 200 level (foundational courses) and twenty-four credits at the 300 or 400 level (upper-level courses). Students who are capable of working at a higher level may request departmental approval to substitute upper-
level credits for some of the introductory credits. **In each set of credits, at least half must be taken in the Classics Department**; this includes any courses in ancient Greek or Latin. **The upper level credits must include the capstone course**, to be taken in the junior or senior year.

General Honors (HONR) courses on classical topics may also be counted toward the major. The requirements are flexible to allow each student to design a program focused on the area(s) of greatest interest within the study of the classical world and its afterlife. The following are some examples of suggested programs based on areas of interest. (*These are examples*, not required groups of courses; see appendix for a longer list of possible courses.) Under each category, the courses in Classics are listed first, followed by possible courses in other departments.

**Great Books, Great Ideas**
Introductory level: Latin or Greek through the 200 level OR CLAS 170: Greek & Roman Mythology and CLAS 271: Roman Literature in Translation; HIST 110: The Ancient World, ENGL 201: Inventing Western Literature: Ancient and Medieval Traditions.

**Myth and Religion**

**Classical Reception**
Introductory level: CLAS 289A: Are We Rome?, Latin or Greek language OR CLAS 170/171: Greek and Roman Literature in Translation; ARTH 200: Art of the Western World to 1300, ARCH 224: The Ancient Roman City.

**Visual and Material Culture in Antiquity**

Introductory level: CLAS 170: Greek & Roman Mythology, Latin or Greek language; ANTH 240: Introduction to Archaeology, ARCH 224: The Ancient Roman City, ARTH 200: Art of the Western World to 1300.


Other possible emphases for the Classical Humanities concentration include ancient history, linguistics, and comparative literatures and cultures. A student in consultation with the undergraduate advisor can design an individual program drawing on many other courses not listed here; see Appendix for a longer (but incomplete) list.

IMPORTANT NOTE: The Classical Humanities concentration is designed to provide a substantial liberal arts curriculum for students who do not plan to pursue a career in Classics. Students who intend to do graduate work in classical languages and literatures, classical philosophy, classical archaeology, or ancient history should choose the Latin or Latin and Greek concentration and should strive to reach the advanced level in both Latin and Greek. Those who intend to teach Latin in secondary schools should choose the Latin concentration and are encouraged to take at least one year of Greek.

**SUMMARY OF MAJOR REQUIREMENTS:**

I. Foundational courses.

12 credits at the 100-200 level, at least 6 of which must be in Classics.

The introductory Latin or Greek sequence (101, 102, and 201), if taken at College Park, fulfills this requirement. If Latin 120 and 201 are taken at College Park, only one additional course at
the 100-200 level is required. If no language is taken, four courses in English translation, including at least two in Classics, are required. Students who are capable of working at a higher level may request departmental approval to substitute upper-level courses for some of the introductory credits. All students, however, must earn a total of 36 credits for the major, and must earn a minimum of 24 credits in advanced courses (see below).

II. Advanced courses.

24 credits at the 300 level or above, of which four must be in Classics and one must be CLAS 409X (capstone seminar), to be taken in the junior or senior year. As a special exception, either LATN 201 or GREK 201, intermediate Latin or Greek, may be counted as one of the advanced courses.

300- and 400-level courses used to satisfy the requirements for the Classical Humanities concentration contribute to the College of Arts and Humanities requirement of 45 upper-level credits completed.

The College Global Engagement requirement can be fulfilled by satisfactorily completing Latin 201 or Greek 201, which also count toward the major.

III. SIDE-BY-SIDE COMPARISON OF OLD AND NEW REQUIREMENTS

Previous requirements: 

- 12 hours of Latin or Greek
- 18 hours of CLAS courses (upper-level LATN and GREK courses may be counted toward the total)
- 12-14 hours of supporting courses in other departments

New requirements:

- No language requirement, but language courses count toward the major requirements at both levels
- 12 hours at the 100-200 level, at least 6 in CLAS, LATN, or GREK
- 24 hours at the 300-400 level, at least 12 in CLAS, LATN, or GREK
- 36 hours total
IV. SAMPLE STUDENT SCHEDULES

Major courses are given in boldface; those in boldface italic can be expected to fulfill both major and Gen. Ed. requirements, pending approval of the latter. Language courses at all levels count toward the ARHU Global Engagement requirement; upper-level courses in boldface count toward the ARHU requirement of 45 upper-level credits. Note that LATN 201 OR GREK 201 (not both) may be counted toward the upper-level requirements for the Classical Humanities concentration.

EXAMPLE #1. FOCUS: GREAT BOOKS, GREAT IDEAS.

A. FOUR-YEAR PROGRAM (leaving ample time to fulfill Gen. Ed. requirements and add more upper-level credits or a second major)

First year:
Fall
\textit{CLAS 170 (Hum.)}
\textit{ARTH 200 or ARCH 220}
Spring
\textit{HIST 110 or CLAS 289A (I-course)}

Second year:
Fall
\textit{CLAS 374}
\textit{GREK or LATN 101}
Spring
\textit{PHIL 310}
\textit{GREK or LATN 102}

Third year:
Fall
\textit{GREK or LATN 201}
\textit{CLAS 375}
Spring
\textit{GREK 301 or LATN 3**}
\textit{CLAS 470}
Summer
\textit{CLAS 308G}
\textit{(study tour)}
\textit{OR a semester of study abroad in Greece or Italy}

Fourth year:
Fall
\textit{CLAS 409X (capstone; scholarship in practice)}
\textit{(A student in a program like this would have room for a full year of LATN or GREK at the 400 level.)}

B. TWO-YEAR PROGRAM (for a student declaring the major in junior year):

First (junior) year:
Fall
\textit{CLAS 170}
\textit{CLAS 374}
\textit{HIST 110}
\textit{ARTH 200 or ARCH 220}
Spring
\textit{CLAS 470}
\textit{ENGL 487}
\textit{OR a semester of study abroad in Greece or Italy}
Summer
\textit{CLAS 308G}
\textit{LATN 120}
\textit{OR a semester of study abroad in Greece or Italy}

(continued)
Second (senior) year:
Fall       Spring
LATN 201                      PHIL 310
CLAS 409X (capstone)
CLAS 320 (Plural societies)

EXAMPLE #2: FOCUS: MYTH AND RELIGION

A. FOUR-YEAR PROGRAM (leaving ample time to fulfill Gen. Ed. requirements and add
more upper-level credits or a second major):
First year:
Fall       Spring
CLAS 170 (Hum.)    CLAS 330
HIST 110 or CLAS 289B  LATN 101

Second year:
Fall       Spring
LATN 102                      LATN 201
CLAS 374                      CLAS 320 (plural societies)
HIST 370    HIST 371 or CMLT 415

Third year:
Fall       Winter       Spring
LATN 3**  CLAS 308 (study tour) [LATN 3** or 4**]
           CLAS 470
            OR a semester of study abroad in Greece or Italy

Fourth year:
Fall
CLAS 409X (capstone; scholarship in practice)
(A student in a program like this would have room for a full year of language at the 400 level.)

B. TWO-YEAR PROGRAM (for a student declaring the major in junior year).
A student in this situation could be permitted to count upper-level credit toward the lower-level
requirement of 12 hours.

First (junior) year:
Fall       Winter       Spring
CLAS 170 (Hum.)  CLAS 308 (study tour)  ENGL 277
CLAS 289B (I-course)  ANTH 364
RLST/PHIL 236
ANTH 260 (prereq.)

Second (senior) year:
Fall       Spring
CLAS 409X (capstone)    CLAS 470
CLAS 330    CLAS 374
PHIL 310    CMLT 415
V. COURSES THAT MAY BE COUNTED TOWARD THE CONCENTRATION (Any pre-requisites in parentheses)

IN THE CLASSICS DEPARTMENT:

CLAS 170: Greek & Roman Mythology. 3 credits. Offered every semester and in summer and winter terms.

CLAS 270: Greek Literature in Translation. 3 credits. Offered every fall.

CLAS 271: Roman Literature in Translation. 3 credits. Offered every spring.

CLAS 289A: Are We Rome? (new I-course). 3 credits. Expected to be offered once a year.

CLAS 308: The Classics in Context. Study tour of Roman Italy. 3 credits. Usually offered every winter term.

CLAS 308G: Greece: The Living Legacy. 3 credits. Study tour of Greece. Usually offered every summer.

CLAS 309C: The Classical Tradition in Modern Greek Literature, alternating with The Classical Tradition in Modern Greek Cinema and Theatre. 3 credits. One of the two is usually offered each year.

CLAS 320: Women in Classical Antiquity. 3 credits. Usually offered every other year.

CLAS 330: Ancient Greek Religion: Gods, Myths, Temples. 3 credits. Usually offered every other year.

CLAS 331: Roman Religion: From Jupiter to Jesus. 3 credits. Usually offered every year.

CLAS 370: Classical Myths in America. (CLAS 170; sophomore standing.) 3 credits.

CLAS 374: Greek Tragedy in Translation. 3 credits. Usually offered every other year.

CLAS 375: Ancient Comedy. 3 credits. Usually offered every three years.

CLAS 386: Experiential Learning. (Learning Proposal approved by the Office of Experiential Learning Programs, faculty sponsor, and student's internship sponsor; junior standing.) 3-6 credits. Offered on an individual basis.

CLAS 409X: Classics capstone. (Junior standing; at least two upper-level courses in CLAS, LATN or GREK, or permission of department. Normally restricted to Classics majors.) 3 credits. To be offered every other year.

CLAS 470: Approaches to Greek Mythology. (CLAS 170 or permission of department.) 3 credits. Offered at least once a year.
CLAS 488: Special topics. (Permission of department.) May be repeated if content differs.

GREK 101 and 102: Beginning Ancient Greek I and II. Each course carries 4 credits. 101 is offered every fall and 102 every spring.

GREK 201: Intermediate Ancient Greek. 4 credits. (GREK 102 or equivalent.) Offered every fall.

GREK 301: Scenes from Athenian Life. 3 credits. (GREK 201 or equivalent.) Offered every spring.

GREK 386: Experiential Learning. 3-6 credits. (Prerequisites as for CLAS 386.) Offered on an individual basis.

GREK 403: Greek Tragedy. 3 credits. (GREK 301 or equivalent.) Offered every other year.

GREK 415: Homer. 3 credits. (GREK 301 or equivalent.) Offered every other year.

GREK 472: History and Development of the Greek Language. 3 credits. (GREK 301 or equivalent.) Offered every other year.

GREK 488: Greek Readings. 3 credits. (GREK 301 or equivalent.) Usually offered every other year with varying subject matter. May be repeated if content differs.

LATN 101 and 102: Beginning Latin I and II. Each course carries 4 credits and is offered every semester.

LATN 120: Intensive Beginning Latin. 4 credits. Offered at least once a year.

LATN 201: Intermediate Latin. 4 credits. (LATN 102, 120, or equivalent.) Offered every semester.

LATN 301: Plautus. 3 credits. (LATN 201 or equivalent.) Offered every other year.

LATN 302: Ovid. 3 credits. (LATN 201 or equivalent.) Offered every other year.

LATN 303: Petronius. 3 credits. (LATN 201 or equivalent.) Offered every other year.

LATN 351: Horace and Catullus. 3 credits. (LATN 201 or equivalent.) Offered every other year.

LATN 386: Experiential Learning. 3-6 credits. (Prerequisites as for CLAS 386.) Offered on an individual basis.

LATN 402: Tacitus. 3 credits. (One 300-level LATN course or equivalent.) Offered about every 3 years.
LATN 403: Roman Satire. 3 credits. (One 300-level LATN course or equivalent.) Offered about every 3 years.

LATN 405: Lucretius. 3 credits. (One 300-level LATN course or equivalent.) Offered about every 3 years.

LATN 410: Latin Historians. 3 credits. (One 300-level LATN course or equivalent.) Offered about every 3 years.

LATN 415: Vergil's *Aeneid*. 3 credits. (One 300-level LATN course or equivalent.) Offered every other year.

LATN 420: Cicero and Caesar. 3 credits. (One 300-level LATN course or equivalent.) Offered about every 3 years.

LATN 424: Silver Age Latin. 3 credits. (One 300-level LATN course or equivalent.) Offered about every 3 years.

LATN 472: Historical Development of the Latin Language. 3 credits. (One 300-level LATN course or equivalent.) Offered every other year.

LATN 488: Latin Readings. 3 credits. (One 300-level LATN course or equivalent.) Offered once or twice each year with varying subject matter. May be repeated if content differs.

IN OTHER DEPARTMENTS:

NOTE that the appropriateness of some of these courses will be contingent on the content of a particular syllabus. It will be the responsibility of the student working in tandem with the advisor and the course instructor to determine whether a particular iteration of a course is appropriate for that student’s program.

ANTH 240: Introduction to Archaeology. 3 credits. Offered every semester.

ANTH 364: Anthropology of Religion. 3 credits. (ANTH 260) Offered once a year.

ANTH 447: Material Culture Studies in Archaeology. 3 credits. (ANTH 240) Offered once a year.

ANTH 448P: Special Topics in Archaeology: Theories of the Past. 3 credits. (ANTH 240) Offered once a year.

ANTH 468G: Special Topics in Cultural Anthropology: Inventions of Heritage. 3 credits. Offered once a year.

ANTH 496: Field Methods in Archaeology. 6 credits. Offered every summer.
ARCH 224: The Ancient Roman City: Pompeii and Beyond. 3 credits.

ARCH 422: History of Greek Architecture. 3 credits. (ARCH 221 or permission of department.)

ARCH 423: History of Roman Architecture. 3 credits. (Permission of department.)

ARCH 483: Field Archaeology. (Permission of department.) 3 credits.

ARTH 200: Art of the Western World to 1300. 3 credits. Offered every semester.

ARTH 301: Aegean Art and Archaeology. 3 credits. Offered every two or three years.

ARTH 302: Greek Art and Archaeology. 3 credits. Offered every two or three years.

ARTH 303: Roman Art and Archaeology. 3 credits. Offered every two or three years.

ARTH 323: Fifteenth-Century Italian Renaissance Art. 3 credits. Offered every year.

ARTH 324: Sixteenth-Century Italian Renaissance Art. 3 credits. Offered every year.

ENGL 201: Inventing Western Literature: Ancient and Medieval Traditions. 3 credits. Offered every semester.

ENGL 277: Mythologies: An Introduction. 3 credits. Offered every semester.

ENGL 302: Medieval Literature in Translation. 3 credits. (2 lower-level English courses, at least one in literature; or permission of department.) Offered once a year.

ENGL 304: The Major Works of Shakespeare. 3 credits. (2 lower-level English courses, at least one in literature; or permission of department.) Offered once a year.

ENGL 310: Medieval and Renaissance British Literature. 3 credits. (2 lower-level English courses, at least one in literature; or permission of department.) Offered once a year.

ENGL 311: British Literature from 1600 to 1800. 3 credits. (2 lower-level English courses, at least one in literature; or permission of department.) Offered every semester.

ENGL 334: The Bible as Literature. 3 credits. (2 lower-level English courses, at least one in literature; or permission of department.) Offered once a year.
ENGL 402: Chaucer. (2 lower-level English courses, at least one in literature; or permission of department.) Offered once a year.

ENGL 403: Shakespeare: The Early Works. 3 credits. (2 lower-level English courses, at least one in literature; or permission of department.) Offered once a year.

ENGL 404: Shakespeare: The Later Works. 3 credits. (2 lower-level English courses, at least one in literature; or permission of department.) Offered once a year.

ENGL 407: Nondramatic Literature of the Sixteenth Century. 3 credits. (2 lower-level English courses, at least one in literature; or permission of department.) Offered once a year.

ENGL 410: Edmund Spenser. 3 credits. (2 lower-level English courses, at least one in literature; or permission of department.) Offered once a year.

ENGL 414: Milton. 3 credits. (2 lower-level English courses, at least one in literature; or permission of department.) Offered once a year.

ENGL 415: Literature of the Seventeenth Century, 1660-1700. 3 credits. (2 lower-level English courses, at least one in literature; or permission of department.) Offered every other year.

ENGL 416: Literature of the Eighteenth Century, 1700-1750. 3 credits. (2 lower-level English courses, at least one in literature; or permission of department.) Offered every other year.

ENGL 417: Literature of the Eighteenth Century, 1750-1800. 3 credits. (2 lower-level English courses, at least one in literature; or permission of department.) Offered every other year.

ENGL 477: Studies in Mythmaking. 3 credits. (2 literature courses) Offered once a year.

ENGL 487: Foundations of Rhetoric. 3 credits. Offered every semester.

ENGL 488B: Topics in Advanced Writing: Rhetoric and Visuality. 3 credits. Offered every other year.

ENGL 489D: Special Topics in English Language: Classical Rhetoric and Contemporary Writing. 3 credits. Offered every other year.

GERM 282: Germanic Mythology. 3 credits. Offered every year.

HIST 110: The Ancient World. 3 credits. Offered every semester.

HIST 320 (=JWST 331): Early Christianity: Jesus to Constantine. 3 credits. (HIST 110 or HIST 282) Offered every two or three years.

HIST 324: Classical Greece. 3 credits. Offered every other year.
HIST 325: Alexander the Great and the Hellenistic Age. 3 credits. (HIST 110 or 111, or permission of instructor.) Offered every other year.

HIST 326: The Roman Republic. 3 credits. (HIST 110 or 111, or permission of instructor.) Offered every other year.

HIST 327: The Roman Empire. 3 credits. (HIST 110 or 111, or permission of instructor.) Offered every other year.

HIST 370 & 371 (= JWST 325 & 326): Jews and Judaism in Antiquity, parts I and II. (HIST 110 or HIST 282) Offered every two or three years.

PHIL 230: Philosophy of the Arts. 3 credits. Offered every year.

PHIL 236: Philosophy of Religion. See RELS 236.

PHIL 310: Ancient Philosophy. 3 credits. (6 credits in Classics or Philosophy.) Offered every year.

PHIL 412: Philosophy of Plato. 3 credits. (9 credits in Philosophy.) Offered every year.

PHIL 414: Philosophy of Aristotle. 3 credits. (9 credits in Philosophy.) Offered every year.

RELS 216 OR 289i: Introduction to the Study of World Religions. 3 credits. Offered every year.

RELS 236 (also PHIL 236): Philosophy of Religion. 3 credits. Offered every other year.

Other courses may be chosen in consultation with the advisor.

(We are consulting with colleagues in Linguistics about the feasibility of their courses being counted toward the Classical Humanities major.)
Classics 409
Classical Connections
Spring Semester 2012
Thursday 2-4:40 P.M
Professor: Judith P. Hallett
Office: 1210G Marie Mount Hall 301-405-2013 and 405-2024
e-mail jeph@umd.edu FAX 301-314-9084
Home: 5147 Westbard Avenue Bethesda 20816 301-229-2706
Office Hours: Tuesday and Thursday 1 PM and by appointment

Classics, the interdisciplinary study of ancient Greek and Roman literature, history and material artifacts, has been defined as an academic subject that exists in the gap between “us” and the world of the Greeks and Romans. Some of the questions posed by the study of Classics arise from the huge chronological and cultural distance between the world of antiquity and our world today. Yet other questions arise because classical antiquity is also familiar to us: through popular novels, television programs and films; works of art and architecture; philosophical thought and political institutions; and the powerful influence exerted by Greek and Latin languages and literatures on the words and writings of contemporary English-speaking society.

In this course—which is required for juniors and seniors majoring in classics but also designed for concentrators in related subjects eager to explore classical antiquity and its legacy—we will explore our connections to the ancient Greek and Roman world. These relationships assume various forms, depending not only on the aspects of classical antiquity which serve as their focus but also on the present-day concerns that the works and thoughts of the ancient Greeks and Romans are...
utilized to illuminate. Drawing on the different academic backgrounds and interests of students in the class, we will examine a wide range of topics, several suggested by our shared readings—such as physical sites and material survivals, multiculturalism and gender, slavery and literacy, tragic and comic drama. In this way, students will have the opportunity to bring together the diverse strands of a complex field, and synthesize their own experiences of engaging with its challenges.

Classics 409 has several academic objectives. In addition to familiarizing students with the kinds of evidence, and the limitations of the evidence, that survives from the ancient Greco-Roman world, it will also acquaint them with major scholarly debates about how to interpret this evidence. It will also equip them to employ effective practices and established protocols of conducting research about the classical past. The course will be organized as a seminar, and feature a variety of interactive pedagogical formats: lectures incorporating student participation, in-class and email discussions, individual and group presentations by students.

Adopting a variety of approaches in these inquiries, we will pay special attention to the relationships between Greece and Rome themselves that have made Classics a traditional “area study.” At the same time we will explore how later eras and societies have responded to and re-envisioned the ideas and realities of Greece, especially the city-state of Athens in the fifth and fourth centuries BCE, and Rome from the second century BCE to the second century CE as distinct cultural entities, looking in particular at efforts to emphasize the relevance of these two cultures to our own.

As the course also fulfills the General Education requirement for Scholarship in Practice, it will entail research by students, to be submitted as a substantial paper and/or an online archive of materials and two oral presentations. It will also incorporate presentations by classics department and classics affiliate faculty at UMCP, and classicists from elsewhere, who are practicing scholars in related areas of research. Several of these presentations will be given in conjunction with a conference on “Classical Greek and Roman Literature: Gendered Perspectives on Reading and Reception” to be held on April 1.

The required essays, oral reports and final project will require students to present critical analyses of important scholarly issues as well as original research in the field of classical studies. Each of these assignments will entail investigating primary source materials in the form of classical texts translated into English and ancient Greco-Roman artifacts, as well as integrating the findings of relevant secondary scholarship. Emphasis will be placed on strengthening students’ expository skills: these include developing a thesis through sustained argument; synthesizing different types of evidence; and elaborating individual insights informed by appropriate literary, historical and art historical sensibilities.
The essays, oral reports and final project will be graded on a scale of 1 to 100 points, and given numerical grades according to the criteria specified on a rationale sheet. Students will be provided with this rationale sheet along with a written description of the assignment itself so that they will know in advance how their work is to be assessed. The rationale will indicate how points will be allocated in relevant categories: organization and exposition; argumentation and documentation; originality and accuracy.

**Required Texts:**

(continued)

**Course Grading:**
1. Classwork (preparation of assignments, participation in email and classroom discussions) 30%
2. Two essays 20%
3. Two oral reports 20%
4. Final project 30%

100%

Students will have the opportunity to rewrite the two essays for a higher grade.

Schedule

Week One
January 26  Quo Vadimus? Connecting with, and Defining, the Classics
Assignment: read Beard and Henderson, pp. 1-49; participate in class email discussion replying to questions about the evidence it employs and the arguments it makes.

Week Two
Assignment: read Beard and Henderson, pp. 51-134; participate in class email discussion replying to questions about the evidence it employs and the arguments it makes.

Week Three
February 9  Literary Texts, Their Interpretation and Reception: Theories, Reconstructions and Imagination. Summary of class email discussion. Sign-up for class oral reports in March, on connecting the topics and arguments in Beard and Henderson with those investigated in previous classics courses.
Assignment: read three chapters from Edith Hamilton, The Greek Way; participate in class email discussion about Hamilton’s evidence and arguments.

Week Four
February 16  Glorifying the Greeks. Summary of class email discussion and presentation about Edith Hamilton.
Assignment: read Euripides’ Alcestis, Medea, Helen and Iphigenia in Tauris
and introduction in Blondell, Gamel, Rabinowitz and Vivante. Prepare (in group task forces) study guides to each of the four Euripidean plays.

**Week Five**
February 23. **Due Date for First Paper:** 4-5 page essay comparing “classics” as conceptualized by Beard and Henderson with the vision of the Greek past and its contemporary relevance by Hamilton. Women on the Edge: Gender, Slavery and Greek Tragedy. Present study guides to each of the four Euripidean plays. Assignment: prepare for oral reports.

**Week Six**
March 1 Class Oral Reports on Athens, connecting its presentation by Beard and Henderson, Hamilton, and four Euripidean plays with what students have learned about Athens in previous courses. Presentation of assignment sheet and rationale for second paper, essay due March 28 comparing Terence’s *Woman of Andros* with Thornton Wilder’s *Woman of Andros*, and integrating the arguments advanced by Richlin. Assignment: read Introduction to Richlin; two comedies translated by Richlin; participate in class email discussion about Richlin.

**Week Seven**

**Week Eight**
March 15 Class Oral Reports on Rome, connecting its presentation by Beard and Henderson, Richlin, and texts by Plautus, Terence, Catullus and Cicero with what students have learned about Rome in previous courses. Assignment: read Thornton Wilder, *The Woman of Andros*

**Week Nine: Spring Break March 18-25**

**Week Ten**
March 28 Due Date for Second Paper. 4-5 page essay comparing Terence’s *Woman of Andros* with Thornton Wilder’s *Woman of Andros*, and integrating the arguments advanced by Richlin.

Re-Writing Greek Tragedy as Roman Comedy: discussion of Terence, Wilder and the connections between their “*Women of Andros*” and Richlin.

Prepare for April 1 Conference on Classical Greek and Roman Literature: Gendered Perspectives on Reading and Reception by reading and discussing selected papers.

Sign-up for class oral reports in April and May on Greece and Rome in art, fiction and film.

Assignment: Attend April 1 conference; read Thornton Wilder’s *The Ides of March*

Week Eleven
April 5  Re-Writing Latin love poetry and invective as Roman history: Discussion of April 1 conference and Thornton Wilder’s *The Ides of March*.

Assignment: reading selected essays in Joshel, Malamud and McGuire on *I, Claudius* and *A Funny Thing Happened on the Way to the Forum*; participate in class email discussion on these essays.

Week Twelve
April 12 Cinematic Projections of Roman Antiquity: Roman Comedy in Film.

Scenes from *A Funny Thing Happened on the Way to the Forum* and *Monty Python’s Life of Brian*.

Sign up for and discussion of final projects.

Assignment: prepare for oral reports on Greece and Rome in art, fiction and film.

Week Thirteen
April 19 Cinematic Projections of Roman Antiquity II: Roman History in Film.

Scenes from *Spartacus*, *I, Claudius* and *Gladiator*. Assignment: prepare for final projects.

Week Fourteen
April 26  Class Oral Reports on Greece and Rome in art, fiction, and film
Week Fifteen
May 3 Class Oral Reports on Greece and Rome in art, fiction and film. Presentations of final projects.

Week Sixteen
May 10 Presentation of final projects.

Due date for Final Project: Thursday, May 17

Students with disabilities, including documented learning disabilities, should inform the instructor as early in the semester as possible, to discuss accommodations. They should also let the instructor know if they will be absent for religious observances. Since the class only meets once a week, it will be difficult to keep up with assignments without regular attendance.

All students are expected to be familiar with the University’s policies regarding academic dishonesty, including cheating, fabrication and plagiarism. Students unsure of what constitutes cheating or plagiarism should read the policies carefully, and feel free to bring any questions to me.
Requirements for the Classics major include the College of Arts and Humanities requirement of 45 upper-level credits completed. The College foreign language requirement will be automatically fulfilled in the process of taking language courses in the major.

### Option A: Latin

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LATN Courses at the 200/300 level</td>
<td>18</td>
</tr>
<tr>
<td>LATN Courses at the 400 level or higher</td>
<td>12</td>
</tr>
<tr>
<td>Supporting courses</td>
<td>9-12</td>
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</tbody>
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*Any level CLAS, GREK, or related fields such as HIST and ARTH*

### Option B: Greek

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<th>Courses</th>
<th>Credits</th>
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<tr>
<td>GREK Courses at the 200/300 level</td>
<td>18</td>
</tr>
<tr>
<td>GREK Courses at the 400 level or higher</td>
<td>12</td>
</tr>
<tr>
<td>Supporting courses</td>
<td>9-12</td>
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*Any level CLAS, LATN, or related fields such as HIST and ARTH*

### Option C: Latin and Greek

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<tr>
<td>LATN Latin courses</td>
<td>18</td>
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<tr>
<td>GREK Greek courses*</td>
<td>12</td>
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*OR*

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GREK Greek courses</td>
<td>18</td>
</tr>
<tr>
<td>LATN Latin courses*</td>
<td>12</td>
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</tbody>
</table>

*AND*

Supporting Courses 9

*For example, CLAS 170, HIST 110, and a 300- or 400-level course in Greek or Roman history*

*Students with no previous training in the second language may count introductory level courses as part of the 12-hour requirement.*

### Option D: Classics in Translation (Classical Humanities)

<table>
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<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CLAS Classics courses</td>
<td>18</td>
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<tr>
<td>LATN Latin courses, OR</td>
<td>12</td>
</tr>
<tr>
<td>GREK Greek courses</td>
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Supporting Courses 12-14

*Normally upper level courses in Art History, Archaeology, Architecture, Government, History, Linguistics, or Philosophy*

**NOTES:**

- Students are encouraged to substitute 300- and 400-level courses in LATN and GREK for some of the 18 required credits in CLAS.
- 100 and 200-level courses in GREK may be included among the supporting credits if the student's 12 language credits are taken in Latin, and 100 and 200-level courses in LATN may be included among the supporting credits if the student's 12 language credits are taken in GREK.
- Students are encouraged to take as much language as possible, but should take language courses sequentially; i.e., 101, 102, 201. Once credit has been received in a higher-level language acquisition or grammar course, a lower-level course may not be taken for credit. The student should begin the sequence at the appropriate level.
Hi Lillian,

The Department of Anthropology supports your proposal for the revised Classical Humanities major. We do not anticipate that the proposed changes will be a burden on enrollment in the Anthropology courses listed below.

(Prerequisites are given in parentheses)

ANTH 240: Introduction to Archaeology. 3 credits.
Offered every semester

ANTH 364: Anthropology of Religion. 3 credits. (ANTH 260)
Offered once a year

ANTH 447: Material Culture Studies in Archaeology. 3 credits. (ANTH 240)
Offered once a year

ANTH 448P: Special Topics in Archaeology: Theories of the Past. 3 credits. (ANTH 240)
Offered once a year

ANTH 468G: Special Topics in Cultural Anthropology: Inventions of Heritage. 3 credits.
Offered once a year

ANTH 496: Field Methods in Archaeology. 6 credits.
Offered every summer.

Registration will be on a first-come, first-served basis and no spaces will be reserved for Classical Humanities majors.

I wish you much luck on your proposal.

Paul A. Shackel
Professor and Chair
Department of Anthropology
1111 Woods Hall
University of Maryland
College Park, MD 20742
ph. 301-405-1425
fax 301-314-8305
pshackel@anth.umd.edu
March 28, 2011

Professor Lillian Doherty
Classics Department
Campus

Dear Lillian,

This letter is to affirm that the Department of Art History and Archaeology is delighted to have the Classics Department list the following courses as options for its majors, because Classics majors contribute immeasurably to these classes:

ARTH 200: Art of the Western World to 1300 (title to change under GenEd). 3 credits.
ARTH 301: Aegean Art and Archaeology. 3 credits.
ARTH 302: Greek Art and Archaeology. 3 credits.
ARTH 303: Roman Art and Archaeology. 3 credits.
ARTH 323: Fifteenth-Century Italian Renaissance Art. 3 credits.
ARTH 324: Sixteenth-Century Italian Renaissance Art. 3 credits.

Because Classics majors already enroll in these courses, the Department of Art History and Archaeology does not expect that their formalization as an option for a Classics major should place any undue burden on the department.

With all best wishes for the success of the new Classics major,

Marjorie S Venit
Acting Chair
April 18, 2011

Professor Lillian Doherty  
Department of Classics  
University of Maryland  
CAMPUS

Dear Lillian:

The English department has reviewed the proposal to modify the Classical Humanities major, and we support the changes.

We would be happy to have these majors enroll in such English classes as you have outlined and, given the small numbers anticipated, we do not expect that the changes would unduly burden enrollments in our courses.

Sincerely,

Kent Cartwright  
Professor and Chair
March 1, 2011

Lillian Doherty
Professor, Classics
2407K Marie Mount Hall
University of Maryland
College Park, MD 20742-7532

Dear Lillian:

I am very pleased to hear that your plans for a revised Classical Humanities major are nearing completion. And I have read with interest the draft you sent me of the proposed new major. There has long been a healthy cooperative relationship between Classics and History, and I believe that this should both continue and be strengthened by your proposed revision. I note that you will increase the number of History courses that can fulfill the requirements of the Classics major. This is particularly true at the Advanced level where you plan to include seven of our courses in your list of eligible courses. At the same time, I gather the range of courses in other disciplines has increased, so it is very likely that there will be little or no additional burden on History Department resources.

I am therefore very happy to endorse the proposed changes to your major and envisage no problem in our accommodating the additional students that may enroll in our courses.

Yours sincerely,

Richard Price

[Signature]