

PART IA COURSES

Introduction

There are two main aims of the Part IA or first year of the Part I course: to extend and improve your knowledge of the ancient languages and to get everyone started on the main areas of enquiry. An integrated programme of Faculty lectures and classes on a varied selection from the central Greek and Latin authors (Target Texts) is supported by classes and supervisions organised by Colleges. Worked in with this are introductory lectures and college supervisions and classes which feature Literature and Language, Philosophy, History, Art and Archaeology, Philology and Linguistics. You will get a general overview of the Ancient World, find out which aspects especially appeal to you, and discover which kinds of work are most rewarding. In what follows we explain something of the way your work on the languages will develop and also feed into your study of other aspects of the Ancient World over the two years of Part I.

The ancient languages

There are many possible answers to the question ‘Why learn Latin and Greek?’, but in the context of Classics at Cambridge learning to read a range of different types of Greek and Latin is central to a programme which aims to explore and interrogate classical culture as a whole. The connections between, on the one hand, the way a language works and the ways in which native speakers and writers express themselves and, on the other, the intellectual and cultural patterns which inform a particular society are complex and far from easy to reduce to a simple list, but direct access to these connections is a both necessary and exciting part of the study of any aspect of Classical Antiquity.

One of the overarching aims of Parts IA and IB of the Classical Tripos is to foster a ‘feel’ for how Greek and Latin work, what they are ‘like’, so that translation and reading are not merely a process of mapping dictionary entries on to a text, but rather an experience of thought and expression within another culture. Language learning provides a common core which gives coherence and shape to everyone’s experience of Classics. We are, of course, aware that some students have had more experience than others and that some will find dealing with foreign languages more of a challenge than do others, but the structure of teaching and examining in Parts IA and IB sets realisable goals which can be a source of enormous satisfaction.

Because preparedness and ability in language lie at the core of your work, most of the papers in Part IA make language their focus. First there are translation papers in Greek and Latin, testing confidence in handling Greek and Latin texts by presenting passages which have not been prepared (so-called ‘unseens’) as well as passages from the Target Texts (see the list on p.37). Then in Paper 5 your grip on linguistic structures and your skills in ‘close reading’ or ‘practical criticism’ are tested, again on material drawn from the Target Texts. Finally you have the option of doing composition from English into Greek and/or Latin in Papers 7 and 8. Some students will have had experience of this prior to Cambridge, but others start it here; all who take this option say that it helps a lot with their command of the languages.

These papers are designed to support various broader aims. Students who have successfully completed Parts IA and IB may choose to teach Greek and Latin language at school level, and competence in syntax and a sound vocabulary base are absolutely necessary for such teaching. Moreover, the skills you develop at Cambridge should give

you the confidence to read Greek and Latin independently, outside any set syllabus. Within the Part IA and IB course linguistic confidence will enable you to get the most, not only out of the Literature and Philology options, but also out of the study of Ancient Philosophy and History; to limit your experience of Greek and Latin texts ‘in the original’ to the particular groups you choose for Papers 5 and 6 in Part IB would be to limit your ability to pursue philosophical, historical and cultural problems: plenty of literary texts (to say nothing of inscriptions and papyri) have no accessible translation. Part IA and IB are importantly about learning *how to learn* about the ancient world and acquiring some of the main skills which will enable you to put that knowledge to best effect.

Teaching and learning

The teaching for language papers falls broadly into five kinds:

1. the Part IA Intensive Greek classes in reading and grammar;
2. the various support classes in both Greek and Latin which are put on for Part IA and IB and which are open to all;
3. the Part IA Target Text lectures and IB literature lectures which are centrally concerned with questions of meaning and style;
4. College ‘language’ supervisions;
5. Faculty and College Prose and Verse Composition teaching.

As far as College teaching is concerned, there are various approaches possible, and every student will experience a variety of kinds of teaching during Part IA and IB. Such flexibility allows tailoring to the needs of individuals and small groups within Colleges; there is scope for the special provision of particular forms of instruction where appropriate.

For example, the supervisor may simply present you with a piece of Greek or Latin and then take part in an active collaboration to ascertain the sense. This exercise is designed not only so that the supervisor can see the processes of comprehension at work and help to refine them, but more importantly so that you can see together how the language works, how words ‘mean’, and how writers either close down or open up potential meanings. Alternatively, the supervisor may ask you to produce a written translation of certain passages before the supervision, or to read a longer text from which he or she will choose a particular passage for the supervision.

Whichever structure is used, it is axiomatic that ‘translation’ and interpretation are twin aspects of the same activity of sense-making. To ask ‘What is at stake in translating a word as X rather than Y?’ always takes us straight to the heart of ancient culture, and the more you know about the cultural context of ancient literature, the more rewarding you will find the exercise of translation.

Translation: Examining

1. Overall, the translation papers are intended to reflect the range and level of reading of undergraduates at the end of the year.

2. The papers are positively marked, i.e. you will gain credit for what you do well, rather than just losing marks for what you do less well. So too, within each paper the passages will present a range of different challenges, so that everyone has the best chance to show what they can do.

3. Just as authors who are well beyond the usual range are normally avoided, so too examiners aim, as far as is possible, to avoid an accumulation of rare vocabulary or idiosyncratic syntax in passages set for unseens in Papers 1-4. Most people will find a few words in a passage which they have not met before (or have forgotten), but what is important is that the interpretation of the whole passage will not depend on that ‘hard word’; rather, there will always be room for intelligent guesses. Essentially, it is what you have learned, not what you do not know, which interests us.

Structure of the Part IA Examination

The Part IA Examination consists of eight papers. Each candidate must take **four** papers from 1-6:

- either Paper 1 (Greek Translation) or (for candidates who had little or no Greek at entrance) Paper 2 (Alternative Greek Translation)
- either Paper 3 (Latin Translation) or (for candidates who had only a limited knowledge of Latin at entrance) Paper 4 (Alternative Latin Translation)
- Paper 5 (Greek and Latin Texts)
- Paper 6 (Classical Questions)

In addition, candidates may take **either or both** of:

- Paper 7 (Greek Prose and Verse Composition)
- Paper 8 (Latin Prose and Verse Composition)

Schedules of texts

Learning and teaching are organised around the following schedules of texts (the Target Texts):

- For candidates taking Paper 1: Lysias 1; Ps. Xenophon *Athenaion Politeia*, Homer, *Odyssey* 19 and 20; Herodotus 9; Plato, *Crito*; Euripides, *Medea*.
- For candidates taking Paper 2: Lysias 1; Homer, *Odyssey* 19.100-end; Plato, *Crito*; Euripides, *Medea*.
- For candidates taking Paper 3: Virgil, *Aeneid* 8; Cicero, *Pro Lege Manilia*; Ovid, *Ars Amatoria* 1; Livy 21, sections 1-4, 26-63; Lucretius III 1-462, 741-1094.
- For candidates taking Paper 4: Virgil, *Aeneid* 8.1-65, 370-731; Cicero, *Pro Lege Manilia*, sections 1-3, 36-end; Ovid, *Ars Amatoria* 1; Livy 21, sections 1-4, 26-63.

Towards the end of your Part IA year (after your exams but before you leave for the Summer) you will need to think about and decide upon your literature options for next year. You should seek advice from your Director of Studies about this and consult pages 59-60.

PAPERS 1-4: GREEK AND LATIN TRANSLATION

Aims and objectives

- 1. To offer students help in reading a variety of types of Greek and Latin, and to develop their knowledge, abilities and skills towards the independent reading of authors of whom they have prior experience.*
- 2. To enhance students' understanding of the structure and functioning of the Greek and Latin languages.*
- 3. To further students' command of Greek and Latin vocabulary.*
- 4. To offer guidance in the reading of texts in connection with students' work for Papers 5 and 6.*

Scope and structure of the examination papers 2011-12

The papers are divided into two sections, each carrying the same number of marks. Section A contains three passages from the Target Texts for the paper. Section B contains unseen material, both prose and verse. All passages in Section B of Papers 1, 3 and 4 will be taken from authors on the Target Texts schedule for those papers; all passages in Section B of Paper 2 will be taken from authors on the Target Texts schedule for that paper or from Xenophon. These passages will not be 'graded' for difficulty.

COURSES FOR ALL CANDIDATES

GREEK ACCENTS

DR L PRAUSCELLO

(2 L and 2 C: Lent)

Two lectures, explaining the general principles of Greek accentuation, followed by two practical classes. Handouts will be provided.

GREEK AND LATIN METRE

DR D BUTTERFIELD

(12 L: Easter)

Discussion of all the main Greek and Latin metres. The discussion will not be merely theoretical, but will be closely related to specific texts. The contribution of metre to poetic effect will also be discussed. The metres will be examined roughly in ascending order of difficulty or unfamiliarity, beginning with the dactylic hexameter and ending with lyric metres and Roman comic metres. Copies of passages discussed, and optional practice passages, will be provided. The earlier lectures, in particular, are recommended for undergraduates. Graduate students are also invited to attend, and they may find the

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later lectures, which will acquaint them with the less familiar metres, particularly beneficial.

COURSES FOR CANDIDATES TAKING PAPER 1

NON-INTENSIVE GREEK READING AND CONSOLIDATION GRADUATE TEACHING ASSISTANT (8 C: Michaelmas)
A course of reading and language consolidation for Non-Intensive Greek students, focused on Lysias 1 and Odyssey 19 and 20.

NON-INTENSIVE GREEK READING CLASSES GRADUATE TEACHING ASSISTANT (16 C: Lent)
Reading classes to help Paper 1 candidates through the set texts. The classes will focus on Plato, *Crito* and Euripides, *Medea*.

NON-INTENSIVE GREEK READING CLASSES MR F G G BASSO (6 C: Michaelmas, weeks 3-8; 8 C: Lent; 4 C Easter)
In Michaelmas we shall read select passages from Ps.-Xenophon's *Athenaion Politeia*. In Lent and Easter we shall read Herodotus IX. See under Paper 5 for further details about these classes and for recommended editions and commentaries.

COURSES FOR CANDIDATES TAKING PAPER 2

PRETERMINAL INTENSIVE GREEK CLASSES DR P AGOCS MR F G G BASSO DR R S OMITOWOJU DR L PRAUSCELLO DR R J THOMPSON DR C WEISS

Tues. 27th Sept – Fri. 30th Sept 2011
(9 C: 3 per day)

PRE-LENT TERM COURSE MR F G G BASSO DR R S OMITOWOJU DR C WEISS

Thursday 12th - Friday 13th January 2012

Students who are to attend this course will be notified during the Michaelmas Term.

INTENSIVE GREEK READING CLASS: LYSIAS I MR F G G BASSO MR S J KERN DR R S OMITOWOJU DR J R PATTERSON DR C WEISS (8 C: Michaelmas, weeks 1-4)

Bring a text of the recommended edition: C. Carey (ed.), *Lysias: Selected Speeches* (Cambridge, 1989). Vocabularies will be provided. Students may wish to supplement

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their preparation for this course by using the online Computer Assisted Text Reading materials.

INTENSIVE GREEK READING CLASS: MR F G G BASSO
HOMER, *ODYSSEY* 19 100-end DR D B FLEET
MR S J KERN
DR R S OMITOWOJU
DR C WEISS
(8 C: Michaelmas, weeks 5-8)

Bring a text of the recommended edition: R.B. Rutherford, *Odyssey* 19 and 20 (CUP).
Vocabularies will be provided.

INTENSIVE GREEK READING CLASS: MR F G G BASSO
PLATO, *CRITO* PROF. M BEARD
MR S J KERN
DR R S OMITOWOJU
DR C WEISS
(8 C: Lent, weeks 1-4)

Bring a text of the recommended edition: M. Campbell, Plato: *Crito* (Unit 2 of A Greek
Prose Reading Course for Post-Beginners) (BCP 1997). Vocabularies will be provided.

INTENSIVE GREEK READING CLASS: MR F G G BASSO
EURIPIDES, *MEDEA* MR S J KERN
DR R S OMITOWOJU
DR O THOMAS
DR C WEISS
(8 C: Lent, weeks 5-8)

INTENSIVE GREEK READING CLASS: DR P AGOCS
EURIPIDES, *MEDEA* MR F G G BASSO
(continued) MR S J KERN
DR R S OMITOWOJU
DR C WEISS
(8 C: Easter)

Bring a text of the recommended edition: K.H. Lee (Bristol Classical Press, 1976) or
K.H. Lee, *Troades* (BCP, new ed. 1997). Vocabularies will be provided.

INTENSIVE GREEK: LANGUAGE MR F G G BASSO
SUPPORT DR R S OMITOWOJU
DR C WEISS
(for IG groups 1–5: 40 C: all year)
(for IG groups 6 and 7: 40 C: all year)

All those taking Intensive Greek receive Faculty classes in addition to the two for
reading texts, in order to consolidate and extend their grasp of the language.

COURSES FOR CANDIDATES TAKING PAPER 3

LATIN READING CLASSES

GRADUATE TEACHING ASSISTANT
(32 C: Michaelmas and Lent)

Reading classes to help students through the Latin set texts. Classes will focus on Cicero *Pro Lege Manilia*, Livy 21 and Lucretius 3.

LATIN LANGUAGE CONSOLIDATION

GRADUATE TEACHING ASSISTANT
DR C WEISS
(16 C: Michaelmas and Lent)

The course is designed for students wishing to reinforce their knowledge of grammar and develop strategies for reading set texts, translating unseens and preparing for Paper 5. For the first ten sessions we concentrate on essential constructions, and in the last six we look at selected passages from a range of prose authors.

PAPER 5: GREEK AND LATIN TEXTS

Aims and objectives

- 1. To develop the practice of literary and textual interpretation through close reading of a selection of Greek and Latin texts.*
- 2. To develop an understanding of the formal linguistic structure of the Greek and Latin languages through close analysis of the Target Texts in each language.*
- 3. To develop the ability to use dictionaries, commentaries and grammars to best advantage.*

Scope and structure of the examination paper 2011-12

This paper will contain questions on works contained in the schedules of Greek and Latin texts prescribed for Papers 1 to 4. The paper will contain questions on six passages. The first three passages will be passages of Greek prose and verse, two of which will come from the texts prescribed for Section (a) of Paper 2. The latter three passages will be passages of Latin prose and verse, two of which will come from texts prescribed for Section (a) of Paper 4. The first five questions on each passage will be focused on detailed understanding of the language and the final question will ask for an extended analysis and appreciation. Candidates will be required to answer questions on two passages, one Greek and one Latin.

‘Linguistic structure’ questions. These questions are broken into a short sequence of sub-questions on various elements of Greek and Latin grammar and on stylistic structure, all focused on a particular passage from the target texts.

A specimen paper is available in the Faculty Library or on the Faculty website.

‘Analysis and appreciation’ questions. Such questions ask candidates to ‘discuss’ passages, and are intended to test a candidate’s detailed knowledge of, and ability to comment constructively on, target texts that will have been read and worked on during the year before the exam. Other labels often given to the activity of discussing passages are ‘practical criticism’, ‘commentary’, ‘close reading’ and ‘critique’.

LATIN LANGUAGE CONSOLIDATION GRADUATE TEACHING ASSISTANT
DR C WEISS
(16 C: Michaelmas and Lent)

The course is designed for students wishing to reinforce their knowledge of grammar and develop strategies for reading set texts, translating unseens and preparing for Paper 5. For the first ten sessions we concentrate on essential constructions, and in the last six we look at selected passages from a range of prose authors.

PS-XENOPHON, *THE CONSTITUTION* MR F G G BASSO
OF ATHENS: READING CLASS (6 C: Michaelmas, weeks 3-8)

This class (and the class on Herodotus IX listed below) will aim to provide help with the language but also to offer interpretative suggestions and to prompt discussion. They will thus provide an opportunity to practise the kind of reading skills examined in the 'practical criticism' question of Paper 5. We shall use the text and commentary included in: V.J. Gray, *Xenophon on Government* (Cambridge 2007), 97-105, 187-210. More basic help with the language is provided by: M. Joyal (ed.), *Xenophon's Constitution of the Athenians* (Bryn Mawr Commentaries 2001).

HERODOTUS IX READING CLASS MR F G G BASSO
(8 C: Lent; 4 C: Easter)

The edition (with introduction and commentary) we shall use is: M.A. Flower and J. Marincola (eds.) *Herodotus. The Histories. Book IX* (Cambridge 2002). The edition with notes of E.S. Shuckburgh (Cambridge 1893) also provides some help with the language.

CRITICAL DISCUSSION OF GREEK
AND LATIN LITERATURE DR O THOMAS
(4 C: Easter, weeks 1-2)

How to 'discuss' passages from ancient texts. Examples and hands-on practice drawn from Part IA texts. Photocopies supplied.

PAPER 6: CLASSICAL QUESTIONS

Aims and objectives

- 1. To introduce the linguistic, literary, material, and intellectual culture of Greek and Roman antiquity.*
- 2. To develop the practice of interpretation across the whole range of classical study through close study of texts and artefacts.*
- 3. To introduce the variety of critical methodologies possible in the study of classical antiquity and major current trends in scholarship.*
- 4. To develop a sense of the importance of classical antiquity and its study for the modern world.*

Scope and structure of the examination paper 2011-12

This paper will be divided into five sections:

- (a) Greek and Latin literature;
- (b) Greek and Roman philosophy;
- (c) Greek and Roman history;
- (d) Greek and Roman art and archaeology;
- (e) Classical philology and linguistics.

Candidates will be required to answer four questions, **chosen from at least three different sections, which must include (a).**

Courses**Greek Literature****INTRODUCTION TO GREEK
LITERATURE**

PROF. R L HUNTER

(4 L: Michaelmas, weeks 1-4)

This course of lectures is designed to place the Target Texts in context and to serve as a more general introduction to the study of Greek literature. The structure of the lectures will be broadly chronological, but the focus will be on the cultural and social contexts in which literature was produced and on the varieties of critical approach which Greek literature invites. No preliminary reading is necessary, but a first orientation to the whole subject may be found in O. Taplin (ed.), *Literature in the Greek & Roman Worlds* (Oxford 2000) or T. Whitmarsh, *Ancient Greek Literature* (Cambridge 2004).

HOMER, ODYSSEY XIX-XX

DR O THOMAS

(4 L: Michaelmas, weeks 5-8)

Odyssey XIX and *XX* focus on Odysseus' subtle exchanges with various members of his household, the suitors and especially his wife Penelope, before he reveals his true identity. The lectures will consider Odysseus' extremely rich conversation with Penelope, the characterisation of the suitors, the increasing presence of the gods, and the style of Homeric narrative; these themes will also be related to the rest of the *Odyssey*.

Recommended edition: R.B. Rutherford (ed.), *Homer. Odyssey XIX–XX* (Cambridge 1992). Further useful commentary can be found in J. Russo, M. Fernández-Galiano and A. Heubeck (eds), *A commentary on Homer's Odyssey. Volume III. Books XVII–XXIV* (Oxford, 1992). Recommended preparatory reading: A. B. Lord, *The Singer of Tales* (Harvard University Press); and the articles in R. Fowler, *The Cambridge Companion to Homer* (CUP 2004); also the introduction to Rutherford's 'Green and Yellow' commentary. Worth acquiring (they will help your reading and make it more enjoyable): G. Autenrieth, *Homeric Dictionary* (any edition); D.B. Monro, *Homeric Grammar* (Bristol Classical Press).

PLATO, CRITO

DR J I WARREN

(4 L: Lent)

Socrates has been condemned to death by an Athenian jury and is awaiting his execution. His friend Crito appears with a cunning plan of escape. Socrates rejects it and tries to argue that it is best for him to stay and die. Why? The lectures will examine the arguments of Socrates and of the personified 'Laws of Athens'. Are they consistent?

Do they leave any room for principled civil disobedience? Under what conditions is it right to assume that a citizen agrees to abide by a law and to be punished if it is broken?

Read as much of the dialogue as possible in advance. Recommended text: Platonis *Opera* Volume 1 (Oxford Classical Texts). Recommended commentary: J. Burnet, *Plato: Euthyphro, Apology of Socrates, Crito*. Oxford: Clarendon, 1924. Bring a copy of the text to the lectures.

PS-XENOPHON, *THE CONSTITUTION OF ATHENS*

MR F G G BASSO
(see under **History** p.48)

This short work (found in the manuscripts with other works of Xenophon but almost certainly not written by him) is the first extant analysis of the Athenian democracy and the earliest surviving text in Attic prose and both its author and exact date have been the subject of much scholarly debate. These two lectures will provide an introduction to the text and prepare the ground for a more detailed study to be carried out in the reading class which will follow and continue during the rest of Michaelmas Term (see under Paper 5 for details). The recommended edition (with introduction, Greek text and commentary) is the one included in: V.J. Gray, *Xenophon on Government* (Cambridge 2007), 49-58, 97-105, 187-210. Another recent, and even more extensive commentary (with introduction, Greek text and English translation) is: J.L.Marr and P.J. Rhodes (eds), *The 'Old Oligarch'. The Constitution of the Athenians attributed to Xenophon* ([Aris & Phillips Classical Texts) Oxford 2008). Make sure you have read the text in advance of the lectures, in English at any rate (in which case you could also use the second Lactor edition, with introduction, translation and notes by R. Osborne [2004]).

HERODOTUS IX

MR F G G BASSO
(see under **History** p.48)

“Of everything one must observe the end, how it will come out”: we shall follow Solon’s injunction at the beginning of Herodotus’ *Histories* (1.39) and consider what kind of closure(s) this last book provides to the narrative and thematic threads which run through the work as a whole. You will find very helpful to have read the text in advance, if only in translation: you can use the revised (1996) Penguin version or the Oxford World’s Classics (1998) – both include useful introductions. The recommended edition for Book IX (with introduction and commentary) is: M.A. Flower and J. Marincola (eds.) *Herodotus. The Histories. Book IX* (Cambridge 2002). This series of lectures will be complemented by a reading class which will run throughout Lent and Easter terms: see under Paper 5 for details.

EURIPIDES, *MEDEA*

DR O THOMAS
(4 L: Easter, weeks 1-2)

One of the most popular and powerful Greek tragedies, in which a foreign woman is abandoned by her Greek husband, and reacts with an intrigue that ends with her murdering her own children. An unforgettable central character, vicious debate, some disturbing involvement of Athens, and incisive comment on the position of women in Greek society. The lectures will chart these major themes, and introduce Greek theatrical practice.

Recommended edition: D.J. Mastronarde: *Euripides. Medea* (Cambridge University Press: 2002).

Latin Literature

INTRODUCTION TO LATIN LITERATURE

DR C L WHITTON
(4 L: Michaelmas, weeks 5-8)

These lectures will set the Part IA Target Texts in the context of half a millennium of Latin literature. History, culture and genre will all make an appearance, as will texts from the Part IB and Part II schedules and more. For introductory reading, try Susanna Braund, *Latin Literature* (2002), or dip into Stephen Harrison's *Blackwell Companion to Latin Literature* (2005).

VIRGIL, *AENEID* VIII

DR D BUTTERFIELD
(4 L: Michaelmas, weeks 1-4)

Aeneas' boatload of refugees arrive at the future site of Rome and there run into the most recent wave of displaced people who already have a thanksgiving to celebrate. Our narrator looks back from the present cosmopolis to when history stretched out ahead of his characters, and has the gods bless and stump Aeneas by presenting him with the rise of Rome to cosmic empire in the form of the design on a shield. Augustus is handed centre stage within this microcosm. Please read the description of the Shield of Achilles in *Iliad* 18, in English at any rate, and set yourself to read in Latin as much of *Aeneid* VIII as you can ahead of the lectures. Use K.W. Gransden's slimline green-and-yellow commentary *Aeneid Book VIII* (Cambridge 1976) or invest in R.D. Williams' 2-volume commentary on the whole epic (Duckworth 1972-3).

CICERO, *PRO LEGE MANILIA*

PROF. M BEARD
(see under **History** p.48)

Four lectures on *Pro Lege Manilia* (aka *De imperio Cn. Pompei*), Cicero's first speech before the popular assembly at Rome, proposing a special command for Cn. Pompeius. We will be dealing with the speech as political oratory, and setting it in its historical context: issues to be explored will include the nature of oratory before the Roman people, the political scene at Rome in the 60s BC, and Roman attitudes and policy in relation to their provinces. We will also examine Cicero's aims in this speech and the techniques he employs to achieve those aims.

Suggested edition: C. Macdonald, *De Imperio Cn. Pompeio ad Quirites, oratio pro lege Manilia*. Modern School Classics (Macmillan, 1966; reprinted by Bristol Classical Press, 1986); more detailed historical commentary is available in: E.J. Jonkers, *Social and Economic Commentary on Cicero's De Imperio Cn. Pompei* (Leiden 1959). For the historical background, see J.A. Crook, A. Lintott, E. Rawson (eds.), *Cambridge Ancient History* (2nd edn.), vol IX (1994), ch. 7, 8a and 9; on the speech as a piece of oratory, see C. Steel, *Cicero, Rhetoric and Empire* (Oxford 2001), ch. 3.

OVID, *ARS AMATORIA* I

DR C L WHITTON
(4 L: Lent, weeks 1-4)

Love poetry and didactic collide in Ovid's witty pseudo-how-to guide. Use Hollis' commentary (A.S. Hollis, *Ovid Ars Amatoria Book I*, Oxford 1977), and read the rest of the *Ars* in translation, along with the *Amores*. To find out what twenty-first century scholarship makes of it all, browse R. Gibson et al. (eds), *The art of love: bimillennial essays on Ovid's Ars Amatoria and Remedia Amoris* (Oxford 2006).

LIVY BOOK XXI

PROF. S P OAKLEY
(4 L: Lent, weeks 5-8)

Four lectures on Livy 21 will be used to introduce students to the Roman Republic and Roman Imperialism in 218 BC (lecture 1), Roman historiography (lecture 2), Livy's account of the Hannibalic War (lecture 3), and Livy's narrative technique (lecture 4). Use the 1973 edition of P. G. Walsh (with vocabulary), reprinted by Duckworth/Bristol Classical Press. D.S. Levene, *Livy on the Hannibalic War* (Oxford, 2010) is a big new book on this subject.

LUCRETIUS III

PROF. D N SEDLEY
(4 L: Easter)

In book III of his poem on the nature of the world, Lucretius seeks to convince us that nothing of the conscious self can survive the body, and hence that death is not the fearsome thing that people imagine it to be. The lectures will examine his case, and the means of persuasion he uses to secure it, setting these in the context of *De rerum natura* as a whole.

Please bring a text. The prescribed lines are III 1-462 and 741-1094. Aim to read these in advance, using for preference the edition of book III by E.J. Kenney (1971) or P.M. Brown (1997). Also very useful are the major edition of Lucretius by C. Bailey (1947) and the current Loeb (W.H.D. Rouse, revised by M.F. Smith, 1975). On the arguments against the fear of death at the end of book 3, see especially J. Warren, *Facing Death* (2004).

PhilosophyINTRODUCTION TO ANCIENT
PHILOSOPHY IDR J I WARREN
(8 L: Michaelmas)

This course will serve as an introduction to Ancient Philosophy as a whole. The first six lectures will include a look at some of the earliest Greek philosophy, focussing in particular on Xenophanes and Heraclitus. Topics covered will include: their accounts of cosmology and cosmogony, theology, and the nature of knowledge. Was Homer's description of the gods misleading and morally suspect? Is the road up and down the same? Can you step into the same river twice? (For a brief introduction see James Warren, *Presocratics*; Robert Wardy, *Doing Greek Philosophy*, Introduction and Chapter 1; Kirk, Raven and Schofield, *The Presocratic Philosophers*). The last two lectures will look at the figure of Socrates and how he began to define what it is to live a philosophical life. Read Plato's *Apology* in advance.

INTRODUCTION TO ANCIENT
PHILOSOPHY IIPROF. D N SEDLEY
(8 L: Lent)

This set of lectures will focus on some of Plato's dialogues and consider a wide range of philosophical topics in ethics, epistemology, moral psychology, and metaphysics. The lectures will consider how to read and interpret these conversations philosophically and show how they can be a provocation to further philosophical inquiry. The main texts will be Plato's *Apology*, *Euthyphro*, *Laches*, *Protagoras*, *Gorgias*, *Meno*, *Phaedo*, *Republic*, and *Parmenides* (down to 135c). Those attending the course are encouraged to read as much as possible of these in advance. A convenient translation, all in one volume, is John Cooper ed. *Plato: the complete works* (Hackett: Indianapolis, 1997).

Handouts will be supplied, with select bibliography and summaries of the main points covered in the lectures.

HELLENISTIC AND ROMAN ETHICS

DR S L McCONNELL
(4 L: Easter)

The Hellenistic schools of philosophy formulated powerful ethical theories which continue to exert great appeal. Should you aspire to the fortitude of a Stoic, or hanker after the sophisticated pleasures of an Epicurean? In these lectures we shall explore some core aspects of their ethical thought, including the nature and point of moral virtue, the role of the emotions in moral life, friendship and altruism. The best preparation is to familiarise yourself with the texts in the ethics sections in Long and Sedley, *The Hellenistic Philosophers* (Cambridge, 1987). Long and Sedley consists of two volumes, one containing English translations with excellent commentary, the other all the Greek and Latin texts: please consult both and, if at all possible, bring them to the lectures. Select bibliography will be provided for each lecture, but in the meantime you can explore Hellenistic ethics in more depth by reading J. Annas *The Morality of Happiness* (Oxford, 1993), T. Brennan *The Stoic Life* (Oxford, 2007), and the relevant chapters in *The Cambridge History of Hellenistic Philosophy*.

History

INTRODUCTION TO ANCIENT
HISTORY AND HISTORICAL TEXTS

MR F G G BASSO
PROF. M BEARD
PROF. R OSBORNE
DR J R PATTERSON
(24 L: Michaelmas)

This course is an introduction for first-year students both to the study of Greek and Roman History and to four texts (Herodotos IX, [Xenophon] *Constitution of the Athenians*, Lysias 1, and Cicero *De Lege Manilia*) currently set for detailed study in Part 1A of the Classical Tripos. By setting those texts in a wider context of historical events and historical enquiry the course will reveal what these texts were doing when first published; by looking at particular texts in the context of a broader survey of Greek and Roman history the course will make clear that sorts of sources upon which ancient history depends and the sorts of analysis of texts ancient historians need to be able to deploy. By the end of term students will have not only a clear idea of what happened when in Greek and Roman history between 800 B.C. and 14 A.D., but also a sense of the central issues historians try to understand and the techniques by which they seek to understand them.

In addition to the recommended editions of the four texts (pp 40, 44, 47?), useful supplementary material will be found in R. Osborne, *Greek History* (2004), R. Osborne (ed), *Classical Greece* (2000); P. Cartledge (ed.) *The Cambridge Illustrated History of Ancient Greece*, revised edition (paperback 2002, original 1997); G. Woolf (ed), *Cambridge Illustrated History of the Roman World* (2003); M. Beard and M. Crawford, *Rome in the late Republic* (2nd ed, 1999).

SOCIETY AND ECONOMY OF
CLASSICAL ATHENS

PROF. R G OSBORNE
(6 L: Lent)

What was classical Athens like to live in? Narrative histories concentrate on high politics and warfare and accounts of democracy concentrate on the institutions but this

course concentrates on Athens as a community. It explores who lived in Athens and Attica, where exactly they lived, how they made a living, and what they lived off. It is interested in slaves and foreigners at Athens as well as citizens, in women as well as men, and in how humans interacted with the gods as well as in how they interacted with each other.

Those attending the course will find it useful to read The Joint Association of Classical Teachers *The World of Athens: an introduction to Classical Athenian Culture* 2nd edn. (2008), and the chapters by Paul Millett, Rosalind Thomas and James Davidson in R. Osborne ed. *Classical Greece (Short Oxford History of Europe, vol. 1)* (2000).

THE ROMAN ARMY AND THE EMPEROR

DR J R PATTERSON
(6 L: Lent)

Two fundamental innovations of the Roman principate were the advent of one-man rule and the creation of a standing professional army. This course sketches out how the imperial court and the imperial army operated, and explores the relationships between them. Topics to be investigated include the role of the army in politics and on the frontiers, the importance to the emperors of achieving military glory, and how far service in the army and in the imperial household might lead to social mobility.

Suggested introductory reading: J.B. Campbell, *The Emperor and the Roman Army 31 BC - AD 235* (1984); J.B. Campbell, *The Roman army: a sourcebook* (1994).

CONSTRUCTING SLAVERY

PROF. M BEARD
(6 L: Easter)

Ancient slavery is the blot on the Classical landscape. If we bring slavery back to centre stage the free citizens of the classical world can look like a class of privileged exploiters, the Athenian democracy like an oligarchy or an elite male club. This course will find plenty to deplore in the ancient institution of slavery, and will look at what we know about the varieties of unfree labour in antiquity, the facts and figures, the legalities etc. But its aim is to go beyond that, to explore the social and cultural imprint of slavery on Greek and Roman culture. How do we understand the fictional figure of the 'clever slave'? Why might Roman masters fear their slaves? Were there ways in which slaves (or some slaves) were not powerless. There will also be time for a brief look at how ancient slavery has impacted on modern historiography and politics. What difference has it made to our understanding of classical antiquity? What good or bad causes has it driven?

Useful preliminary reading: M. I Finley, *Ancient Slavery and Modern Ideology*; W Fitzgerald, *Slavery and the Roman Literary Imagination*.

Art and Archaeology

ART & ARCHAEOLOGY OF THE GREEK AND ROMAN WORLDS

DR M HAYSOM
PROF. M J MILLETT
(8 L: Michaelmas; 8 L, 8C: Lent)

This course provides an introduction to the scope and potential of art and archaeology, from the Minoan and Mycenaean societies to the Roman world. The first three weeks in Michaelmas give a brief introduction to the history of archaeology in Greece and Italy, accompanied by case studies. These are followed by lectures which introduce the different periods and societies of the ancient world (through iconography and a range of other types of evidence) – in the Aegean: the Minoan and Mycenaean civilisations, the

Early Iron Age, and the Archaic, Classical and Hellenistic periods; in Italy: the Etruscans, and the Roman republic and empire. In Lent term, there will also be a series of handling classes, in the Faculty and the Fitzwilliam Museum, focusing on specific types of material, and the ways we can study them.

Suggested reading: A. Schnapp, *The Discovery of the Past* (1996); D. Preziosi & L. Hitchcock, *Aegean Art and Architecture* (1999); I. Morris (ed.) *Classical Greece: Ancient Histories and Modern Archaeologies* (1994); R. Osborne, *Archaic and Classical Greek Art* (1998); M. Beard and J. Henderson, *Classical Art from Greece to Rome* (2001); N.J. Spivey and M.J. Squire, *Panorama of the Classical World* (2004); A.W. Lawrence (revised by R.A. Tomlinson), *Greek Architecture* (1983); E.J. Owens, *The City in the Greek and Roman World* (1991); T.W. Potter, *Roman Italy* (1987); M. Beard, *Pompeii: The Life of a Roman Town* (2008); J. Elsner, *Imperial Rome and Christian triumph: the Art of the Roman Empire A.D.100-450* (1998); M. Thorpe, *Roman Architecture* (1995); C. Renfrew and P. Bahn, *Archaeology - Theories, Methods and Practice* (London, several editions); C. Gamble, *Archaeology: the Basics* (2001); M.H. Johnson, *Archaeological Theory: an Introduction* (1999).

Philology and Linguistics

The course is designed for those interested in the systematic study of language in general and of the classical languages in particular. It provides an introduction both to the concepts and techniques of modern descriptive and theoretical linguistics and to the ways in which these can be fruitfully applied to the analysis of Greek and Latin. There will be discussion of selected testimonia from ancient authors and analysis of passages and examples taken from mainstream authors on the Part IA literature schedules. An advanced knowledge of Greek and Latin is not presupposed, and indeed, many of those taking the Intensive language courses have found this option a very useful complement to their language learning efforts.

Students may find the following introductory text-books to linguistics helpful as introductory or follow-up reading for many of the concepts introduced throughout the whole first-year course: R.L. Trask, *Language: The Basics* (Routledge 1999 (2nd ed.)), R. Fasold and J. Connor-Linton (eds), *An Introduction to Language and Linguistics* (Cambridge, 2006); V. Fromkin (ed.), *An introduction to Linguistic Theory* (Blackwell, 2000); E.J. Bakker (ed.) *A Companion to the Ancient Greek Language* (Blackwell, 2010); J. Clackson (ed.) *A Companion to the Latin Language* (Blackwell, 2011).

SUBJECT TO DIRECTORS OF STUDIES' APPROVAL, SUPERVISIONS WILL BE ORGANISED CENTRALLY TO COMPLEMENT THE LECTURES.

Those who plan to offer one or more of the Group E papers (Historical and Comparative Linguistics) in Part II of the Tripos are advised to attend at least some of the lectures for linguistics in Part IA, even if they do not intend to answer linguistics questions in Paper 6 of Part IA, or to take Paper 10 in Part IB.

INTRODUCTION TO CLASSICAL
PHILOLOGY AND LINGUISTICS

DR R J E THOMPSON
AND OTHERS
(16 L: Michaelmas; 16 L: Lent)

Michaelmas Term*The Sounds of Greek and Latin*

(DR R J E THOMPSON: 6 L)

After a brief survey of the basic concepts and methods of Linguistics, the sounds of language and the relationship between speech and writing are explored. This knowledge is then applied to the Classical languages. The problems of reconstructing just how Latin and Greek sounded receives special attention. This is then followed by a discussion of the phonology of the two languages.

Introductory reading: J. Clark, C. Yallop and J. Fletcher, *An Introduction to Phonetics and Phonology* (Blackwell 2006), R. Lass, *Phonology* (Cambridge 1984), W.S. Allen, *Vox Graeca* (Cambridge 1987), *Vox Latina* (Cambridge 1978).

The Forms of Greek and Latin

(DR T MEISSNER: 6 L)

An introduction to the basic concepts of the inflectional morphology of Greek and Latin, followed by a systematic survey of the categories of the noun and verb and their functions. Introductory reading: B. Blake, *Case*, Cambridge 1994, W.W. Goodwin, *Syntax of the moods and tenses of the Greek verb*, 2nd ed., London 1965; B. Comrie, *Tense*, Cambridge 1985; B. Comrie, *Aspect*, Cambridge 1976. Please note: using laptops or similar devices in Dr Meissner's lectures is permitted only for those who have authorization from the Disability Resource Centre to do so.

Lent Term*The Forms of Greek and Latin*

(PROF. G C HORROCKS: 2 L)

An introduction to the basic concepts of morphological analysis, in particular the distinction between lexical and inflectional morphology. The lectures then concentrate on issues in lexical morphology: lexical roots and derivational paradigms; productive and non-productive types of formation; semantic fields and lexical registers; loan-words and foreign influences. Introductory reading: A. Spencer, *Morphological Theory*, Oxford 1991 ch. 1; P.H. Matthews, *Morphology*, 2nd ed., Cambridge 1991.

Greek and Latin Syntax

(PROF. G C HORROCKS: 4 L)

An introduction to the syntactic analysis of Greek and Latin, examining inter alia the basic structure of phrases and sentences, the relationship of syntactic structure to meaning, and the formal bases for the operation of such key linking relations as government and concord (agreement). Introductory reading: P. H. Matthews, *Syntax*, Cambridge 1981; N. Burton Roberts, *Analysing Sentences*, 3rd edition, Harlow: Longman (2011).

Pragmatics of Greek and Latin

(PROF. G C HORROCKS: 2 L)

An introduction to major themes in pragmatics with examples from the Part IA 'target texts'. Pragmatics is the branch of linguistics concerned with language in context: how people do things with words; how words can be used to mean different things in different situations; how sections of text relate to one another and how they highlight or introduce information. Subjects covered will include implicature, speech acts, presupposition, textual coherence and cohesion, topic and focus. Recommended introductory reading: G. Leech & J. Thomas, 'Language, meaning and context:

Pragmatics', in N.E. Collinge (ed.), *An Encyclopaedia of Language* (Routledge, 1990), 173-206; J.L. Mey, *Pragmatics, an Introduction*, (Blackwell, 1993).

Dialectology and Sociolinguistics

(DR J P T CLACKSON: 4 L)

An introduction to some of the many various ways in which people spoke and wrote Greek and Latin. These lectures will give examples (taken mainly from familiar authors) of varieties of Greek and Latin used in different areas and by different social classes and sexes, while showing how these differences can be quantified and explained. Recommended introductory reading: F. Coulmas, *Sociolinguistics: The Study of Speakers' Choices*, Cambridge 2005; R. Wardhaugh, *An Introduction to Sociolinguistics*, 3rd ed., Malden/Oxford 1998.

Papers 7 and 8: Greek and Latin Composition

Aims and objectives

1. *To develop students' understanding of the structure and functioning of the Greek and Latin languages.*
2. *To further students' command of Greek and Latin vocabulary.*
3. *To encourage in students an appreciation of different Greek and Latin prose and/or verse styles.*
4. *To give students the opportunity, which many will not have been offered at school, to enjoy writing Greek and Latin themselves.*

Scope and structure of the examination papers 2011-12

PAPER 7. GREEK PROSE AND VERSE COMPOSITION

This paper will be divided into three Sections. Candidates will be required to attempt one Section only. Candidates for Paper 1 may attempt either Section (a) or Section (c). Candidates for Paper 2 may attempt any one of the three Sections. Credit will be given for knowledge of the general principles of Greek accentuation.

Section (a) contains five passages of English for translation into Greek (candidates should attempt only one):

1. a 'freestyle' prose passage from any prose author
2. a passage of law-court oratory from Lysias
3. a philosophical dialogue (i.e. a 'question-and-answer' passage) from Plato
4. a passage of poetry for translation into Greek iambs
5. a passage of poetry for translation into Greek elegiacs

Section (b) contains one passage of English prose based on one of the Target Texts prescribed for Section A of Paper 2, for translation into Greek prose.

Section (c) contains five passages of English for translation into Greek, each approximately half the length of those set in Section (a). Candidates should attempt two passages, at least one of which should be verse.

1. a 'freestyle' prose passage from any prose author
2. a passage of law-court oratory from Lysias
3. a philosophical dialogue (i.e. a 'question-and-answer' passage) from Plato
4. a passage of poetry for translation into Greek iambics
5. a passage of poetry for translation into Greek elegiacs

PAPER 8. LATIN PROSE AND VERSE COMPOSITION

This paper will be divided into three Sections. Candidates will be required to attempt one Section only. Candidates for Paper 1 may attempt either Section (a) or Section (c). Candidates for Paper 2 may attempt any one of the three Sections.

Section (a) contains five passages of English for translation into Latin (candidates should attempt only one):

1. a 'freestyle' prose passage from any prose author
2. a passage of oratory from Cicero
3. a passage of narrative from Livy
4. a passage of poetry for translation into Latin hexameters
5. a passage of poetry for translation into Latin elegiacs

Section (b) contains one passage of English prose based on one of the Target Texts prescribed for Section A of Paper 4, for translation into Latin prose.

Section (c) contains five passages of English for translation into Latin, each approximately half the length of those set in Section (a). Candidates should attempt two passages, at least one of which should be verse.

1. a 'freestyle' prose passage from any prose author
2. a passage of oratory from Cicero
3. a passage of narrative from Livy
4. a passage of poetry for translation into Latin hexameters
5. a passage of poetry for translation into Latin elegiacs

Course

Most of the teaching for these papers is provided through college supervisions. However, the Faculty offers the following course:

WRITING GREEK AND LATIN

DR C WEISS

(20 C: Michaelmas, Lent and Easter)

Prose composition is a valuable tool for learning Greek and Latin: it reinforces our knowledge of the languages and gives us a chance to be creative with them! This course is designed for complete beginners but those who would like to improve their skills are also welcome. Lectures are presented in the form of an informal workshop (though no preparation or participation is required) and normally alternate between Greek and Latin. In Michaelmas we concentrate on the trickier subordinate clauses and idioms, in Lent we attempt to imitate particular authors and genres, and in Easter we revise and attempt contemporary pieces. Those interested in verse composition will find this

PART IA COURSES

course useful but they should also contact their Director of Studies. Those offering the Greek composition paper will be aided by the course on Greek accents.