

PART II COURSES

Introduction

During Part IB you need to make decisions about the subjects which you want to study in the following year for Part II. Most students come back from the Easter vacation of their second year with at least preliminary ideas about their choices. In the first week of the Easter Full Term the Faculty arranges advisory sessions for all Part II options, and expects you to have submitted through your Director of Studies a provisional choice of options within 10 days or so after that. The lecture timetable for the following year is then arranged in such a way as to avoid clashes between students' nominated options among Classical Tripos papers.

Within Classics Part II, you can choose to specialise within one discipline or you may spread yourself out more widely, or indeed very widely, across several. The basic rule is that for everyone taking Part II in one year (i.e. almost everyone), two out of your four papers should come from a single area of study (A, B, C, D, E or X).

There is also a large range of papers – the O papers – offered by other faculties from which you can choose one. **For details of the current O papers, see p. 110.**

You can also substitute for one paper a thesis of your own devising on any subject within the field of Classics. **A full statement of the relevant regulations for the thesis can be found on pp. 124-128, with further advice on p. 135.**

All papers in the examination carry equal weight, and a thesis, if you offer one, carries the same weight as a paper. You should therefore ordinarily expect to divide your time more or less equally between your four papers, or your three papers and thesis. The Faculty advises that for each of the four this means a norm of five supervisions for which substantial pieces of written work are prepared. For some of the O papers however, a different number of supervisions is recommended; for details, you should consult your Director of Studies, or the Academic Secretary for Undergraduate Affairs.

Part II offers you the opportunity to explore in depth whatever subjects you take on and to engage with them critically. Your supervisors will expect a greater range of reading both in classical texts and in the modern scholarly literature, and they will be hoping for more ambitious essay work. If you have not already penetrated the collections of the University Library, now is the time to do so. It will be important to prepare carefully for the relatively few Faculty lectures and classes provided for the options you have chosen, to be able to contribute to discussion as well as to derive maximum benefit yourself. In general, Part II gives you the chance to take responsibility for your own learning with the support of those teaching you.

If you are starting a two-year Part II, you should note that some courses offered may change in 2012-13. Any such changes are indicated at the end of each course description. You should check this information carefully and discuss it with your Director of Studies when deciding which courses you wish to take over the two years.

GROUP A**Paper A1: Homer, *Odyssey* and Virgil, *Aeneid***

Course Directors: Prof. S D Goldhill (*Odyssey*) and Dr E Gowers (*Aeneid*)

Aims and objectives

This paper offers an opportunity to study in great depth in the original language one or two of the greatest literary artefacts of antiquity: in each year the course studies either Homer's Iliad or Odyssey and Virgil's Aeneid. Students may choose to offer either Homer or Virgil or both, but continuities and breaks within the classical epic tradition are an important motif of the course, however structured by each student. The course aims to display the full range of modern critical approaches to these poems, and the wider importance of those approaches within the study of ancient literature as a whole. The reception (and hence cultural significance) of these poems in antiquity is also considered.

Scope and structure of the examination paper 2011-12

The paper will be divided into two sections. You will be expected to answer at least one question from each section, and three questions in all. Section A will contain three questions. The first question will offer you a passage from the *Odyssey* and a passage from the *Aeneid*; it will invite you to translate and comment on one of the passages. The second question will offer you three passages from the *Odyssey* and three passages from the *Aeneid*; it will invite you to comment on any two of the six passages, translating wherever translation will help clarify your argument. The third will offer you three pairs of passages, one pair taken both from the *Odyssey*, another pair taken both from the *Aeneid*, and a third pair, of which one will be taken from the *Odyssey* and the other from the *Aeneid*; it will invite you to comment on any one of the three pairs, translating wherever translation will help clarify your argument. Section B will contain five essay questions on the *Odyssey*, five on the *Aeneid*; and two which require knowledge of both texts.

In **2012-13** the scope and structure of the paper will remain unchanged.

Course descriptions

HOMER, *ODYSSEY*

DR O THOMAS

(12 L: Michaelmas, weeks 1-6)

One of the founding texts of Western culture, bursting with all your favourite themes. Please read as much as possible in Greek beforehand and bring a Greek text to each lecture. The course will begin by looking at the *Odyssey* book by book. The later lectures will treat some particularly important themes – men and women, humans and gods, poetics – and some moments in the epic's reception both in antiquity and more recently.

Recommended edition: H. van Thiel: *Homeri Odyssea* (Olms, Hildesheim: 1991) or W.B. Stanford: *The Odyssey of Homer* (Macmillan: 1962). Three-volume commentary: A. Heubeck (ed.): *A commentary on Homer's Odyssey* (Clarendon, Oxford: 1988–92).

VIRGIL, *AENEID*

DR E GOWERS
(16 L: Lent, weeks 1-7)

A book-by-book reading will consider the dense narrative texture of a poem that marks the climax of Virgil's career, creates a charter myth for Rome and bolsters Augustus' regime with divine justification, while injecting strident voices of dissent and thunder-stealing digressions. Read the whole of the *Aeneid*, and bring a text to the lectures. Each lecture will be followed by brief class discussion of a selected passage, and the final lecture will be on Virgil's afterlife in Western literature.

Paper A2: Sophocles and Myth

Course Director: Dr R Gagné

Prescribed Texts: *Philoctetes*, *Ajax*, *Oedipus Tyrannus*, *Trachiniae*.

Aims and objectives

- 1. To explore the full corpus of Sophocles' work and to read four plays closely in the original Greek.*
- 2. To further an appreciation of Sophoclean dramaturgy and language.*
- 3. To encourage students both to deepen their knowledge of Greek tragedy and to assess and form critical responses to the dramas.*
- 4. To examine how Sophocles uses the mythic past to comment upon the values of the 5th century polis.*

Scope and structure of the examination paper 2011-12

The paper is divided into two sections. Section A contains passages from the set texts, to each of which is attached a question regarding the passage and/or the work from which it is taken. Section B contains essay questions covering the full range of the set texts and the subjects lectured on. Candidates are required to answer three questions, at least 1 from each section.

In **2012-13** the scope and structure of the paper will remain unchanged.

Course description

SOPHOCLES AND MYTH

DR R GAGNÉ
(16 L: Lent)

Greek tragedy first arose from and was driven by the tensions created between the mythic past and the new civic values of democratic Athens. Sophocles was a compelling and innovative myth-maker. This course will examine the extant Sophoclean corpus, with special focus upon the four plays *Philoctetes*, *Ajax*, *Oedipus Tyrannus*, and *Trachiniae*. The course will explore how religion, law, and politics relate to the dramatisation of myth on stage. It will also look at the extraordinary impact that

Sophocles has had (not least through Freud) on the shaping of mythology as a modern field of knowledge.

The course is designed to build upon knowledge of Greek tragedy gained in Part 1B of the Classical Tripos. The first four lectures will consist of a thorough overview of the language, metre, dramaturgy, and biographical tradition of the playwright. Three classes per play will follow, where we will read selected passages in minute detail and address key interpretive issues of recent scholarship. Special attention will be given to Sophocles' original and creative engagement with earlier and contemporary traditions of myth. We will also look particularly closely at the distinct voices of the choruses, and their role in orchestrating the unique kaleidoscope of perspectives present in each play.

For the *Philoctetes*, use Webster (Cambridge 1974). For the *Ajax*, Garvie (Aris & Phillips 1998). For the *OT*, Dawe (Cambridge 2006). For the *Trachiniae*, Easterling (Cambridge 1982). The Jebb commentaries will be usefully consulted.

Paper A3: Horace, *Odes* I-IV and *Carmen Saeculare*

Course Director: Prof. S P Oakley

Aims and objectives

1. *To explore the full range of this great corpus of Latin lyric.*
2. *To assess and form critical responses to this variegated literary medium and its myriad of cultural messages.*
3. *To study this body of poetry in both its classical and specifically Augustan contexts.*

Scope and structure of the examination paper 2011-12

The paper will be divided into two sections. Each question in Section A will require you to comment on an extended passage from the set text (translating only where helpful); Section B will consist of essay questions. You will do three questions, including at least one from each section.

In **2012-13** this paper will be replaced by a paper on 'Ovid, *Metamorphoses*'.

Course description

HORACE, *ODES* I-IV AND *CARMEN SAECULARE*

PROF. S P OAKLEY
(16 L: Michaelmas)

This course offers the chance to look in depth at the poetry of Horace, Virgil's friend and a figure central to our understanding of Augustan culture. Throughout the course we shall examine Horace's changing relationships with Maecenas (his patron) and Octavian, the later Augustus, and we shall explore the increasing sophistication with which he tried to recreate in Rome the iambic and lyric poetry of Greece. Wine, love (old women, young women, and the occasional boy), politics, the passing of time, and how to live a balanced life are just some of Horace's themes. In *Odes* IV we shall see how Horace behaves increasingly as a poet laureate.

Read *Odes* I-III in those of David West (OUP) and *Odes* IV in that of Richard Thomas (CUP, 2011, to be published in July); but the keen student will find

indispensable the large OUP commentaries of R. G. M. Nisbet with Margaret Hubbard (*Odes I–II*) and Niall Rudd (*Odes III*).

For a range of different approaches, see e.g.: Ellen Oliensis, *Horace and the Rhetoric of Authority* (1998: chapters 2-3); Ronnie Ancona, *Time and the Erotic in Horace's Odes* (1994); M.C.J. Putnam, *Artifices of Eternity* (1986) (on *Odes IV*); Peter Connor, *Horace's Lyric Poetry: the Force of Humour* (1987); Michèle Lowrie, *Horace's Narrative Odes* (1997); R.O.A.M. Lyne, *Horace. Behind the Public Poetry* (1995) not to forget classic readings in Eduard Fraenkel, *Horace* (1957).

Paper A4: Greek and Latin Textual Criticism and Transmission of Texts

(in 2011-12 with special reference to Sophocles, *Electra* 1-515; Catullus 1-15, 61-2)

Course Directors: Dr L Prauscello (MT) and Prof. S P Oakley (LT)

Aims and objectives

An introduction to the study of why the modern world is still able to read texts from classical antiquity. The aims of the course are:

- 1. To introduce the processes by which classical literature has been transmitted from antiquity to the present day.*
- 2. To introduce the principles and practice of textual criticism through detailed study of particular texts.*
- 3. To introduce the principles and practice of palaeography through study of selected Greek and Latin manuscripts.*

Scope and structure of the examination paper 2011-12

A Greek and a Latin text are prescribed, and questions must be answered on both; there is an optional element of palaeography. The paper is divided into three sections, which receive an equal share of the marks; one question must be answered from each.

Section A consists of one question. Passages accompanied by an apparatus criticus are set from both prescribed texts, and comment is required on the choice of readings in two, one from each text. Neither the passage nor the apparatus will always be taken unaltered from a current edition, but examiners try not to introduce unfamiliar material.

Section B contains questions on passages from other Greek and Latin texts. The passages are usually supplied with an apparatus, and here too comment is required on the choice of readings. Examiners try to find passages on which principles learnt from study of the prescribed texts can be brought to bear.

Section C contains two questions on palaeography and essay questions on transmission and textual criticism. The questions on palaeography, one for each of the prescribed texts, require transcription of about 15-20 lines from a photograph of an editorially important manuscript, and comment may also be required on the manuscript or on palaeographical features of the passage; the passage is taken not from the prescribed lines but from elsewhere in the prescribed work. The essay questions, if framed without reference to the prescribed texts, may nevertheless be answered with appropriate material from them, though credit is given for broader knowledge.

In **2012-13** the scope and structure of the paper will remain unchanged.

Course descriptions

GREEK TEXTUAL CRITICISM AND
PALAEOGRAPHY: SOPHOCLES,
Electra 1-515

DR L PRAUSCELLO
(16 C (1.5 hr each): Michaelmas)

Greek Textual Criticism, with special reference to Sophocles, *Electra* 1-515. Basic bibliography: L.D. Reynolds & N.G. Wilson, *Scribes and Scholars* (ed. 3, 1991); H. Lloyd-Jones & N.G. Wilson, *Sophoclis Fabulae* (OCT 1992, 2nd imprint) and *Sophoclea* (1990). Edition recommended: P. Finglass, Sophocles, *Electra*, Cambridge (2007). After an introduction on the transmission of dramatic texts in antiquity, the course will focus on a line-by-line examination of some significant passages of the prescribed text (Sophocles' *Electra*). A detailed handout will be provided also for the passages not covered during the lectures. The Palaeography classes will provide an introduction to reading and studying Greek papyri and manuscripts, with special attention to *Electra*. They are intended primarily to supplement A4 lectures, but open to anyone interested in the history of texts.

Suggested preliminary reading: L.D. Reynolds and N.G. Wilson, *Scribes and Scholars* (ed. 3, 1991), E. Turner, *Greek Manuscripts of the Ancient World* (introduction). More detailed reading list available on the Faculty website.

LATIN TEXTUAL CRITICISM AND
PALAEOGRAPHY: CATULLUS

PROF. S P OAKLEY
(16 L: Lent)

Most of the lectures will take the form of classes, with student participation strongly provoked and encouraged. They will show that it is surprisingly easy to read Latin manuscripts (esp. those of Catullus), and that the constitution of Catullus' text is surprisingly uncertain. Discussion of the textual problems of these famous poems will enable renewed appreciation of their wit: the effect will be not unlike seeing a famous painting that has just been cleaned. Extensive handouts that supplement the commentaries will be provided. Graduate students, as well as anyone interested in the history of texts, are welcome to attend the course.

Suggested reading: L.D. Reynolds & N.G. Wilson, *Scribes and Scholars* (ed. 3, 1991), especially Chapters 1, 4, 6; G.P. Goold, *Phoenix* 12 (1958) 93-116. Text of Catullus: please try to use D.F.S. Thomson (Toronto 1997), now in paperback; Mynors' (OCT 1958 and often reprinted) is not absolutely unacceptable but much less useful for our purposes.

GREEK AND LATIN METRE

DR D J BUTTERFIELD
(12 L: Easter)

It is important that those doing A4 go to this course now, if they have not gone to it in earlier years.

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

GROUP B

Paper B1: Plato

Course Director: Dr J I Warren

Aims and objectives

(This course is intended to be accessible to all students who have taken either Classical Tripos Part I, Paper 8, or the Plato element of Philosophy Tripos Part IB Paper 4, whether or not they know Greek.)

- 1. To give an understanding of the way Plato's thought develops from his middle-period to his later dialogues, particularly in metaphysics and epistemology and in his conceptions of philosophical method.*
- 2. To give a detailed understanding, through close study of a prescribed dialogue, of (i) some particular area or areas of Plato's philosophy (ii) Plato's conception or conceptions of philosophical method as evidenced by the prescribed work (iii) his use or uses of the dialogue form.*
- 3. To encourage students both to deepen their knowledge of Plato's writings and to engage in sustained critical dialogue with them.*
- 4. To encourage students to be alert, not only to interconnections between Plato's ideas, but also to their intellectual context.*
- 5. To encourage students to develop their own powers of philosophical analysis and argument.*

Scope and structure of the examination paper 2011-12

There will be two sections to the paper. One is on the set text, and will contain questions on the *Theaetetus*, the other will contain questions relating to all the following dialogues and topics: *Cratylus*, *Sophist*, *Parmenides* (from beginning to 135), sophistry, dialectic. Candidates will be required to answer three questions, at least one from each section.

In **2012-13** the set text will be Plato, *Phaedo*.

Course descriptions

PLATO

DR J I WARREN
(8 L: Michaelmas)

These lectures will address issues in Plato's logic, epistemology and metaphysics by exploring various dialogues including the *Parmenides*, the *Sophist*, the *Euthydemus*, and the *Philebus*. The aim will be to highlight themes which complement the study of the *Theaetetus*: the nature and objects of knowledge, the possibility of falsehood and the

nature of dialectic. Use the OCT for the Greek text; good translations of all the dialogues are available in the one volume edition of J. Cooper, *Plato, Complete Works* (Hackett 1997).

PLATO, *THEAETETUS*

MR N C DENYER
(12 L: Michaelmas)

What is knowledge? Could man be, as Protagoras said, the measure of all things, if some men doubt that they are measures? You can't touch an object that does not exist; why is it any easier to believe a falsehood, something that is not the case? How does being right about something differ from understanding it? The *Theaetetus* is Plato's classic treatment of these and kindred questions. The best preparation for these lectures, and for B1 as a whole, is to read the *Theaetetus*.

The translation by M.J. Levett, revised and introduced by M.F. Burnyeat, *The Theaetetus of Plato* (Indianapolis/Cambridge, 1990), is a basic and very valuable resource. Also valuable is the translation with commentary by John McDowell (Oxford 1973). D. Bostock, *Plato's Theaetetus* (Oxford 1988), and David Sedley, *The Midwife of Platonism: text and subtext in Plato's Theaetetus* (Oxford 2004) – books about the *Theaetetus*, not editions or translations – will also be found of use. The best Greek text is in the new Oxford Classical Text edited by E.A. Duke and others (Oxford 1995). For grammatical and lexical help with details of the Greek, go to Perseus:

<http://www.perseus.tufts.edu/cgi-bin/ptext?lookup=Plat.+Theaet.+142a>

and start clicking.

A full bibliography will be supplied at the first lecture.

Paper B2: Aristotles Moral and Political Thought

Course Director: Mr N C Denyer

Aims and objectives

1. *To give a general understanding of Aristotle's moral, social and political philosophy, as expressed in his Nicomachean Ethics and Politics.*
2. *To encourage students to be alert, not only to interconnexions between Aristotle's ideas, but also to their intellectual and (where appropriate) social and political context.*
3. *To encourage students to develop their own powers of philosophical analysis and argument, through development and criticism of Aristotle's ideas, and (where appropriate) comparison of them with their rivals, both ancient and modern.*

Scope and structure of the examination paper 2011-12

The paper will contain at least a dozen questions on topics that have been covered in the course. Candidates will be required to answer any three questions.

In **2012-13** the scope and structure of the paper will remain unchanged.

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED FOR STUDENTS TAKING THE CLASSICAL TRIPOS WHOSE DIRECTORS OF STUDIES CONSENT TO THE ARRANGEMENT.)

Course descriptionARISTOTLE'S *ETHICS* AND
*POLITICS*MR N C DENYER
(16 L, 4 C: Lent)

Friendship, happiness, slavery, democracy, justice, pleasure, revolution: Aristotle's reflections on these and kindred topics continue to be of interest to all those concerned with the good life and the good society. The best preparation for the course is to read the *Ethics* and the *Politics* themselves. Cheap and reliable translations are Sarah Broadie and Christopher Rowe (trans. and comm.), *Nicomachean Ethics* (Oxford 2002) and Stephen Everson, *The Politics and The Constitution of Athens* (C.U.P., 1996). The most convenient Greek texts are in the Oxford Classical Texts series: *Ethica Nicomachea* (ed. I. Bywater) and *Politica* (ed. W.D. Ross). Lots of useful lexical and grammatical help with the Greek is available on Perseus: go to <http://www.perseus.tufts.edu/hopper/collections>

and start clicking. For brisk initial overviews, read the *Ethics* and *Politics* chapters of Jonathan Barnes (ed.) *The Cambridge Companion to Aristotle* (C.U.P., 1995).

The lectures are intended to be accessible to all students taking this paper within either the Classical Tripos or the Philosophy Tripos, regardless of their knowledge of Greek, and regardless of what other papers they are taking or have taken. The classes will be an opportunity to read some key passages in Greek.

Paper B3: 'God and anti-god'

Course Director: Prof. D N Sedley

Aims and objectives

(This course is intended to be accessible to all Part II students, whether in the Classics or in the Philosophy Faculty, regardless of their knowledge of Greek and Latin, and regardless of what other papers they have taken in Part IB or are taking in Part II.)

- 1. To provide an understanding of competing ancient philosophical theories and arguments about the existence and nature of the gods.*
- 2. To enable students to form a close critical acquaintance with a series of classic philosophical texts.*
- 3. To encourage students to evaluate sympathetically, and to understand historically, philosophical positions and arguments with which they may well not agree.*

Scope and structure of the examination paper 2011-12

The examination paper will be divided into three sections (A: Presocratic and Sophistic theology; B: Socrates, Plato and Aristotle; C: Hellenistic philosophers). Candidates will be required to answer three questions, from at least two sections.

In **2012-13** the scope and structure of the paper will remain unchanged.

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED FOR CANDIDATES FOR THE CLASSICAL TRIPOS WHOSE DIRECTORS OF STUDIES

CONSENT TO THE ARRANGEMENT.)

Course description

GOD AND ANTI-GOD

PROF. D N SEDLEY
(16 L: Michaelmas;
4 L: Lent)

Do the gods of traditional religion exist in reality, or are they human inventions? If they exist, what are their real form, nature and mode of life? Are they antithetical to each other, or of a single mind, possibly even a single god? Are they omnipotent, omniscient, omnipresent? Do they take an interest in us? In particular, did they create the world and do they now govern it, or is their relevance to us simply as an ideal paradigm to emulate? In what does the virtue of 'piety' consist? These questions are typical of the theological debates in which all the major classical philosophers engaged.

The course represents an opportunity to study the history of ancient philosophy from a less familiar but indisputably fascinating perspective. It will also be of interest, and accessible, to students whose primary interest is in theology as such.

Main texts (details will be provided during the course): **Section A:** selected fragments and passages of (among others) Hesiod, Xenophanes, Heraclitus, Parmenides, Anaxagoras, Empedocles, the Hippocratic corpus; Plato, *Laws* 10. **Section B:** Xenophon, *Memorabilia* 1.4 and 4.3; Plato, *Euthyphro*, and selections from *Republic* 2-3, *Phaedrus*, *Timaeus* and *Laws* 10; Aristotle, *Metaphysics* Lambda 6-10; *Nicomachean Ethics* 10.7-8. **Section C:** Cicero, *On the nature of the gods*; selections from Lucretius and Sextus Empiricus *Against the physicists* 1; further texts from A.A. Long and D.N. Sedley, *The Hellenistic Philosophers* (1987), sections 13, 23, 54.

Suggested preparatory reading: Sarah Broadie, 'Rational theology', in A.A. Long (ed.), *The Cambridge Companion to Early Greek Philosophy* (1999); Plato, *Euthyphro*; Long and Sedley (as above); Cicero, *On the nature of the gods*.

GROUP C

Paper C1: Ancient Greek Democracy – and Its Legacies

Course Director: Prof. P A Cartledge

Aims and objectives

1. *To explore the meanings of 'Democracy' both Ancient (mainly Greek) and Modern (incl. current).*
2. *To enhance understanding of the special circumstances required to make possible both the emergence and the continuation of People Power at Athens.*
3. *To compare and contrast the democracy (democracies) that were created in Athens with those to be found elsewhere in the Greek world, a world of (at most periods) 1000 or so poleis (citizen states).*
4. *To appreciate the development of ancient political thinking and theory about democracy, and not least comprehend its typically anti-democratic bent.*

5. *To track the devolution or degradation of the original Greek conception(s) and practices of democracy through the Hellenistic Greek world, late Republican and early Imperial Rome, and down as far as early Byzantium (6th c. CE).*

6. *To follow some of the trajectory of post-Ancient democracy, in the European Middle Ages, in Revolutionary England, America and France, and in its reconstituted or re-invented forms of the 19th century and beyond.*

Scope and structure of the examination paper 2011-12

The three-hour paper will contain twelve to fifteen essay questions concerning various of the topics covered in lectures, classes and supervisions. Candidates are required to answer three questions.

In **2012-13** the scope and structure of the paper will remain unchanged.

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)

Course descriptions

ANCIENT GREEK DEMOCRACY –
AND ITS LEGACIES

PROF. P A CARTLEDGE
(24 L: Michaelmas)

All histor(iograph)y may be contemporary history, but the historiography of democracy could hardly be more so. Current global preoccupation with 'democracy' makes constant re-examination of the – ancient Greek – original(s) imperative. This new Course will thus be explicitly and determinedly comparativist from the outset, and one early pedagogical aim will be to problematize and defamiliarize Modern 'democracy' and sever any easy assimilation of it to Ancient.

We shall not only be comparing/contrasting Ancient with Modern, though, but also - and at first equally or more - Ancient with Ancient, and indeed Ancient Democracy with Ancient Greek Oligarchy (which could sometimes be represented as really quite 'democratic'). Aristotle (384–322 BCE) will be our guide in this as in so much else where ancient politics are concerned. In his *Politics* he claimed to be able to distinguish four species of the genus *dēmokratia*. We shall follow in the same line of thought by comparing Athenian democracy, Aristotle's 'last' or 'ultimate' species - itself a moving target, with quite distinct evolutionary stages and revolutionary moments - with other (of course, far less well documented) democracies, such as those of Mantinea and Elis in the 5th century, or Thebes in the 4th.

Ancient Greek, esp. Athenian, Democracy (to 322/1 BCE) will be the main topic of the Course. But the last third or so will address its legacies. We shall continue the story into the Hellenistic period, where at least the island-city of Rhodes kept some sort of democratic flag flying in the face of first Hellenistic Greek, then Roman assault. (Republican) Rome, I shall argue, has no true place in a history of Ancient democracy properly so called, as anciently understood by the Greeks. This will be confirmed by considering the devaluation of the term '*dēmokratia*' by Cicero, Aelius Aristeides and others in the 'central' Roman era, and (well) beyond that into the 6th-century Byzantine world of Justinian.

More briefly, we shall then look at some more or less vague foreshadowings or inklings of Modern Democracy in the European middle ages, the 17th-century English 'Revolution' (Putney/Leveller Debates), and more especially at the claims to Antique

Greek 'democratic' legitimacy put forward by the American and more especially some of the French Revolutionaries of the later 18th century; then, finally, at the resumption, really re-invention, of 'Democracy' (so-called) in the 19th century. Until then the dominant tradition of Western political thought both in and since Antiquity had been *anti*-democratic, more specifically anti-the more radical species of Democracy theorized by Aristotle in the *Politics*. That long tradition has been and is being undermined, though it is as yet far from being overthrown, by various shapes and forms of Direct Democracy advocates, including those who point to the - technical - capacity of new information technology to realise the Global Democratic Village.

Preliminary Reading: i. Ancient: Aristotle *Constitution of the Athenians* (trans. Peter Rhodes, Penguin Classics); Aristotle *Politics* (trans. T.A. Sinclair, Penguin Classics); ii. Ancient and/or Modern: Cartledge, P.A. 1998, rev. pb 2002 (ed.) *The Cambridge Illustrated History of Ancient Greece* Cambridge; Osborne, R. 2008 (ed.) *The World of Athens* 2nd edn. Cambridge; Rhodes, P.J. 2003. *Ancient Democracy and Modern Ideology* London; Rhodes, P.J. 2004 (ed.) *Athenian Democracy* Edinburgh [reader]; Roberts, J.T. 1994. *Athens on Trial. The Anti-Democratic Tradition in Western Thought* Princeton; Robinson, E.W. 2004. (ed.) *Ancient Greek Democracy. Readings and Sources* Cambridge, MA, & Oxford; Rodewald, C.A. *Democracy: Ideas and Realities* Toronto & London [sourcebook]; Samons, Loren J., II 1998. (ed.) *Athenian Democracy and Imperialism* Boston [sources and modern work].

GREEK AND ROMAN EPIGRAPHY

DR M HIRT

(8 C: Michaelmas)

In both the Greek and the Roman worlds communities as well as individuals communicated a great deal of information by inscribing it on stone or other materials. Both the content and the form of the texts that were inscribed provide essential resources for the historian. This course provides an elementary introduction to reading and understanding Greek (weeks 1-4) and Roman (weeks 5-8) inscriptions. Students will be guided in the use of basic epigraphic handbooks and specifically epigraphic scholarly tools, and introduced to the range of types of Greek and Roman inscriptions and to how these change in form and content through time. Examples relevant to the particular interests of students taking the course will be chosen to illustrate the interest and significance of epigraphic material. Those interested should look at J. Bodel *Epigraphic Evidence. Ancient History from Inscriptions* (Routledge, 2001).

Paper C2: Knowledge, Wealth, and Power in the Roman Empire

Course Director: Dr R E Flemming

Aims and objectives

1. *To examine the ways in which knowledge was produced, presented, and organised in the Roman Empire.*
2. *To investigate the broader social, cultural, and economic contexts for these processes in the diverse, unequal, and contested world of imperial Rome.*
3. *To familiarise students with a range of key texts in the fields of Roman geography, medicine, and astrology: to explore their conceptual worlds and persuasive strategies.*

4. To enable students to put this literary material into dialogue with other types of evidence – epigraphic, papyrological, and archaeological.

5. To encourage students to think about the relations between knowledge and empire comparatively: to bring wider historical debates to bear on the Roman situation and vice versa.

Scope and Structure of the examination paper 2011-12

The three hour paper will contain ten to twelve essay questions concerning various topics covered in lectures, classes, and supervisions. There will be two sections, Section A will consist of questions focused on a particular author, or set of materials; Section B will consist of more general questions. You will be required to answer three questions, including at least one from each section.

In **2012-13** the scope and structure of the paper will remain unchanged.

Course descriptions

KNOWLEDGE, POWER, AND

WEALTH IN THE ROMAN EMPIRE

DR R E FLEMMING AND OTHERS

(8L and 8 C (2 hr): Michaelmas)

This course will examine the intersection of knowledge, power, and wealth in the Roman Empire: both in an overall sense, through the investigation of a general set of questions about the place and role of experts and expertise in Roman imperial society, and their relationship with the political and social elite, and elite culture; and in a more detailed and specific sense, through close scrutiny of three sets of surviving texts on particular areas of expertise—geography, medicine, and astrology—texts which contain and display particular bodies of knowledge, and speak of, and to, power and wealth in particular ways.

The Roman Empire was immensely productive of knowledge. Imperial expansion not only required and generated plenty of information about the world Rome conquered and ruled, but also resulted in the capture of considerable amounts of knowledge, and its practitioners, from the defeated, most especially from the Hellenistic kingdoms of the East. So, for example, already in 167 BC, it was the Macedonian royal library that the victorious Roman general Aemilius Paullus kept for himself and his sons, out of all the vast quantities of booty taken by his armies, and a century later, Sulla reportedly took copies of Aristotle's works back to Rome after sacking Athens, and Pompey looted botanical and toxicological treatises, as well as assorted flora and fauna, from the court of Rome's great enemy Mithridates VI. Among those enslaved by the Romans on all these campaigns were educated Greeks, skilled and learned in a range of disciplines, from medicine to rhetoric, philosophy to architecture. Indeed, one such, now freed by his master, Pompey, was charged with translating Mithridates' medical texts into Latin.

As these episodes illustrate, however, despite the obvious value placed on the acquisition of knowledge, or at least its capture and control, by important figures in the Roman elite, this is, in some sense, foreign knowledge, often possessed and practised by slaves, or freedmen, and therefore, somewhat problematic in its status. It might be seen as a challenge to traditional Roman forms of knowledge, and knowing, which were dominated by the figure of the *paterfamilias*, who included the household knowledge economy in his domain; and, indeed, be seen as part of the wider patterns of challenge to traditional values and practices posed by Rome's imperial encounters. Or, this situation might be seen as presenting opportunities to expand and strengthen Roman

domination, to put new forms of knowledge into the service of Roman imperial power; and, of course, this opens up opportunities for the possessors and practitioners of these forms of knowledge, a way for Greeks (and others) to find a valued place in the new imperial order. Some certainly successfully did so, and might be richly rewarded, but they, and their Roman colleagues, had to operate in the context of the elite view, as expressed by Cicero, that managing landed estates is the only way of making a living appropriate to a free Roman gentleman: the arts of medicine, architecture, and teaching, for example, are suitable occupations for those a bit further down the social scale, as they involve both intelligence and utility, but being paid for their practice is degrading and incompatible with the stranding and values of a gentleman.

This then is to introduce some of the complexities, the questions, surrounding knowledge, and its relations to power and wealth in the Roman Empire: questions which will be further explored in this paper. These are, moreover, complexities that are often overlooked in studying the impressive products of Roman imperial learning, texts which often were to dominate their discipline well into the Renaissance, and often beyond.

Preliminary reading: T. Barton, *Power and Knowledge: Astrology, Physiognomics and Medicine under the Roman Empire* (1994); C. Nicolet, *Space, Geography and Politics in the Early Roman Empire* (1991); E. Rawson, *Intellectual Life in the Late Roman Republic* (1985).

GREEK AND ROMAN EPIGRAPHY

DR M HIRT
(8 C: Michaelmas)

See above under C1.

Paper C3: Athens after Alexander

Course Director: Dr P C Millett

Aims and objectives

1. *To explore the responses of the Athenians to domination by Macedonians and Romans.*
2. *To investigate how the physical fabric of the city of Athens developed alongside institutional changes.*
3. *To examine key areas of post-classical Athenian history where literary, epigraphical and archaeological testimony may fruitfully be combined.*
4. *To assess how modern writers on Athens after Alexander have been influenced in their approaches by their own experiences and expectations.*

Scope and structure of the examination paper 2011-12

The three-hour paper will contain twelve to fifteen essay questions concerning various of the topics covered in lectures, classes and supervisions. Candidates are required to answer three questions.

In **2012-13** this paper will be replaced by a paper on ‘The Carthaginians in the Mediterranean World’.

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)

Course descriptions

ATHENS AFTER ALEXANDER

DR P C MILLETT
(24L: Lent)

For those who see the key to history in terms of power, specifically the power to coerce, Athens after the death of Alexander might seem to have little to offer: a story of failed resistance to Macedonians, then Romans. But that is only one possible perspective, and hardly the most fruitful. The city of Athens endured and was arguably at its most impressive materially under Roman Rule. For those interested in issues of resistance, and assimilation (both cultural and political), Athens provides an extended case study, with plenty of modern resonances: losing an empire and trying to find a role; living in the shadow of far greater powers. The course will explore Athenian responses to ongoing change in the wider Mediterranean world, assessing how the Athenians resisted, adapted, and were forced to adapt in terms of their civic institutions and the physical configuration of the city itself. The ancient testimony will range widely from the familiar (Plutarch, Menander, Polybius, Pausanias) to the less well known (Diogenes Laertius, the Second Sophistic, inscriptions).

Suggested introductory reading: R.J. Wycherley, *The Stones of Athens*; W.S. Ferguson, *Hellenistic Athens*; G.J. Oliver, *War, Food and Politics in Early Hellenistic Athens*; C. Habicht, *Athens from Alexander to Antony*.

GREEK AND ROMAN EPIGRAPHY

DR M HIRT
(8 C: Michaelmas)

See above under C1.

COINAGE IN ACTION

MR T R VOLK
(8C: Lent)

See p.97 and 107

Paper C4: The Transformation of the Roman World, AD 284-476

Course Director: Dr C M Kelly

Aims and objectives

1. *To introduce students to the outline history of the Roman Empire from the third to the fifth centuries AD and to literature and other sources outside the traditional classical canon.*

2. *To think about the nature of late-antique society, and to explore in depth a range of features (particularly the growth of Christianity, the reorganisation of civil and military power, and the changes in local, urban and regional economies) which distinguish the later Roman Empire from the Principate.*

3. *To consider in depth the nature of the engagement between Romans and barbarians in the fourth and fifth centuries AD and between pagans and Christians in the same period. To think about the historiographical representations of these relationships; and to seek to understand the nature of transition from the classical to the early medieval world in both the western and eastern Mediterranean.*

4. *To explore the utility for the study of ancient history of modern theoretical strategies from other disciplines. To introduce undergraduates to a wide range of (ancient and modern) historical approaches and literary traditions.*

5. *To encourage a wide variety of critical responses to the sources; to seek to integrate a wide range of different source material, in particular, studies of specific authors and their surviving works with art historical and archaeological material.*

Scope and structure of the examination paper 2011-12

The three-hour paper will contain around fifteen essay questions concerning various of the topics covered in lectures, classes and supervisions. Candidates are required to answer three questions.

In **2012-13** the scope and structure of the paper will remain unchanged.

Course descriptions

THE TRANSFORMATION OF THE
ROMAN WORLD, AD 284-476

DR C M KELLY
(16 L and 4 C: Lent)

Ancient history conventionally ends with the conversion of Constantine to Christianity in AD 312. But what happened next? This paper explores the following two centuries that followed the recovery of the Roman world – after half a century of crisis – under the Emperor Diocletian, and the subsequent conversion of the Emperor Constantine to Christianity. It is an often uncomfortable journey through a world of distant ceremonial emperors, wild ascetic holy men, powerful saints, excitable virgins, charismatic heretics, oppressive bureaucrats and violent barbarians. A world in which long cherished "classical values" were upturned, and in which – or so it has been alleged – an empire declined and fell, barbarians triumphed, and a new religion flourished. This paper concentrates on these upheavals (social, religious, moral, economic, cultural, political) which determined the transformation of the classical Mediterranean into the radically different world of late Antiquity – a world more familiar to its conquerors Mohammed and Charlemagne. Through the exploration of a set of broad topics – for example, the growth of bureaucracy, the development of Byzantine courtly monarchy, the displacement of polytheism by Christianity, the rise of Christian heresies, the emergence of new styles of art and literature, the growing prominence of barbarians, the debates surrounding "The Decline and Fall of the Roman Empire" – this paper aims to reveal something of the unexpected endurance and variety of a society which stands between the more familiar worlds of the Roman Principate and early medieval Europe.

In addition to the lectures, there will also be four (1.5 hr) classes concentrating on ancient historiography.

Suggested preliminary reading: P. Brown, *The Making of late Antiquity* (1978); Averil Cameron, *The later Roman Empire: AD 284–430* (1993); P. Brown, *Power and Persuasion in late Antiquity: towards a Christian Empire* (1992); J. Matthews, *The Roman Empire of Ammianus* (1989); Averil Cameron and P. Garnsey (edd.), *Cambridge*

Ancient History, vol. XIII: The late Empire, AD 337–425 (1998), Parts I, II and V; Averil Cameron, B. Ward-Perkins and Michael Whitby (edd.), *Cambridge Ancient History, vol. XIV: Late Antiquity, Empire and Successors, AD 425–600* (2000), Parts I, IV and V; G. Bowersock, P. Brown and O. Grabar (edd.), *Late Antiquity: A Guide to the Postclassical World* (1999); C.M. Kelly, *Ruling the later Roman Empire* (2004); P. Rousseau (ed), *A Companion to Late Antiquity* (2009); C. Wickham, *Framing the early Middle Ages: Europe and the Mediterranean, 400–800* (2005); C. Clarke, *Late Antiquity: A Very Short Introduction* (2011).

ITALY AND THE COINAGE OF THE LATER EMPIRE

MR T R VOLK
(4C: Lent)

Four sessions on *Italy and the Coinage of the Later Empire* (weeks 1, 3, 5 and 7) will alternate with the classes offered as part of *Transformation of the Roman World* course.

As well as providing a side-light on the later empire, these sessions are an opportunity to apply to a particular time and place some of the ideas presented in the *Coinage in action* classes offered to Part II, MPhil, and other graduate students (8C: Lent). A survey of monetary practices in Italy from the middle of the third century AD until the re-establishment of Roman (i.e. Byzantine) power in the sixth century will be interwoven with discussions of imperial representation and of Christian imagery.

These fully-illustrated classes will be supported by a CD of digital images (to be distributed to class-members) that will enable participants to create their own narratives. They are booked to run for 90 minutes, but with a coffee-break and extended discussion you should allow two hours.

Takers of the *Later Empire* classes are encouraged to attend relevant sessions of the main course, including two bye-classes on coin-identification and reading coin-catalogues. Owing to the refurbishment of the *Money* gallery from the end of 2011, the usual visit to the British Museum either at the end of Lent Term or the beginning of Easter Term will not take place. The displays of coins and worked-silver shown in the post-AD 300 gallery (Room 41) are unaffected by this closure.

There will be a preliminary session for all interested students (*Later Empire* and *Coinage in action*) on Wednesday, 18 January 2012.

COINAGE IN ACTION

MR T R VOLK
(8C: Lent)

See p.97 and 107

GROUP D

Paper D1: Aegean Prehistory

Course Director: Dr M Haysom

Aims and objectives

1. *To introduce students to Aegean prehistory.*
2. *To explore the evidence for hunter-gatherer and early agricultural societies in the periods before the Bronze Age.*

3. *To explore the emergence of complex societies in the Early Bronze Age, and the formation and transformations of the palatial systems in 'Minoan' Crete and the 'Mycenaean' mainland.*
4. *To teach students how to approach archaeological evidence.*
5. *To introduce current debates on archaeological method and interpretation.*

Scope and structure of the examination paper 2011-12

Candidates are required to answer **three** of a choice normally of twelve or thirteen questions. The answers required are all of essay type, except for one optional question set in most years which invites 'short notes' on three of a list of six or eight alternatives, the alternatives varying from sites, artefacts or chronological periods to issues covered in this course. The range of questions should broadly reflect the balance of teaching offered in the course, in lectures, classes and supervisions; candidates may select any three to answer, without restriction.

In **2012-13** the scope and structure of the paper will remain unchanged.

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)

Course descriptions

AEGEAN PREHISTORY

DR M HAYSOM

(8 L: Michaelmas; 16 L: Lent)

The broad aim of these lectures is to explore political transformations, social interactions and cultural shifts in Aegean prehistory. The course will focus on the emergence of complex societies in the Early Bronze Age, and the formation and transformations of the palatial systems on Minoan Crete and the Mycenaean mainland, through studying the rich and varied material remains of these societies. Principal themes will include the nature of political organisation, elite identities and power mechanisms, and cultural identities. We will address the issues of how archaeologists reconstruct past societies through material evidence, including architecture, burials, religious sites and iconography.

Useful preliminary reading: D. Preziosi & L. Hitchcock, *Aegean Art and Architecture* (1999); O. Dickinson, *The Aegean Bronze Age* (1994); Wardle and D. Wardle, *Cities of Legend: The Mycenaean World* (1991).

In addition to the above courses candidates for D1 may also be interested in the following:

THE EPIGRAPHY AND INTERPRETATION OF THE LINEAR B TABLETS

**DR T MEISSNER
DR R J E THOMPSON**
(8 C: Michaelmas)

Instruction in how to read and understand Linear B tablets covering both epigraphy and approaches to interpretation. No previous experience required. The classes are open both to postgraduates and to third-year students taking D and E papers in Part II.

Paper D2: The Art of Collecting (In) Greece and Rome

Course Director: Dr C Vout

Aims and Objectives

- 1. To examine the collection and display of ancient artefacts from antiquity to the present day.*
- 2. To explore the implications of this for our understanding of the objects and the individuals/institutions involved.*
- 3. To introduce students to a wide range of sources (archaeological, art-historical, museological, literary) for understanding the way in which material culture has been appropriated in and since antiquity.*
- 4. To reflect on the shifting status and import of classical art and the formation of the 'classical canon'.*

Scope and structure of the examination paper in 2011-12

Candidates are required to answer **three** of a choice of about twelve questions, some of which will be picture related.

In **2012-13** the scope and structure of the paper will remain unchanged.

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)

Course description

THE ART OF COLLECTING (IN)
GREECE AND ROME

DR C VOUT

(16 L and 4 2-hour C: Michaelmas)

This course focuses on the collection and display of ancient artefacts over a wide chronological span (from the fifth century BCE to today), concentrating on a carefully chosen selection of key collections and collectors. Why do cultures and individuals within western cultures 'collect' such objects? Does the act of collecting make these objects artworks? How have these collections been ordered, appropriated, adapted and displayed? How have these decisions shaped the 'classical canon'?

The course opens with the Persian theft of the Tyrannicide group from the agora in Athens. Its story exemplifies how controversial the relocation of an object can be, and indeed how an object can come to stand for a culture and for cultural conquest, as well as key issues such as desirability, looting and reproduction. We will look at how other ancient societies (e.g. Pergamum, Republican and Imperial Rome, Constantinople) used the appropriation of Greek artefacts to define their present and future. The course then moves to consider how the motivation to collect and display antiquities and the investment in the images concerned changes with the shift to the Christian world, and then on to pinpoint important collections and shifts in the status, treatment and meaning of classical art from the Renaissance to the modern period. Issues to be highlighted here include: the Renaissance paradigm of collecting works and its applicability to other periods, casts and copies versus originals, preservation as destruction, fragmentation,

restoration and reconstitution, collecting and cultural capital and collecting and commercialisation. A site-visit will give students the opportunity to see how these issues play(ed) out in England and how decisions of display influence our reading of object, space and patron, while reference to Iraq and Afghanistan, to new EU directives on the trade of antiquities, and to the ordering of knowledge in museums and on the internet will evidence their continued relevance. Underlying the course are thus two broader aims: the first, to produce a keener awareness of why classical art is what it is today (both empirically and hermeneutically) and the second, to understand the politics of archaeology.

Introductory bibliography: M.C. Miller, *Athens and Persia in the Fifth-Century: A Study in Cultural Receptivity* (Cambridge, 1997); M.R. Miles, *Art as Plunder: the Ancient Origins of Debate about Cultural Property* (Cambridge, 2008); F. Haskell and N. Penny, *Taste and the Antique: the Lure of Classical Sculpture 1500-1900* (New Haven, 1982); V. Coltman, *Classical Sculpture and the Culture of Collecting in Britain Since 1760* (Oxford, 2009); J. Elsner and R. Cardinal. eds. *Cultures of Collecting* (London, 2004); P. Watson, *The Medici Conspiracy: the Illicit Journey of Looted Antiquities, from Italy's Tomb Raiders to the World's Greatest Museums* (New York, 2006); James Cuno, *Who Owns Antiquity? Museums and the Battle Over Our Ancient Heritage* (Princeton, 2008).

Paper D3: The Poetics of Classical Art

Course Director: Dr N J Spivey

Aims and objectives

1. *To determine how far Classical art originated from a poetic culture – and to analyse the relationship/rivalry between ‘art and text’ by a series of case-studies ranging from c. 750 BC – c. AD 200: i.e. from the earliest figured scenes on Greek painted pottery to the mythological programmes of Roman sarcophagi.*
2. *The principal thematic focus is upon Homer and the epic tradition; but students will be encouraged to develop their own explorations of the ‘art’- ‘text’ relationship with reference to various poetic modes (including drama) and less well-known authors (e.g. Stesichoros, Callimachus, Apollonius, Tibullus).*
3. *The course ultimately aims to apply and extend our understanding of Classical poetry as not just richly ‘imaginative’ - but directly related to the power and production of images in the Graeco-Roman world.*

Scope and structure of the examination paper 2011-12

The examination will offer a choice of about twelve essay-type questions, some of which will be picture-related, reflecting topics covered in lectures, classes and supervisions. Candidates will be required to answer **three** questions.

In **2012-13** the scope and structure of the paper will remain unchanged.

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)

Course description

THE POETICS OF CLASSICAL ART

PROF. R CORMACK

DR N J SPIVEY

(16 L: Michaelmas; 8 L: Lent)

Lectures will focus principally upon a series of case-studies ranging through painted pottery, murals, sculpture and mosaics; plus theoretical background.

Intending takers could look beforehand at: R. Brilliant, *Visual Narratives* (1984); J. Griffin, *The Mirror of Myth* (1986); P.J. Holliday (ed.), *Narrative and Event in Ancient Art* (CUP 1993); H. A. Shapiro, *Myth into Art* (Routledge 1994); A.M. Snodgrass, *Homer and the Artists* (CUP 1998); T.B.L. Webster, *Hellenistic Poetry and Art* (Methuen 1964).

Paper D4: Roman Cities

Course Director: Prof. M J Millett

Aims and objectives

- 1. To develop students' understanding of urbanism in the Roman Empire.*
- 2. To develop students' appreciation of the character of archaeological evidence.*
- 3. To encourage students to explore the workings of the Roman Empire through archaeological evidence.*
- 4. To encourage students to explore the relationship between different types of archaeological evidence and written sources.*

Scope and structure of the examination paper 2011-12

The examination will offer a choice of about twelve essay-type questions reflecting the range of teaching in the course; these will be grouped into two sections, one on general issues, the other on case studies. Candidates will be required to answer three questions, at least one from each section.

In **2012-13** the scope and structure of the paper will remain unchanged.

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)

Course description

ROMAN CITIES

PROF. M J MILLETT AND OTHERS

(8 L, 4 C: Michaelmas; 8 L, 4 C: Lent)

The vast amount of evidence accumulated by archaeologists about Roman urban sites, which has been enhanced in recent years through improved techniques of survey and excavation, has been used to create a series of different narratives concerning the character and workings of the Roman Empire. This course will review what we might call traditional narratives of wealth, power and control, and consider alternatives. We will approach these questions focussing mainly on a small selection of cities in the

western part of the Roman empire (though we will also touch on Rome itself), using three broad perspectives. First, we will consider how archaeology can contribute to the understanding of Roman cities, looking at different types of urban site and their components. Second, we will review some current archaeological and historical debates about the place of cities in the Roman empire and look at how the two disciplines do not always lead in the same direction. Thirdly, we will examine specific sites and regions in more detail, in order to provide case-history material on the relationships between method, theory and debate.

Suggested reading: E. Fentress (ed.) *Romanization and the City* (2000); J. Rich and A. Wallace-Hadrill (ed.) *City and Country in the Ancient World* (1991); H.M. Parkins (ed.) *Roman urbanism: beyond the consumer city* (1997).

GENERAL COURSE

COINAGE IN ACTION

MR T R VOLK
(8C: Lent)

The course is intended for students of all branches of Classics. Its purpose is to help takers to identify the relevance of numismatic data either to taught courses in the Tripos or to Part II or to Part II thesis-topics, MPhil essays, and other research-based work. Recent Part II course-members have included takers of papers from A, D, E, and X Groups, as well as those attending the *Italy and Coinage of the Later Empire* classes offered as a complement to the *Transformation of the Roman World* (C4) course. No previous experience of coins is required and bye-classes on coin-identification and on reading coin-catalogues will be offered.

The classes will be fully illustrated and (with discussion) will run for two hours. The programme will be problem-centred rather than a narrative account of Greek and Roman numismatics and will aim at examining the strengths and limitations of the different and sometimes apparently contradictory sorts of evidence employed in trying to understand how coins behaved in the ancient world. The course deliberately takes the perspective of the student working primarily from printed sources – coin-catalogues, find-reports, and individual studies – and a primary objective will be to provide him or her with a critical framework for approaching such sources. The interaction of literary, material, and comparative arguments will bear, too, on more general research techniques and on the way information is evaluated.

The core will comprise a mix of general procedures exemplified so far as possible by material related to the interests of individual class-members and topics derived from the instructor's own work. For example, one class will be devoted to a critique of a particular site-report. Other areas to be covered include the manufacture of coins, coin-design (including the re-use of classical themes in 19th and 20th century coinage), and the reception of Greek and Roman coins in the Renaissance. In recent years, a highlight of the course has been a visit to the *Money* gallery in the British Museum and to the Bank of England Museum either at the end of the Lent Term or at the beginning of the Easter Term. Because the Money gallery will be closing at the end of 2011 for refurbishment and may not re-open before the course concludes, an alternative "field-trip" to view the recently installed Oxford gallery will be considered. Students are, however, encouraged to make their own way to London to see the British Museum exhibition before the December closure (check the Museum's website www.britishmuseum.org for up-to-date information).

There will be a meeting for interested students on Wednesday, 18 January 2012 (i.e. immediately before the start of the lecturing term) to decide course-topics. Part II

students minded to write a thesis on either a numismatic topic or one that is likely to draw on numismatic evidence are encouraged to contact Mr Volk so soon as possible. There will be an opportunity for informal discussion at the start of the second week of Michaelmas Full Term (10-12 October 2011); e-mail to trv10@cam.ac.uk to arrange a time and place.

Preliminary reading: *P. Grierson, Numismatics, (Oxford, 1975); 'Numismatics', in M.H. Crawford ed. Sources for Ancient History (Cambridge, 1983); C. Howgego, Ancient History from Coins (London, 1995). Publication of W. Metcalf ed. Oxford Handbook of Greek and Roman Coinage (Oxford) is not now expected before March 2012.*

GROUP E

The three Group E papers complement one another and together provide a comprehensive grounding in the problems and techniques of comparative and historical linguistics and of classical philology. However, each paper is self-contained and may equally well be taken separately or in combination with one of the others.

Those who wish to extend their knowledge of general and theoretical aspects of linguistics may take Paper O1 or O10 in addition to their selection of E papers.

In addition to the courses specifically for those papers, candidates for E1 and E2 may also be interested in the following:

THE EPIGRAPHY AND
INTERPRETATION OF THE LINEAR B
TABLETS

DR T MEISSNER
DR R J E THOMPSON
(8 C: Michaelmas)

Instruction in how to read and understand Linear B tablets covering both epigraphy and approaches to interpretation. No previous experience required. The classes are open both to postgraduates and to third-year students taking D and E papers in Part II.

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.

Paper E1: Elements of Comparative Linguistics

Course Director: Dr T Meissner

Aims and objectives

- 1. To introduce Comparative Indo-European Linguistics and the reconstruction of Proto-Indo-European, with emphasis on the linguistic prehistory and development of Latin and Greek.*
- 2. To introduce the theory, methods and findings of historical linguistics. In particular stress is placed on explaining how languages change and the techniques used to compare languages in the same family and reconstruct their ancestor.*
- 3. To offer instruction in the primary data for Proto-Indo-European reconstruction and the principal developments presumed to have taken place in Greek and Latin.*

Particular stress is placed on the reconstruction of the phonology and morphology of Proto-Indo-European, but syntactic and lexical reconstruction are also covered.

4. To introduce students to the Sanskrit language and aspects of it relevant for comparison with Latin and Greek and reconstruction of Proto-Indo-European.

5. To encourage students to examine and evaluate different techniques of reconstruction.

6. To raise awareness of problems and issues in the reconstruction of Proto-Indo European and in the development of the Classical languages, and to encourage techniques of problem-solving and the assessment of proposed solutions.

7. To develop the techniques of linguistic analysis enabling students to relate and reconstruct items in Latin, Greek and Sanskrit.

Scope and structure of the examination paper 2011-12

The paper is not divided into sections. It will contain questions on the following topics: the theoretical methods and problems of reconstruction and processes of language change; comparative phonology; comparative morphology and syntax; the reconstruction of PIE lexicon; Vedic and its relevance for Indo-European comparison. Candidates will be required to answer any three questions.

In **2012-13** this paper will remain the same.

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)

Course description

ELEMENTS OF COMPARATIVE
LINGUISTICS

DR J P T CLACKSON
DR T MEISSNER
DR R J E THOMPSON
(18 L: Michaelmas; 6 C: Lent)

Paper E1 concerns itself with the elements of comparative linguistics:

(1) The theoretical basis of comparative and historical linguistics, including methods of analysis and reconstruction.

(2) The genetic relationship between the Indo-European languages, and the methods of comparative linguistics applied specifically to Greek, Latin and Vedic as a basis for the reconstruction of the parent language's vocabulary, sound-system, word-structure and sentence structure. No knowledge of languages other than Latin and Greek is assumed at the outset of the course; relevant aspects of Vedic and other languages are gradually introduced as necessary.

Recommended Reading:

*L. Campbell, *Historical Linguistics: An Introduction* (Edinburgh, 1998).

J. Clackson, *Indo-European Linguistics* (Cambridge 2007).

*B.W. Fortson IV, *Indo-European Language and Culture: an introduction*, (2nd edition Oxford 2010).

*A. Fox, *Linguistic Reconstruction* (Oxford 1995).

A.L. Sihler, *New Comparative Grammar of Greek and Latin* (New York /Oxford, 1995).

O. Szemerényi, *Introduction to Indo-European Linguistics* (Oxford, 1996).

*R.L. Trask, *Historical Linguistics* (London, 1996).

Texts marked * are particularly recommended as introductory reading. A detailed bibliography arranged by topics for the whole course is distributed at the beginning of the lectures.

The course comprises the following lecture series:

Michaelmas Term

Comparative Indo-European Phonology (DR R J E THOMPSON: 6 L)

A brief introduction to the phonological systems of Sanskrit and other Indo-European languages followed by reconstruction of the phonology of Proto-Indo-European through the comparative method and explanation of the principal phonetic and phonological developments which have taken place in Latin, Greek and Sanskrit.

Topics in Comparative Indo-European Morphology and Syntax: The Noun (DR J P T CLACKSON: 6 L)

Discussion of the main inflectional categories and morphological processes that can be reconstructed for the Indo-European noun, and the syntax of nominal concord in Indo-European. Topics treated will include noun paradigms and case syncretism, the reconstruction of gender and number.

Topics in Comparative Indo-European Morphology and Syntax: The Verb (DR J P T CLACKSON: 6 L)

Discussion of the main inflectional categories and morphological processes that can be reconstructed for the Indo-European verb. Topics treated will include verb paradigms and personal inflections; tense/aspect, mood and voice and their syntactic behaviour in Indo-European.

Lent Term

Introduction to Vedic (DR T MEISSNER: 6 C)

An introduction to the language of Vedic Sanskrit and the principal elements of its phonological and morphological development from PIE. Edited texts of selections of the *Rig Veda* will be distributed, read and analysed in the classes with reference to IE comparison.

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.

Papers E2 and E3: Topics in the History of the Greek and Latin Languages

Aims and objectives

For both E2 and E3 the topics taught change regularly. The aims and objectives of both papers are the same, although with different topics the emphasis may change.

1. To introduce students to the diachronic study of a period of Greek/Latin. (Topics are changed at roughly 3 year intervals.)

2. *To introduce the methods of diachronic linguistics, the processes of language change and the theoretical understanding of how languages change, and to present ways in which these methods can be applied to the history of a particular language or group of languages. Different topics may also stress the importance of particular elements of historical linguistics, such as historical dialectology or the methodology for constructing genetic sub-groups.*

3. *To introduce students to a range of linguistic data from a period of the history of Latin/Greek and provide the framework through which those data can be assessed. For many topics this will include an introduction to stages of the language or related languages (including the role of / need for constructs such as Proto-Indo-European or Proto-Romance) in which students have had little previous instruction, and the course will provide the necessary linguistic background. The course will explain how trends in the development of the attested history of Greek or Latin can often be tied in with reconstructed phenomena in their prehistory.*

4. *To place the linguistic data within its historical / social / literary / cultural context and consequently to arrive at a better understanding and interpretation of individual texts and authors from Greece and Italy.*

5. *To develop students' understanding of the motivations for and processes of particular linguistic changes.*

6. *To encourage the development of a critical awareness of the use of written data for understanding and tracking change in the spoken language, and of the limitations and advantages associated with various types of data.*

7. *To develop skills in the close analysis of texts and in the identification and assessment of significant linguistic features.*

Paper E2: Greek from Mycenae to Homer

Course Director: Dr R J E Thompson

Scope and structure of the examination paper 2011-12

Question 1 will contain passages from the set texts covered in lecture courses for analysis and comment. The remaining questions will deal with various topics covered in the course. Candidates are required to answer Question 1 and two other questions.

In **2012-13** this paper will be replaced by a new paper, entitled 'Alexander's Legacy: Greek as a World Language'.

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)

Course description

Greek is a language of many dialects, but it is possible to compare their similarities and differences and construct a 'family tree' which shows how the different varieties of Greek are related to each other. In the classical period, dialects of a type known as East Greek were spoken in Attica, the Ionian islands and colonies of Asia Minor, in Arcadia

in the centre of the Peloponnese, and on Cyprus. The whole of the rest of the Peloponnese, north-western Greece, and Crete spoke dialects of a different type, known as West Greek.

In the second millennium BC the picture looks very different. Documents written on clay tablets in a script called Linear B, dating from between 1,400 and 1,200 BC, have been found at Knossos and Chania on Crete, and at Thebes in Boeotia, Mycenae, Tiryns and Midea in the Argolid, and at Pylos in Messenia, i.e. all over the southern Greek world. In 1952, Michael Ventris, an architect and amateur code breaker, aided by John Chadwick, a lecturer in Greek linguistics at Cambridge, demonstrated that the language of these documents was Greek - Greek of a very different sort from that of any classical dialect, but Greek. That dialect is now called Mycenaean, although it seems to have been spoken throughout Greece from Boeotia southwards, and it is of a type clearly belonging to the East Greek group.

In this course we will look at the early history of the Greek language. We will look at how the various varieties of Greek are related to one another, paying particular attention to Mycenaean and its relation to the dialects of the classical period. We will also consider how and why the dialect map of Greece changed between the second and first millennia.

Recommended reading: John Chadwick, *The decipherment of Linear B* (Cambridge: Cambridge University Press, 1967) gives a detailed and fascinating account of the decipherment. His book *The Mycenaean World* (Cambridge: Cambridge University Press, 1976) provides a glimpse into the world of the Greek Bronze Age in which the Linear B documents were written. J. T. Hooker, *Linear B: An Introduction* (Bristol: Bristol Classical Press, 1980) is a good introduction to the language of the Mycenaean documents, and includes many texts in Linear B and Roman transcription, with translation and commentary. The best place to start, however, is the first two chapters of Duhoux and Morpurgo Davies *A Companion to Linear B: Mycenaean Texts and their World* vol 1 (Louvain-la-Neuve: Peeters, 2008 = *BCILL* 120).

The course comprises the following lecture series:

MYCENAEAN AND THE GREEK DIALECTS

DR R J E THOMPSON
(8 L: Michaelmas, weeks 5-8)

We will begin by looking at the methods that dialectologists use to classify different varieties and determine how closely they are related. We will then look at the major characteristics of the Greek dialects of the classical period, and use those methods to classify them. There will be an introduction to the Linear B script and the Mycenaean documents, although we will read the Mycenaean texts in Roman transcription. We will look in detail at the characteristics of Mycenaean Greek, and examine the major issues in determining its relation to the dialects of the classical period. We will ask how the distribution of dialects in the first millennium came about from their somewhat different distribution in the second; and we will ask the question, 'What happened to Mycenaean at the end of the Bronze Age?'

PRESCRIBED TEXTS

PROF. G C HORROCKS
DR T MEISSNER
(16 L: Lent)

Edited copies of the prescribed texts will be distributed to the class at the beginning of the course. In these lectures the texts will be discussed in detail, highlighting themes identified in the Michaelmas Term lectures.

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.

Paper E3: Latin and its Neighbours

Course Director: Dr J P T Clackson

Scope and structure of the examination paper 2011-12

Question 1 will contain passages from the set texts covered in lecture courses for analysis and comment. The remaining questions will cover various topics covered in the course. Candidates are required to answer Question 1 and two other questions.

In **2012-13** this paper will remain the same.

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)

Course description

Latin did not exist in a vacuum. Throughout its history, Latin, was in contact with other languages, many of which disappeared as their speakers switched to Latin over time. For the Republican period we have records of the native languages of Italy (which include Etruscan, Oscan and Umbrian); Spain and of course Greek, spoken both by Greek colonists in the West and by the conquered peoples of Roman expansion in the East. We also have material from the Imperial period showing the effect of Roman power on the Gaulish language, spoken in what is now France, Belgium, Germany and Switzerland, and Punic in North Africa. This paper aims to trace the history and regional variety of Latin through looking at its interactions with these languages. We shall see how the structure and vocabulary of Latin was continually altered through contact with other languages, sometimes to the alarm of Latin speakers, and how and why the neighbouring languages were either lost or survived the advance of Latin. We shall examine the different policies about language use operative at different times and in different parts of the Roman World, the Romans' attitude to local languages and the question of provincials using languages other than Latin in opposition to the spread of Roman power. We shall explore the sociolinguistics of language contact and language change, and elucidate the factors involved in language maintenance and language shift. We shall use recent theoretical linguistic work on language contact and bilingualism and examine how far this is applicable to the ancient world, and take advantage of the large number of studies published recently on ancient bilingualism, and of accessible introductions to the non-Classical languages of Western Europe in antiquity. We shall explore whether the different regional forms of Romance owe anything to the earlier languages spoken in these areas.

Recommended reading: a detailed bibliography arranged by topics for the whole course is distributed at the beginning of the lecture course and is available on the Faculty website. J. Clackson and G. Horrocks (2007) *The Blackwell History of the Latin Language*. J.N. Adams (2003) *Bilingualism and the Latin Language* (Cambridge), Adams, J.N., Mark Janse, and Simon Swain (2002) *Bilingualism in ancient society: language contact and the written text* Oxford, are good starting points.

The course comprises the following lecture series:

INTRODUCTION

DR J P T CLACKSON
(8 L: Michaelmas, weeks 1-4)

These lectures set the scene and outline the theoretical and historical framework for the interaction of Latin and its neighbours and will discuss the issues of bilingualism, prestige, linguistic officialdom, borrowing and interference and translation in general.

PRESCRIBED TEXTS

DR J P T CLACKSON
PROF. G C HORROCKS
DR T MEISSNER
(8 (2 hr) C: Lent)

8 two-hour seminars where the prescribed texts will be studied in detail with recourse to the topics outlined above. Edited copies of the prescribed texts will be distributed to the class at the beginning of the course. Students will be asked to give a short presentation on one or more extracts from the scheduled texts (the extracts will be circulated and read by all students in the week before the seminar), and this will be followed by a structured discussion led by the lecturer.

GROUP X

X courses introduce students to the multi-disciplinary approach to Classics. They take themes that need to be explored from a number of disciplinary approaches if they are to be understood at all. Characteristically the sequence of lectures and classes both leads you through the millennium of classical culture and through a wide range of ways of thinking about the classical world. Comparison and contrast between similar, or similar-looking, material from different periods is variously combined with both separate and interrelated consideration of distinct aspects of culture. We aim to bring together and capitalise on the wealth of information and expertise that students have acquired from their previous work in Classics and beyond and are acquiring from their concurrent specialist study for the Tripos; at the same time we introduce a range of subjects which they have not encountered before in any directed or systematic way.

Each week a lecture is given by an invited specialist. Each lecture is followed by a two-hour class, in which the student group is encouraged to articulate, share, and develop their reactions to the themes of the lecture. Fresh material is also introduced in the classes, both so that points may be amplified, refined and explored and so that the students will gain confidence and solidarity, making the course theirs, over the course of the year, and test out for real whether the ideas and theories work, convince, gel ...

Paper X1: Idols? Imagining gods and heroes in the Greek and Roman worlds

Course Directors: Prof. R G Osborne and Dr S Tor

Aims and objectives

1. To encourage students to analyse the different ways in which a common phenomenon is differently dealt with, thought about and thought with in different cultures.

2. *To enhance awareness of issues of continuity and change by studying over a long time span a phenomenon whose presence in all periods is certain.*
3. *To develop students' awareness of the necessity to employ all the different disciplinary resources of classics in order to understand basic features of Greek and Roman life.*
4. *To introduce students to a very wide range of particular ancient materials relevant to the topic.*
5. *To introduce students to a range of modern approaches to the texts, monuments and images surviving from Greek and Roman antiquity.*

Scope and structure of the examination paper 2011-12

There will be 16 questions, of which candidates will be required to answer three. Topics covered either on the lecture programme or in supervisions will be included. In some questions candidates will be invited to refer in their answers to particular texts, pictures, or combinations of texts and pictures if they so choose.

In **2012-13** the scope and structure of the paper will remain unchanged.

Course description

IDOLS? IMAGINING GODS AND
HEROES IN THE GREEK AND
ROMAN WORLD

PROF. R G OSBORNE
DR S TOR
(8 L, 8 (2 hr) C: Michaelmas)

The point of this course is to come to terms with the ways in which Greeks and Romans imagined divine power through the construction of gods and heroes. It explores the interface between divine and human involved in having anthropomorphic gods, and the possibility that human beings may acquire supernatural status. It looks at the ways in which imagining what it was to be divine involved also rethinking what it was to be human. The course follows a broadly chronological pattern from the gods of Homer and Hesiod, through the establishment of the classic cult statue to philosophical critiques, artistic reactions and the reformation of the divine image, and to the tying of divine image and imperial power. The final lectures will look at the Christian alternative imaginary and at the ways in which artists working within a Christian tradition made use of Greek and Roman conventions of representing their gods.

Preliminary reading: Lloyd, A.B. ed. *What is a god? Studies on the nature of Greek divinity* (London, 1997); Feeney, D.C. *Literature and Religion at Rome: cultures, contexts, and beliefs* (Cambridge, 1998); Kearns, E. 'The gods in the Homeric epics' in R. Fowler ed. *The Cambridge Companion to Homer* (Cambridge, 2004) 59–73; Platt, V. *Facing the Gods. Epiphany and Representation in Graeco-Roman Art, Literature, Religion* (Cambridge, 2011).

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)

Paper X2: Prostitutes and Saints

Course Director: Prof. S D Goldhill and Dr C Vout

Aims and objectives

- 1. To introduce the students to the historiographical and conceptual problems involved in the figures of the prostitute and the saint in the ancient world.*
- 2. To encourage students to consider the topic in a broadly interdisciplinary manner.*
- 3. To introduce students to the relevant range of ancient material. [NB the course is designed to build upon some material that will be familiar from Part 1B, and to introduce other material that will be new to all.]*
- 4. To encourage students to reflect on constructions of gender in the ancient world, and on the politics of modern scholarship.*
- 5. To enhance awareness of issues of continuity and change by studying a phenomenon over a long time span.*

Scope and structure of the examination paper in 2011-12

There will be 16 questions, of which candidates will be required to answer three. Topics covered either on the lecture programme or in supervisions will be included. In some questions candidates will be invited to refer in their answers to particular texts, pictures, or combinations of texts and pictures if they so choose.

In **2012-13** the scope and structure of the paper will remain unchanged.

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)

Course description

PROSTITUTES AND SAINTS

PROF. S D GOLDHILL
DR C VOUT
(8 L, 8 C (2 hr): Lent)

Prostitution is habitually described as the oldest profession in the world. It certainly is a constant of ancient society (and the modern world). To investigate prostitution, however, is a more complex business. It raises questions not merely of gender roles in the ancient world, but also of the current politics of scholarship. The figure of the prostitute raises questions of autonomy, of self-control, of the relationship between sex and (financial) exchange, of purity, and of religion. All of these issues take on a different light as society changes and in different areas of particular societies. As soon as we ask “Are male prostitutes to be thought of as the same as female prostitutes?”, or “Is there anything wrong with having sex with a prostitute?”, “Should prostitution be criminalized?” we enter into a broad, interwoven and self-implicating set of political and historiographical questions.

For the modern West, these issues are intimately connected with what could be called the Judaeo-Christian tradition: it is generally very hard to think about sex, sexual

transgression, and sexual propriety without invoking the historically determined norms of a broadly Christian society.

The saint is likewise another deviant personality outside the norms of ancient society, and the idea of a holy life in imitation of Jesus was a development of the early Christian world. The figure of the saint is strongly interlocked with the figure of the prostitute (and the play-ground taunts of “virgin” and “whore” continue in however debased a form a well-known opposition of early Christian thinking). There are saints like Mary of Egypt and Pelagia who are “whore-saints”, and the threat of the brothel remains a standard trope of Christian rhetoric: hence the contrast between the purity of the virgin Mary and the impurity a saint like Theodora, the former prostitute who became the wife of the sixth century East Roman Emperor Justinian, and the later medieval invention of Mary Magdalene as a harlot. As the course moves up from classical Athens and the Roman Empire into the Christian Empire, the saint becomes an integral element in the discourse of prostitution, which changes the relationship between harlots and wives, harlots and virgins, by changing the religious frame. It is crucial to explore the roots of the modern discourse of prostitution in ancient Christian thought, and thus crucial to bring together saints and harlots in the last section of this course.

The course will follow the usual X format of 8 lectures and 8 classes. It would be helpful to read all/some of the below before the first class: Christopher Faraone and Laura McClure eds. (2006) *Prostitutes and Courtesans in the Ancient World*; James Davidson *Courtesans and Fishcakes* (1997); Alastair Blanshard, *Sex, Vice, and Love from Antiquity to Modernity* (2010); Richard Hawley and Barbara Levick eds. (1995) *Women in Antiquity: New Assessments*; Ariadne Staples (1998) *From Good Goddess to Vestal Virgins: Sex and Category in Roman Religion*; Thomas McGinn (1998) *Prostitution, Sexuality, and the Law in Ancient Rome*; Peter Brown, (1981) *The Cult of the Saints: Its Rise and Function in Latin Christianity*; Gillian Clark, (1993) *Women in Late Antiquity*; Peter Brown *The Body and Society*.

GRADUATE COURSES

COINAGE IN ACTION

MR T R VOLK
(8 C: Lent)

The long-established course now forms part of the taught-syllabus for MPhil students and PhD candidates. Its purpose is not to turn out numismatists, but to help takers to identify numismatic data relevant to their research interests and to provide a forum for the development and discussion of essay topics. No previous experience of coins is required and bye-classes on coin-identification and on reading coin-catalogues will be offered. Past course-members have been drawn from a range of subject-groups, including classical archaeologists, ancient historians, and students of ancient literature. Recent MPhil essay-titles have been “Late Carthaginian coins of the Iberian peninsula”; “How did Rome pay its soldiers in Greece in the second century BC?”; “Imperial women: Julio-Claudian female representations on coinage”; and “For love and honour: the deification of Faustina I”.

The classes will be fully illustrated and (with discussion) will run for two hours. The programme will be problem-centred rather than a narrative account of Greek and Roman numismatics and will aim at examining the strengths and limitations of the different and sometimes apparently contradictory sorts of evidence employed in trying to understand how coins behaved in the ancient world. The interaction of literary, material, and comparative arguments will bear, too, on more general research techniques and on the way information is evaluated.

PART II COURSES

The core will comprise a mix of general procedures exemplified so far as possible by material related to the interests of individual class-members and topics derived from the instructor's own work. For example, one class will be devoted to a critique of a particular site-report. Other areas to be covered include the manufacture of coins, coin-design (including the re-use of classical themes in nineteenth and twentieth century coinage), and the reception of Greek and Roman coins in the Renaissance. In recent years, a highlight of the course has been a visit to the *Money* gallery in the British Museum and to the Bank of England Museum either at the end of the Lent Term or at the beginning of the Easter Term. Because the *Money* gallery will be closing at the end of 2011 for refurbishment and may not re-open before the course concludes, an alternative "field-trip" to view the recently installed Oxford gallery will be considered; students are, however, encouraged to make their own ways to London to see the British Museum exhibition before the December closure (check the Museum's website www.britishmuseum.org for up-to-date information).

There will be a meeting for all interested students on Wednesday, 18 January 2012 (i.e. immediately before the start of the lecturing term) to decide course topics. MPhil students minded to write a second or third essay on either a numismatic topic or one that is likely to draw on numismatic evidence are encouraged to contact Mr Volk as soon as possible. There will be an opportunity for informal discussion at the start of the second week of Michaelmas Full Term (10-12 October 2011); e-mail to trv10@cam.ac.uk to arrange a time and place.

Preliminary reading: *P. Grierson, Numismatics, (Oxford, 1975); M. Crawford, 'Numismatics', in M.H. Crawford ed. Sources for Ancient History (Cambridge, 1983; C. Howgego, Ancient History from Coins (London, 1995). Publication of W. Metcalf ed. Oxford Handbook of Greek and Roman Coinage (Oxford) is not now expected before March 2012.*

GREEK AND ROMAN EPIGRAPHY

DR M HIRT

(8 C: Michaelmas)

Inscriptions provide the historian with a wealth of data touching almost all aspects of the Greek and Roman worlds. They are essential to our understanding of important areas of these civilisations: institutions and administration, laws, religion, crafts, prosopography, onomastics, etc. This course aims at providing a basic introduction to Greek (weeks 1-4) and Roman (weeks 5-8) epigraphy. Students will be guided in the use of basic epigraphic scholarly tools and introduced to the various types of inscriptions and their evolution through time. Whenever possible, examples relevant to the interests of the students will be chosen to illustrate the significance of epigraphic material.

Suggested preliminary reading: J. Bodel, *Epigraphic Evidence. Ancient History from Inscriptions* (Routledge 2001).

INTRODUCTION TO GREEK AND ROMAN NUMISMATICS

PROF. T V BUTTREY

DR A POPESCU

(8 C: Michaelmas: Fitzwilliam Museum)

A series of eight lectures and hands-on classes, conducted partly in the Faculty of Classics, partly in the collections of the Department of Coins and Medals of the Fitzwilliam Museum. The material, which ranges from the 7th century B.C. to the Late Roman Empire, will be considered from various angles — e.g. thematic, typological, archaeological and historical. Students will be exposed to the scholarly techniques of numismatics and will have the opportunity to develop their ideas for an MPhil essay or dissertation.

PART II COURSES

THE EPIGRAPHY AND
INTERPRETATION OF THE LINEAR B
TABLETS

DR T MEISSNER
DR R J E THOMPSON
(8 C: Michaelmas)

Instruction in how to read and understand Linear B tablets covering both epigraphy and approaches to interpretation. No previous experience required. The classes are open both to postgraduates and to third-year students taking D and E papers in Part II.

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.