

PART IB COURSES

Introduction

Part IB provides the opportunity for you to begin to choose your own path of study. The schedule of prescribed texts is designed to allow a wide individual choice from works within and outside the traditional canon, allowing for thematic or comparative study. And besides continuing your work on language and literature, you now select two of the main classical sub-disciplines for further exploration.

At the end of the year you will take exams – Part IB of the Classical Tripos:-

- This examination includes translation exercises. These are included because the aim of developing confidence and fluency in reading texts in Greek and Latin is one of the highest priorities, and the skills learned in producing different styles of translation are rewarding and valuable in themselves. You are required to take one paper in each language containing passages for both prepared and unseen translation.
- There are also six papers on various subjects containing comment and essay questions. You are required to take the papers on Greek and Latin literature. In addition, you choose two of the four papers on other subjects: history, philosophy, archaeology, and philology. Work on these papers will form a substantial part of your supervision programme, which together with lectures will help you develop your command of the relevant primary materials and interpretative methods, as well as your abilities in controlling information and argument. It should also help you prepare for your choice of Part II options.
- If you choose to take up or continue writing compositions, in prose or verse, there is an optional paper in each language. You will take these at the beginning of the Summer Term so that you are not overloaded when the other papers start in June. Prose composition can take the form of translating an author like Plato or Cicero from a standard translation back into the original language, or of rendering into an ancient language a piece of English prose. In either case, you can find this a creative part of your work as well as a help in learning and learning to appreciate Greek and Latin.

Candidates who are successful in Part IB are awarded honours. The precise class depends, of course, on their marks in the various papers. However, the examiners do not simply take an average mark, and award a class on that basis. In particular:

- your marks in the composition papers, if you take them, will never lead to your getting a class below that indicated by the rest of your marks, but may (if sufficiently good) lead to your getting a higher one.
- if you are deemed to have failed overall in one of the languages, you may fall below the class suggested by your marks on other papers; **in some circumstances this could lead to your failing Part IB as a whole, even if you get passing marks in most of your papers.**

In exceptional circumstances, and only by the special permission of the Faculty Board, candidates who would otherwise be taking *both* Alternative Greek

and Alternative Latin may offer, instead of one of the translation papers, a third paper from the four on history, philosophy, archaeology, and philology; and they may also or instead offer a Homer paper in place of the Greek literature paper, or a Virgil paper in place of the Latin literature paper.

PAPERS 1-4: TRANSLATION

Paper 1: Greek

Paper 2: Alternative Greek

Paper 3: Latin

Paper 4: Alternative Latin

Aims and objectives

- 1. To develop students' knowledge, abilities and skills in reading Greek and Latin to a point where they can tackle independently and with confidence authors of whom they have prior experience.*
- 2. To enhance students' understanding of the structure and functioning of the Greek and Latin languages.*
- 3. To further students' command of Greek and Latin vocabulary.*
- 4. To develop students' familiarity with a range of different kinds of Greek and Latin.*
- 5. To give students an experience of particular texts and authors that will better equip them for tackling Papers 5-8 and 10.*

Scope and structure of the examination paper 2008-9

Each paper will be divided into two sections, A (two prose passages) and B (two verse passages and one 'seen' passage from the Schedule A texts for Papers 5 and 6); each section will carry half the marks.

In Paper 1 at least one passage in Section A will come from Thucydides or Plato or Demosthenes; in Section B at least one passage will be taken from Homer or tragic trimeters. For the 'seen' passage in Section B candidates will have a choice from three passages, which will be taken from the Schedule A set texts for Paper 5; each passage will be taken from a different topic.

In Paper 2 at least one passage in Section A will come from Plato or Lysias or Xenophon; in Section B at least one passage will be taken from Homer or tragic trimeters. For the 'seen' passage in Section B candidates will have a choice from three passages, which will be taken from the Schedule A (intensive) set texts for Paper 5; each passage will be taken from a different topic.

In Paper 3 at least one passage in Section A will come from Cicero (speeches) or Tacitus; in Section B there will be at least one passage of hexameters (Virgil, *Georgics*

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or *Aeneid*, or Ovid, *Metamorphoses*) or of elegiacs (Propertius, Tibullus, Ovid). For the 'seen' passage in Section B candidates will have a choice from three passages, which will be taken from the Schedule A set texts for Paper 6; each passage will be taken from a different topic.

In Paper 4 at least one passage in Section A will come from Cicero (speeches) or Tacitus; in Section B there will be at least one passage of hexameters (Virgil, *Georgics* or *Aeneid*, or Ovid, *Metamorphoses*) or of elegiacs (Propertius, Tibullus, Ovid). For the 'seen' passage in Section B candidates will have a choice from three passages, which will be taken from the Schedule A (intensive) set texts for Paper 6; each passage will be taken from a different topic.

In **2009-10** the scope and structure of the paper will remain unchanged.

COURSES FOR CANDIDATES TAKING PAPERS 1 AND 2

GREEK LANGUAGE CONSOLIDATION

DR C WEISS
(8 C: Michaelmas; 8 C: Lent)

The course is designed for students wishing to reinforce their knowledge of grammar and develop strategies for reading set texts and translating unseens. In Michaelmas, we will revise and consolidate elements of Greek grammar to improve students' ability at reading Greek texts with fluency. In Lent we will practise unseen translation.

GREEK READING CLASSES PAPER 5 TEXTS

(EACH GROUP: 8 C per term:
Michaelmas and Lent)

These classes are designed to help students through Paper 5 Greek literature set texts. Each term there will be groups on each of the Paper 5 topics being lectured that term.

Topic 1: THE *ILIAD*

MISS R BRYANT DAVIES
(8 C: Lent)

Bring a copy of the text. Vocabularies will be provided. These classes will concentrate on books 24 and 21.

Topic 2: DRAMATIC WOMEN

MISS R BRYANT DAVIES
(8 C: Michaelmas)

The classes will concentrate on Sophocles *Antigone*. Bring a copy of the text. Vocabularies will be provided.

Topic 3: SECOND SOPHISTIC

MR R CRELLIN
(8 C: Lent)

The classes will cover Lucian *Vera Historia* A and *Somnium* if time. Texts and vocabularies will be provided.

COURSES FOR CANDIDATES TAKING PAPER 3 AND 4

LATIN LANGUAGE CONSOLIDATION

MR R CRELLIN
DR R S OMITOWOJU
A N OTHER
(8 C: Michaelmas; 8 C: Lent)

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The course is designed for students wishing to reinforce their knowledge of grammar and develop strategies for reading set texts and translating unseens. Each week the class will work on 10–15 lines of Latin, discussing problems of syntax, vocabulary, and translation.

LATIN READING CLASSES (EACH GROUP: 8 C per term,
PAPER 6 TEXTS Michaelmas and Lent)

These classes are designed to help students through the paper 6 Latin literature set texts. Each term there will be groups on each of the paper 6 topics being lectured that term.

Topic 2: ROMAN HUMOUR MR R CRELLIN
(8 C: Michaelmas)

The classes will concentrate on Horace *Satires* 1-8. Bring a copy of the text.

Topic 3: THE NERONIAN PERIOD MISS R BRYANT DAVIES
(8 C: Michaelmas)

The classes will concentrate on Lucan 8. Bring a copy of the text.

Topic 4: YOUTH AT ROME MISS R BRYANT DAVIES
(8 C: Lent)

The classes will concentrate on Statius *Achilleid*. Bring a copy of the text.

COURSES FOR ALL CANDIDATES

If you didn't get to these courses in your Part IA year, now is the time to go to:

GREEK ACCENTS DR N HOPKINSON
(2 L and 2 C: Lent, first 4 weeks)

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

GREEK AND LATIN METRE PROF. J DIGGLE
(12 L: Easter)

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

Greek and Latin Literature [Papers 5 and 6]

Aims and objectives of Papers 5 and 6

- 1. To introduce samples of the variety and scope of pagan Greek and Latin literature and their importance to the Western literary tradition.*
- 2. To place that literature in a historical and cultural context, in accordance with the general aims and scope of the Part I course.*
- 3. To introduce the variety of critical approaches possible in the study of classical literature and current trends in criticism.*
- 4. To develop the practice of literary and textual interpretation at the level of detail through 'close reading' in Greek and Latin.*

Papers 5 and 6

The literature papers in Part IB are designed to offer you a wide choice of topics representing texts from across the field of pagan Greek and Latin literature. Within this spread, however, we regard it as very important that during the Part IB years everyone should study authors who have always been regarded as central to any engagement with the literature of Greece and Rome; this is the reason why, in the first year, there is a much more narrowly defined syllabus of Target texts – Homer, tragedy, oratory, Cicero, Virgil, Ovid etc. The topics studied in the second year focus largely on texts in these same areas, but also afford the opportunity to range more widely outside the traditional canon.

In each of Papers 5 and 6 two topics from a choice of four are selected for study and examination. Each topic includes two groups of texts labelled Schedule A and Schedule B. The three sections of Schedule A constitute the 'core' texts of that topic, while the texts in a Schedule B offer scope for further exploration. The topics are designed to have a unity either of genre (e.g. Paper 6 Topic 2 'Roman humour'), or of period (Paper 5 Topic 3 'The Second Sophistic'), or of theme (e.g. Paper 5 Topic 1 'The Iliad and responses to it').

Non-intensive-language candidates for either Paper 5 or Paper 6 will be required to have read all three texts in the Schedule A of a topic studied for examination. Intensive-language candidates for either Paper 5 or 6 will be required to have read the first two of the three texts in the Schedule A of a topic studied for examination.

Reading lists

Reading lists for Papers 5-6 lecture courses are distributed by the lecturers themselves. They are also available in the Faculty Library and can be consulted on the Library website.

The teaching and examining for Papers 5 and 6 will be organised around the following schedules of texts:

PAPER 5. GREEK LITERATURE

Topic 1 *The Iliad and responses to it*

Schedule A: (1) *Iliad* 1, 3, 6 (2) *Iliad* 21, 24 (3) *Iliad* 9, 18

Schedule B: *Odyssey* 11; Sophocles, *Ajax*; Euripides, *Trojan Women*; Plato, *Laches*; Thucydides 2.1-65

Topic 2 *Dramatic women*

Schedule A: (1) Euripides, *Hippolytus*; (2) Sophocles, *Antigone*; (3) Aristophanes, *Lysistrata*.

Schedule B: Aeschylus, *Agamemnon*; Sophocles, *Trachiniae*; Euripides, *Medea*; Euripides, *Helen*.

Topic 3 *The Second Sophistic*

Schedule A: (1) Achilles Tatius Books 1, 2 (2) Lucian *Somnium*, *Vera Historia A*, *Imagines* (3) Dio *Euboicus*, Plutarch *Conjugalia Praecepta*

Schedule B: Achilles Tatius 3-8; Lucian *Pro Imaginibus*, *Vera Historia B*; Plutarch *Demetrius and Anthony*; Philostratus *Lives of the Sophists*; Alciphron *Letters of Prostitutes*.

Topic 4 *Mythical narratives* NOT AVAILABLE FOR EXAMINATION IN 2009

PAPER 6. LATIN LITERATURE

Topic 1 *Roman love elegy* NOT AVAILABLE FOR EXAMINATION IN 2009

Topic 2 *Roman humour*

Schedule A: (1) Plautus, *Asinaria* (2) Phaedrus, Book 5, Seneca, *Apocolocyntosis* (3) Horace, *Satires* Book 1.

Schedule B: Terence, *Hautontimorumenus*; Catullus 10, 21, 29, 31, 36, 41, 42, 43, 50, 53, 56, 57, 93, 94, 105, 114, 115; Cicero, *In Pisonem*; Cicero, *De Oratore* 2.216-90; Martial Book 10; Macrobius, *Saturnalia* 2.5.1-10.

Topic 3 *The Neronian Period. Spectacles of power and the inner self*

Schedule A: (1) Lucan 8 (2) Seneca, *Thyestes* (3) Petronius, *Cena Trimalchionis*

Schedule B: Lucan 9; Persius 1, 5, 6; Calpurnius Siculus 1, 4, 7; Seneca, *Epistles* (as in Costa); Seneca, *Medea*; Suetonius, *Nero*; Tacitus, *Annals* 15

Topic 4 *Youth at Rome: myths and contexts*

Schedule A: (1) Virgil, *Aeneid* 7 (2) Statius, *Achilleid* 1 & 2 (3) Apuleius, *Cupid & Psyche*

Schedule B: Catullus 61-68; Horace, *Odes* 1.37, 3.2, 4.4, 4.14; Horace, *Satires* 1.6; Ovid, *Heroides* 6, 16, 17; Ovid, *Metamorphoses* 4.55-166, 4.274-388, 9.666-797, 12.146-535; Ps.-Quintilian, *Declamations* 258, 315, 317;

Seneca, *Controversiae* 4.pr., 4.1, 4.5, 4.6; Valerius Maximus, *Memorable Deeds & Sayings* 3.1, 3.4, 3.5; Virgil, *Aeneid* 5.545–699.

Scope and structure of the examination paper 2008-9

1. Each of papers 5 and 6 will consist of three sections. Section A (in Paper 5 for candidates offering Paper 1, Greek Translation; in Paper 6 for candidates offering Paper 3, Latin Translation) will contain three passages for discussion, one from each Schedule A group of texts in the three Topics available for examination. Section B (in Paper 5 for candidates offering Paper 2, Alternative Greek Translation; in Paper 6 for candidates offering Paper 4, Alternative Latin Translation) will contain three passages for discussion, one from each pair of texts (1) and (2) in each Schedule A group of texts in the three Topics available for examination. Section C (for all candidates) will contain essay questions and passages for discussion from Schedule B texts (with accompanying translations). Candidates will be required to answer two questions from either Section A or Section B and two questions from Section C.
2. The consequence of this structure is that, in order to be prepared for the examination, a candidate must have studied two of the three Topics in Paper 5 or 6. The **minimum** number of texts which must be prepared in each paper is:
 - (i) for Intensive Greek or Intensive Latin candidates, four texts (or groups of texts), chosen as numbers (1) and (2) from each of two of the Schedule A groups of texts.
 - (ii) for non-Intensive candidates, six texts (or groups of texts), chosen as the complete Schedule A of two separate topics.
3. Credit will be given for knowledge of Schedule B texts.
4. In each paper each question carries a quarter of the marks.

In **2009-10** the structure and scope of the examination paper will remain the same, but the *Roman humour* option in Paper 6 (Topic 2) will be replaced by an option on *Past and Present in Trajanic Rome* with the following texts set:

Past and Present in Trajanic Rome

Schedule A: (1) Tacitus *Histories* 1; (2) Pliny *Epistles* 2; (3) Juvenal *Satires* 1-5.

Schedule B: Tacitus *Agricola*; Pliny *Panegyric* and *Epistles* 1.5, 1.6, 8.14, 9.13, 9.14; Martial *Epigrams* 10.1-10, 10.34, 10.72, 11.1-7; Suetonius *Domitian*; Dio Cassius *Roman History* 68 (this last to be read in English only).

*Course descriptions***Greek and Latin Literature: Papers 5 & 6**

CRITICAL DISCUSSION

PROF. S P OAKLEY

(4 L: Easter, first 2 weeks)

How to 'discuss' passages from classical texts. Examples and hands-on practice drawn from central texts of the Part IB texts. Photocopies supplied.

Greek Literature [Paper 5]TOPIC 1 *The Iliad and responses to it*

DR R S OMITOWOJU

DR H VAN NOORDEN

(12 L: Lent, weeks 1-4)

The *Iliad* is one of the founding texts of Greek culture, an important part of which was constructed out of 'readings' of Homer's great poem of war and loss. This course will consider both the principal themes of the poem itself, with particular focus upon the figures of Achilles and Hector, and its reception in the literature of the Athenian democratic polis, where the relations between individual and collective were differently configured than in Homer, but many of the moral conflicts descended from those of the epic. Whereas tragedy replayed epic for a new context, Thucydides and Plato sought to replace the need for Homer.

Read the *Iliad* in Greek or English before the lectures and as much of Schedule A as possible in Greek. For the Greek text use the Oxford Classical Text, the Teubner (M.L. West), or the 2 volume Macmillan edition of M.M. Willcock which also has a brief but helpful commentary. There are separate commentaries on Book 1 (S. Pulleyn, Oxford 2000, Book 9 (J. Griffin, Oxford 1995) and Book 24 (C. Macleod, Cambridge 1982). Further bibliography and further advice on Schedule B will be given during the lectures.

TOPIC 2 *Dramatic Women*

PROF. J DIGGLE

(12 L: Michaelmas, weeks 1-4)

Three very different women, in three very different plays: a woman destroyed by sexual passion, a woman in revolt against authority, and a woman who organises a sex-strike. This is not, however, a course about ideologies. It is about how three different writers make effective dramas out of their female subjects. And, to fill out the picture, we shall look briefly at the portrayal of four other women, two husband-killers (one by design, the other by accident), one child-murderess, and a notorious seductress paradoxically transformed into a paragon of virtue.

Read the plays in advance, if only in translation; but, if possible, read the Schedule A texts in Greek. For *Hippolytus* you can start with the commentary (and translation) of M. Halleran (Aris and Phillipps 1995, paperback), but you should make as much use as you can of the fuller commentary of W.S. Barrett (Oxford 1964, paperback 1992). For *Antigone*, use M. Griffith (Cambridge 1999, paperback). For *Lysistrata*, the commentary of either J. Henderson (Oxford 1987) or (with translation) A.H. Sommerstein (Aris and Philipps 1990, paperback). The secondary bibliography is limitless; a manageable selection will be offered at the start of the lectures.

Please bring a text of *Hippolytus* to the first lecture.

TOPIC 3 *The Second Sophistic*

PROF. R L HUNTER AND OTHERS

(12 L: Lent, weeks 5-8)

The writing of the so-called Second Sophistic – the Greek literature of the Roman Empire – includes the ancient novel (sexy, baroque tales of love and pirates); it includes brilliant satire (on science, and philosophy and politics); and mordant rhetoric (on how to live the good life); it includes some of the most influential writing from the ancient world. We will look at how Greek cultural capital works in Roman power systems; how the Greeks write about their glorious past; how the novels and satires of this period have spawned long histories in Western culture. This course will introduce some of the highlights of this wonderful period of Greek writing.

Use Garnaud's Budé edition or Gelzer's Loeb for the text of Achilles Tatius, but not the Loeb translation; T. Whitmarsh's (Oxford World's Classics) or J.J Winkler's in B.P. Reardon ed. *Collected Greek Novels* (Berkeley, 1989) are much better. For Lucian, use the Oxford Classical Text or Loeb; for Dio *Or 7*, use *Dio Chrysostom Orations* ed D. Russell (Cambridge, 1992); for Plutarch *Conjugalia Praecepta*, use S. Pomeroy ed *Plutarch's Advice to the Bride and Groom and A Consolation to His Wife* (Oxford 1999). Simon Goldhill's *Foucault's Virginit*y provides a lively introduction to the texts of the period. A full bibliography will be provided in the lectures.

Latin Literature [Paper 6]TOPIC 2 *Roman Humour*

PROF. J G W HENDERSON

(12 L: Michaelmas, weeks 1-4)

Ioci, risus, cachinni, facetiae, sales ... Many a Latin word was spoken in jest. Written jocularities saturated a wide range of cultural settings at Rome. Comic scripts passed from state theatre to school texts. Courtrooms cracked up. Jest in verse paraded wit and masked critique (and vice versa). Humour grew its own funny theorizing, as it was practised. Power attracted verbal iconoclasm, so the Caesars were a gift for satire. Rome built on laughter? – Surely you can't be serious?

Recommended editions: Plautus, *Asinaria*, The One About the Asses, edited by J. Henderson (Wisconsin 2006); Phaedrus, Book 5, edited by B.E. Perry, *Babrius and Phaedrus* (Loeb edition 1965); Seneca, *Apocolocyntosis*, edited by P.T. Eden (Cambridge 1984); (3) Horace, *Satires* Book 1, edited by P.M. Brown (Aris & Phillips 1993); Terence, *Hautontimorumenus*, edited by A.J. Brothers (*The Self-Tormentor*, Aris & Phillips 1988); Catullus 10, 21, 29, 31, 36, 41, 42, 43, 50, 53, 56, 57, 93, 94, 105, 114, 115, edited by J. Godwin (*Shorter Poems*, Aris & Phillips 1999); Cicero, *In Pisonem*, edited by R.G.M. Nisbet (Oxford 1961); Cicero, *De Oratore* 2.216-90, edited by E.W. Sutton (Books I-II, Loeb edition 1967); Martial Book 10, edited by W.C.A. Ker (Loeb edition 1920); Macrobius, *Saturnalia* 2.5.1-10, edited by J. Willis (Teubner 1994; translated by P.V. Davies 1969).

Bibliography on each of the texts will be distributed at the lectures.

TOPIC 3 *The Neronian Period. Spectacles of Power and the Inner Self*

DR E GOWERS

(12 L: Michaelmas, weeks 5-8)

The reign of Nero saw a remarkable flowering of literature, with an identity as marked in its own way as that of the Augustan period. The historical epic of Lucan and the mythological tragedies of Seneca offer savage reflections on and of the power and luxury of Neronian Rome; the later historical writings of Tacitus and Suetonius depict a Roman reality that mirrors itself in myth and tragedy. The period also sees a new

impetus to explore the possibility of an autonomy for the inner self, above all in Persius' *Satires* and Seneca's *Epistles to Lucilius*. Petronius' novel offers a richly comic view of the pretensions to power and culture in a seamier underside of Roman society.

Recommended editions: Lucan 8, edited by R. Mayer (Aris & Phillips 1981); Seneca, *Thyestes*, ed. R.J. Tarrant (Scholars Press 1985); Petronius, *Cena Trimalchionis*, ed. M. S. Smith (Oxford 1975); Persius, *Satires*, ed. J.R. Jenkinson (Aris & Phillips 1980); Seneca, *17 Letters*, ed. C.D.N. Costa (Aris & Phillips 1988); Seneca, *Medea*, ed. C.D.N. Costa (Oxford 1973) or H. Hine (Aris and Phillips 2000); Suetonius, *Nero*, ed. B.H. Warmington (Bristol 1977); Tacitus, *Annals* 15, ed. N.P. Miller (Macmillan 1973).

Suggested introductory reading: J. Elsner and J. Masters (eds.) *Reflections of Nero* (Duckworth 1994), a stimulating set of essays on the Neronian period and its culture; V. Rudich *Dissidence and Literature under Nero. The Price of Rhetoricization* (Routledge 1997).

TOPIC 4 *Youth at Rome: myths and contexts*

DR A ROGERSON
(12 L: Lent, weeks 1-4)

On the boundaries of childhood and adulthood, Roman youth is a focus for questions of Roman identity. Is the boy father to the man, or can nurture conquer nature? What does the future hold, and how can the burden of ancestral example be borne? To what extent does mythical youth offer a paradigm of (and for) contemporary Roman elites? Is there space for dissent? Looking at texts from the late republic and into the empire, where young heroes and heroines make love and war, marry, die and precipitate disaster, this course explores the theme of youth in Latin literature. In a society where cultural inheritance is as important as the ties that bind families and society together, youth's complex liminality allows Roman writers to investigate the nature of their world and their own role within it.

Recommended editions: (1) N. Horsfall (ed.) (2000), *Virgil, Aeneid 7: a commentary*, (Brill: Leiden) [but R.D. Williams (ed.) (1973), *Virgil: the Aeneid, Books 7-12*, (Macmillan: London) might be easier to get hold of]; (2) O.A.W. Dilke (ed.) (1954), *Statius: Achilleid*, (CUP: Cambridge) [reprinted with a new introduction by Robert Cowan, *Bristol Phoenix Press*, 2005]; (3) E.J. Kenney (ed.) (1990), *Apuleius: Cupid & Psyche*, (CUP: Cambridge).

Preliminary reading: for literary background, M. Petrini (1997), *The child and the hero: coming of age in Vergil and Catullus*, (University of Michigan Press: Ann Arbor); for the history and sociology of Roman youth, try S. Dixon (1992), *The Roman Family*, (Johns Hopkins UP: Baltimore) or *ibid.* (1997), 'Continuity and change in Roman social history: retrieving 'family' feeling(s) from Roman law and literature', in M. Golden & P. Toohey (eds), *Inventing ancient culture: historicism, periodization and the ancient world*, (Routledge: London), 79-90.

A full bibliography will be provided in the lectures.

History [Paper 7]

Aims and objectives

- 1. To introduce the material, cultural and political history of Greece and Rome from (roughly) 1000 BC to AD 400.*
- 2. To develop the practice of historical interpretation through close reading of documentary and literary texts.*
- 3. To introduce students to the variety of critical approaches possible in the study of Greek and Roman history and to current trends in modern historiography.*
- 4. To understand and explain change and diversity, political, social, economic and cultural, across the two major ancient civilisations which form the basis of Western culture.*

Scope and structure of the examination paper 2008-9

The paper will be divided into two Sections.

Section A will contain questions on the following topics: Society and Economy of Athens; Religion and Politics from Cicero to Diocletian; The Roman Empire in the East.

Section B will contain questions on the following historiographical topics: Undertones of War; Political Actors on their own Actions.

There will be about fifteen questions in all; you will be expected to answer three, at least one from each Section.

In **2009-10** the structure of the paper will remain unchanged. There will however be some change to the topics offered.

Course descriptions

IMITATION OR INNOVATION? THE
GREEK WORLD IN THE FOURTH
CENTURY B.C.

DR M.C. SCOTT
(8 L: Lent)

The fourth century has often been accused of being a poor, muddled and confused imitation of the glorious fifth century. This course seeks both to understand why the 4th century has attracted such a reputation and, in turn, to reassess the fourth century and its importance for scholars of Greek history today. It argues that, far from being a pale imitation of the 5th century, the history of the 4th century was not only full of innovation, but also crucial to our understanding of ancient Greece as a whole.

The course focuses in on four major themes through a series of lecture case studies. First, it investigates the opportunities presented by the fourth century sources for telling particular kinds of history (in comparison to the fifth). Second, it examines the way in

which much of our understanding of fifth century history has actually been generated through reference to fourth century sources (e.g. Athenian democracy). Third, it analyses the degree to which the fourth century can be described as a century of innovation, with specific reference to religion and politics (the rise of the individual both within the polis and on the wider interstate stage). Fourth, it looks more widely at how Greeks in the fourth century considered themselves as Greeks and how they both understood and recalibrated their own history to suit the fourth-century viewpoint. In conclusion, this course makes the case for the fourth century as an innovative and central linchpin in both ancient Greek and modern-day (re)-constructions of the Greek world.

Preliminary reading: Robin Osborne, *Greek History* (2004) Chapter 8; Simon Hornblower *The Greek world 479-323BC* (2002) Chapters 15-19; Paul Cartledge *Alexander the Great: the hunt for a new past* (2004); D M Lewis (Ed) *Cambridge Ancient History volume 6: The fourth century BC* (1994).

RELIGION AND SOCIETY FROM CICERO TO DIOCLETIAN

DR J R PATTERSON
(8 L: Michaelmas)

Politics and religion were closely inter-related in Roman society, and this course traces the changing nature of that relationship from the first century BC to the third century AD, against the backdrop of the change from republic to principate, and the expansion and consolidation of the Roman Empire. Topics to be examined include: the use (or abuse) of religion in the political struggles of the late Republic; the Augustan 'religious revival'; emperor worship; and the reaction of the Roman authorities to the advent of Christianity.

As introductory reading, and for reference throughout: M. Beard, J. North, S. Price, *Religions of Rome* 2 vols. (1998).

THE ROMAN EMPIRE IN THE EAST

DR R E FLEMMING
(8 L: Michaelmas)

The expansion of Roman military might and cultural influence into the eastern Mediterranean and beyond solidified Rome's pre-eminence as an imperial power and presented Roman society with the challenge of ruling a diverse and complex territory. Did the long-established cultures Rome encountered in the East remain rather untouched by her, or did Roman influence go far deeper than is often supposed? Drawing on a range of sources, this course traces the process of Roman expansion in the East, beginning with the Late Republic/Early Principate, and considers the ways that Rome managed its eastern empire and the impact the Roman presence had in these diverse regions as well as the impact these regions had on Rome herself. Topics covered will include provincial administration, cities and the development of civic culture, religious life, the military in the provinces, trade and the economy, Greek culture in a Roman imperial setting, and much more.

Suggested introductory reading: S. Alcock, *Graecia Capta* (Cambridge, 1993); A.H.M. Jones, *The Greek city from Alexander to Justinian* (Oxford 1940); F. Millar, *The Roman Near East 31 BC-AD 337* (London 1994).

POLITICAL ACTORS ON THEIR OWN ACTIONS

PROF. P A CARTLEDGE
(8 L: Lent)

The ancients produced a remarkable series of actor-narrators, that is, major 'event-makers' who also published self-conscious – and self-justificatory – accounts of their actions, intended not only to influence current events but also to ensure the desired

remembrance of themselves by posterity. The list of such authors to be discussed is likely to include Solon, Thucydides, Demosthenes, Polybius, Cicero, Caesar, Augustus and Julian, but could easily be extended. There will also be general discussion of the genre of autobiography and/or the politically motivated presentation of self.

Suggested reading: A.D. Momigliano *The Development of Greek Biography* (1971), C.W. Fornara *The Nature of History in Greece and Rome* (1983), D.S. Potter, *Literary texts and the Roman Historian* (1999).

DOCUMENTARY HISTORY

PROF. R G OSBORNE

DR J R PATTERSON

(8 L: Easter)

This course looks at the part that documents play in our reconstruction of the history of Greece and Rome. 'Documents' is the name conventionally given to texts which were produced in antiquity to convey current information to the public or to other officials (as opposed to texts written to give an account of past events). The course will start with two lectures introducing the range of documents available from Greek and Roman antiquity and some of problems and possibilities which they offer to the historian. It will then proceed with lectures focused on individual documents or sets of documents of particular importance. Throughout the emphasis will be primarily on documents which can be related to the history studied in the other 1B history courses, 'Imitation and Innovation', 'Religion and Politics from Cicero to Diocletian' and 'The Roman Empire in the East'.

Preliminary reading: J. Bodel *Epigraphic Evidence: Ancient History from Inscriptions* (London, 2001).

Greek and Roman Philosophy [Paper 8]

Aims and objectives

- 1. To introduce the variety and scope of ancient philosophy within its historical and cultural context.*
- 2. To introduce current techniques of philosophical analysis.*
- 3. To enable students to evaluate sympathetically philosophical positions and arguments with which they may not agree.*
- 4. To sketch the importance of classical philosophy for the entire Western intellectual tradition.*

Scope and structure of the examination paper 2008-9

The paper will be divided into two sections. Section A will contain in the region of 7 questions on the set text (currently: Plato, *Republic* 473c11-535a1). Section B will contain questions (to give a total in the region of 20 in all) covering topics falling within each of the following five areas:

- 1) Parmenides, Zeno, Empedocles, Anaxagoras, Democritus.
- 2) Plato's thought in the *Republic* (excluding 473c10-535a1, which is currently covered in Section A) and *Parmenides* (start-135c4)
- 3) Aristotle - soul, causes, happiness, and the *Categories*.
- 4) Hellenistic and Roman Philosophy: Stoics and sceptics on knowledge and belief; Stoics on fate; Epicureans on atomism, knowledge, free will.

Candidates will be expected to answer **three** questions of which at least one, and not more than two, must be from Section A.

In **2009-10** the paper will retain the same scope and structure.

Course descriptions

PLATO, *REPUBLIC* 473-535

DR R B B WARDY
(12 L: Michaelmas)

Plato's *Republic* 473-535 is the central section of the central work by the central figure in the history of philosophy. Knowledge, power, embodiment, illusion: it discusses all these and much much more.

Republic 473 announces Plato's great paradox: cities and the human race generally will never be free from misery until either philosophers become kings or our present rulers become proper philosophers. It introduces a sequence of brilliant and profound arguments and images designed to illuminate the human condition and the corruptions of politics, in counterpoint with an exploration of what true knowledge is and what are the intellectual disciplines needed to achieve it.

As ever with lectures on a set text, the best advance reading is the text itself. For Greek with commentary, use James Adam's old but wonderful two-volume edition (CUP, second, revised, edition, 1963). The most reliable translation remains Shorey's in the Loeb. On account of the dialogue's great length, we are forced to read only a selection, albeit the central core; those who read the rest of the *Republic*, at least in translation, will be exposed to a wealth of additional exciting material, and enjoy a considerable advantage.

PRESOCRATICS: PARMENIDES TO
DEMOCRITUS

PROF. M SCHOFIELD
(8 L: Lent)

Parmenides offers a challenge to all would-be cosmologists by denying the possibility of 'what is not', and therefore, he thinks, also of any change and plurality. We will begin by examining Parmenides' argument, perhaps the earliest Greek example of sustained deductive reasoning. We will continue by looking at the teasing paradoxes that Zeno devised for those who would sneer at Parmenides' argument. Then we will consider responses to Parmenides by later philosophers who wanted to revive the business of cosmology, in particular Empedocles, Anaxagoras, and the atomist Democritus. We will consider how these often radical thinkers approached questions such as the nature of reality and the possibility of humans acquiring knowledge of it.

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It is recommended that you consult A.A. Long (ed.), *The Cambridge Companion to Early Greek Philosophy* (1999), and G.S. Kirk, J.E. Raven & M. Schofield, *The Presocratic Philosophers* (1983, 2nd ed.).

HELLENISTIC AND ROMAN PHILOSOPHY: KNOWLEDGE AND FATE

DR R B B WARDY
(8 L: Lent)

What is reality? What are we? Can we hope to attain knowledge of the world and ourselves? If so, how? If not, why? And what sort of life, if any, could we ever live without knowledge and beliefs? Are our will and actions really free? Or is everything, including our own deliberations, already determined and fated? These are perennial philosophical questions; in eight lectures we will aim at discovering how the main Hellenistic philosophical schools and tendencies posed (and, in some cases, even devised) these questions and tried to answer them, engaging in an exciting debate in which the rival positions constantly influenced and challenged one other.

These lectures are intended to cover the main material relevant to part 5 of section B of Paper 8.

Most of the main texts and translations, supplemented by extensive comments, are contained in the two volumes of A.A. Long, D.N. Sedley, *The Hellenistic Philosophers*, Cambridge: CUP, 1987. You can familiarise yourself with the protagonists of this course by reading at least the introduction of *The Hellenistic Philosophers*; excellent introductory monographs on Hellenistic philosophy are A.A. Long, *Hellenistic Philosophy: Stoics, Epicureans, Sceptics*, 2nd edition, London: Duckworth, 1986 (cf., in particular, chs. 1-4), and R.W. Sharples, *Stoics, Epicureans and Sceptics*, London and New York: Routledge, 1996 (cf., in particular, chs. 1-4). The monumental *The Cambridge History of Hellenistic Philosophy* (Cambridge: CUP, 1999) contains up to date discussions of most of the themes we will deal with (cf., in particular, chs. 7-11, 14-17).

ARISTOTLE

MR N C DENYER
DR R B B WARDY
(8 L: Easter)

Dante called him ‘the master of them that know’; Aquinas called him simply ‘the philosopher’; and Plato ‘the mind’. In these lectures we will look at some basic elements in the thought of Aristotle, deviser of the most comprehensive, systematic and durable philosophy ever known in intellectual history. They are designed for anyone wanting to round off their Part IB experience with an introduction to ‘the mind’, and particularly for those going on to take philosophy papers in Part II, for whom they will supply important background. A good way to get a taste before you start is to read Jonathan Barnes, *Aristotle a very short introduction* (Oxford University Press), originally in the Past Masters series.

Art and Archaeology [Paper 9]

Aims and objectives

1. To introduce the range and variety of Aegean and Roman archaeology and art, and the types of evidence available.

2. To introduce the general principles of archaeology, as applied to the Aegean and Roman worlds.

3. To explore the ways in which iconography in the ancient world has been studied in modern times, and how this integrates with other archaeological approaches to ancient societies.

Scope and structure of the examination paper 2008-9

The paper will be divided into three Sections: A (a picture question), B (essay questions mainly on the Aegean world) and C (essay questions mainly on the Roman world). Section A (Question 1), which is compulsory, presents a choice among fourteen images from the Greek and Roman worlds, and asks candidates to discuss the meaning and context of three of them. The images include photographs, plans and maps, and use is often (but not invariably) made of artefacts from collections in Cambridge (i.e. the Faculty's Cast Gallery and pottery collection, the collections of the Fitzwilliam Museum). Candidates are also expected to answer three essay questions, including at least one question from each of Sections B and C (there are about 10 questions overall in each of these Sections).

A sample paper is available on the Faculty website, or on request from the overall co-ordinator for Part IB art and archaeology, Dr L Preston (ljp37@cam.ac.uk).

In **2009-10**, the paper will retain the same scope and structure.

Course descriptions

THE ARCHAEOLOGY OF MINOAN KNOSSOS

DR L J PRESTON
(8 L: Michaelmas)

These lectures explore the archaeological remains of Knossos, Europe's oldest city. This site, near the north coast of Crete, was first settled in the Neolithic period, and has been inhabited continually up to the present day. The course begins with the earliest occupation but focuses mainly on the 2nd millennium BC, when Knossos was the largest palatial centre of the 'Minoan' civilisation. The lectures explore particularly the identity and propaganda of Knossos' elite, through high status artefacts, monumental architecture, iconography, religious sites and burial.

Suggested reading: D. Preziosi and L. Hitchcock (1999), *Aegean Art and Architecture*, pages 89-99; D. Evely *et al.* (eds) (1994), *Knossos: A Labyrinth of History* (Chapters 1, 3 and 5); G. Cadogan (1976), *Palaces of Minoan Crete* (Chapter 5).

CLASSICAL GREECE

DR N J SPIVEY
(8 L: Michaelmas)

A course which aims to define the formation of a 'Classical style' in art and architecture during the fifth century BC. We look at monumental developments at various Panhellenic sanctuaries and in various Greek states/colonies, but primarily our focus is upon the city of Athens between the establishment of democracy and the death of Perikles.

General reading: B. Ashmole, *Architect and Sculptor in Classical Greece*; J.M. Camp, *The Athenian Agora*; J.J. Pollitt, *Art and Experience in Classical Greece*; R.F. Rhodes, *Architecture and Meaning on the Athenian Acropolis*; N.J. Spivey, *Understanding Greek Sculpture*.

GREEK VASES

DR L BURN

(4 C: Michaelmas, weeks 1-4)

What is differential firing? How did the Dokimasia Painter get his name? Greek vases can provide a brilliant window into the past – but you need to know how to open it. The four classes, which will take place at the Fitzwilliam Museum, will combine presentations of such topics as the technology of Greek vase painting, the theory and practice of attribution, Greek vases in an Etruscan context and changing views of vases between the Enlightenment and the present day with a chance to take a detailed look at – even handle – real vases from the Fitzwilliam's collection.

Preliminary reading: B.A. Sparkes, *Greek Pottery* and *The Red and the Black* (1996), D. Williams, *Greek Vases* (ed.2, 1999); T. Rasmussen and N.J. Spivey eds., *Looking at Greek Vases* (1991).

POMPEII

MR H R HURST

(8 L: Lent)

With its exceptionally well-preserved remains and two hundred and fifty years of scholarly and non-scholarly attention, Pompeii is a microcosm of much of Classical Archaeology. This course covers a range of topics from the history of discovery and an outline of the physical remains through daily life, art and ideas to death. The best preparation would be to visit Pompeii and the other Vesuvian sites.

Preliminary reading: J-P. Descoeudres, *Pompeii Revisited. The Life and Death of a Roman Town* (1994); P. Zanker, *Pompeii: Public and Private Life* (1999).

ITALY AND THE ROMAN WORLD

PROF. M J MILLETT

(8 L: Lent)

This paper will focus on one period of the Roman Empire – around the beginning of the second century. We will look at the archaeology of a full range of sites from Rome and its environs to Hadrian's Wall on the furthest northern frontier. Through these places we will both look at the nature of the Roman Empire and consider the contribution of archaeology to its study. In the process, we will also examine aspects of the different traditions of study.

Preliminary reading: P. Garnsey and R. Saller (1987) *The Roman Empire: economy, society and culture*; M.T. Boatwright (2000) *Hadrian and the Cities of the Roman Empire*; S. Keay and N. Terrenato (2001) *Italy and the west: comparative issues in Romanization*.

HELLENISTIC SCULPTURE:
PATRONAGE, IMPACT, RESPONSE

DR C VOUT

(4 L: Lent)

What is 'Hellenistic' sculpture? This course will examine a series of objects that come under this heading (from large-scale marble sculptures to miniature bronzes, and from Greek and Greco-Roman originals to Roman 'copies') to explore what we mean by 'Hellenistic', and what 'Hellenistic' style meant to its makers. The emphasis will be on looking: what does a 'Hellenistic' body look like and how is it different from a 'Classical' body? What are the differences between 'Classical' and 'Hellenistic' style and what are the points of overlap? Do certain subjects lend themselves better to one style or the other? What is the relationship of Rome and Roman sculpture to Hellenistic sculpture? Case-studies to be considered range from the image of Alexander the Great and the art of the Attalid and Ptolemaic dynasties to representations of hermaphrodites

and hunchbacks. This course expands our frame of reference to embrace Egyptian and Carian cultures and works as a visual bridge between the Greek and Roman worlds.

Suggested preliminary reading: R.R.R. Smith (1991) *Hellenistic Sculpture: a Handbook*; J.J. Pollitt (1986) *Art in the Hellenistic Age*; M.W. Beard and J.G.W. Henderson (2001) *Classical Art: from Greece to Rome*; P.E. Stanwick (2002) *Portraits of the Ptolemies: Greek Kings as Egyptian Pharaohs*; A.F. Stewart (2004) *Attalos, Athens and the Acropolis: the Pergamene "Little Barbarians" and their Roman and Renaissance Legacy*.

Classical Philology and Linguistics [Paper 10]

Aims and Objectives

- 1. To introduce the systematic study of language in general and modern descriptive and theoretical linguistics as applied to Greek and Latin.*
- 2. To introduce the historical study of language in general and its application to the Classical languages in particular.*
- 3. To introduce the variety of available evidence relating to the classical languages and their use.*
- 4. To evaluate the relationship between speech and writing.*

Scope and structure of the examination paper 2008-9

Candidates will be expected to show knowledge of Greek or Latin or both. The paper will be divided into sections according to the topics set out below. Each topic will contain three questions, resulting in 12 questions in total. You will be expected to answer four questions from three different topics.

In **2009-10**, the paper will retain the same scope and structure.

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

Course descriptions

TOPICS IN GREEK AND LATIN
PHILOLOGY AND LINGUISTICS

PROF. G C HORROCKS AND OTHERS
(16 L: Michaelmas; 16 L and C: Lent)

TOPIC 1 *History of Writing in Antiquity*

DR O R M TRIBULATO
(8 L and C: Michaelmas)

Compared to the development of human language (as far as we can see), writing is a very recent phenomenon. The Western tradition goes back to the beginning of the third millennium BC, and it is only in the middle of the second millennium BC that we get evidence for one of the Classical languages, Greek, in writing. Writing then disappeared again from Greek soil, only to resurface several hundred years later in the familiar

alphabetic form that then spread relatively quickly to Italy. In this topic we shall explore the question how, where and when writing first developed. We shall look into the principles that underlie the various writing systems from the beginnings in the third millennium to the familiar alphabets in the first millennium BC. We shall examine how writing spread and how the writing systems were adapted and expose their respective strengths and weaknesses. Last but not least we shall look at who wrote and what people are trying to do when they write. Lectures will alternate with classes where students will have the opportunity to look at various documents in detail.

Introductory reading: F. Coulmas, *Writing Systems. An Introduction to their linguistic analysis*, Cambridge 2003; A. Robinson, *The Story of Writing: Alphabets, hieroglyphs and pictograms*, London 1996; J.T. Hooker, *Ancient writing from cuneiform to the alphabet*, London 1990.

TOPIC 2 *The formal Syntax of Greek and Latin*

PROF. G C HORROCKS
(8 L: Michaelmas)

Much modern theory aims to reduce linguistic structures to general principles that hold true for all the world's languages. But classicists faced with the complicated word orders of Greek and Latin, long stretches of indirect discourse etc., may well wonder whether both ancient and modern languages can fit under the same umbrella. This course will consider the extent to which current work on syntactic structure can be reconciled with the particular challenges posed by Greek and Latin by focusing on the analysis of a range of key constructions.

Introductory reading: G.C. Horrocks, *Generative Grammar*, London 1987; E.K. Brown and J.E. Miller, *Syntax: generative grammar*, London 1982.

TOPIC 3 *Language and Literature in Greek and Latin*

DR J P T CLACKSON
DR O R M TRIBULATO
(8 L and C: Lent)

In this topic, the literary languages of some important genres in Greek and Latin literature will be described and analysed: the language of Homer and the language(s) of Roman comedy and satire. For Homer, the origin and development of the dialectal and other features that make up the Homeric *Kunstsprache* will be examined in detail. On the Latin side, the language(s) of Plautus and the speech of the freedmen in Petronius will be discussed. The lectures will examine features that differ from Classical Latin, asking how they correspond to other sources for early or substandard Latin, as well as the evidence for the type of Latin spoken by those excluded from the Roman elite (women, slaves, freedmen etc.).

For each half of the topic, three lectures will be followed by one practical class.

Introductory reading: R. Janko, 'The Origins and Evolution of the Epic Diction' in *The Iliad: A commentary*, ed. G.S. Kirk, Cambridge 1982ff., vol. 4, 8-19; M.L. West, 'The Rise of the Greek Epic', *JHS* 108 (1988) 151-72; L. Palmer, *The Latin Language*, London 1954, pp. 74-94; A. Gratwick, *Plautus Menaechmi*, Cambridge 1993, pp. 40-63; B. Boyce, *The Language of the Freedmen in Petronius' Cena Trimalchionis*, Leiden 1981.

TOPIC 4 *Principles and Methods of Historical Linguistics*

DR R J E THOMPSON
(8 L: Lent)

All languages change over time. Greek and Latin did not appear out of nowhere, but are two languages out of many to have sprung from a common source, Proto-Indo-European. This topic seeks to explore the principles of historical linguistics: how can

we find out about Greek and Latin before they were written down? What assumptions are the principles based on, and what is the status and value of the reconstructions? The various methods will be explained and evaluated in detail, with data from the two languages. The defining features of Greek and Latin will then be discussed: what makes Greek Greek, and Latin Latin? But the lectures will deal not only with linguistic prehistory, but also with the development of key features of the languages from the beginning well into historical times (including the formation of Koine-Greek and Classical Latin) as an illustration of common types of linguistic change.

Introductory reading: M. Hale, *Historical Linguistics: Theory and Method*, Blackwell 2006; J. Aitchison, *Language Change: Progress or Decay*, 2nd edition, Cambridge: CUP 1991; L. Campbell, *Historical Linguistics: An Introduction*, Edinburgh: University Press 1998; H.H. Hock and B.D. Joseph, *Language History, Language Change and Language Relationship*, Berlin/New York: Mouton de Gruyter 1996.

Greek and Latin Composition [Papers 11 and 12]

Aims and objectives

1. *To develop students' understanding of the structure and functioning of the Greek and Latin languages.*
2. *To further students' command of Greek and Latin vocabulary.*
3. *To encourage in students an appreciation of different Greek and Latin prose and/or verse styles.*
4. *To give students the opportunity to enjoy writing Greek and Latin themselves.*

Scope and structure of the examination papers 2007-8

Paper 11. Translation from English into Greek prose and verse

This paper will be divided into three sections. Section (a) will contain three passages of English prose for translation into Greek prose (of which one will be a translated passage of law-court oratory from Lysias and one will be a translated passage of philosophical dialogue (ie a "question and answer" passage) from Plato), and one passage of English verse for translation into Greek iambics; candidates attempting this section will be required to translate one passage only. Section (b) will contain one passage of English prose for translation into Greek prose; the English passage will be suitable for rendering in the style of Platonic dialogue. Section (c) will contain one passage of English verse for translation into Greek iambics, shorter than that set in Section (a), and one passage of English verse for translation into Greek elegiacs. Candidates will be required to attempt one section only. Candidates taking Paper 1 may attempt *either* Section (a) *or* Section (c). Candidates taking Paper 2 may attempt any section.

Credit will be given for knowledge of the general principles of Greek accentuation.

Paper 12. Translation from English into Latin prose and verse

This paper will be divided into three sections. Section (a) will contain three passages of English prose for translation into Latin prose (of which one will be a translated passage of oratory from Cicero and one will be a translated passage of Tacitean narrative), one passage of English verse for translation into Latin hexameters, and one passage of

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English verse for translation into Latin elegiacs; candidates attempting this section will be required to translate one passage only. Section (b) will contain one passage of English prose for translation into Latin prose; the English passage will be suitable for rendering in the style of a Ciceronian speech. Section (c) will contain one passage of English verse for translation into Latin hexameters and one passage of English verse for translation into Latin elegiacs, each shorter than the corresponding passage in section (a). Candidates will be required to attempt one section only. Candidates taking Paper 3 may attempt *either* Section (a) *or* Section (c). Candidates taking Paper 4 may attempt any section.

In **2008-9** the papers will retain the same scope and structure.

Courses

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

WRITING GREEK AND LATIN

DR C WEISS

(20 C: Michaelmas, Lent and Easter)

Prose composition is a valuable tool for learning Greek and Latin: it reinforces our knowledge of the languages and gives us a chance to be creative with them! This course is designed for complete beginners but those who would like to improve their skills are also welcome. Lectures are presented in the form of an informal workshop (though no preparation or participation is required) and normally alternate between Greek and Latin. In Michaelmas we concentrate on the trickier subordinate clauses and idioms, in Lent we attempt to imitate particular authors and genres, and in Easter we revise and attempt contemporary pieces. Those interested in verse composition will find this course useful but they should also contact their Director of Studies. Those taking Paper 11 will be aided by the course on Greek Accents.