

## PREFATORY NOTE

*The Faculty of Classics Undergraduate Handbook* is published by the Faculty Board of Classics. It is designed in the first instance for undergraduates reading Classics. It is hoped that many others besides current undergraduates will also find the Handbook useful: applicants and prospective applicants; MPhil and PhD students; and members of the academic and administrative staff of the Faculty and the Colleges. Comments on ways in which we could improve it are welcome.

Further information may also be found at the Faculty's website:  
<http://www.classics.cam.ac.uk>

For any last minute revisions consult the on-line copy of the *Handbook* :  
<http://www.classics.cam.ac.uk/current-students/handbooks>

## **ABBREVIATIONS AND REFERENCES**

MT = Michaelmas Term (October to December)

LT = Lent Term (January to March)

ET = Easter Term (April to June)

DoS = Director of Studies

CATR = Computer Assisted Text Reading

AHRC = Arts and Humanities Research Council

**Faculty website:** <http://www.classics.cam.ac.uk>

**University lecture listings:** <http://timetables.caret.cam.ac.uk/live/web/index.html>

**Cambridge University Reporter:** <http://www.admin.cam.ac.uk/reporter/>

**AHRC website:** <http://www.ahrc.ac.uk>

**Herodoteans:** <http://www.societies.cam.ac.uk/herod>

**Student-Staff Joint Committee:** [www.classics.cam.ac.uk/current-students/ssjc/](http://www.classics.cam.ac.uk/current-students/ssjc/)

**Careers service:** [www.careers.cam.ac.uk](http://www.careers.cam.ac.uk)

## **Classical Papers in the Modern and Medieval Languages Tripos**

This Handbook is also for you if you are an undergraduate in the Faculty of Modern and Medieval Languages taking papers in Greek or Latin. You will find a separate section dedicated to yourselves under the section headed 'Classical papers in the MML Tripos'. If you have any problems or questions concerning your courses which your Director of Studies cannot resolve, you should contact the Liaison Officer for Modern and Medieval Languages and Classics, Dr Emily Gowers in Classics ([eg235@cam.ac.uk](mailto:eg235@cam.ac.uk)) until December 2013 and Prof. Stephen Oakley ([spo23@cam.ac.uk](mailto:spo23@cam.ac.uk)) from January 2014, or Dr Jenny Mander in MML ([jsm15@cam.ac.uk](mailto:jsm15@cam.ac.uk)).

# CONTENTS

## **The Faculty of Classics**

Welcome	1
Introduction	4
The Faculty building and its contents	5
People in the Faculty: administrative staff	8
People in the Faculty: academic staff	11
How the Faculty is run	13
Directors of Studies in Classics	16
Academic Secretaries for Student Affairs	16-17
Prizes and scholarships	17
Exchanges and field trips	21
After your BA	21

## **Course information**

Prelim. to Part IA courses	26
----------------------------	----

Part IA courses	33
-----------------	----

Part IB courses	52
-----------------	----

Part II courses	74
-----------------	----

<b>Special lectures</b>	105
-------------------------	-----

## **Examination advice**

Marking and classing criteria used in the Classical Tripos	106
--	-----

Calculation of examination results	112
------------------------------------	-----

Reuse of material	113
-------------------	-----

Plagiarism	113
------------	-----

<b>Examination regulations</b>	115
--------------------------------	-----

<b>Part II theses</b>	120
-----------------------	-----

<b>Classical papers in the MML Tripos</b>	125
---	-----

<b>Health, Safety and Security</b>	130
------------------------------------	-----

<b>Contact details</b>	131
------------------------	-----

# Welcome to Classics at Cambridge

## *Preface*

This greeting and this section of the Handbook are addressed to you if you are starting a Classics course at Cambridge this year.

## *First things first: getting going*

The Handbook is one handy way for the Faculty to welcome you here – to provide you with the information you need to get going without any hiccups. It will also be your guide through the whole BA course. You are advised to check the e-copy on the Faculty website at the start of every year. Those of you who are starting the MPhil have your own separate handbook, but we hope you will find some of this material useful too.

Your teachers and advisers in the Faculty and Colleges rely on it, too, and will help you consult the battery of regulations when they become relevant. We do want you to find your way round the Handbook yourself, in due course, and you might like to give it a quick read through now. But don't think that you are expected to study the whole thing in detail at one go.

This first section is, however, meant for use right now.

## *Finding your way round*

Your College will include you in all sorts of introductory meetings, tours, and events. Your Director of Studies in Classics – who looks after your work at the College end – will contact you for a meeting soon after you arrive. This is the key event in the whole induction sequence. Be sure to take a diary.

You will also receive an invitation to attend the induction programme at the Faculty. So you will need to find the Faculty Building. This is the first building you get to on the Sidgwick Site if you approach from Sidgwick Avenue.

## *The Faculty building*

It all happens here – lectures, seminars, other Faculty-based teaching. Plus the Faculty Office, where you can get help on almost anything to do with your life as a Cambridge classicist; the various Faculty officers for consultation in their lairs – Chair of the Faculty, Academic Secretary, and so on; the Faculty Library and computing facilities; your common room, with drinks, snacks, and company; and the Museum of Classical Archaeology (housing those classical statues).

A hard copy of the lecture timetable will be displayed in the main foyer of the Faculty Building. Rooms are easy to find in the Faculty Building: 'G + a number' means Ground Floor'; upper storeys are indicated by '1 + number', or '2 + number'.

## ***Induction programme***

You will be told where and when to come to the Faculty for this essential programme via your pigeonhole or mailbox in College. Besides meeting up with the whole of your year of classicists, you will be given all the information you need about how to join and use the Faculty Library, what and where the University Library is, as well as how to join it, and when to come for an introduction to the Faculty computing resources. If any problems arise, contact your Director of Studies or ask at the Faculty Office. Notices from the Faculty will also arrive at the e-mail address you are given by the University.

## ***The starting line***

By the time that your Director of Studies in College and the Faculty officers running the induction programme are done, you will be ready to start work. The lecture programme begins on the morning of the first Thursday of each Full Term, so you need to be clear by then which courses of lectures you are expected, or plan, to attend. (The lecture day starts at 9 a.m.) Your Director of Studies fills you in on this, guiding you into and through the programme set out in this Handbook. The University has established a central website to direct enquirers to faculty/departmental lecture timetables:

<http://timetables.caret.cam.ac.uk/live/web/index.html>.

The lecturing week, as we have said, starts on the first Thursday of Full Term (in Michaelmas Term 2013 this is 10 October), and the last day of lectures is the Wednesday of the final week of Full Term. Hence the lecturing week runs from Thursday to Wednesday. This means that when, in this Handbook or in the official Lecture List, a course is described as e.g. 'weeks 1-4', or 'last 2 weeks', these are lecturing weeks, running from Thursday to Wednesday. However, it is also common practice, especially when arranging supervisions, to speak of weeks as running from Monday to Friday, so that the week in which Full Term starts is charmingly known as 'week 0', and is followed by weeks 1-8. This may sound confusing, but you will quickly get used to it. To preserve your sanity and to navigate successfully through the system, it is essential to get a diary, and to get into the habit of bringing it to supervisions, meetings with your Director of Studies, and so on. Make sure you check the lecture timetable in Entrance 1 for any last minute revisions.

You are free to attend lectures in any Faculty of the University (but not courses marked as 'classes', though you can ask about them at the relevant Faculty Office). Plenty of other Arts Faculties are also housed on the Sidgwick Site, so it is easily possible for you to attend lectures in Classics and another subject on the same morning. But your first priority is to make sure you get your week's work in Classics sorted out properly, following the advice of your Director of Studies.

## ***Lectures and classes***

**Lectures** last for an hour, unless otherwise stated; but it is usual for the session to start at 5 minutes past the hour, and to end at 5 minutes before, to allow for movement between rooms, buildings, and Faculties. The audience may be large or small; most lecturers welcome interventions in the form of questions or comments. Some lecturers distribute handouts giving bibliographies and other types of guidance, e.g. a programme for the course and the topics to be covered, summaries of the main arguments under each heading, or references to ancient sources.

A **class** can be defined as a group meeting devoted to discussion of a chosen topic or text, or of some visual material. It may be led by more than one lecturer, and it may run for up to two hours. The normal expectation is that all participants will have done some previous

work, e.g. in preparing a section of text (as in Intensive Greek and Latin classes) or in attending a lecture and doing some recommended reading in advance (as in follow-up classes related to Part II lectures). In all cases the emphasis is on participation, and the success of a class (like that of a College supervision) depends on the willingness of everyone involved to do the work in advance.

You will be given a good idea of what to expect from lectures in the Faculty induction programme and at your meeting with your Director of Studies. You will soon learn how to take what sort of notes, how to use handouts effectively, and how best to engage with our different teaching styles and methods. This is something of an art or skill, and there are no set formulae, but the Faculty will be keen to hear about, and respond to, your experience of the programme; we have (termly) lecture and language questionnaires, and a yearly global questionnaire.

### ***The handbook***

The next section gives a full profile of who does what at the Faculty. It will probably be useful to you soon, when you want something, have a problem, can't recall which responsible person is responsible for what, or their name. The same section also tells you about the principal facilities available in the Faculty, notably the Library and computing resources. It is a good idea to get thoroughly familiar with these early on – so once again, be sure to attend the induction programme laid on.

Then the Handbook turns to the course itself. There is a different section, with different coloured pages for each year of the course. In the first – 'Prelim to Part IA' or 'Part IA' – year there is a clear-cut common curriculum. Each element in the programme is introduced and its rationale explained. Details are given of the examination papers you sit at the end of the year, and of the lectures and/or classes provided, together with brief reading lists.

Some of the rest of the information will most likely be more use later in the year. There are details of prizes and scholarships with their terms of eligibility, explanations of how your work in examinations is assessed, and a copy of the formal regulations which underpin the whole operation. This last is the section to which you should turn if you want to see the exact and fully authoritative statement of the rules that govern the Classical Tripos. But beware: you would be well advised to seek the help of an expert, such as your Director of Studies, in interpreting this document.

### ***CAMTOOLS***

Extra information about some papers can be found on CAMTOOLS, which is the University's Virtual Learning Environment (VLE). You will be advised if this is the case for the papers you are taking. You can access CAMTOOLS using your Raven log in (q.v.) from <https://camtools.cam.ac.uk/index.html>.

### ***Course costs***

The estimated cost of books, study materials and stationery costs for Classics students are covered in the University's estimate of living costs for all students. Photocopying costs in the Faculty Library are 5p per A4 or 10p per A3 and you can purchase a rechargeable card from the dispenser beside the student photocopier.

# The Faculty of Classics

## INTRODUCTION

### The members of the Faculty

At present the Faculty includes approximately 33 Teaching Officers (Professors, Readers, University Lecturers, and Language Teaching Officers) whose primary teaching responsibilities are university lectures and classes and graduate supervision. Most hold College Fellowships.

In addition, there are College Fellows in Classics. Their primary teaching responsibility is undergraduate college teaching although many also give university lectures and supervise graduate students.

There are also 8 people employed as Research Fellows, Directors of Research and post-doctoral researchers on projects associated with the Faculty.

There are approximately 80 graduate students and 280 undergraduate students in the Faculty at present.

### Visitors

The Faculty also hosts various kinds of visitors from time to time: senior scholars resident in Cambridge (retired members of staff and others who have moved to Cambridge); short- or medium-term visitors; visiting graduate students; and members of other Cambridge Faculties with related research interests (in, e.g., Archaeology and Anthropology, History, Asian and Middle Eastern Studies, Modern and Medieval Languages, Philosophy, Theology).

### The main areas of work in the Faculty

The work of the Faculty is divided for a number of purposes into five areas of specialist interest. For convenience, they are called 'caucuses' and are often referred to by letters of the alphabet.

LITERATURE (A)  
PHILOSOPHY (B)  
HISTORY (C)  
ART AND ARCHAEOLOGY (D)  
LINGUISTICS AND PHILOLOGY (E)

In addition, aspects of these areas of interest can be combined to form the area of  
INTERDISCIPLINARY STUDIES (X)

Caucuses make recommendations to the Faculty Board on the syllabus and the teaching programme, organise seminars, and promote study and research in their area more generally. The Caucus Secretaries are:

A: Literature	Prof. R L Hunter (MT only), Dr R Gagné
B: Philosophy	Dr M Hatzimichali
C: History	Prof. R G Osborne
D: Art and Archaeology	Dr Y Galanakis
E: Philology and Linguistics	Dr R J E Thompson
X: Interdisciplinary	Dr C Vout

Language learning and teaching are another major area of activity. Most students will make contact sooner or later with our three Language Teaching Officers: Mr F G G Basso (Room 1.13), Dr R S Omitowoju (Room 1.18) and Dr C Weiss (Room 2.12).

## **THE FACULTY BUILDING AND ITS CONTENTS**

The Faculty has a purpose-built building composed of three stages. Stage 1 was, unsurprisingly, the first part to be built and is the main entrance to the Faculty and accommodates the administrative offices. Stage 1 is connected to Stage 2 (the second building to be built) by a bridge and can be accessed through Entrance 2 – this is the entrance where the student noticeboards can be found. Stage 3 adjoins Stage 2 at the far end of the building and is accessed by Entrance 3. The building is open from 8.30 am – 7.00 pm Monday to Friday in term time and 8.30 am – 5.00 pm out of term. The Enquiries Office is usually open from 8.30 am – 4.30 pm Monday to Thursday and until 4 pm on Fridays. In addition to administrative offices, lecture and seminar rooms, and a number of offices for University Teaching Officers, the building contains the following.

### **Common rooms**

A common room providing a social space for students with hot and cold drink facilities, a snack machine, computers and a printer is on the first floor, room 1.10. Room 1.10 serves as the main common room for Undergraduates and room G.10 for Graduates. Students are asked to keep the space clean and tidy.

The staff common rooms are in rooms G.06 and G.22.

### **The Classical Faculty Library**

*Email:* library@classics.cam.ac.uk

#### *Opening hours*

FULL TERM	9.00 TO 19.00 9.00 TO 18.00	MONDAY TO FRIDAY SATURDAY
OUTSIDE FULL TERM	9.00 TO 17.00 CLOSED	MONDAY TO FRIDAY SATURDAY

Note: Library door locks 10 minutes earlier.

#### *Staff*

Librarian: Lyn Bailey

Assistant Librarian: Stephen Howe

Senior Library Assistant: Alicia Periel

Graduate Library Trainee: Emily Downes

Please do contact us with any queries or problems you have with locating the printed or online resources you need for your assignments.

#### *Book collection*

The Library of the Classical Faculty and Museum of Classical Archaeology holds over 60,000 monographs and 331 periodicals: these holdings comprehensively cover all aspects of the discipline. Members of the Classics Faculty are automatically members of the Library. It is, however, necessary to register at the Issue Desk with the University Card before it is possible to borrow books.

### *IT resources*

The Library has a wireless network (called Lapwing) so that laptop users can access the internet easily. There is a computer room for word processing and access to the internet. Electronic resources are available at:

<http://www.classics.cam.ac.uk/library/about/e-resources>

### **Mycenaean Epigraphy Group**

The study-centre of this group has a library (catalogue accessible via Faculty Library holdings) and photographic collection that make it one of the world's most important research resources for the study of Linear B.

### **Computing Facilities**

Computing facilities for the use of students and academic visitors are provided by the Faculty. These facilities include Windows PCs and Apple Macs, as well as printing and scanning equipment. E-mail, WWW and Microsoft Office software are provided as standard. The University-wide 'Lapwing' wireless network is provided for laptop users in the Faculty; the international 'eduroam' service is also available.

Most machines in the Faculty are networked and provide access to on-line resources such as the Faculty Library catalogue, the University Library catalogue and external resources such as the Thesaurus Linguae Graecae and Perseus. Some specialised systems for archaeologists are available; the Faculty also has a range of audio-visual equipment, a video camera, audio recorder, etc. Other ICT facilities may be made available by arrangement. The Faculty's Computer Officer can offer help and advice on technical issues.

The Faculty has a website, which contains information about the administration, the Library and the Museum, as well as links to other institutions and resources of interest to classicists. The Faculty website is at: <http://www.classics.cam.ac.uk>

### **Computer Resources for Language Learners at the Cambridge Faculty of Classics**

During their first year at Cambridge students are required to read more Greek and Latin texts than they have probably experienced in the whole of their previous education; acquiring the skills and experience to work through them successfully is one of the most important aims of the first-year course. Much first-year teaching, accordingly, focuses on how best to use commentaries, dictionaries, and grammars to achieve this result. Complementing these print-media resources are a number of computer applications available over the Cambridge intranet designed to assist you in reading some of the first-year target texts.

### **The CATR (Computer Assisted Text Reading) Project**

The CATR Project consists of a series of digital texts equipped with electronic tools intended to facilitate ancient language text-reading for students of both the 'intensive' and 'post-A-level' groups. Through its *Lectrix* software, these texts have been made 'rapidly interactive': by clicking on any word in a *Lectrix* text, the reader can summon up its dictionary entry and view a morphological parse of its ending. Most *Lectrix* texts, furthermore, are supplied with electronic commentaries providing historical and literary notes on the text as well as additional linguistic aid. Students who have a good command of ancient languages' morphology and syntax, but who possess relatively little experience of applying this knowledge in the larger context of extended literary works, should find this significantly increases the rate at which they read the ancient authors.

The currently available *Lectrix* texts are: Euripides: *Medea*, Lysias: *Selected Speeches*, Sophocles: *Antigone*, Plato: *Ion*, Apuleius: *Cupid & Psyche*, Ovid: *Heroides*, Virgil: *Aeneid* 9, Cicero: *In Catilinam* 1-2. *Lectrix II* features Cicero: *Pro lege Manilia*.

They are accessible via the Faculty website under 'Current Students'.

### **The Greek Lexicon Project**

The Faculty is currently hosting a project for an Ancient Greek-English Lexicon, suitable for students and taking account of the most recent scholarship. It will be published by Cambridge University Press and also online, on the *Perseus* website. The project was founded by John Chadwick, noted for his work on Linear B in this Faculty.

The lexicon is not just a revision of a previous dictionary, but is based on a re-examination of Greek words in their literary contexts. It is intended that the lexicon will eventually be integrated with the Faculty's *Computer Assisted Text Reading Project*.

The editors are Anne Thompson, James Diggle, Bruce Fraser and Patrick James. Further information can be found on the Project's web pages available via the Faculty's homepage.

### **The Museum of Classical Archaeology**

The Museum is housed on the first floor – approach via the main entrance of the building. It contains a collection of some 460 plaster casts of ancient sculpture, a large holding of epigraphic squeezes, and a research collection of ten thousand pots, sherds and replicas. The collections of casts and sherds are digitised and accessible via the website, where more information about the cast collection is also available. The Cast Gallery plays a significant part in Faculty teaching provision, and in particular is regularly used for supervisions. Students are also welcome to use the Gallery on a more informal basis, for private study and revision. In addition, it is an important centre for public learning, which is supported by a Museum Education and Outreach Coordinator. The Museum hosts a variety of family and adult events, which are advertised on the Faculty website. Finally, the new Volunteer Programme offers students the opportunity to gain valuable experience and get more involved in the day-to-day running of the Museum.

The Cast Gallery is open to the public as follows:

Monday to Friday: 10.00 am to 5.00 pm

Saturday, term time only: 10.00 am to 1.00 pm

Closed Sunday and some public holidays

#### *Staff*

Director: Prof. Robin Osborne

Curator: Dr Susanne Turner

Education and Outreach Coordinator: Ms Jennie Thornber

Museum Attendant: Mr Cliff Jenkinson

[www.classics.cam.ac.uk/museum](http://www.classics.cam.ac.uk/museum)

[www.facebook.com/MuseumofClassicalArchaeologyCambridge](https://www.facebook.com/MuseumofClassicalArchaeologyCambridge)

[www.twitter.com/classarch](https://www.twitter.com/classarch)

## PEOPLE IN THE FACULTY: ADMINISTRATIVE STAFF

**Mrs Jane Fisher-Hunt**      **Faculty Administrator,  
Secretary of the Faculty Board**      **Room G.03**

- Responsible for oversight of Faculty building, administration and finances
- Secretary of most Faculty committees
- Research Grants administration: liaison with central administration and grant-awarding bodies
- Purchase of computing (and other) equipment, authorisation to use Computing Service facilities (such as e-mail, dial-up services, etc.)

**Mrs Carolyn Bartley**      **Secretary to the Faculty  
Administrator**      **Room G.02**

- Provides assistance to the Administrative Officer/Secretary of the Faculty Board in all aspects of Faculty administration
- Prepares, collates and circulates Faculty Board and other committee papers
- Services appointments procedures

**Ms Lina Udicino**      **Chief Secretary**      **Room G.02A**

- Responsible for the day-to-day running of the Faculty Office, oversees the work of the Receptionist, Secretaries and Custodian
- Supports the Academic Secretaries in all areas of Graduate and Undergraduate administration
- Prepares papers for meetings of the Degree Committee
- Prepares papers for Tripos Examiners' meetings
- Administers Faculty open days, special lectures and conferences
- Faculty Card Representative
- Deals with car parking requests
- Room allocations and bookings – for one-off meetings, supervision rooms, etc.
- Secretary of the Health, Safety and Security Committee

**Miss Sam Pinner**      **Undergraduate**      **Enquiries Office (G.01A)**  
**(Part-time: 10.00-3.00)**      **Administrator**

**Mrs Sarah Sheldrick**      **Graduate**      **Enquiries Office (G.01A)**  
**(Full-time)**      **Administrator**

The Administrators have many responsibilities in common – if one of them is not able to help, the other may be. They report to the Chief Secretary who at very busy times may have to prioritise the secretarial work.

Main areas of their work:

- Assisting the Chief Secretary in all areas of student administration
- Typing, photocopying, collating committee papers
- Looking after stationery supplies and photocopiers
- Circulating materials/literature to various members of Faculty
- Dealing with mail (university and external)
- Assisting in the administration of Open Days
- Assisting caucuses and classical languages committee with their administration

THE FACULTY OF CLASSICS

**Mr Tony Brinkman**                      **Custodian**    **Room G.02A**

- Preparation of teaching rooms for lectures, seminars, meetings, etc.
- Undertaking minor maintenance tasks
- Departmental Safety Officer

*The Custodian works part-time for the Faculty.*

**Dr Susanne Turner**                      **Curator of the Museum**    **Room 1.08**

Susanne manages the Museum and curates the collection, including temporary exhibitions. She also maintains the Museum's presence online and represents the Museum at the UCM (University of Cambridge Museums consortium). She can usually be found on the front desk in the afternoons.

**Ms Jennie Thornber**                      **Museum Education and  
Outreach Coordinator**    **Room 1.07**

Jennie runs the Museum's education service, developing resources and organizing activities for schools, families, adults and children. She is also responsible for coordinating the Museum's volunteers.

**Mr Cliff Jenkinson**                      **Museum Attendant**    **Museum Office (1.03A)**

Cliff has reception duties at the Museum's front desk and helps the other staff with administration and bookings.

*Cliff works in the mornings.*

**Mr Steve Kimberley**                      **Computer Officer**    **Room 1.15**

Steve is responsible for making sure that computing services in the Faculty run smoothly. Much of his time is taken up with dealing with the Faculty network and servers, and investigating how the Faculty should develop its computing resources in the future. However, he is also available to help sort out hardware and software problems, primarily for members of staff.

**Mrs Lucyna Prochnicka**                      **Chief Accounts Clerk**    **Room G.02**

- Supports the Finance Committee Secretary, Administrative Officer and Librarian in overseeing accounts
- Carries out day-to-day financial transactions

*Lucyna works from Tuesday to Thursday.*

**Miss Lyn Bailey**                      **Librarian**    **The Library**

As Faculty Librarian, Lyn is responsible for offering professional advice on all aspects of the Library Service, its policies and its future direction. She is also Secretary of the Faculty's Library Committee.

**Mr Stephen Howe**                      **Assistant Librarian**    **The Library**

Stephen is mainly responsible for ordering and cataloguing new books. He also maintains the Library webpages. He is the Library representative on the Student-Staff Joint Committee.

THE FACULTY OF CLASSICS

**Mrs Alicia Periel**

**Senior Library Assistant**

**The Library**

The Senior Library Assistant is mainly responsible for running the Issue Desk on a daily basis. Maintains the periodical collection, including electronic journals, and a newspaper cuttings collection.

**Miss Emily Downes**

**Library Graduate trainee**

**The Library**

Emily is our Library trainee for this academic year. She will assist at the Issue Desk.

**PEOPLE IN THE FACULTY: ACADEMIC STAFF**

*University Teaching Officers*

***Professors***

Professor W M Beard	Newnham College
Professor P A Cartledge	Clare College
Professor S D Goldhill	King's College
Professor G C Horrocks	St John's College
Professor R L Hunter	Trinity College
Professor M J Millett	Fitzwilliam College
Professor S P Oakley	Emmanuel College
Professor R G Osborne	King's College
Professor D N Sedley	Christ's College

***Readers***

Dr J P T Clackson	Jesus College
Dr E J Gowers (on leave LT 2014)	St John's College
Dr C M Kelly	Corpus Christi College
Dr R B B Wardy	St Catharine's College
Dr J I Warren	Corpus Christi College

***University Senior Lecturers***

Mr N C Denyer	Trinity College
Dr R E Flemming	Jesus College
Dr T Meissner	Pembroke College
Dr P C Millett	Downing College
Dr J R Patterson	Magdalene College
Dr N J Spivey	Emmanuel College
Dr C Vout	Christ's College

***University Lecturers***

Dr D Butterfield (on leave MT 2013)	Queens' College
Dr I Galanakis	Sidney Sussex College
Dr R Gagné (on leave MT 2013)	Pembroke College
Dr I Gildenhard	King's College
Dr M Hatzimichali	Homerton College
Dr A Launaro	Gonville & Caius College
Dr L Prauscello (on leave MT 2013)	Trinity Hall
Dr R J E Thompson	Selwyn College
Dr C L Whitton (on leave AY 2013-14)	Emmanuel College

***Temporary Lecturer***

Dr O Thomas	St John's College
-------------	-------------------

***Teaching Associate***

Dr D Frisby	Newnham College
-------------	-----------------

***Language Teaching Officers***

Dr R S Omitowoju ( <i>Senior LTO</i> )	King's College
Mr F G G Basso	
Dr C Weiss	Clare College



## HOW THE FACULTY IS RUN

### Faculty Board and Committees

Major decisions are taken by the Faculty Board (FB) – a body elected from and by various constituencies (including students) of the Faculty. The Board has a Chair and Secretary who carry out its decisions, as well as having some executive authority of their own. The Board meets three times during each term. Election of student members of the Board is carried out each November, according to procedures set out in *Statutes and Ordinances*. There are two undergraduate and one graduate student members of the Board.

The Academic Secretary of the Faculty Board role is split into two; Academic Secretary for Undergraduate Affairs and Academic Secretary for Graduate Affairs.

Business relating to graduate degrees is dealt with by the Degree Committee.

The Board delegates business to various committees – the principal officers and committees are indicated below.

### List of principal officers

<i>Chairman of Faculty Board and Degree Committee</i>	Dr C M Kelly
<i>Academic Secretary for Undergraduate Affairs</i>	Dr E Gowers (MT only) Prof. S P Oakley (from LT)
<i>Secretary of Degree Committee and Academic Secretary for Graduate Affairs</i>	Dr J R Patterson (MT only) Prof. R Osborne (from LT)
<i>Secretary of Faculty Board and Administrative Officer</i>	Mrs F J Fisher-Hunt
<i>Librarian</i>	Ms L K Bailey
<i>Director of the Museum</i>	Prof. R G Osborne
<i>Chair of Finance Committee</i>	Prof. R L Hunter
<i>Secretary of Finance Committee</i>	Dr J P T Clackson
<i>Chair of the IT Committee</i>	Dr C M Kelly
<i>Faculty Safety Officer</i>	Mr A Brinkman
<i>Disability Liaison Officer</i>	Mrs F J Fisher-Hunt
<i>AHRC Officer</i>	Dr J R Patterson
<i>Academic Access Officer</i>	Dr I Gildenhard
<i>4 year degree Co-Ordinator</i>	Dr R S Omitowoju
<i>Computer Officer</i>	Mr S J Kimberley

### Main Committees

#### *Faculty Board*

Chair is Dr C M Kelly, Secretary is Mrs F J Fisher-Hunt; deals with all aspects of Faculty business, including issues referred to it by the University's central bodies; has elected undergraduate representatives, Francesca Bellei (St John's) and Robin Younghusband (St John's), and a graduate representative, currently Matthew Scarborough (Darwin) but Claire Jackson (King's) will act as graduate representative in Michaelmas Term 2013 while Matthew is working away from Cambridge.

#### *Degree Committee*

Chair is Dr C M Kelly, Secretary is Dr J R Patterson; responsible for all matters to do with the MPhil and PhD programmes, including admission, supervision and examination of students.

## THE FACULTY OF CLASSICS

### *Resources and Personnel Planning Committee (RPPC)*

Chair is Dr C M Kelly, Secretary is Mrs F J Fisher-Hunt; responsible for advising the Board on long-term strategic planning in terms of resources (both Faculty Trust Funds and University funds) and personnel. Including: the filling of vacant offices, funding priorities, space allocation and distribution of responsibilities within the Faculty.

### *Finance Committee*

Chair is Prof. R L Hunter, Secretary is Dr J P T Clackson; manages the Faculty's Trust Funds and deals with associated requests for funding.

### *Student-Staff Joint Committee*

Chair is appointed in Michaelmas Term, Secretary is Mrs F J Fisher-Hunt, deals with issues relating to undergraduate and graduate activities and especially the academic programme. Usually meets termly.

### *Library Committee*

Chair is Dr R J E Thompson, Secretary is Miss L K Bailey; deals with policy issues relating to the Library. The Committee has a student member.

### *Committee of the Museum of Classical Archaeology*

Chair is Dr N J Spivey, Secretary is Dr S M Turner; deals with policy issues relating to the Museum; not a Faculty Board committee; has student and Junior Research Fellow observers.

### *Education Committee*

Chair is Dr C M Kelly, Secretary is Mrs J Fisher-Hunt; deals with policy issues related to undergraduate teaching and learning.

### *Undergraduate Studies Committee*

Chair is Dr E Gowers (MT), Professor S Oakley (LT and ET). Secretary is Mrs J Fisher-Hunt; deals with day-to-day issues related to undergraduate teaching and learning.

### *College Classical Representatives*

Chair is Dr P C Millett, Secretary is Dr C Vout; deals with college aspects of teaching, e.g. admission of undergraduates; not a committee of the Faculty Board. All Directors of Studies in Classics are members.

### *Appointments Committee*

Chair is the Vice-Chancellor's Deputy, Prof. G. Ward, Secretary is Mrs F J Fisher-Hunt; is responsible for making appointments to established academic posts; not a committee of the Faculty Board.

### *Health, Safety and Security Committee*

Chair is (as Safety Officer, *ex officio*) Chairman of Faculty Board, Convenor is the Chief Secretary; deals with all aspects of health, safety and security; meets once a term. The Committee has a student member.

### *IT Committee*

Chair is Dr C M Kelly, Secretary is Mr S Kimberley. Advises Faculty Board on all issues relating to IT from e-learning resources to major equipment purchases and networking issues.

## THE FACULTY OF CLASSICS

Students are active participants on several of these Faculty bodies, such as the Education Committee and the Faculty Board. Elections are held every November to find two undergraduate and one graduate representative for the Faculty Board. These elected representatives will also be invited to attend other Committee meetings as appropriate. Please look out for more information on the notice boards in the foyer during Michaelmas Term.

The Faculty Board representatives also serve on the Staff Student Joint Committee, along with one graduate nominated by the graduate body and one JRF/Postdoc.

The term of office for both SSJC and Faculty Board student representatives is one year.

This is your opportunity to get involved in the organisation and running of the Faculty. If you would like more information about student representation, please contact the Faculty administrator ([administrator@classics.cam.ac.uk](mailto:administrator@classics.cam.ac.uk)).

Another way of getting involved in the Faculty is through the Herodoteans Society (<http://www.societies.cam.ac.uk/herod>) – look out for more information on the Faculty website.

## DIRECTORS OF STUDIES IN CLASSICS, 2013 - 2014

Each College appoints a Director of Studies, to take care of its undergraduates studying classics. Your Director of Studies will arrange supervisions for you, and guide you through the complexities of the Tripos. The Directors of Studies are:

Christ's College	Dr Caroline Vout
Churchill College	Dr Jeremy Toner
Clare College	Dr Charles Weiss
Corpus Christi College	Dr Christopher Kelly (Part II), Dr Jo Willmott (Part 1A + 1B)
Downing College	Dr Paul Millett
Emmanuel College	Dr Nigel Spivey
Fitzwilliam College	Dr Sara Owen
Girton College	Dr Patrick James (MT), Dr Helen Van Noorden (LT + ET)
Gonville & Caius College	Dr Alessandro Launaro (Prelim + Part II), Dr Charles Weiss (Part 1A + 1 B)
Homerton College	Dr Myrto Hatzimichali
Hughes Hall	Dr Jeremy Toner
Jesus College	Dr James Clackson
King's College	Dr Ingo Gildenhard (Part 1B), Prof. Robin Osborne (Part 1A), Dr Rosanna Omitowoju (Part II)
Lucy Cavendish College	Dr John Patterson (MT + LT), Dr Helen Roche (ET)
Magdalene College	Dr John Patterson (MT + LT), Dr Pippa Steele (ET)
Murray Edwards College	Dr Paola Ceccarelli (MT) (LT + ET, Prelim + Part 1A), Dr Lyndsay Coe (LT + ET, Part 1B + Part II)
Newnham College	Mrs Jo Wallace-Hadrill (Part 1A + 1B) Dr Paola Ceccarelli (Part II)
Pembroke College	Dr Moreed Arbabzadah (MT), Dr Torsten Meissner (LT + ET)
Peterhouse	Dr Philip Pattenden
Queens' College	Dr David Butterfield
Robinson College	Dr David McKie
St. Catharine's College	Dr Robert Wardy
St. Edmund's College	Mrs Natascha Hennessey
St. John's College	Dr Oliver Thomas (Part 1A and 1B, MT only), Dr Emily Gowers (Part II, MT only), Prof. M. Schofield (all parts, LT and ET)
Selwyn College	Dr Rupert Thompson
Sidney Sussex College	Dr Yannis Galanakis (Part 1A + 1B), Dr Rosanna Omitowoju (Part II)
Trinity College	Dr Neil Hopkinson
Trinity Hall	Dr Lucia Prauscello (LT + ET), Dr Jo Willmott (MT)
Wolfson College	Dr Pippa Steele

## ACADEMIC SECRETARIES FOR STUDENT AFFAIRS

### *Academic Secretary for Undergraduate Affairs*

The Secretary for Undergraduate Affairs, Dr Emily Gowers (Prof. Stephen Oakley from January 2014), is available to give undergraduates help with problems to do with their work in Classics. In the first instance, students are expected to approach their Director of Studies in College. The Secretary for Undergraduate Affairs may be contacted through e-mail ([undergraduate.affairs@classics.cam.ac.uk](mailto:undergraduate.affairs@classics.cam.ac.uk)).

### ***Academic Secretary for Graduate Affairs***

The Secretary for Graduate Affairs, Dr John Patterson (Prof. Robin Osborne from January 2014), provides information for prospective graduate students and also acts as a source of information and advice for graduates once admitted, especially in cases where (for whatever reason) a graduate's supervisor is unable to assist. He is happy to be consulted on an informal or confidential basis as appropriate. The Secretary for Graduate Affairs may be contacted through e-mail ([graduate.affairs@classics.cam.ac.uk](mailto:graduate.affairs@classics.cam.ac.uk)).

### ***Professors***

All members of teaching staff in the Faculty are happy to be consulted on work-related matters. But the Professors (see section headed 'People in the Faculty: academic staff'), in particular, undertake an advisory role for students, and you are warmly encouraged to approach them at any time, requesting a meeting if that seems the appropriate way to proceed. They can be contacted via their e-mail addresses, or, failing that, by a note left in their Faculty pigeonhole or sent to their college address. For these contact details, see the inside back cover of this Handbook.

## **PRIZES AND SCHOLARSHIPS**

Full details of these awards are given in the Awards number of the *Cambridge University Reporter*, which is published annually in November. For all other than those designated 'Faculty' prizes, you are also advised to check the *Statutes and Ordinances of the University of Cambridge* under 'Funds, Studentships, Prizes, Lectureships etc. General regulations for Awards', especially regulations 10 and 11.

### **UNIVERSITY CLASSICAL SCHOLARSHIPS**

#### **HENRY ARTHUR THOMAS PRIZES**

#### **HALLAM PRIZE**

#### **JOHN STEWART OF RANNOCH SCHOLARSHIPS IN GREEK AND LATIN**

#### **CORBETT PRIZE**

These Scholarships are awarded on the performance of candidates in the examination for Part IB of the Classical Tripos. Normally, no candidate is considered for the award of a John Stewart of Rannoch Scholarship unless he or she has achieved an aggregate first-class mark in the papers set for translation from Latin and Greek into English, and no candidate is considered for the award of a University Classical Scholarship unless he or she has achieved a first-class aggregate mark in the examination as a whole (excluding Papers 11 and 12). These Scholarships range in value from £40 to £100 a year and the Examiners have discretion to award additional prizes of books to successful candidates. The Hallam Prize (valued at c. £1650) is to be used for travel to Italy, including a visit to Rome. The Corbett Prize is awarded on the performance of candidates in Paper 2 and in Paper 11 (if offered). In awarding the Prize, the Examiners have regard to the extent of each candidate's knowledge of Greek at the time of matriculation.

### **PITT PRIZE**

This prize is awarded annually by the Examiners for Part IB to a candidate who has previously taken the Preliminary Examination for Part IA or a candidate who offers Paper 4 in Part IB. The Prize is awarded on the performance of candidates in Paper 3 or Paper 4 and in Paper 12 (if offered). In awarding the Prize, the Examiners shall have regard to the extent of each candidate's knowledge of Latin at the time of matriculation. The value of the Prize is determined by the Managers.

### **FACULTY PRIZE FOR GREEK AND LATIN PROSE COMPOSITIONS**

The Faculty offers a prize for the best translations of a set passage from an English author into Greek and Latin prose. The present value of the Prize is about £60. Any resident undergraduate may be a candidate for these prizes. The examiners will give public notice of the subject on or before 1 June in each year, and all exercises for the prize must be sent to the Chief Secretary, Faculty of Classics, no later than 1 February next following. Each candidate must submit three copies of his/her exercise in a printed or typewritten form; it must bear a motto but not the candidate's name, and must be accompanied by a sealed envelope bearing the same motto outside and containing the name of the candidate and of his/her College. A copy of the passage set for 2013-14 may be obtained from your Director of Studies.

### **PORSON PRIZE**

The Porson Prize for 2014 will be given for the best translation into Greek Verse, in the tragic iambic metre and accentuated, of the following passage:

W. Shakespeare, *Richard II*, Act 1 Sc. 3 ("A heavy sentence, my most sovereign liege ...").

Any resident undergraduate may be a candidate for the Prize. Candidates must send three copies of their exercise to the Chief Secretary, Faculty of Classics, no later than 1 February 2014. The exercise must be printed or typewritten: it must bear a motto (a short phrase, in English or Latin script), but not the candidate's name, and must be accompanied by a sealed envelope bearing the same motto outside and containing the candidate's name and College. The present value of the Prize is about £60.

### **MONTAGU BUTLER PRIZE**

The Montagu Butler Prize, 2014, for Latin Hexameter Verse, will be given for the best original exercise, not exceeding one hundred and fifty lines in length, on the subject of 'The defeat of Hannibal'.

Any resident undergraduate may be a candidate for the Montagu Butler Prize. Candidates must send three copies of their exercise to the Chief Secretary, Faculty of Classics, no later than 1 February 2014. Such copies are not to be in the handwriting of the candidate. They must bear a motto (a short phrase, in English or Latin script), but not the candidate's name, and must be accompanied by a sealed envelope bearing the same motto outside and containing the candidate's name and College. The value of the Prize for 2014 will be approximately £400 to be taken in books.

### **SIR WILLIAM BROWNE'S MEDALS**

These Medals are offered for competition as follows in 2013-14:

- One for a Greek Ode, not exceeding fifty lines in length, or Greek Elegy, not exceeding one hundred and fifty lines in length, on 'Helen';
- One for a Latin Ode, not exceeding fifty lines in length, or Latin Elegy, not exceeding one hundred and fifty lines in length, on 'Nisus and Euryalus';
- One for a Greek Epigram on 'the pleasures of reading';

One for a Latin Epigram on 'Andreas Vesalius (born 1514)'.

Any resident undergraduate may be a candidate for any of Sir William Browne's Medals.

Candidates must send three copies of their exercise to the Chief Secretary, Faculty of Classics, no later than 1 February 2014. The exercise must be in a printed or typewritten form; it must bear a motto (a short phrase, in English or Latin script), but not the candidate's name, and must be accompanied by a sealed envelope bearing the same motto outside and containing the candidate's name and College.

### **MEMBERS' CLASSICAL PRIZES**

Two Members' Classical Translation Prizes and two Members' Classical Reading Prizes are open for competition in the academical year 2013-14 to all undergraduate students in residence.

**Classical Translation Prizes** are offered for the translation into English verse in any style and form appropriate to the original of a passage or passages of Greek or Latin verse set by the Examiners. One Prize is offered for the translation of Greek verse and one for the translation of Latin verse. A copy of the translation shall be presented by any successful candidate to the Library of the Faculty of Classics. The passages of Greek and Latin verse set for translation in 2013-14 are:

Hesiod, *Theogony* 687-720  
Statius, *Achilleid* 1.284-307

Candidates may compete for Prizes in one or both languages but the winner of a Prize may not compete a second time in the same language. Candidates must send three copies of their translations to the Chief Secretary, Faculty of Classics, no later than 17 January 2014.

The translations must be printed or typewritten; they must bear a motto (i.e. a short sentence or phrase in English or Latin script, but not the candidate's name) and must be accompanied by a sealed envelope bearing outside the same motto and the words 'Members' Classical Translation Prizes', and containing the candidate's full name and College. The present value of the prizes is about £150 each.

**Classical Reading Prizes.** Candidates who wish to offer themselves for the Members' Classical Reading Prizes must send their names to the Chief Secretary, Faculty of Classics, no later than 17 January 2014. One Prize is offered for the reading of Greek, and the other for the reading of Latin. The winner of a Prize may not compete a second time in the same language. Candidates for the prizes will be required to read aloud in their chosen language:

(a) a set piece of verse and a set piece of prose. For 2013-14 the Greek passages are:

1. Prose: Thucydides 1.89-90
2. Verse: Sophocles, *Oedipus Tyrannus* 800-833

The Latin passages are:

1. Prose: Cicero, *In Catilinam* 3.16-17
2. Verse: Ovid, *Metamorphoses* 6.339-381

(b) one unprepared piece of verse chosen by the Examiners;

(c) one piece of verse or prose chosen by the candidate; this piece should be comparable in length with the pieces given in (a) above.

## THE FACULTY OF CLASSICS

The competition will be held in the Classics Faculty Building during the first half of the Lent Term. Candidates will be informed in due course of the time at which they should attend. The present value of the Prizes is about £100 each.

**Classical Essay Prizes:** Two or more Members' Classical Essay Prizes shall be awarded each year. One Prize shall be awarded for a thesis submitted by a candidate for Part II of the Classical Tripos, and one for a thesis submitted by a candidate for the examination in Classics for the M.Phil. Degree (one-year course). Each successful candidate shall present a copy of his or her thesis to the Library of the Faculty of Classics. The current value of the prizes is about £250 each.

### **HENRY ARTHUR THOMAS TRAVEL EXHIBITIONS**

A number of these Exhibitions, currently worth up to a maximum of £600, are awarded each year, to enable students to travel to Greece, Italy, and other Mediterranean lands. No application is required; the Exhibitions are awarded in June on the basis of examination results.

### **CORBETT, COUNTESS MARTINENGO CESARESCO AND KOUMOULIDES TRAVEL AWARDS**

Grants are open for application in the Lent and Easter Terms for travel in the Easter and Long Vacations by those students reading for the Classical Tripos who have not received a Henry Arthur Thomas Travel Exhibition. Preference in making the awards is normally given to those who have not visited the Classical lands before, who carry a strong recommendation from their Director of Studies, who have worked out a thoughtful and productive itinerary (or who have been accepted to take part in archaeological fieldwork or a course of study), and who have performed satisfactorily in their examinations. Details and application forms will be circulated to Directors of Studies.

Awards are also available from these funds for graduates; these are for travel to Classical lands not directly related to research. Those whose travel is specifically work-related should apply to the Finance Committee Secretary on the Henry Arthur Thomas form available from the Enquiries Office.

### **F.S. SALISBURY FUND**

Grants may be made from the Fund to assist members of the University *in statu pupillari* who are engaged in excavation on Roman sites in Britain. For further details see the Awards number of the *Cambridge University Reporter*, normally published in November.

### **JEBB FUND**

The Jebb Electors will receive applications for grants from persons engaged in study or research in the University in classical or other literary studies, and, in particular, to those who require financial assistance in publishing research papers in these fields of study. A Studentship and a Scholarship are also offered for competition each year. For further details see the Awards number of the *Cambridge University Reporter*.

## **EXCHANGES AND FIELD TRIPS**

### **CAMBRIDGE – MUNICH EXCHANGE PROGRAMME**

The Faculty of Classics usually operates an annual exchange programme with the University of Munich, one of the leading European centres for the study of Classical antiquity. The exchange is open to and suitable for undergraduate students from the second year onwards, as well as for graduate students. This unique opportunity enables you to become familiar with a different academic culture and introduces you to areas of study or approaches not covered at Cambridge.

On a practical level, the exchange consists of spending a week in Munich after the end of the Cambridge Michaelmas term. In Munich, term still goes on at that time and you will be able to attend lectures, seminars and classes. Visits to the museums of Classical Antiquity (Staatliche Antikensammlung, Glyptothek) and various other activities and social gatherings round off the programme.

During the visit to Munich, students from Cambridge stay with their German counterparts in private accommodation. Students from Munich make a return visit to Cambridge towards the end of Lent Term. Cambridge students who went to Munich help to arrange a social schedule for the visitors, who stay in college guest rooms. No knowledge of the German language is required to participate in the exchange programme, although some familiarity would be of benefit. More information will be available early in the Michaelmas Term, when a meeting will be held for all those interested in participating. Please also see the information on the Faculty website.

### **FIELD TRIPS**

Students will be notified during the year of any approved field trips.

Students should contact the Faculty Administrator concerning a suitable risk assessment if they intend to carry out research or visit museums or sites which are

- a. Outside the EU, and/or
- b. Beyond the normal course of tourism, and/or
- c. In countries with any FCO safety warnings.

## **AFTER YOUR BA**

### **Further Study in Classics**

Once you have completed the Tripos, you may wish to go on to graduate study in Classics at Cambridge. In the first instance, this will mean doing an MPhil: a nine-month course, examined by a mixture of essays (or comparable exercises) and a short dissertation. After that, there is the PhD: a three-year course of research examined by an extensive dissertation. Fuller details are given by the University's Prospective Graduate Students webpage (available at <http://www.admin.cam.ac.uk/students/gradadmissions/prospec/>) and by the Graduate Admissions pages on the Faculty's website (<http://www.classics.cam.ac.uk/prospective/postgraduate>). Please consult the Faculty and University websites for further information on how to apply, and the relevant application deadlines.

Several sources of funding are available for those intending to undertake research in Classics for the MPhil and/or PhD. The arrangements for University co-ordinated funding schemes in 2013-14 have yet to be finalised: more information will be posted on the Faculty and University websites as it becomes available.

Many of the Colleges offer financial support for postgraduate research, and information on the various possibilities is available on the CamFunds database accessible via the University's 'Prospective Graduate Students' webpage.

The Faculty also offers a number of scholarships and studentships - including the Craven, Prendergast, and Henry Arthur Thomas Studentships, the Charles Oldham Classical and George Charles Winter Warr Scholarships, and the Seven Pillars Studentship – which normally provide partial funding for those studying for the MPhil or PhD. If you make an application for admission as a graduate student **by 10 January 2014**, you will be automatically considered for one of these awards: a shortlist will be drawn up on the basis of the candidates' applications for graduate study, and successful applicants notified directly by the Faculty. The awards will be made in the period July – September, when final examination results are known. Graduate students in their second or subsequent PhD year are also eligible to apply: in this case they should download an application form from the Faculty Camtools page, and submit it to the Faculty **by 10 January 2014**.

The Faculty also has a Graduate Studies Fund which makes grants to graduate students in cases of hardship. In an exceptionally deserving case this might extend to full fees and maintenance for a term or more. But applications can be made only by those who are already graduate students at Cambridge, and they are primarily intended for those who suffer unforeseen financial difficulties.

A further group of Classical Studentships – the Walston, Sandys, Henry Carrington and Bentham Dumont Koe and Laurence Studentships – are awarded to graduate students (normally in their second or subsequent year of research) each Michaelmas Term. Full details of eligibility for the various awards are available on the Faculty Camtools page, from which application forms can also be downloaded: **the deadline for applications is the Division of Full Michaelmas Term**. In 2013 the value of each award was £550.

## Careers

The University has an excellent Careers Service located in Stuart House, Mill Lane. It is a good idea to establish contact with the Careers Service not later than midway through your second year (see their website: [www.careers.cam.ac.uk](http://www.careers.cam.ac.uk)). There are five Information Staff to help with your enquiries (Tel: 38286) and eleven Careers Advisers, all with individual specialisms based on their professional experience, to whom you can talk in confidence about future moves – whatever stage in your thinking you have reached, and whether you want to continue with further study or move into a job after graduation. There is no limit to the numbers of careers advisers you can see or discussions you can have.

Another useful resource is the Faculty website which includes a section on the wide range of transferable skills that classicists at Cambridge can acquire. These skills, as well as enhancing academic performance, can be used beyond university, and are highly valued by employers.

The section that will now follow summarises how we approach teaching, learning and assessment in the Faculty.

## **A Short Introduction to Teaching, Learning and Assessment in the Faculty of Classics**

People come into Classics from all sorts of different directions and with their own ideas about what to expect from reading for a Classics degree. The same can be said about those who are involved in teaching and research. This plurality is one of the strengths of the subject; if, in fact, Classics in its variety can be seen as a single subject. In what follows, we have tried to sum up what seem to us to be the key features of the teaching and learning process for undergraduates as practised in our Classical Faculty. Although much of this might seem to be self-evident or common sense, we hope it may prove helpful to pass on to students our reflections on this central aspect of our activity as a community of scholars.

The experience of studying Classics in Cambridge is enriched by the interplay of Faculty and college teaching. The following account necessarily concentrates on the Faculty side of the process. In practice, the distinction between Faculty and colleges is blurred by the participation of virtually all those involved in college teaching as Members of the Classical Faculty.

### **Attributes of Cambridge Classics Graduates**

Our overall aim is to encourage students not only to acquire a sophisticated understanding of Greek and Roman cultures, but also critically to engage with them, developing an informed awareness of similarities and significant differences between the ancient and our own cultures. At the heart of this process is the acquisition of the Greek and Latin languages, to a level at which students consider themselves to be ‘confident readers’ in both languages. Alongside language skills, students also gain a broad knowledge of what are traditionally the main areas of classical knowledge: Greek and Latin literature, ancient philosophy, ancient history, Greek and Roman art and archaeology, and philology and linguistics. But our Classicists are also encouraged to pursue theme-based topics which cross over conventional subject boundaries. This might happen incidentally (e.g. in the study of religion or gender issues), or in courses consciously constructed to unite diverse subject areas (the ‘X Papers’ offered in Part II). For Part II of the Tripos there is also available a schedule of papers with classical affinities which have been ‘borrowed’ from other Triposes.

An increasingly important aspect of our teaching involves the reception of the Classics through time. We believe that this assists our students in understanding the characteristic qualities of the discipline of Classics and also its changing role in society beyond school and university.

In the course of their studies, Classics students acquire familiarity with a variety of primary materials requiring their own techniques of interpretation; mainly literary and other texts, but also inscriptions, and the evidence of art and archaeology. They also come to command a range of approaches and methodologies: library- and IT-based research skills, informed reading of texts, visual skills, and techniques of argumentation. This necessarily includes the ability to assimilate and critically evaluate a variety of viewpoints. In this way, students are able to arrive at and present their own, individual syntheses of ideas.

We hope that our students will be assisted by their classical studies in acquiring a range of adaptable skills. Learning the classical languages forms a firm basis for acquiring or developing knowledge of many modern languages. So far as time permits, learning of additional languages is encouraged and, in the case of Modern Greek, actively promoted through a ‘borrowed’ Paper available in Part II. A range of Classics papers (mainly but not exclusively language papers) is available to students reading Modern and Medieval Languages. So far as possible, they are taught alongside their classical counterparts.

Among the most valuable skills gained by Classics students is a developed critical judgement, coupled with a high degree of intellectual autonomy, assisted by the capacity effectively to manage time spent in learning. At a more detailed level, these skills involve the collection, organizing and deployment of material, the extraction of crucial elements

from complex information, and the selection of appropriate methodologies. Also distinct to the discipline of Classics, driven by the diverse nature of the subject, is the ability to make lateral connections between information and ideas in different fields of study. Where appropriate, teaching and learning are given a strongly comparative focus.

At every stage, we wish to assist our students in acquiring the ability to marshal their thoughts and arguments concisely and cogently, in both thinking and writing. This might also involve presentational skills, whether in writing or in addressing an audience directly, using appropriate audiovisual aids. Both call for the acquisition of at least a basic familiarity with IT resources. This includes word-processing essays and dissertations with footnotes and basic formatting, using Powerpoint to make presentations, searching databases and text-files, and locating, evaluating and exploiting websites.

### **Methods of Teaching and Learning**

We believe that the modes of teaching and learning adopted and developed by our Faculty encourage and assist Classics students in acquiring the attributes and skills described above. We are keenly aware that students enter the Classical Faculty from a wide range of educational experience in terms of subjects studied. That is reflected in our various modes of entry: the Preliminary Year for those without Latin and Greek; Intensive Greek for those with only Latin. On arrival, all students are assessed in terms of their specific language needs, and there are regular reassessments thereafter.

What almost all students do have in common is the experience of a pre-university educational regime that has been heavily taught, working to highly specific examination syllabuses. Our aim is to provide a supportive environment which enables individual students to acquire over time the self-confidence necessary for taking responsibility for their own learning, gaining maximum benefit from the expanding element of choice as they progress through the Classics course. Part IA aims at least to introduce students to the central areas of classical learning; choice of options is therefore limited. For Part IB the scope for choice of and within options is increased. When students arrive at Part II, they are given an almost completely free choice to specialise within one area of Classics or constructing their own programme of papers. In particular, the possibility of writing a dissertation for Part II provides a fresh kind of educational challenge, which combines skills already acquired with a strong element of independent research and writing. Frequently, third-year dissertations provide a valuable stepping-stone between undergraduate and graduate work.

In terms of study methods, the Faculty aims to gain the maximum benefit from a combination of traditional techniques (lectures, classes and seminars) with new and ongoing developments (databases, websites and computer-assisted learning). Overall, there is a balance between more formal teaching and types of learning that depend on active input by students.

It would not be particularly helpful to include here an exhaustive list of the range of study methods that students might encounter through their three or four years as undergraduates in the Classical Faculty; not least because the whole experience is enhanced by learning and teaching within the college environment. But the major methods would include the regular writing of essays; normally, but not exclusively, overseen by the Supervisors appointed by the colleges. Those new to Supervising (typically, but not exclusively graduate students) are encouraged to take up the training in their subject-area offered by the Faculty. Assistance in the reading of Greek and Roman texts is shared by Faculty and colleges, as is guidance in unprepared translation and prose composition. Lectures and classes provide support in source analysis and practical literary criticism. For those pursuing courses in art and archaeology, there is specific training in the identification and analysis of art objects and archaeological artefacts. Where possible, students are offered the opportunity to handle artefacts. All students are encouraged to familiarise themselves with the topography and ecology of the Greco-Roman world and to visit sites of specific

interest. To these ends, the Faculty provides generous assistance for those with suitable plans to visit Mediterranean lands.

Computer-assisted learning plays an increasingly fruitful part in the acquisition of language skills; key texts are available on-line, with accompanying vocabulary and commentary on grammar and syntax. Modern art and architecture, music, film, radio and television programmes are an established aspect of exploring the reception of classical themes.

### **Methods of Assessment**

The variety of study methods is reflected in the range of techniques of assessment. It may be helpful to draw a distinction between formative assessment (frequently informal, with feedback), and that which is summative (more formal, with optional feedback, typically used in grading students).

Classics students at Cambridge are fortunate in their opportunities for formative assessment: both within the Faculty and through their college. Supervisions arranged by the college provide excellent occasions for detailed assessment of work and progress. Where written work is produced it will typically be read in advance of the Supervision and be the subject of detailed written comment and discussion. At the end of each term every Supervisor submits to his students' Director of Studies formal reports of the progress in their studies. The teaching may be one-to-one; it is more likely that two, three or four students will be involved. Where more than one student participates, there is scope for co-operative learning. A similar sense of co-operation prevails in the classes and seminars organised by the Faculty. Although classes are run alongside lecture courses (especially for Part II), they form the staple method of language teaching. For the Preliminary Year to IA and for IA itself there are termly assessments of linguistic learning. Again, teachers pass on to Directors of Studies written reports of students' progress. Directors of Studies will also ask students for their feedback on the term's teaching.

Summative assessment largely consists of formal examinations at the end of each year. Revision classes are provided where appropriate. The Pass List for the Preliminary Year is undivided; for Part IA the Second Class is undivided. All students are supplied with details of marking criteria. Students have returned to them a full account of the marks gained in each paper: alphabetical and numerical marks awarded by each of the two examiners (all papers are double-marked) and an agreed numerical mark. The dissertation for Part II combines formative with summative elements. Supervision for this is provided on a one-to-one basis and every candidate is given a half-hour viva examination, providing an opportunity to discuss his or her work with the two examiners.

### **Future Developments**

We are always anxious to consider ways of improving our methods of teaching, learning and assessment. Suggestions may be made informally to teachers, or passed on via a member of the Student-Staff Joint Committee (which meets three times each year), or through the Undergraduate Academic Secretary of the Faculty.

## **PRELIM. TO PART IA COURSES (FOUR YEAR DEGREE ONLY)**

### *Introduction*

The Prelim. year is the first year of a Four Year Degree, a course designed to give access to the detailed study of the Ancient World to students who have not studied Latin or Greek to A level. This first year has two main aims: to give you a secure grounding in the Latin language so that you can understand and enjoy original Latin texts; to start you thinking about other areas of the ancient world and the tools and skills that a Classicist needs to investigate them. The core of the language teaching is a programme of reading and grammar classes taken by our language specialists.

### *Language classes*

As new first years studying the Four Year Degree, you will have attended a Latin Summer School. This is language based and designed to introduce you to the basic structure of the Latin language and to begin or enhance your experience of it. The term- time course takes you on from there. One of our most important aims over the course of this year is to start you on the road to becoming a confident reader of original Latin, so that you can read the works of Roman authors with accuracy and pleasure. A substantial part of the first year course is built around the reading of a group of Latin texts, and you will begin with your first author around the middle of the first term. The language classes you attend are designed to teach and support your language learning in a variety of ways. On one level, they will be teaching you the grammar and syntax basic to the functioning of the Latin language; on another level, introducing you to the support materials and tools which students need to develop their understanding of Latin (for instance, dictionaries, commentaries, IT learning resources and others), and at a third level, they will be helping you to read the texts in a structured way.

Learning to read an ancient language is a complex and challenging business and is at the core of much of what we do as Classicists. There is a huge difference between reading the works of Roman (and later, Greek) authors in translation and reading them in the original language, where the pattern and structure of the language itself provide a vital insight into the thought processes and cultural assumptions of the individuals and society which produced them. This centrality to the job of the Classicist – which is to find out as much about the Ancient World as possible and to interrogate and respond to what has been discovered – is why language learning is at the heart of the first part of our degree, whether you are approaching it as a Four Year or as a Three Year candidate. Four Year Degree students take Latin first to enable them to concentrate on one language and culture before taking on the next.

### *The Lectures*

Four Year Degree students have their own programme of lectures. These introduce candidates to the breadth and variety of what we study in the Classics Faculty in Cambridge: literature, history, art and archaeology and philology and linguistics. They will focus on a central period of Roman history, but with a consciousness of a Greek background where appropriate.

### *Teaching and learning*

A central element of the teaching and learning experience of Cambridge is the dovetailing of Faculty teaching with College provision: and this is no different for the Four Year Degree.

You will have supervisions organised by your Director of Studies in your College. Some of these supervisions will be designed to support and extend the work you are doing in your Faculty language classes. Others will be essay supervisions. Using material gained from lectures and from guided reading you will be working to write essays about different aspects of Roman culture, piecing together evidence and developing arguments about the material and ways to think about it.

The dovetailing between Faculty and College teaching may – and should – take on a number of different forms during the first year of the Four Year Degree, and indeed, during your time in Cambridge. Sometimes the connection between them will seem almost seamless: at other times, there may be a noticeable difference of approach. For instance, a supervisor may see a particular problem very differently from the way a lecturer has presented it and want to offer a very different argument for the way to apply the evidence. This has a number of benefits: it means that you get to have different points of view put before you and discussed; it can mean that you feel more confident about expressing your view – if there is no strict 'orthodoxy' then why shouldn't your views on a question be just as valid as other people's?; it can mean that the teaching and learning, in both content and style, can be tailored to individual needs. Your College Director of Studies is there to keep an overall view of what teaching you are receiving and to be ready to deal with problems if they arise. Four Year Degree candidates also have the Four Year Degree Course Co-Ordinator (Dr R S Omitowaju) in the Faculty to ask for advice.

The teaching for the Four Year Degree falls broadly into five kinds:

- 1) Faculty Latin language and reading classes
- 2) Faculty lectures on Latin literature and the Target Texts
- 3) Faculty lectures on Roman culture
- 4) College language supervisions
- 5) College essay supervisions

### ***The Preliminary Examination***

Four Year Degree candidates sit the Preliminary Examination during their first year. This exam consists of three papers. Papers 1 and 2 are in the form of traditional examination papers and take place in the first week of Easter Full Term. Paper 3 consists of a portfolio of the two essays done in Easter term. It is to be submitted by the seventh Tuesday of the Full Easter Term in which the examination takes place (10 June 2014).

Papers 1 and 2 are language exams and are intended to reflect and test the level of reading reached by this time in the course. Like all language papers in the Classics Faculty, these papers are marked positively: i.e. you will gain credit for what you do well, rather than just losing marks for what you do less well. The different passages will aim to test a variety of skills, so that everyone has the best chance to show what they can do. Paper 1 will focus primarily on translation and appreciation of passages from the Target Texts. Paper 2 will contain two unseens, a passage from the Target Texts for linguistic comment and English sentences for translation into Latin. Passages for unseen translation may come from other works by the same authors as the Target Texts, or they may be from others: however, passages will be chosen to avoid, as far as possible, an accumulation of rare vocabulary or idiosyncratic syntax.

*Schedule of Texts*

- Cicero *In Catilinam I*
- Ovid *Metamorphoses 4*
- Catullus, a selection of shorter poems  
(1,5,6,7,8,10,11,15,29,32,35,48,50,51,58,70,72,75,83,85,87,100,101)
- Augustus *Res Gestae*

*The Portfolio of two essays*

Part of the first year work is examined by means of a portfolio of essays which is submitted in the second half of Easter term. The portfolio contains two essays on subjects relating to the two target texts which will be studied in the Easter term: a selection of Catullus' poems and Augustus' *Res Gestae*. One of the essays is to be broadly literary in approach; the other may approach the target text from the standpoint of any of the sub-disciplines within Classics.

The titles are to be decided upon by the student in consultation with his or her supervisor. The titles are then to be countersigned by the student's Director of Studies and the Four Year Degree Co-Ordinator. The Academic Secretary for Undergraduate Affairs will circulate forms to students at the beginning of Easter term. **It is the student's responsibility to submit the completed form, countersigned by their Director of Studies and the Four Year Degree Co-Ordinator, to the Academic Secretary for Undergraduate Affairs of the Faculty by the third Monday of Full Easter Term (12 May 2014).**

There is a word limit of 4,000 words for each essay, including notes, but excluding bibliography. For these essays, students should receive an additional half-hour of one-to-one supervision, over and above the hour they would routinely get as a normal essay supervision. In the first supervision, detailed feedback, constructive criticism and advice about both content and structure will be offered by the supervisor. The second half-hour supervision enables the supervisor to see and comment on the work that the student has done in response to the suggestions made in the first supervision. The supervisor should not normally see the essay again.

The portfolio is conceived as a way in which students may demonstrate the development of their skills in essay work over the year, and as such should not be thought of as a wholly different form of exercise. Rather, it is aiming to be a 'normal' essay, but with the benefit of one additional opportunity to respond to detailed comments and one additional opportunity to 'polish' the essay. Qualities which will be looked for will be: a good knowledge of the texts and an ability to comment on their language and style where appropriate; knowledge of the most relevant secondary material and the capacity to offer some level of close reading and criticism of this material; the ability to construct a coherent argument.

**The portfolio is to be submitted by the student to the Academic Secretary for Undergraduate Affairs of the Faculty by the seventh Tuesday of the Full Easter Term (10 June 2014).** Students are required to sign a declaration that the essays in their portfolio are their own work, and do not contain material already used to any substantial extent for a comparable purpose. All essays must be word processed (1.5 spacing) unless permission has been obtained from the Faculty Board to present them in handwritten form. The style of presentation, quotation and reference to books, articles and ancient authorities should be consistent and comply with the standards required by a major journal (such as *Classical Quarterly*). Two copies of each essay should be submitted: if bound, each copy must be bound separately.

### *Calendar for portfolio*

**Easter term week 0:** after exam papers 1 and 2, students receive their copy of the portfolio form from the Academic Secretary for Undergraduate Affairs.

**Easter term weeks 1 and 2:** students have initial discussions with their supervisors about titles for the two essays. They may also seek advice from their DoS and the Four Year Degree Co-Ordinator. By the third Monday of Full Easter Term (12 May 2014) the completed form with the titles, signed by the student and countersigned by the student's Director of Studies and the Four Year Degree Co-Ordinator, is submitted to the Academic Secretary for Undergraduate Affairs of the Faculty. It is the student's responsibility to ensure that this is done by the relevant date.

During the subsequent weeks the two essays are completed, including both the initial supervisions and the additional half-hour supervision for each essay. **By the seventh Tuesday of the Full Easter Term in which the examination takes place (10 June 2014) the two essays are submitted to the Academic Secretary for Undergraduate Affairs of the Faculty.**

## **PAPER 1: LATIN TEXTS AND PAPER 2: LATIN QUESTIONS**

### *Aims and objectives*

1. *To introduce students to the Latin language and to develop their knowledge, abilities and skills towards the supported reading of original Latin texts and the independent reading of short passages from a variety of Latin authors.*
2. *To foster and enhance students' understanding of the structure and functioning of the Latin language.*
3. *To support students' acquisition and understanding of Latin vocabulary.*
4. *To offer guidance in the reading of texts in connection with students' work for Papers 1 and 3.*

### *Scope and structure of the examination papers 2013-14*

*Paper 1. Latin texts.* This paper will be divided into two sections. Section (a) will contain passages in Latin for translation into English from texts prescribed from time to time by the Faculty Board. Section (b) will contain passages for critical discussion taken from the prescribed texts.

*Paper 2. Latin questions.* This paper will be divided into two sections. Section (a) will contain two passages of Latin for unseen translation. Each passage will account for 25% of the marks available for the paper. Section (b) will contain (i) English sentences for translation into Latin (accounting, in total, for 25% of the marks available for the paper), and (ii) a passage for linguistic comment from the texts prescribed for Paper 1 (accounting, in total, for 25% of the marks available for the paper).

### ***Course descriptions***

#### LATIN LANGUAGE AND TEXTS

DR R S OMITOWOJU

DR C WEISS

(2 groups, each 78C: all year)

All those taking the four year course receive four Faculty classes a week in order to consolidate their grasp of the language and to read the set texts. The schedule breaks down as follows: Michaelmas weeks 1-4 Latin language course material; Michaelmas weeks 5-8 Cicero *In Catilinam I*; Lent, Ovid *Metamorphoses 4*; Easter weeks 1-7 Catullus, a selection of shorter poems and, concurrently, Augustus *Res Gestae*. The recommended edition for Cicero is that of Gould and Whiteley. Bring a text of the recommended edition. In Easter term these classes will also include an introduction to Greek.

For Ovid, recommended resources will be circulated; for Augustus, Rex Wallace, *Res Gestae Divi Augusti* (Bolchazy-Carducci); and for Catullus, John Godwin, *Catullus: the Shorter Poems* (Aris and Phillips).

### **PAPER 3: PORTFOLIO OF TWO ESSAYS**

#### ***Aims and objectives***

1. *To introduce the linguistic, literary, material and intellectual culture of Roman antiquity.*
2. *To set the learning of the Latin language in its historical, social and cultural context.*
3. *To develop the students' skills as readers and interpreters of Roman culture and society.*
4. *To develop the students' essay writing skills.*

#### ***Scope and structure of the examination 2013-14***

Students submit a portfolio of two essays completed in the course of Easter Full Term.

### ***Course descriptions***

#### ELEMENTS OF LATIN LITERATURE

DR D FRISBY

(4 L: Michaelmas, weeks 1-4)

These sessions will map and interrelate the classic Roman texts in terms of historical context and literary genre, featuring sample passages of prose and poetry. Susanna Braund *Latin Literature* (2002) and Oliver Taplin (ed.) *Latin Literature in the Roman World* (2000) make a lively introduction.

#### CICERO, *IN CAT. I*

DR A HUNT

(4 L: Michaelmas, weeks 5-8)

These lectures will reflect on the importance of, and background to, the Catilinarian conspiracy – both as an historical event and an oratorical/textual moment. Can we get to the “truth” behind Cicero’s speeches? Why did they become the most famous Roman speeches ever? Why is “Quousque tandem ...” still used as a political slogan?

OVID, *METAMORPHOSES* 4

DR D FRISBY  
(4 L: Lent, weeks 3-6)

An introduction to the most ambitious of Ovid's works - the enchanting, violent and often hilarious world of the *Metamorphoses*. The lectures will read book IV in detail, untangling a complex web of stories, from the the tragicomedy of Pyramus and Thisbe to the gender fusion of Salmacis and Hermaphroditus to the legendary heroism of Perseus. Read the text with Dr Omitowaju's commentary and read the whole poem in translation beforehand.

AUGUSTUS, *RES GESTAE*

DR A HUNT  
(4 L: Easter, weeks 1-2)

In the *Res Gestae* Rome's first emperor tells us what to make of him, dead and deified. Here is a first person Latin text that images Roman power in prose. For the text as transcribed from the inscriptions in stone, see the edition by R. Wallace *Res Gestae Divi Augusti* (Bolchazy-Carducci); for historical detail consult A.E. Cooley, *Res Gestae Diui Augusti* (CUP, 2009).

CATULLUS, A SELECTION

DR I GILDENHARD  
(4 L: Easter, weeks 3-4)

Here is Rome's most famous love-poet. We shall look at what he says about love and hate, what is innovative and influential in his poetry, and what it meant to be smart and sophisticated. In general, we will consider how Catullus fits into the Roman society of his day. Edition to use: John Godwin, *Catullus: the Shorter Poems* (Aris and Phillips).

ROMAN PHILOSOPHY

PROF. D N SEDLEY  
(2 L: Michaelmas, weeks 3-4)

An introduction to philosophical writing at Rome, with a particular focus on Lucretius, Cicero and Seneca.

INTRODUCTION TO ROMAN  
HISTORY

DR C M KELLY  
(4 L: Michaelmas, weeks 1-4)

These four classes offer an introduction to the politics of the Roman Republic. Who really held the power in Rome? What did it mean to be a citizen? How important was the Senate in the political process: what of the assemblies? Was republican Rome in any sense a democracy?

Suggested introductory reading: M. Beard & M.H. Crawford, *Rome in the Late Republic* (2<sup>nd</sup> edn, 1999); D. M. Gwynn, *The Roman Republic: A Very Short Introduction* (2012).

INTRODUCTION TO ROMAN  
HISTORY

DR P C MILLETT  
(4 C: Lent, weeks 1-4)

These four classes will focus on the transition from the Roman Republic to the Principate. It will look at what difference the establishment of monarchy by Julius Caesar and his adopted son Augustus made to the empire's political elite. This change has sometimes been described by modern historians as a "Roman Revolution", but many of those involved would have been reluctant to portray the change in such stark terms. Indeed, most preferred, seeming paradoxically, to think of the Principate and its autocratic institutions as a "Republic Restored".

Suggested introductory reading: B. Levick, *Augustus: Image and Substance* (2010).

INTRODUCTION TO ROMAN  
MATERIAL CULTURE

DR A LAUNARO

(4 L: Michaelmas, weeks 5-8)

These four sessions will introduce you to the study of material evidence for the Roman world. Through an examination of various types of artefact, from buildings to everyday objects, we will explore the contributions of archaeology to understanding the classical past.

Suggested introductory reading: K. Greene, *Archaeology: An Introduction* (2002).

INTRODUCTION TO LATIN  
PHILOLOGY

DR P M STEELE

(4 L: Lent, weeks 5-8)

A brief introduction to the formal and systematic study of language. We will look at the origin and history of the Latin language and the Latin alphabet, as well as thinking about some ways in which the modern discipline of linguistics can be applied to the study of Latin. This will include a consideration of some literary and non-literary texts, and you may find the lectures helpful to your language-learning, and historically interesting, even if you are not intending to take the study of linguistics further. Previous experience of linguistics is NOT expected.

**INTRODUCTION TO GREEK LANGUAGE**

INTRODUCTORY CLASS

MR F G G BASSO

(28 C: Easter, weeks 1-7)

We shall work through Sections 1-6 of the *Reading Greek* course (2<sup>nd</sup> edition CUP 2007) both the *Text and Vocabulary* and the *Grammar and Exercises* components.

## PART IA COURSES

### *Introduction*

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

### *The ancient languages*

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

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

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

These papers are designed to support various broader aims. Students who have successfully completed Parts IA and IB may choose to teach Greek and Latin language at school level, and competence in syntax and a sound vocabulary base are absolutely necessary for such teaching. Moreover, the skills you develop at Cambridge should give you the confidence to read Greek and Latin independently, outside any set syllabus. Within the Part IA and IB course linguistic confidence will enable you to get the most, not only out of the Literature and Philology options, but also out of the study of Ancient

Philosophy and History; to limit your experience of Greek and Latin texts ‘in the original’ to the particular groups you choose for Papers 5 and 6 in Part IB would be to limit your ability to pursue philosophical, historical and cultural problems: plenty of literary texts (to say nothing of inscriptions and papyri) have no accessible translation. Part IA and IB are importantly about learning *how to learn* about the ancient world and acquiring some of the main skills which will enable you to put that knowledge to best effect.

### ***Teaching and learning***

The teaching for language papers falls broadly into five kinds:

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

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

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

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

### ***Translation: Examining***

1. Overall, the translation papers are intended to reflect the range and level of reading of undergraduates at the end of the year.
2. The papers are positively marked, i.e. you will gain credit for what you do well, rather than just losing marks for what you do less well. So too, within each paper the passages will present a range of different challenges, so that everyone has the best chance to show what they can do.
3. Just as authors who are well beyond the usual range are normally avoided, so too examiners aim, as far as is possible, to avoid an accumulation of rare vocabulary or idiosyncratic syntax in passages set for unseens in Papers 1-4. Most people will find a few

## PART IA COURSES

words in a passage which they have not met before (or have forgotten), but what is important is that the interpretation of the whole passage will not depend on that 'hard word'; rather, there will always be room for intelligent guesses. Essentially, it is what you have learned, not what you do not know, which interests us.

### *Structure of the Part IA Examination*

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

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

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

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

### *Schedules of texts*

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

- For candidates taking Paper 1: Lysias 1; Ps. Xenophon *Athenaion Politeia*, Homer, *Odyssey* 19 and 20; Herodotus 9; Plato, *Crito*; Euripides, *Medea*.
- For candidates taking Paper 2: Lysias 1; Homer, *Odyssey* 19.100-end; Plato, *Crito*; Euripides, *Medea*.
- For candidates taking Paper 3: Virgil, *Aeneid* 8; Cicero, *Pro Lege Manilia*; Livy 21, sections 1-4, 26-63; Ovid, *Ars Amatoria* 1; Lucretius 3.1-462, 741-1094.
- For candidates taking Paper 4: Virgil, *Aeneid* 8.1-65, 370-731; Cicero, *Pro Lege Manilia*, sections 1-3, 36-end; Livy 21, sections 1-4, 26-63; Ovid, *Ars Amatoria* 1.

Towards the end of your Part IA year (after your exams but before you leave for the Summer) you will need to think about and decide upon your literature options for next year. You should seek advice from your Director of Studies about this and consult the 'Greek and Latin literature (Papers 5 and 6)' section under 'Part IB Courses'.

## **PAPERS 1-4: GREEK AND LATIN TRANSLATION**

### ***Aims and objectives***

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

### ***Scope and structure of the examination papers 2013-14***

Paper 1: Section (a) will contain three passages of Greek, each taken from works on a schedule of texts prescribed from time to time by the Faculty Board. Section (b) will contain two passages of Greek for unseen translation.

Paper 2: Section (a) will contain three passages of Greek, each taken from works on a schedule of texts prescribed from time to time by the Faculty Board. Section (b) will contain two passages of Greek for unseen translation.

Paper 3: Section (a) will contain three passages of Latin, each taken from works on a schedule of texts prescribed from time to time by the Faculty Board. Section (b) will contain two passages of Latin for unseen translation.

Paper 4: Section (a) will contain three passages of Latin, each taken from works on a schedule of texts prescribed from time to time by the Faculty Board. Section (b) will contain two passages of Latin for unseen translation.

### ***COURSES FOR ALL CANDIDATES***

#### **GREEK ACCENTS**

DR N HOPKINSON  
(4 L: Lent)

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

#### **GREEK AND LATIN METRE**

DR D BUTTERFIELD  
(8 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.

INTRODUCTION TO LITERARY  
THEORY

DR I GILDENHARD

(6 L: Easter; weeks 1-3)

After an introductory lecture devoted to ‘theorizing theory’, we will spend the following four sessions visiting the major ‘sites of meaning’ in literary and cultural studies: the reader, the text, the author, and the context. We’ll look at the theoretical inflections these variables have attracted, from antiquity to the present, with some illustrative examples from contemporary classical scholarship. The final lecture will place recent developments in theory in relation to the history of (classical) philology and the modern knowledge industry. The overall aim of these lectures is threefold: (a) to stimulate critical engagement with the basic categories on which we all rely in making sense of texts (and culture more generally); (b) to provide a first mapping of theoretical positions; and (c) to facilitate independent study of a domain of thought and practice that can seem daunting or even off-putting, but is fundamental to everything we do. All are welcome, especially the curious novice. Those wishing to get into the spirit beforehand could do worse than sample Jonathan Culler’s eminently readable *Literary Theory: A Very Short Introduction* (Oxford, 2011).

***COURSES FOR CANDIDATES TAKING PAPER 1***NON-INTENSIVE GREEK READING  
AND CONSOLIDATION

GRADUATE TEACHING ASSISTANT

(16 C: Michaelmas)

A course of reading and language consolidation for Non-Intensive Greek students, focused on Lysias 1 and Odyssey 19 and 20.

NON-INTENSIVE GREEK READING  
CLASSES

GRADUATE TEACHING ASSISTANT

(16 C: Lent)

Reading classes to help Paper 1 candidates with their set texts. The classes will focus on Plato, *Crito* and Euripides, *Medea*.

NON-INTENSIVE GREEK READING  
CLASSES

MR F G G BASSO

(8 C: Michaelmas;

8 C: Lent; 4 C Easter)

In Michaelmas we shall read Ps.-Xenophon’s *Athenaion Politeia*. In Lent and Easter we shall read Herodotus 9. See under Paper 5 (p. 43) for further details about these classes and for recommended editions and commentaries.

***COURSES FOR CANDIDATES TAKING PAPER 2***PRETERMINAL INTENSIVE GREEK  
CLASSES

MR F G G BASSO

DR R S OMITOWOJU

DR C WEISS

A N OTHER

Tues 30<sup>th</sup> Sept – Fri. 3<sup>rd</sup> Oct 2013

(9 C: 3 per day)

PART IA COURSES

PRE-LENT TERM COURSE

MR F G G BASSO  
DR R S OMITOWOJU  
DR C WEISS  
Tues 6<sup>th</sup> + Weds 7<sup>th</sup> Jan 2014

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

INTENSIVE GREEK READING CLASS:  
LYSIAS I

MR F G G BASSO  
DR R S OMITOWOJU  
DR P C MILLETT  
DR C WEISS  
(8 C: Michaelmas, weeks 1-4)

Bring a text of the recommended edition: C. Carey (ed.), *Lysias: Selected Speeches* (Cambridge, 1989). Vocabularies will be provided. Students may wish to supplement their preparation for this course by using the online Computer Assisted Text Reading materials.

INTENSIVE GREEK READING CLASS:  
HOMER, *ODYSSEY* 19 100-end

MR F G G BASSO  
DR M HATZIMICHALI  
DR R S OMITOWOJU  
DR C WEISS  
(8 C: Michaelmas, weeks 5-8)

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

INTENSIVE GREEK READING CLASS:  
PLATO, *CRITO*

MR F G G BASSO  
PROF. M BEARD  
DR R S OMITOWOJU  
DR R B B WARDY  
DR C WEISS  
(8 C: Lent, weeks 1-4)

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

INTENSIVE GREEK READING CLASS:  
EURIPIDES, *MEDEA*

MR F G G BASSO  
DR R S OMITOWOJU  
DR C WEISS  
(8 C: Lent, weeks 5-8)

INTENSIVE GREEK READING CLASS:  
EURIPIDES, *MEDEA*  
(continued)

MR F G G BASSO  
DR R S OMITOWOJU  
DR C WEISS  
DR J WILLMOTT  
(8 C: Easter)

Bring a text of the recommended edition: D. Mastronarde (Cambridge, 2002). Vocabularies will be provided.

INTENSIVE GREEK: LANGUAGE  
SUPPORT

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

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

### ***COURSES FOR CANDIDATES TAKING PAPER 3***

#### **LATIN READING CLASSES**

GRADUATE TEACHING ASSISTANT  
(32 C: Michaelmas and Lent)

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

#### **LATIN LANGUAGE CATCH-UP**

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

The course is designed for students wishing to reinforce their knowledge of grammar and develop strategies for reading set texts, translating unseens and preparing for Paper 5. For the first sessions we concentrate on essential constructions, and in the later ones we look at selected passages from a range of prose authors. It is by invitation please consult your Director of Studies.

#### **LATIN LANGUAGE AND READING FOR EX-PRELIMS STUDENTS**

GRADUATE TEACHING ASSISTANT  
DR R S OMITOWOJU  
(16 C: Michaelmas and Lent)

This course is designed to help Four Year Degree students consolidate their Latin Grammar and have structured help with their 1A texts.

### **PAPER 5: GREEK AND LATIN TEXTS**

#### ***Aims and objectives***

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

#### ***Scope and structure of the examination paper 2013-14***

Paper 5: This paper will contain questions on works contained in the schedules of Greek and Latin texts prescribed for Papers 1 to 4. The paper will contain questions on six passages. The first three passages will be passages of Greek prose and verse, two of which will come from the texts prescribed for Section (a) of Paper 2. The latter three passages will be passages of Latin prose and verse, two of which will come from texts prescribed for Section (a) of Paper 4. The first five questions on each passage will be focused on detailed understanding of the language and the final question will ask for an extended analysis and appreciation. Candidates will be required to answer questions on two passages, one Greek and one Latin. Any verse passage set may include a question testing knowledge of scansion.

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

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

There is no single format for this exercise, and therefore no single ‘right answer’ for any individual passage, and no check-list of points against which a candidate’s answer will be marked. Cambridge recognises that there are many things that can be done with texts, and that there is a plurality of scholarly and critical methodologies. The fact that the rubric is ‘Discuss the following passage’, rather than ‘Comment on points/themes x, y, and z in the following passage’ reflects this openness. What is universally agreed by all literary classicists in Cambridge is that one of the most valuable ways of attending to ancient texts is through a close engagement with their detailed texture, and that this is an essential complement to the more synoptic command of texts that is developed in supervision essays and tested in essay questions in exams.

In general examiners look for a combination of well-informed comment on details of a passage with an ability to link those details to wider questions. A ‘discuss’ question tests both the care and diligence with which candidates have read their texts, and also their ability to think about those texts within the frameworks of literary history, literary criticism and theory, and the wider culture of Greece and Rome. An extract from a larger work offers the opportunity to show how wider interpretative issues are focussed in a brief context: thus discussion might include consideration of the ways in which a passage contributes to the rhetorical, thematic, allusive and imagistic structures of the larger work.

It is probably inadvisable to attempt to produce a commentary in the traditional sense of that word, i.e. a largely disconnected series of observations on points of interest or difficulty in the order that they arise in the text (although if a candidate showed him- or herself able to deploy the full range of scholarly weaponry, in traditional commentary form, on a passage he or she would certainly score highly). At the other extreme, candidates will certainly *not* score highly if they use the passage as a hook on which to hang a very general discussion of the text as a whole with little reference to the specific passage set; they should not use it as an excuse to regurgitate a supervision essay. One possible model for tackling a ‘discuss’ question within the limited time available (40-45 minutes) would be to identify three or four central topics or issues informing the passage, and then to write a connected set of paragraphs discussing these matters, with constant reference to the details of the passage itself.

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

### ***Courses***

NON-INTENSIVE GREEK LANGUAGE AND READING CLASSES      GRADUATE TEACHING ASSISTANT  
(32 C: Michaelmas and Lent)

A course of reading and language consolidation for Non-Intensive Greek students, valuable for Paper 1 and also Paper 5.



***Scope and structure of the examination paper 2013-14***

This paper will be divided into five sections:

- (a) Greek and Latin literature;
- (b) Greek and Roman philosophy;
- (c) Greek and Roman history from c. 800 BC to AD 337;
- (d) Greek and Roman art and archaeology;
- (e) Classical philology and linguistics.

Candidates will be required to answer four questions, one from Section (a); two from Sections (b) to (e), with no more than one question being taken from any one section; and one from any section of the candidate's choice. Questions in Section (a) will no longer include passages for scansion and metrical commentary.

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

PROF. R L HUNTER

(4 L: Michaelmas, weeks 1-4)

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

**HOMER, *ODYSSEY* 19-20**

PROF. R L HUNTER

(4 L: Michaelmas, weeks 5-8)

*Odyssey* 19 and 20 focus on Odysseus' subtle exchanges with various members of his household, the suitors and especially his wife Penelope, before he reveals his true identity. The lectures will consider Odysseus' extremely rich conversation with Penelope, the characterisation of the suitors, the increasing presence of the gods, and the style of Homeric narrative; these themes will also be related to the rest of the *Odyssey*.

*Recommended edition:* R.B. Rutherford (ed.), *Homer. Odyssey XIX–XX* (Cambridge 1992). Further useful commentary can be found in J. Russo, M. Fernández-Galiano and A. Heubeck (eds), *A commentary on Homer's Odyssey. Volume III. Books XVII–XXIV* (Oxford, 1992). Recommended preparatory reading: the articles in R. Fowler, *The Cambridge Companion to Homer* (CUP 2004), and the introduction to Rutherford's 'Green and Yellow' commentary.

**PLATO, *CRITO***

DR M HATZIMICHALI

(4 L: Lent)

Socrates has been condemned to death by an Athenian jury and is awaiting his execution. His friend Crito appears with a cunning plan of escape. Socrates rejects it and tries to argue that it is best for him to stay and die. Why? The lectures will examine the arguments of Socrates and of the personified 'Laws of Athens'. Are they consistent? Do they leave any room for principled civil disobedience? Under what conditions is it right to assume that a citizen agrees to abide by a law and to be punished if it is broken?

## PART IA COURSES

Read as much of the dialogue as possible in advance. Recommended text: the OCT. Recommended commentary: J. Burnet, *Plato: Euthyphro, Apology of Socrates, Crito*. Oxford: Clarendon, 1924. Bring a copy of the text to the lectures.

### PS-XENOPHON, *THE CONSTITUTION OF ATHENS*

PROF. P A CARTLEDGE  
(see under **History**)

This short work (found in the manuscripts with other works of Xenophon but almost certainly not written by him) is the first extant analysis of the Athenian democracy and the earliest surviving text in Attic prose and both its author and exact date have been the subject of much scholarly debate. The recommended edition (with introduction, Greek text and commentary) is the one included in: V.J. Gray, *Xenophon on Government* (Cambridge 2007), 49-58, 97-105, 187-210. Another recent, and even more extensive commentary (with introduction, Greek text and English translation) is: J.L.Marr and P.J. Rhodes (eds), *The 'Old Oligarch'. The Constitution of the Athenians attributed to Xenophon* ([Aris & Phillips Classical Texts] Oxford 2008). The second Lactor edition, with introduction, translation and notes by R. Osborne (2004) is also useful.

This text will be covered in the following lectures: GREEK HISTORY: AN INTRODUCTION and GREEK AND ROMAN POLITICAL THOUGHT (see below, p. xx) and will be complemented by reading classes which will run throughout Lent and Easter terms: see under Paper 5 for details.

### HERODOTUS 9

MR F G G BASSO  
(4 L: Lent)

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

### LYSIAS 1

PROF. P A CARTLEDGE  
(see under **History**)

Lysias’ speech will be taken as read: the course will not go through the speech section by section but will presuppose familiarity with the text. We will look both at how what else we know about Athens and Athenian courts helps us to understand it, and at what the speech contributes to our wider understanding of classical Athens and Athenian values. The speech will be considered as law-court oratory, as evidence for attitudes towards social and sexual behaviour, and for the light it sheds on Athenian politics. Bring a text of Lysias to the lectures. Read the commentary of: C. Carey ed. *Lysias. Selected Speeches* (Cambridge) in advance.

### EURIPIDES, *MEDEA*

DR R S OMITOWOJU  
(4 L: Easter, weeks 1-2)

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

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

## Latin Literature

### INTRODUCTION TO LATIN LITERATURE

DR I GILDENHARD  
(4 L: Michaelmas, weeks 5-8)

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

### VIRGIL, *AENEID* 8

DR I GILDENHARD  
(4 L: Michaelmas, weeks 1-4)

Aeneas' boatload of refugees arrive at the future site of Rome and there run into the most recent wave of displaced people who already have a thanksgiving to celebrate. Our narrator looks back from the present cosmopolis to when history stretched out ahead of his characters, and has the gods bless and stump Aeneas by presenting him with the rise of Rome to cosmic empire in the form of the design on a shield. Augustus is handed centre stage within this microcosm. Please read the description of the Shield of Achilles in *Iliad* 18, in English at any rate, and set yourself to read in Latin as much of *Aeneid* 8 as you can ahead of the lectures. Use K.W. Gransden's slimline green-and-yellow commentary *Aeneid Book VIII* (Cambridge 1976) or invest in R.D. Williams' 2-volume commentary on the whole epic (Duckworth 1972-3).

### CICERO, *PRO LEGE MANILIA*

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

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

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

### LIVY BOOK 21

PROF. S P OAKLEY  
(4 L: Lent, weeks 1-4)

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

OVID, *ARS AMATORIA* 1

DR I GILDENHARD

(4 L: Lent, weeks 5-8)

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

## LUCRETIUS 3

DR M HATZIMICHALI

(4 L: Easter)

In book 3 of his poem on the nature of the world, Lucretius seeks to convince us that nothing of the conscious self can survive the body, and hence that death is not the fearsome thing that people imagine it to be. The lectures will examine his case, and the means of persuasion he uses to secure it, setting these in the context of *De rerum natura* as a whole.

Please bring a text. The prescribed lines are 3.1-462 and 3.741-1094. Aim to read these in advance, using for preference the edition of book 3 by E.J. Kenney (1971) or P.M. Brown (1997). Also very useful are the major edition of Lucretius by C. Bailey (1947) and the current Loeb (W.H.D. Rouse, revised by M.F. Smith, 1975). On the arguments against the fear of death at the end of book 3, see especially J. Warren, *Facing Death* (2004).

**Philosophy**INTRODUCTION TO ANCIENT  
PHILOSOPHY I: EARLY GREEK  
PHILOSOPHY

DR J I WARREN

(8 L: Michaelmas)

This course will serve as an introduction to Ancient Philosophy as a whole. Earlier lectures will look at some of the earliest Greek philosophers and concentrate on Xenophanes and Heraclitus. Topics covered will include: their accounts of cosmology and cosmogony, theology, and the nature of knowledge. For a brief introduction see James Warren, *Presocratics*. Stimulatingly different is Robert Wardy, *Doing Greek Philosophy* (Introduction and Chapter 1). The quickest way to familiarise yourself with the source material is Kirk, Raven and Schofield, *The Presocratic Philosophers* (Greek texts, English translation, helpful commentary, good bibliography: bring along to the lectures, if possible). Also very useful is Daniel W. Graham, *The texts of early Greek philosophy* (a more ample collection of Greek texts, English translation, but less ample commentary). Later lectures will begin looking at Socrates in preparation for the lectures in the Lent term.

INTRODUCTION TO ANCIENT  
PHILOSOPHY II: SOCRATES AND  
PLATO

PROF. D N SEDLEY

(8 L: Lent)

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

## HELLENISTIC AND ROMAN ETHICS

DR M HATZIMICHALI  
(4 L: Easter)

How can we be happy? Should our goal in life be to maximise our pleasures and minimise our pains, or should we focus on our souls and virtue, disregarding anything to do with the body? We shall explore the rival solutions to these problems, as well as some of their implications for social values and inter-personal relationships. We will often find ourselves accessing the thought of the Hellenistic schools indirectly, through the eyes of Roman thinkers such as Cicero and Seneca, and we will be asking what they contributed to the debate. The sourcebook for this course is Long and Sedley, *The Hellenistic Philosophers* (2 vols. Cambridge 1987) – see especially the sections on ‘Ethics’ under ‘Epicureanism’ and ‘Stoicism’.

**History**INTRODUCTION TO ANCIENT  
HISTORY AND HISTORICAL TEXTSPROF. M BEARD  
DR C M KELLY  
(3 x 8 L: Michaelmas)

This course consists of three strands:

GREEK HISTORY: AN  
INTRODUCTIONPROF. P A CARTLEDGE  
(8 L: Michaelmas)

This lecture series provides an introductory outline of Greek history from the Archaic to the end of the Hellenistic period (c. 800-30 BC). It runs, therefore, from the rise of the *polis*—the Greek city state—to the victory of Rome over the Hellenistic kingdoms of the Greek east; but with a focus on the Greek world in the fifth and fourth centuries BC, a period for which we have a particularly abundant set of sources, including Athenian law-court speeches, such as those of Lysias, political pamphlets such as that of the ‘Old Oligarch’, and the histories of Herodotus and Thucydides; not to mention plays and poetry, art and architecture, philosophical writings and plentiful inscriptions.

This course will engage with all this material, its richness and limitations, as it provides a wider and longer view of Greek history, beyond Athens, and within its broader Mediterranean context, over roughly seven centuries. Students will get a sense of the key issues which historians are trying to understand, the complexity and diversity of the societies involved, and of the historical processes themselves.

Introductory Reading: P. Cartledge (ed.), *The Cambridge Illustrated History of Ancient Greece* (rev ed. 2002), R. Osborne (ed.), *Classical Greece* (2000).

ROMAN HISTORY: AN  
INTRODUCTIONPROF. M BEARD  
DR C M KELLY  
(8 L: Michaelmas)

These lectures offer an introduction to some of the key issues in Roman history from the foundation of the city of Rome (reportedly in 776 BC), to the fall of the western Empire (allegedly in AD 476). Across this millennium, the focus will be on the period of the late Republic and the early empire (c. 200 BC – AD 200): from the war with Hannibal through to the point when Rome’s empire reached its greatest geographical extent, under the emperor Septimius Severus. This is a period that becomes increasingly rich in evidence, as Roman power grows: from the speeches of Cicero and the histories of Livy, through poetry and philosophy, art and architecture, coins and inscriptions.

These lectures will engage with this material, exploring its challenges and opportunities, and offering a reflective account of political upheaval, imperial expansion

and collapse . They aim to give a sense of the complexity and diversity of the societies involved and of the historical processes themselves.

Introductory reading: G. Woolf, *Rome: The Empire's Story* (2012); C. Kelly, *The Roman Empire: A Very Short Introduction* (2006); M. Beard & M. Crawford, *Rome in the Republic* (2<sup>nd</sup> edn, 1999).

HISTORICAL TEXTS: AN  
INTRODUCTION

PROF. M BEARD  
PROF. P A CARTLEDGE  
(8 L: Michaelmas)

This course focuses on two texts, two surviving pieces of ancient rhetoric—Lysias' law-court speech, 'On the Murder of Eratosthenes', from democratic Athens—and Cicero's assembly speech, 'For the Manilian Law', from late Republican Rome. It provides discussion and analysis of these works themselves, in their historical context; as well as exploring what they reveal about the societies that generated them more broadly: their legal and political systems, their assumptions and values, modes of persuasion and means of argument. It will invite comparison between a law-court speech on murder and adultery, and an assembly speech about giving Pompey command in a key war; and consider the ways in which both can be used as historical evidence.

Introductory Reading: E. Harris and L. Rubinstein (eds.), *The Law and the Courts in Ancient Greece* (2004), C. Steel, *Reading Cicero* (2005).

Details of the recommended editions of Lysias, Cicero, and the other target texts covered in these lectures, can be found above under 'Greek and Latin literature'.

## Art and Archaeology

ART & ARCHAEOLOGY OF THE  
GREEK AND ROMAN WORLDS

DR C VOUT ET AL  
(12 L: Michaelmas; 8 L, 4 C: Easter)

This course provides an introduction to the scope and potential of the art and archaeology of the Greek and Roman worlds, from the Minoan and Mycenaean societies to Late Antiquity. The first two lectures in Michaelmas introduce the importance and inter-relationship of the study of classical archaeology and classical 'art'. These are followed by lectures on the range of material culture produced by different peoples across the chronological and geological span of Classical Antiquity, focussing on key sites, issues and approaches. In Easter term, there will also be a series of handling classes, in the Faculty and the Fitzwilliam Museum, focusing on specific types of material, and the ways we can study them.

Suggested reading: S. Alcock and R. Osborne, *Classical Archaeology*, 2nd edition (2011); A. Schnapp, *The Discovery of the Past* (1996); D. Preziosi & L. Hitchcock, *Aegean Art and Architecture* (1999); I. Morris (ed.) *Classical Greece: Ancient Histories and Modern Archaeologies* (1994); R. Osborne, *Archaic and Classical Greek Art* (1998); N.J. Spivey, *Greek Sculpture* (2013), A.W. Lawrence (revised by R.A. Tomlinson), *Greek Architecture* (1983); M. Beard and J. Henderson, *Classical Art from Greece to Rome* (2001); N.J. Spivey and M.J. Squire, *Panorama of the Classical World* (2004); E.J. Owens, *The City in the Greek and Roman World* (1991); T.W. Potter, *Roman Italy* (1987); M. Beard, *Pompeii: The Life of a Roman Town* (2008); J. Elsner, *Imperial Rome and Christian triumph: the Art of the Roman Empire A.D.100-450* (1998); P. Zanker, *The Power of Images in the Age of Augustus* (Michigan, 1988); M. Thorpe, *Roman Architecture* (1995); C. Renfrew and P. Bahn, *Archaeology - Theories, Methods and Practice* (London, several editions); C. Gamble, *Archaeology: the Basics* (2001); M.H. Johnson, *Archaeological Theory: an Introduction* (2010).

## Philology and Linguistics

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

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

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

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

INTRODUCTION TO CLASSICAL  
PHILOLOGY AND LINGUISTICS

DR R J E THOMPSON  
AND OTHERS  
(12 L: Michaelmas;  
12 L: Lent; 4 L: Easter)

### Michaelmas Term

*The Sounds of Greek and Latin* (DR R J E THOMPSON: 6 L)  
After a brief survey of the basic concepts and methods of Linguistics, the sounds of language and the relationship between speech and writing are explored. This knowledge is then applied to the Classical languages. The problems of reconstructing just how Latin and Greek sounded receives special attention. This is then followed by a discussion of the phonology of the two languages.

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

*Dialectology and Sociolinguistics* (DR J P T CLACKSON: 4 L)

An introduction to some of the many various ways in which people spoke and wrote Greek and Latin. These lectures will give examples (taken mainly from familiar authors) of varieties of Greek and Latin used in different areas and by different social classes and sexes, while showing how these differences can be quantified and explained.

Recommended introductory reading: F. Coulmas, *Sociolinguistics: The Study of Speakers' Choices*, Cambridge 2005; R. Wardhaugh, *An Introduction to Sociolinguistics*, 3<sup>rd</sup> ed., Malden/Oxford 1998.

*Pragmatics of Greek and Latin*

(DR J P T CLACKSON: 2 L)

Pragmatics is the branch of linguistics concerned with language in context: how people do things with words; how words can be used to mean different things in different situations; how sections of text relate to one another and how they highlight or introduce information. Subjects covered will include implicature, speech acts, presupposition, textual coherence and cohesion, topic and focus.

Recommended introductory reading: E.J. Bakker, 'Pragmatics: Speech and Text', in E.J. Bakker (ed.) *A Companion to the Ancient Greek Language* (Wiley-Blackwell 2010), 151-167.

**Lent Term***The Forms of Greek and Latin*

(DR T MEISSNER: 6 L)

An introduction to the basic concepts of the inflectional morphology of Greek and Latin, followed by a systematic survey of the categories of the noun and verb and their functions.

Introductory reading: B. Blake, *Case*, Cambridge 1994, W.W. Goodwin, *Syntax of the moods and tenses of the Greek verb*, 2<sup>nd</sup> ed., London 1965; B. Comrie, *Tense*, Cambridge 1985; B. Comrie, *Aspect*, Cambridge 1976, J. Willmott, *The Moods of Homeric Greek*, Cambridge 2007.

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.

*The Words of Greek and Latin*

(DR J C WILLMOTT: 2 L)

An introduction to the basic concepts of morphological analysis, in particular the distinction between lexical and inflectional morphology. The lectures then concentrate on issues in lexical morphology: lexical roots and derivational paradigms; productive and non-productive types of formation; semantic fields and lexical registers; loan-words and foreign influences.

Introductory reading: A. Spencer, *Morphological Theory*, Oxford 1991 ch. 1; P.H. Matthews, *Morphology*, 2<sup>nd</sup> ed., Cambridge 1991.

*Greek and Latin Syntax*

(DR J C WILLMOTT: 4 L)

An introduction to the syntactic analysis of Greek and Latin, examining inter alia the basic structure of phrases and sentences, the relationship of syntactic structure to meaning, and the formal bases for the operation of such key linking relations as government and concord (agreement).

Introductory reading: P. H. Matthews, *Syntax*, Cambridge 1981; N. Burton Roberts, *Analysing Sentences*, 3<sup>rd</sup> edition, Harlow: Longman (2011).

## **Papers 7 and 8: Greek and Latin Composition**

### ***Aims and objectives***

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

### ***Scope and structure of the examination papers 2013-14***

#### **PAPER 7. GREEK PROSE AND VERSE COMPOSITION**

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

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

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

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

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

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

#### **PAPER 8. LATIN PROSE AND VERSE COMPOSITION**

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

## PART IA COURSES

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

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

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

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

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

### *Course*

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

#### WRITING GREEK AND LATIN

DR C WEISS

(20 C: Michaelmas, Lent and Easter)

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

## 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 2013-14***

Each of papers 1 - 4 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, 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 of 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, 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 of 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 Livy; 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

## PART IB COURSES

'seen' passage in Section B candidates will have a choice of 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 Livy; 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 of passages, which will be taken from the Schedule A (intensive) set texts for Paper 6; each passage will be taken from a different topic.

### ***COURSES FOR CANDIDATES TAKING PAPERS 1 AND 2***

GREEK LANGUAGE  
CONSOLIDATION

MR F G G BASSO  
(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.

### ***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  
(4 L: Lent)

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

GREEK AND LATIN METRE

DR D BUTTERFIELD  
(8 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 1 'Youth at Rome'), or of period (Paper 6 Topic 3 'The Neronian Period'), or of theme (e.g. Paper 5 Topic 1 'The Iliad').

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:

PART IB COURSES

## PAPER 5. GREEK LITERATURE

### Topic 1 *The Iliad*

**Schedule A:** (1) *Iliad* 1, 3, 6; (2) *Iliad* 21, 22, 24; (3) *Iliad* 9, 18.

**Schedule B:** Hesiod, *Theogony*; *Odyssey* 11; Homeric *Hymn to Aphrodite*; Greek Epic fragments – *The Trojan Cycle* (as in West); Plato, *Ion*; Euripides *Troades*, Quintus of Smyrna, *Posthomerica* 5.

### Topic 2 *Athens on Stage*

**Schedule A:** (1) Euripides, *Ion*; (2) Aristophanes, *Acharnians*; (3) Aeschylus, *Eumenides*.

**Schedule B:** Sophocles, *Oedipus at Colonus*; Euripides, *Suppliants*; Aristophanes, *Knights*; Aristophanes, *Wasps*.

### Topic 3 *Words and Wine*

**Schedule A:** (1) Archilochus; Tyrtaeus; Semonides; Mimnermus; Solon; Theognis; Sappho; Alcaeus; Ibycus; Anacreon; Xenophanes; Hipponax; Scolaia; (2) Xenophon, *Symposium*; (3) Plato, *Symposium*.

**Schedule B:** Homer, *Odyssey* 8; Plutarch, *Septem sapientium convivium*; *Quaestiones convivales* 1-3; Lucian, *Symposium*; *Lexiphanes*.

### Topic 4 *Second Sophistic*

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

**Schedule B:** Achilles Tatius, 3-8, Lucian, *Pro Imaginibus*, *Vera Historia B*, *De Historia Conscribenda*, Philostratus, *Lives of the Sophists*, Alciphron, *Letters of Prostitutes*.

## PAPER 6. LATIN LITERATURE

### Topic 1 *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 2 *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, 3.21, 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).

PART IB COURSES

**Topic 3** *Youth at Rome: Coming of age in poetry and prose*

**Schedule A:** (1) Catullus 61-68; (2) Statius, *Achilleid*; (3) Apuleius, *Cupid & Psyche*.

**Schedule B:** Virgil, *Aeneid* 5.545-699 and 9.176-502; Horace, *Odes* 1.5, 1.13, 2.5, 3.2, 4.4; Ovid, *Metamorphoses* 4.55-166, 4.274-388, 9.666-797; Statius, *Thebaid* 9.570-907; Augustine, *Confessions* 2.

**Topic 4** *Cicero, Caesar and friends*

**Schedule A:** (1) Caesar, *Bellum Ciuile* 1; (2) Cicero, *Pro Marcello* and Catullus 5, 8, 10, 11, 28, 29, 49, 52, 53, 57, 58, 76, 77, 93, 94, 96, 100, 105, 109, 113, 115; (3) Cicero, *De amicitia*.

**Schedule B:** Cicero, *Ad Atticum*, Book 7, letters 11–27; Cicero, *Ad familiares*, Book 4 (all) and Book 13, letters 15 and 16; Cicero, *De officiis* 1 and 3; Cornelius Nepos, *Life of Atticus*; Sallust, *Invective against Cicero*, *Letters to Caesar*; Suetonius, *Diuus Julius*.

**Scope and structure of the examination paper 2013-14**

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 passages for discussion, one from each Schedule A group of texts in the 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 passages for discussion, one from each pair of texts (1) and (2) in each Schedule A group of texts in the 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.

The consequence of this structure is that, in order to be prepared for the examination, a candidate must have studied two of the 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.

Credit will be given for knowledge of Schedule B texts. In each paper each question carries a quarter of the marks.

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

## CRITICAL DISCUSSION

PROF. S D GOLDHILL  
(4 L: Easter, weeks 1-2)

These sessions will develop your techniques for discussing passages from classical texts. The structure will be between lectures and classes, with audience participation required as we consider examples drawn from the Part IB set texts. Photocopies supplied.

**Greek Literature [Paper 5]**TOPIC 1 *The Iliad*

DR H VAN NOORDEN  
(12 L: Michaelmas, weeks 1-4)

The *Iliad* is a founding text of Greek culture, whose portrayal of warriors at Troy fuelled long traditions of heroic epic and historiography, philosophy and tragedy, performance and scholarship. This course offers close study of Homer's poem, its backgrounds in oral poetry and aspects of its legacy as an epic, highlighting chronological and methodological contexts crucial for our understanding of Homeric storytelling. Using the 'Trojan' poems in the Epic Cycle, we shall see how accounts of the Trojan War, which the *Iliad* encapsulates in the scope of a few weeks, begin and end in many places, not least Olympus itself; this dimension of the *Iliad* will be explored alongside Hesiod's prehistory of the cosmos in his *Theogony* and the story of Aeneas' birth in the *Hymn to Aphrodite*. Plato's *Ion* provides evidence for the contested authority of 'Homer' in performance at Athens, while themes of mortality, power, loss and storytelling are given new twists in sequels ranging from the *Odyssey* to Quintus of Smyrna's *Posthomerica*.

Read all of the *Iliad* in translation in advance, and the relevant 'A' schedule in Greek if possible before the lectures. For the *Iliad*, use Allen and Monro's Oxford Classical Text; brief commentary in Willcock's 2-vol. edition (Bristol Classical Press). There are separate commentaries on Book 1 (S. Pulleyn, Oxford 2000), Book 6 (B. Graziosi and J. Haubold, Cambridge 2010), Book 9 (J. Griffin, Oxford 1995), Book 22 (I. de Jong, Cambridge 2012), Book 24 (C. Macleod, Cambridge 1982). Further bibliography and advice on Schedule B and bibliography will be given during the lectures.

TOPIC 2 *Athens on Stage*

PROF. R L HUNTER  
DR O R H THOMAS  
(12 L: Michaelmas, weeks 5-8)

This topic considers how Athenian dramatists both represent and create Athenian myth, history and politics. Tragic poets manipulated the stories of the distant past to create a revelled divine legitimacy for Athenian institutions, whereas comic poets revelled in fantastic and absurdly humorous presentations of the paradoxes of a supposedly radical democracy. The course will consider how, if at all, these plays served to educate and entertain the Athenian audience, what relations they had to other forms of public discourse, such as that of the law courts and the public assembly, how we should interpret encomium of Athens within Athenian plays, and to what extent our modern picture of classical Athens has been shaped by its drama.

PART IB COURSES

*Editions: Ion*: Oxford edition by A.S. Owen (1939) and Aris & Phillips by Kevin Lee; *Acharnians*: Douglas Olson's Oxford edition and the Aris & Phillips of Sommerstein; *Eumenides*: CGLC edition by Sommerstein.

TOPIC 3 *Words and Wine*

DR R GAGNÉ  
PROF. R L HUNTER  
(12 L: Lent)

Wine lies at the heart of Greek literature. For centuries, groups of males drinking together in polite order or rowdy drunkenness in the ritualised setting of the symposium sang songs and told themselves stories. Witty drunken jests and sublime celebrations of beauty, friendship, education, tales of war and exploration, foundation myths and sexual boasts, hallowed memories from the common ancestors of the group and celebrations of recent feats of valour, vicious satire launched at enemies and prayers to the gods are some of the many themes found in sympotic literature. Part of this literature has come down to us, much of it from the archaic period. Many authors from the classical period onwards, most notably Plato, have also used the symposium as a particularly convenient setting for staging written dialogues, and ancient scholars have written learned treatises about the symposium in later periods. The banquets of the *Odyssey* famously place song and narrative at the core of their festivities already, and writers of late antiquity still staged their ideas in banquets of sages and poets as they continued to rewrite the *Symposium* of Plato. The literature of the symposium runs through many genres and many centuries. It includes poetry from the symposium, literature representing the symposium, and scholarship about the symposium. The course aims to cover a significant selection of this literature.

All A1 texts are taken from D. A. Campbell, *Greek Lyric Poetry*, Bristol, 1982. Read all of the texts from Campbell for each author in the list. The A1 selection contains about 1550 lines. For Xenophon's *Symposium*, use Bowen (Warminster 1998). For Plato's *Symposium*, use Dover (Cambridge 1980). Further texts and a bibliography will be distributed in class.

TOPIC 4 *The Second Sophistic*

MR F G G BASSO  
PROF. R L HUNTER  
DR R S OMITOWOJU  
(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 history, science, 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 Gaselee'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's *Somnium*, use N. Hopkinson, *Lucian: A Selection* (Cambridge 2008); for *Vera Historia A* and *Imagines*, the Oxford Classical Text or Loeb; for *De Historia Conscribenda* use the translation with introduction and commentary by M.D. McLeod in *Lucian: A Selection* (Warminster 1991); for Dio *Or 7*, use *Dio Chrysostom Orations* ed. D. Russell (Cambridge, 1992); Simon Goldhill's *Foucault's Virginité* provides a lively introduction to the texts of the period. See also S. Swain, *Hellenism and Empire: Language, Classicism, and Power in the Greek World, AD 50-250* (Oxford 1998), T.

Whitmarsh, *Greek Literature and the Roman Empire: The Politics of Imitation* (Oxford 2002) and T. Whitmarsh, *The Second Sophistic* ([Greece and Rome Surveys] Oxford 2006). A full bibliography will be provided in the lectures.

## Latin Literature [Paper 6]

### TOPIC 1 *The Neronian Period*

DR D BUTTERFIELD  
(12 L: Lent)

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 2 *Past and Present in Trajanic Rome*

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

How would first-century Rome look without Tacitus or Suetonius? How would Trajan look without Pliny? This topic investigates the concerted burst of literary Latin creativity at the turn of the first century, and considers how Tacitus, Pliny, Juvenal and others responded to the 'enlightened' imperial regime which took hold after Domitian's assassination in A.D. 96. In *Histories* 1, his first major historical work, Tacitus explores and explodes the crisis of A.D. 69, beginning with Otho's brutal coup against Galba. Meanwhile, Pliny in oratory and letters, Martial in epigram, Juvenal in satire, and Suetonius in biography, all negotiate the new political landscape of Nerva's and Trajan's Rome.

Recommended editions: Tacitus, *Histories* 1: C. Damon, *Tacitus Histories I* (Cambridge 2003); Pliny, *Epistles* 2: use the OCT; Juvenal, *Satires* 1-5: S.M. Braund, *Juvenal Satires Book I* (Cambridge 1996); Tacitus, *Agricola*: R.M. Ogilvie & I. Richmond, *Tacitus Agricola* (Oxford 1967); Pliny, *Panegyric and Epistles*: use B. Radice's 1966 Loeb; Martial: use D.R. Shackleton Bailey's 1993 Loeb; Suetonius: use the 1997 Loeb (J. W. Rolfe, revised by D. Hurley); Dio Cassius: use E. Cary's 1925 Loeb (vol. 7).

Full bibliography will be distributed in lectures.

TOPIC 3 *Youth at Rome: Coming of age  
in poetry and prose*

DR D BUTTERFIELD  
DR D FRISBY  
(12 L: Lent)

Adolescence, virginity, marriage, sons and daughters, mothers and fathers: youth was a rich and stimulating topic for Roman writers of poetry and prose. Catullus' 'long poems' (61-68) include his famous epyllion on Peleus and Thetis/Theseus and Ariadne, the weird self-castration of Attis, and a talking door. Statius' *Achilleid* (late first century AD) makes mini-epic farce of Achilles' sojourn in drag on Scyros, while the 'Cupid & Psyche' episode of Apuleius' second-century novel *Metamorphoses* (a.k.a. *The Golden Ass*) puts a girl's growing pains at the heart of Lucius' comical-philosophical voyage of self-discovery.

Recommended editions: (1) J. Godwin (1995), *Catullus: Poems 61-68*, Warminster (also commentaries on the complete Catullus by Fordyce 1961 and Quinn 1970), (2) O.A.W. Dilke (1954), *Statius: Achilleid*, Cambridge, reprinted with new intr. by R. Cowan (Bristol 2005); (3) E.J. Kenney (1990), *Apuleius: Cupid & Psyche*, Cambridge.

A full bibliography will be provided in the lectures.

TOPIC 4 *Cicero, Caesar and friends*

DR I GILDENHARD  
(12 L: Michaelmas)

Cicero and Caesar are the two most emblematic figures of the late Roman Republic. At first sight, they seem polar opposites: here Cicero, the greatest orator Rome produced, the self-proclaimed *dux togatus*, the author of philosophical treatises, the advocate of Greek culture in a Roman setting, the representative of republican politics; there Caesar, one of the greatest Roman generals, the ruthless power-politician, the gravedigger of the republic, *dictator perpetuus* and tyrant. But Cicero, too, hankered after military glory and Caesar was famous for his eloquence. Both, in their different ways, facilitated the rise of autocracy at Rome. And both belong among the most distinctive prose stylists ever to write in Latin. Like complementary twins, they throw light on one another, not least since their paths crossed throughout their careers. The most intense interaction between the arch-republican and the autocrat took place after Caesar crossed the Rubicon, and the period 49–44 BC will be the principal focus of the course. We shall study the first book of Caesar's *Bellum Ciuile* as a masterpiece of apologetic self-promotion; the speech that Cicero delivered before Caesar on behalf of the republican die-hard Marcellus (*Pro Marcello*); and Cicero's treatise on friendship *Laelius de amicitia* – set in 129 BC, but of urgent relevance to the Rome of the 40s BC. A selection from Catullus' *carmina minora* rounds out Schedule A, in offering alternative views on late-republican Rome, its social networks, imperial expansion, and interpersonal relations. The texts in Schedule B provide additional perspectives on the authors and the period under consideration (Cornelius Nepos, Sallust, Suetonius) and include a selection from those of Cicero's letters that are of particular relevance to the Schedule A texts – as well as significant portions of his last great work of political philosophy, the *De officiis*, written after the Ides of March 44 and designed in part to justify the murder of Caesar by his 'friends' as legitimate tyrannicide.

Recommended editions: Catullus: *Catullus. The Shorter Poems, with an Introduction, Translation and Commentary* by J. Godwin, Oxford. Caesar: *Julius Caesar: The Civil War Books I & II, edited with an introduction, translation & commentary* by J.M. Carter, Warminster 1990. Cicero: *Laelius de amicitia*: ed. with introduction, translation and notes by J.G.F. Powell, Warminster 1990; *Pro Marcello*: ed. by A.C. Clark (Oxford 1901) or H.C. Gotoff (*Cicero's Caesarian Speeches: A Stylistic Commentary*, Chapel Hill & London 1993); *Ad Atticum* and *Ad familiares*: use D.R. Shackleton Bailey's Loeb edition; *De officiis*: ed. by M. Winterbottom (Oxford

1994); trans. by P.G. Walsh (Oxford 2001) and/ or E.M. Atkins and M.T. Griffin (Cambridge 1991). Cornelius Nepos: use J.C. Rolfe's Loeb (1921) and/ or Nicholas Horsfall, *Cornelius Nepos, a Selection, Including the Lives of Cato and Atticus* (Oxford 1989). Sallust: use L.D. Reynolds's OCT (1991) or J.C. Rolfe's Loeb (1921). Suetonius: *Divus Iulius*, ed. by H.E. Butler and M. Cary (Oxford 1927), reissued with new introduction, bibliography and additional notes by G.B. Townend (Bristol 1982) and/or J.C. Rolfe's Loeb (1914).

Full bibliography will be distributed in 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 2013-14***

The paper will be divided into two Sections.

Section A will contain questions on the following topics:

Problems in Greek Religion  
Between Two Worlds: Classical to Hellenistic Greece  
Power and Dependence in the Roman world.

Section B will contain questions on the following historiographical topics:

Rhetoric and History  
History from Poetry

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

### ***Course descriptions***

PROBLEMS IN GREEK RELIGION

DR H R WILLEY  
(8 L: Michaelmas)

This is not a course about theology or the representation of the gods (that comes in Part II with the B paper 'God and anti-god' and the X paper 'Gods and Idols'). The focus of

this course is on humans. The questions it is interested in are the questions of what individuals and groups did to worship the gods, and what impact their practices had on the human societies in which they lived. The eight lectures take eight problems: Why sacrifice? How did oracles work? Who got healing from the gods? Who gave what to the gods? What was the difference between a prayer and a curse? What made people polluted? Who legislated what about the gods? What is magic? In the course of answering these questions we will uncover much about social relations, about the difference that class and occupation made, about the regulation of human behaviour, about how men and women were kept in, or escaped from, 'their place'.

Preliminary reading: W. Burkert, *Greek Religion* (Oxford, 1985); J. Bremmer, *Greek Religion Greece and Rome New Surveys No. 24* (Oxford 1999); R. Buxton ed. *Oxford Readings in Greek Religion* (Oxford, 2000); R. Parker *On Greek Religion* (2010).

BETWEEN TWO WORLDS: FROM  
CLASSICAL TO HELLENISTIC  
GREECE

DR P C MILLETT  
(8 L: Michaelmas)

There has been plenty of speculation about the emergence of self-governing, polis-states (notably, democratic Athens) in the early Greek world; rather less attention has been paid to the other end of the process: their encounters with and absorption by the great monarchies, that were the heirs to Alexander's empire. This course will try, in some small way, to redress the balance. The implications of the transition from 'Classical' to 'Hellenistic' (both terms to be examined critically) will be explored through a range of types of testimony, including the Attic Orators, Menander, Plutarch, and a range of inscriptions. The focus of attention will shift through time and space from the polis-politics of the Athens of Lycurgus, via Philip and Alexander, to the royal courts of the Macedonian and later monarchies.

Recommended reading: Plutarch, *Lives of Demosthenes, Alexander* (Penguin Classic, trans. I. Scott-Kilvert, *The Age of Alexander*); Michael Scott, *From Democrats to Kings*.

POWER AND DEPENDENCE IN THE  
ROMAN WORLD

DR R E FLEMMING  
(8 L: Lent)

In many ways, Rome was all about power. Roman power over increasing territory in Italy and the Mediterranean, an increasing number of cities and peoples, was built through military conquest and political force. Fundamental to Roman society was the power of masters over slaves, of fathers over their children, patrons over clients; all of which fed into the elite exercise of political power; though that became a battle-field from which a single ruler emerged with power over everyone in Rome's empire, a position that was variously developed, contested, strengthened and changed over the next few centuries.

This course elucidates and explores these different patterns of power and dependence as they interrelate, interact and alter over time. They may variously reinforce or disturb each other, collude or clash, in the larger overall structure of power which is the Roman Empire.

Suggested introductory reading: P. Garnsey and R. Saller, *The Roman Empire: Economy, Society and Culture* (Cambridge, 1987); M. Lavan, *Slaves to Rome* (Cambridge, 2013).

## RHETORIC AND HISTORY

DR P C MILLETT

(8 L: Lent)

'Rhetoric: the art of persuasive speaking or writing'. How do historians persuade their audiences to accept their own version of the past? Is it legitimate that they should try to do so? The course will attempt to answer these questions through a series of case-studies, looking primarily at authors encountered in other branches of the 1B (and 1A) courses: Herodotus, Thucydides, the Attic Orators, Plutarch, Tacitus, and Suetonius. The approach will be broadly comparative. Apart from parallel consideration past masters of the modern historian's craft (Macaulay, Gibbon, Winston Churchill, Moses Finley), the audience will be invited to consider how the lecturer and his current Cambridge colleagues strive to win over their readers and listeners to their particular point of view.

Recommended reading: Lucian, *How to Write History* (Oxford World's Classics, trans. C.D.N. Costa, Lucian, *Selected Dialogues*); A.J. Woodman, *Rhetoric in Classical Historiography*.

## HISTORY FROM POETRY

DR P CECCARELLI

DR R E FLEMMING

(8 L: Easter)

This course explores the ways in which ancient poetic texts can be used as historical sources. After all, it would be foolish to ignore the substantial surviving poetry of classical Greece and Rome in attempting to reconstruct the history of these societies, but the task of using such complex texts for historical purposes is not a straightforward one. The course will cover both general considerations of the material and methodologies, ways of approaching this project, and some more detailed case studies in which particular poetic texts, such as those of Homer and Hesiod; Lucan and Martial (that is chosen from amongst the year's target texts), will be brought to bear on historical questions relating to the other 1B history courses, 'Problems in Greek Religion', 'Between Two Worlds' and 'Power and Dependence in the Roman World'.

Preliminary reading: C. Pelling, *Literary Texts and the Greek Historian* (1999); D. Potter, *Literary Texts and the Roman Historian* (1999).

**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 2013-14***

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 four 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.

### ***Course descriptions***

#### **PARMENIDES TO DEMOCRITUS**

DR R B B WARDY  
(8 L: Michaelmas)

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.

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 J I WARREN  
(8 L: Lent)

This course will consider two sets of fundamental philosophical questions. (1) Can we attain knowledge of the world? If so, how? If not, why not? And what sort of life, if any, could we ever live without knowledge and beliefs? (2) Are our actions really free? Or is everything, including our own deliberations, already determined and fated? In eight lectures we will discuss 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 this part 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* and the relevant sections of *The Cambridge Companion to the Stoics*

(chs. 3, 5, 6, 7), *The Cambridge Companion to Epicureanism* (chs. 5 and 8), and *The Cambridge Companion to Ancient Scepticism* (chs. 3-6, 7, 8, 11). 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).

PLATO, *REPUBLIC* 473-535

DR J I WARREN

(12 L: Lent)

Plato's *Republic* 473-535 is the central section of the central work by the central figure in the history of philosophy. *Republic* 473 announces Socrates' great paradoxical claim: cities and humans generally will never be free from misery until either philosophers become kings or our present rulers become proper philosophers. The following sixty Stephanus pages introduce a sequence of brilliant arguments and images designed to defend that claim. Along the way we learn what true political expertise involves and how it might be acquired. We also delve into some very basic questions about the nature of reality and knowledge.

The best advance reading is the text itself. For Greek with commentary, use Slings' OCT and James Adam's old but wonderful two-volume edition (CUP, second, revised, edition, 1963). For a translation use the Reeve/Grube (Hackett) or Griffith (CUP) editions. On account of the dialogue's length, we concentrate on 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.

ARISTOTLE

DR M HATZIMICHALI

(8 L: Michaelmas)

Dante called him 'the master of them that know'; Aquinas called him simply 'the philosopher'; and Plato 'the mind'. In these necessarily selective lectures we will look at some important highlights from the thought of Aristotle, including the *Categories* as well as his theories on causes, soul-and-body and happiness. The Part I philosophy experience cannot be complete without an introduction to the deviser of the most comprehensive, systematic and durable philosophy ever known in intellectual history. At the same time, these lectures are also intended to supply important background for those going on to take philosophy papers in Part II. 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 2013-14***

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).

***Course descriptions*****ART AND ARCHAEOLOGY OF  
EARLY GREECE, 800-500 BC**DR N J SPIVEY  
(8 L: Michaelmas)

The archaic period has been characterised as 'an age of experiment' - as if in preparation for the glories of the Classical fifth century. What happens when sites, artefacts and images of the period are analysed not as experimental beginnings, but as serving particular and local purposes for the societies of the time? These lectures offer a selection of case-studies in answer to that question. The topics are: vases from the Dipylon cemetery; the first Doric temples and their decoration; the Samos *kouros*; the François vase; Poseidonia – profile of a colony and its *chora*; the Siphnian Treasury; the Akropolis *korai*; the Sarpedon *krater* by Euphronios.

Further reading will be given at each lecture; general recommendations are R. Osborne, *Greece in the Making*; N. Spivey, *Greek Sculpture*; A. Snodgrass, *Archaic Greece*; J. Whitley, *The Archaeology of Ancient Greece*.

**CLASSICAL TO HELLENISTIC ART**PROF. R CORMACK  
(8 L: Michaelmas)

This course explores Greek “visual culture”, and asks what art history can add to the study of the Ancient World. The lectures will reflect on the different materials, styles and subjects and what they can tell us about the artists, patrons and viewing society at large. The fifth century witnessed the shift in the representation of the human body away from the stereotyped figures of the “Archaic” period and into the naturalistic figures of Greek “classicism”. This so-called Greek Revolution in art coincides chronologically with changes in literary and political thinking in the *polis* and in particular with the development of Athenian democracy. How exactly can these currents be related? As the Greek world expanded under Alexander and his successors in the Hellenistic world, artists continued to produce grand public monuments and private commissions. Is their move to ever greater realism a reaction against fifth-century classicism or a continuing adaptation to new circumstances? When examples of Greek classicism, like the Alexander mosaic at Pompeii or the Laocoon, appear in the Roman World, do they represent a copying culture or creative use of Greek art?

Some preliminary reading: N.J. Spivey (2013), *Greek Sculpture*, R. Osborne (1998), *Archaic and Classical Greek Art*, M. Fullerton (2000), *Greek Art*, R.R.R. Smith (1991) *Hellenistic Sculpture: a Handbook*, M. Beard and J. Henderson (2001) *Classical Art: from Greece to Rome*.

## MYCENAE – CITY OF LEGEND?

DR Y GALANAKIS

(8 L: Lent)

Mycenae is one of the most important cities of the ancient world. Following the excavations and dazzling discoveries there of Heinrich Schliemann, Mycenae became one of the most important type-sites for the archaeology of the Bronze Age Aegean, paving the way for the systematic exploration of Greece's rich pre-classical past. Known in Homer as 'rich in gold' and immortalised in ancient Greek literature as the capital of Agamemnon, Mycenae has long been vested in a legendary aura. This course will examine in detail the site's complex history, art and archaeology from its earliest Neolithic beginnings down to its modern rediscovery. Among the aims of the course is to familiarise students with the topography of the site, its material culture, and the allure that the name and ruins of Mycenae have exercised on the ancient Greeks as well as on modern travellers, artists and antiquarians. The course examines the identity and power base of Mycenae's elite, through exploring high status artefacts, monumental architecture, iconography, and evidence for cult activity. The 'shaft graves' as well as Mycenae's palace, administration and industries will be discussed. We will also explore the myths and legends associated with this site and the appropriation of Mycenae's past by the nearby city of Argos. The modern rediscovery of Mycenae by the western world will be discussed alongside Schliemann's methods and practices and the impact his work had on modern scholarship, especially with regard to understanding Greece's Bronze Age past.

Preliminary reading: E. French, *Mycenae. Agamemnon's Capital* (Stroud, 2002); Gere, C. *The Tomb of Agamemnon: Mycenae and the Search for a Hero* (London, 2006); Wardle, K.A. and Wardle, D. *Cities of Legend. The Mycenaean World* (Bristol, 2001 repr.).

## LANDSCAPES OF ROMAN ITALY

DR A LAUNARO

(8 L: Lent)

Our understanding of the economy and society of Roman Italy has greatly benefited from several decades of intensive archaeological fieldwork in the countryside. A rich methodology coupled with a genuine interdisciplinary attitude has since uncovered an otherwise hidden world which extended well beyond the gates of cities and towns. This course will therefore endeavour to explore the rural dimension of Roman Italy and the crucial role it played in Roman history from Republic to Empire. The first part will discuss the varied array of sources modern scholars can rely on and how they can be fruitfully integrated. The second part will look at some characteristic features of the rural landscapes of Roman Italy (e.g. colonial layouts, settlement and demographic patterns) and will critically engage with relevant interpretive issues.

Preliminary readings: S.L. Dyson (1989) *Community and society in Roman Italy*; S.L. Dyson (2003) *The Roman countryside*; T.W. Potter (1990) *Roman Italy*.

## THE ROMAN-NESS OF ROMAN ART

DR C VOUT

(8 L: Lent)

What is Roman about Roman art? What makes Roman art different from Greek or Etruscan art? Does the 'Roman' in Roman art look different depending on where one is in the Empire? This course looks hard at a wide range of Roman material culture -- from portrait sculpture and 'historical relief' in the *Urbs* to shop-signs from Ostia, freestanding sculpture in villas in Italy, mosaics in Sicily and Romano-Britain and grave stelai in Palmyra – to think hard about such key issues of Art History as style, influence, 'copying', imperial image-making, provincialism. It also embraces Late Antique art and early Christian imagery.

## PART IB COURSES

Until the sculptures from the Temple of Apollo at Bassai and the Parthenon came to London at the start of the nineteenth century, almost all of the ancient sculpture on display in England was Roman, yet still Greek art, especially fifth-century Greek art was seen as the highpoint of Classical production. Roman art was seen as a stand-in. In fact, it is only relatively recently that scholars have begun to understand how creative, varied and distinctive Roman art could be. These eight lectures set out to exemplify how.

Suggested reading: M. Beard & J. Henderson, *Classical Art from Greece to Rome* (Oxford, 2001), O.J. Brendel, *Prolegomena to the Study of Roman Art* (New Haven, 1979), J.R. Clarke, *Art in the Lives of Ordinary Romans: Visual Representation and Non-Elite Viewers in Italy 100 B.C. - A.D. 315* (Berkeley, 2003), J. Elsner, *Imperial Rome and Christian Triumph: The Art of the Roman Empire AD 100-450* (Oxford, 1998), T. Hölscher, *The Language of Images in Roman Art* (Cambridge, 2004), M. Marvin, *The Language of the Muses: the Dialogue between Roman and Greek Sculpture* (Los Angeles, 2008), M. Millett, *The Romanization of Britain: an Essay in Archaeological Interpretation* (Cambridge, 1990), chapters by Davies, Vout, Wallace-Hadrill in S. Alcock and R. Osborne, *Classical Archaeology*, 2nd edn. (Oxford, 2011), P. Stewart, *The Social History of Roman Art* (Cambridge, 2008).

### COLLECTING COPIES – CASTS IN CAMBRIDGE

DR S TURNER  
(4 C: Easter)

What does a collection of casts have to offer – to the student, to the researcher, to the museum visitor? And why does the Faculty of Classics [still] have a cast gallery, anyway? This course offers an introduction to the cast gallery in the Museum of Classical Archaeology, exploring how the twin narratives of classical art history and the history of collecting coincide in the gallery space. Every cast tells two stories: the story of the absent original and the story of the copy. Looking at the statues in the cast gallery affords an opportunity to think about both the original and modern contexts of viewing, and the differences between them – and we will pay special attention to the role of sculpture of the classical period, within both its historical context and the logic of the display. Is, for instance, the ‘pursuit of naturalism’ a useful way of thinking about how classical sculpture looks? The casts are so familiar to us, as the backdrop to our supervisions or even social events, that sometimes we forget to *look* at them – so the aim of these sessions in the cast gallery is to turn our full attention to the objects themselves.

The online catalogue of casts is available here:

<http://www.classics.cam.ac.uk:8080/>

Preliminary reading:

M. Beard (1993), ‘Casts and cast-offs: The origins of the Museum of Classical Archaeology’, *PCPS* 39: 1-29

M. Beard & J. Henderson (1997), ‘The play of desire: Casting Euripides’ *Hippolytus*’, *Arion* 4.3: 80-130

A. Hughes & E. Ranfft (eds.) (1997), *Sculpture and its Reproductions*

## **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 2013-14***

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 four questions, resulting in 16 questions in total. You will be expected to answer four questions from three different topics.

**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 ET AL  
(16 L and C: Michaelmas;  
16 L and C: Lent)

TOPIC 1 *The formal Syntax of Greek and Latin*

PROF. G C HORROCKS  
(8 L and C: Michaelmas)

Modern theory aims to reduce syntactic structure to a set of general principles that apply to all the world's languages. Classicists faced with the complexities of Greek and Latin may wonder whether ancient languages fit under such a universal umbrella. This course considers how far standard assumptions about syntax work for Greek and Latin, and then focuses on the analysis of a range of key constructions.

Introductory reading: Noel Burton-Roberts *Analysing Sentences*, Pearson 2010 (3rd edn); Robert van Valin *An Introduction to Syntax*, CUP 2001.

TOPIC 2 *Language and Literature in Greek and Latin*

PROF. G C HORROCKS  
DR N A S ZAIR  
(8 L and C: Michaelmas)

This topic is concerned with the description and analysis of some of the different literary forms of Latin and Greek. We shall address the following questions (among others): What marks off the language of literature from the language of speech? How are linguistic features employed to distinguish different literary genres, and how do those differences originate? How do authors use dialectal differences or archaic forms in literary compositions? How can we separate out colloquial and literary features of

language? The first four lectures will concentrate on Greek texts and Greek authors; the second four on Latin. The lectures will include in-depth analyses of the language of individual authors and texts, many of which will be taken from the Part IA and Part IB schedules, and all of which will be distributed in class.

Suggested introductory reading: G.C. Horrocks *Greek: a History of the Language and its Speakers* (2<sup>nd</sup> ed. 2010) 44-72; J. Clackson and G.C. Horrocks *The Blackwell History of the Latin Language* (2007) 183-228; J. Clackson (ed.) *Blackwell Companion to the Latin Language* (2011).

TOPIC 3 *History of Writing in Antiquity*

DR T MEISSNER  
(8 L and C: Lent)

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; Barry Powell, *Writing: Theory and History of the Technology of Civilization*, Oxford 2009.

Please note: using laptops or similar devices in these lectures is permitted only for those who have authorization from the Disability Resource Centre to do so.

TOPIC 4 *Principles and Methods of Historical Linguistics*

DR R J E THOMPSON  
(8 L and C: 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*, 2<sup>nd</sup> 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 2013-14***

#### ***Paper 11. Translation from English into Greek prose and verse***

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

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

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

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

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

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

#### ***Paper 12. Translation from English into Latin prose and verse***

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

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

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

## PART IB COURSES

### 5. a passage of poetry for translation into Latin elegiacs

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

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

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

### *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.

## 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 under 'O Papers'.**

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 in the section headed 'Examination Regulations'.**

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 2014-15. 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:* Dr O Thomas (*Odyssey*) and Prof. S P Oakley (*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 2013-14***

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.

***Course descriptions***

HOMER, *ODYSSEY*

DR O R H THOMAS

(16 L: Michaelmas)

One of the founding texts of Western culture, and enormous fun as well. The lectures will combine largely sequential discussion with broader topics: characterisation, (meta)poetics, heroism, religion, ethics, therapy, colonialism, geography, similes, the oral epic tradition, and much besides. Along the way we will consider several curious cases of the *Odyssey*'s influence, and the final lecture will discuss reading the *Odyssey* during its first thousand years. Three of the lectures will in fact be classes, based around close-reading.

Please read as much as possible in Greek beforehand and bring a Greek text to each lecture. *Recommended editions:* H. van Thiel: *Homeri Odyssea* (Olms, Hildesheim: 1991) or W.B. Stanford: *The Odyssey of Homer* (Macmillan, London: 1962). Three-volume commentary: A. Heubeck (ed.): *A Commentary on Homer's Odyssey* (Clarendon, Oxford: 1988–92).

VIRGIL, *AENEID*

PROF. S P OAKELY  
(16 L: Lent)

The course will begin with an introduction, proceed through 12 lectures that offer a book-by-book reading of the Aeneid. A final lecture will provide an epilogue. Throughout the course topics that keep recurring will give thematic unity to the course: the artistic design of the poem, Virgil and Homer, Virgil and Ennius, Virgil and Augustus, Virgil and Roman Imperialism, the 'further' voices of modern criticism, the character of Aeneas, Virgil's use of the hexameter, etc. Please try to read all the poem in Latin before the lectures: you will be so proud when you have done this and will enjoy the lectures more.

## **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 5<sup>th</sup> century polis.*

### ***Scope and structure of the examination paper 2013-14***

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 one from each section.

In **2014-15** this paper will be replaced by a new paper entitled 'Apollo and Dionysus'.

## ***Course description***

SOPHOCLES AND MYTH

DR R GAGNÉ  
PROF. S D GOLDHILL  
(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: Ovid *Metamorphoses***

*Course Director:* Dr E Gowers

### ***Aims and objectives***

- 1. To read this great Augustan hexameter poem in full.*
- 2. To assess and form critical responses to the poem and appreciate its generic creativity and its engagement with earlier Greek and Latin literature.*
- 3. To explore the central themes of the poem: relations among gods, animals, plants and men, creation and violence, love, sexuality, change and identity, and the rise and fall of cities.*

### ***Scope and structure of the examination paper 2013-14***

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 answer three questions, including at least one from each section.

**Course description****OVID METAMORPHOSES**

DR E GOWERS

(12 L, 4 C: Michaelmas)

This course will provide an in-depth guide to reading one of the best-loved and most multi-layered of Latin poems. Ovid's fifteen-book unbroken narrative of myth and history unfolds an alternative story of the world from the beginnings of the cosmos to the age of Augustus, binding together its fluidly generated tales according to the overriding principles of instability and change. Ovid is one of the first and most acute readers of Virgilian epic, whether through the tales of destruction and contingency that challenge the idea of the eternal city and the destined regime or through the fantastical transformations and bizarre love stories that eclipse or sideline global events. He probes the boundaries of gender and family relationships through his fascination with incest, sex change, bestiality and thwarted attraction. He revisits tragic questions about identity, responsibility and victimization in his world of sentient plants, trapped beasts and hostile gods.

There will be 12 lectures: some will be introductory and follow a roughly chronological order; some will address specific themes, such as metamorphosis and metaphor, generic creativity, allusion and intertext, narrative and rhetorical techniques; others will explore the rich afterlife of the *Metamorphoses* in two millennia of literature, music and art. In addition, there will be 4 x 1-hour classes offering the chance to discuss central passages in detail.

The text to be used is R. Tarrant's OCT. There is a good basic two-volume commentary on the first ten books by W. S. Anderson (Oklahoma). Other commentaries will be recommended. A good translation is by A. Melville (Oxford World's Classics). See the following for a range of approaches to the *Metamorphoses* and its afterlife: F. Ahl, (1985) *Metaformations*. Ithaca; L. Barkan (1986) *The gods made flesh*. New Haven; Bate, J. (1993) *Shakespeare's Ovid*. Oxford; A. Feldherr (2010) *Playing gods: Ovid's Metamorphoses and the politics of fiction*. Princeton; P. Hardie (2002) *Ovid's poetics of illusion*. Cambridge; P. Hardie, A. Barchiesi and S. Hinds (1999) *Ovidian transformations: essays on the Metamorphoses and its reception*. Cambridge *Philological Society Suppl.* 23; G. Liveley (2010) *A reader's guide to Ovid's Metamorphoses*. London; C. Martindale (1988) *Ovid renewed: Ovidian influences on literature and art from the Middle Ages to the twentieth century*. Cambridge; S. Myers (1994) *Ovid's causes*. Ann Arbor; J. Solodow (1988) *The world of Ovid's Metamorphoses*. Chapel Hill.

**Paper A4: Greek and Latin Textual Criticism and Transmission of Texts  
(in 2013-14 with special reference to Sophocles, *Electra* 1-471; Catullus 6-15, 51-62)**

Course Directors: Prof. S P Oakley (MT) and Dr L Prauscello (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 2013-14***

This paper will be divided into two sections. Section A will contain passages for textual comment taken from a prescribed Greek text and a prescribed Latin text. Section B will contain questions on palaeography, related to the texts prescribed for Section A, and essay questions. Candidates will be required to attempt two passages in total, which may be taken from either or both sections.

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.

### ***Course descriptions***

GREEK TEXTUAL CRITICISM AND  
PALAEOGRAPHY: SOPHOCLES,  
*Electra* 1-475

DR L PRAUSCELLO  
(16 C (1 hr each): Lent)

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, 2<sup>nd</sup> 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: CATULLUSPROF. S P OAKLEY  
(16 L: Michaelmas)

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  
(8 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 R B B Wardy

***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 2013-14***

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

The questions will be so formulated as to be answerable without knowledge of Greek, but those with Greek will be rewarded for demonstrating appropriate knowledge of the original text.

**(SUPERVISIONS FOR THIS COURSE ARE NOT CENTRALLY ORGANIZED. YOUR DIRECTOR OF STUDIES WILL ARRANGE FOR A SUPERVISOR. A TYPICAL SUPERVISION PATTERN IS: TWO ON THE SET TEXT, TWO ON TOPICS FROM SECTION B, AND ONE REVISION SESSION PROBABLY FOCUSED ON THE SET TEXT.)**

### ***Course descriptions***

PLATO

DR F C C SHEFFIELD  
DR R B B WARDY  
(8 L: Michaelmas)

These lectures will address issues in Plato's logic, epistemology and metaphysics by exploring various dialogues including the *Euthydemus*, the *Cratylus*, the *Theaetetus*, and the *Sophist*. Central themes will include the nature of language and dialectic, the possibility of falsehood, and the existence of Forms. 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, *PHAEDO*

PROF. D N SEDLEY  
(12 L: Michaelmas)

The *Phaedo* is a literary and philosophical classic, portraying Socrates' final conversation, directly before his execution, as a defence of the soul's immortality. It contains a series of celebrated but controversial arguments, as well as a myth of the afterlife, and is also a major source for Plato's theory of Forms.

Read the text in advance, and bring a copy to the lectures. Recommended: Greek text, edited by C. Strachan, in vol. 1 of the Oxford Classical Text of Plato (Oxford 1995), or in the edition by C.J. Rowe (Cambridge 1993), which also has a very helpful commentary.

English translation in D. Sedley and A. Long, *Plato, Meno and Phaedo* (Cambridge 2011), or in D. Gallop, *Plato, Phaedo* (Oxford 1975). The latter includes an excellent philosophical commentary.

Further reading, and analytic handouts, will be provided at the lectures.

## **Paper B2: Aristotle's Moral and Political Thought**

*Course Director:* Dr M Hatzimichali

### ***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 interconnections 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 2013-14***

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.

The questions will be so formulated as to be answerable without knowledge of Greek, but those with Greek will be rewarded for demonstrating appropriate knowledge of the original text.

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

### ***Course description***

ARISTOTLE'S MORAL AND  
POLITICAL THOUGHT

DR M HATZIMICHALI  
DR R B B WARDY  
(16 L, 4 C: Lent)

This course invites students to engage with Aristotle's reflections on a series of topics that continue to be of central importance in the pursuit of the good life and the good society, including friendship, happiness, justice, pleasure, democracy, slavery, revolution. There will be 16 lectures at the rate of two a week devoted to these themes, plus weekly classes beginning in fifth week. The classes will be based on student participation, and they will give everyone the opportunity to take a topic of their own choice to explore with the group. The lectures are intended to be accessible to all students taking this paper within either the Classical 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.

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). For brisk initial overviews, read the Ethics and Politics chapters of Jonathan Barnes (ed.) *The Cambridge Companion to Aristotle* (C.U.P., 1995). The most convenient Greek texts are in the Oxford Classical Texts series: *Ethica Nicomachea* (ed. I. Bywater) and *Politica* (ed. W.D. Ross).

## PART II COURSES

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.

### **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 2013-14***

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.

The questions will be so formulated as to be answerable without knowledge of Greek or Latin, but those with Greek or Latin will be rewarded for demonstrating appropriate knowledge of the original text.

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

In **2014-15** this paper will be replaced by a new paper entitled ‘Reason and Reasoning’.

#### ***Course description***

GOD AND ANTI-GOD

PROF. D N SEDLEY  
(8 L: Michaelmas;  
12 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?

These questions are typical of the theological debates in which all the major classical philosophers engaged. The Michaelmas Term lectures will trace those debates in a

chronological sequence. The Lent Term classes will survey the same range of thinkers, this time on a theme-by-theme basis.

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* 1.1, 1.4 and 4.3; Plato, *Euthyphro* and selections from *Republic*, *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: Constructing the worlds of Archaic Greece (c. 750-480 B.C.)

*Course Director:* Prof. R G Osborne

#### *Aims and objectives*

1. *To investigate the variety of ways in which contemporary evidence, textual and material, offers particular representations of historical reality.*
2. *To investigate the assumptions on which the history of archaic Greece has been constructed out of oral, literary and material evidence by ancient and modern authors alike.*
3. *To explore the ways in which different sorts of evidence, literary, epigraphic, and archaeological, can be used in conjunction with one another.*
4. *To examine the ways in which the history of a past period is always written in relation to the history of another period or place and in support of a particular construction of ideal societal arrangements.*
5. *To engage with problems of historical generalisation across time and space.*

#### *Scope and structure of the examination paper 2013-14*

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.

**(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)**

**Course descriptions****CONSTRUCTING THE WORLDS OF  
ARCHAIC GREECE (C.750-480 B.C.)**PROF. R G OSBORNE  
(24 L: Michaelmas)

The aim of this course is to use archaic Greece as a particularly striking example where we can juxtapose the pictures of the world provided by contemporary literature (Homer, Hesiod, the lyric and elegiac poets) and contemporary epigraphic texts (poetic texts, legal texts, funerary and religious texts), to the pictures provided by later historical texts (above all Herodotus), by archaeology, and by art history. Those pictures various overlap and conflict, and modern scholarship has adopted various strategies to exploit the overlap and deal with the conflict. By drawing attention to those strategies, which have generally not been advertised, this course aims both to develop a self-consciousness about how history is constructed, and to promote an awareness of the potential wealth of resources for our fuller understanding of the past.

Preliminary reading: J.M. Hall *A history of the archaic Greek world: ca. 1200-479 BCE* (Oxford, 2007); R. Osborne *Greece in the Making, 1200–479B.C.* (London, 1996/2009).

**GREEK AND ROMAN EPIGRAPHY**DR M HIRT  
(8 C (1.5 hr each): 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: Popular Culture in the Roman Empire**

*Course Directors:* Prof. M Beard and Dr J Toner

***Aims and objectives***

1. *To introduce students to the cultural world of the non-elite in late Republican and imperial Rome.*
2. *To explore a wide range of literary, documentary and visual sources relevant to the cultural world of the non-elite in Roman society.*
3. *To encourage students to reflect on the particular methodological problems in accessing the culture or experience of those outside the Roman elite.*
4. *To reflect more widely on the idea of “popular culture”, and its applicability to antiquity.*

***Scope and Structure of the examination paper 2013-14***

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

## PART II COURSES

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.

### *Course descriptions*

#### POPULAR CULTURE IN THE ROMAN EMPIRE

PROF. M BEARD  
DR J TONER

(16L and 8 C (2 hr): Michaelmas)

The aim of this course is to see how far we can approach Roman history “from below”. Can we begin to describe the cultural world of the “ordinary” Roman? What stories did they tell? What made them laugh? What did they fear? How different were their tastes, cultural preferences even language from those of the elite? Most of the surviving texts in the canon of classical literature pay little more than passing attention to the non-elite, and hardly any were written by those who were not part of a relatively narrow group of the elite or well-connected. But there is nevertheless some material – and more than most people imagine – which may offer us a glimpse of the world and world-view of the ordinary Roman in the street. This includes fables, joke books, oracles, graffiti and visual representations of many kinds. All these will take centre stage in this course.

The course will start by considering what we mean by “ordinary” Romans”. What levels of wealth or poverty do we mean? What living conditions do we imagine? How “multi-cultural” a group were they? And it will go on to explore the character of their culture – from the world of the bar and the (communal) latrine to the impact of the gods or the strong arm of the law. But throughout we shall keep in mind the methodological issues at stake. These popular texts are no more transparent than any others; and some of them may not be as popular as they seem – and, in fact, the very category of “popular literature” or “popular culture” may itself be problematic. Were the cultures of the elite and the non-elite very clearly divided? How much culture was shared?

We shall concentrate on the city of Rome and Italy, but some supplementary material will also be drawn from Roman Egypt, as well as Christian imperial culture. The disjunction between the context of many of the richest sources (eg *Life of Aesop*) and the metropolis itself will be one major theme of discussion.

We shall also explore some of the rich range of comparative historical material on the concept of popular culture.

Preliminary reading: Beard, M., *Pompeii: the life of a Roman town*, Profile, 2008; Hansen, W. (ed.), *Anthology of Ancient Greek Popular Literature*, Bloomington, Ind.: Indiana UP, 1998; Horsfall, N., *The Culture of the Roman Plebs*, Duckworth, 2003; Toner, J., *Popular Culture in Ancient Rome*, Cambridge: Polity, 2009; Parsons, P. *City of the Sharp-nosed Fish*, London: Weidenfield & Nicolson, 2007.

#### GREEK AND ROMAN EPIGRAPHY

DR M HIRT  
(8 C: Michaelmas)

See above under C1.

## **Paper C3: Carthage and Rome**

*Course Director:* Dr J R Patterson

### ***Aims and objectives***

- 1. To introduce students to a major, but comparatively little-studied, civilization of the ancient world.*
- 2. To examine the relationships of Carthage with the Greek and (in particular) Roman spheres of influence in the Mediterranean.*
- 3. To explore how literary, epigraphic and archaeological evidence may fruitfully be combined in the study of ancient Carthage.*
- 4. To assess the role of stereotyping, Greek, Roman, and modern, on perceptions of ancient Carthage.*

### ***Scope and structure of the examination paper 2013-14***

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 essay-type questions, with no restriction on choice.

**(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)**

### ***Course descriptions***

CARTHAGE AND ROME

DR J R PATTERSON ET AL  
(24 L: Lent)

Cato the Elder is said to have demanded that Carthage should be destroyed at every meeting of the Senate he attended. Why this implacable hatred of Rome's Mediterranean neighbour? This new Part II paper will exploit both literary and archaeological evidence in an investigation of the history of Carthage, and the relationships of that city with Greeks and (in particular) Romans from its foundation to the third century AD. Issues to be explored include Carthaginian imperialism in the Mediterranean and (in particular) Sicily; the circumstances that led Carthage into conflict with Rome in the mid third century BC; the course of the three Punic Wars, as narrated by Polybius and Livy, and the destruction of the city in 146 BC; the re-foundation of Carthage under Caesar and Augustus, and its growth to become (again) one of the great cities of the Mediterranean. Also discussed will be the stereotypes which depict Carthaginians as (in particular) cruel and untrustworthy, drawn both from ancient authors and more recent times; and the story of Dido and Aeneas.

Suggested introductory reading: R. Miles, *Carthage must be destroyed: the rise and fall of an ancient civilization* (2010); D. Hoyos, *Carthaginians* (2010).

GREEK AND ROMAN EPIGRAPHY

DR M HIRT  
(8 C: Michaelmas)

See above under C1.

COINAGE IN ACTION

MR T R VOLK  
(8C: Lent)

See under 'General Course' and 'Graduate Courses'.

**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 2013-14***

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.

***Course descriptions***THE TRANSFORMATION OF THE  
ROMAN WORLD, AD 284-476DR 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 (2 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. The visit to the British Museum either at the end of Lent Term or at the beginning of Easter Term offered as part of the *Coinage in action* course will provide an opportunity to view the refurbished displays of coins and worked-silver shown in the post-AD 300 gallery (Room 41).

There will be a preliminary session for all interested students (*Later Empire* and *Coinage in action*) on Wednesday, 15 January 2014.

Two web-sites to whet the appetite: <http://www.ric.mom.fr/en/info/sysmon#> (Roman coinage AD 268-276); and <http://www.doaks.org/museum> (click on <Special Exhibitions>, the <past Special exhibitions> for *Coinage of the Byzantine empire*). A DVD of Claudio Bondi's 2003 feature film *de reditu-Il Ritorno* (based on the surviving books of the Latin epic by the 5<sup>th</sup> century pagan poet Cl. Rutilius Namatianus, sometime prefect of the city of Rome) is available for hire from the Classical Faculty Library.

## PART II COURSES

Dates of classes: 17 January, 31 January, 14 February, 28 February.

### COINAGE IN ACTION

MR T R VOLK  
(8C: Lent)

See under 'General Course' and 'Graduate Courses'.

## GROUP D

### Paper D1: Aegean Prehistory

*Course Director:* Dr Y Galanakis

#### *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 2013-14*

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.

**(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)**

#### *Course descriptions*

##### AEGEAN PREHISTORY

DR Y GALANAKIS

(8 L: Michaelmas; 12 L: Lent; 4 L: Easter)

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.

## PART II COURSES

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 P M STEELE  
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 2013-14***

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

**(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 hr) 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 2013-14***

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.

**(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)**

### ***Course description***

THE POETICS OF CLASSICAL ART

DR N J SPIVEY

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

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:* Dr A Launaro

### ***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 2013-14***

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.

**(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)**

**Course description**

## ROMAN CITIES

DR A LAUNARO ET AL  
(3 L, 1 C: Michaelmas;  
5 L, 3 C: Lent (all 2 hr))

It was an unprecedented urban network which made it possible for the Roman empire to exist and prosper. Thousands of towns mediated between Rome and its vast imperial hinterland as they channelled a multidirectional flow of people, goods, cults, ideas and activities. 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 therefore provided a great deal of insights into the functioning of the Roman Empire as such. This course will explore the variety of situations to be encountered across the Roman world and will engage with them in light of diverse interpretations that have since been proposed towards explaining the rise and development of Roman urbanism. 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); R. Laurence, S. Esmonde Cleary and G. Sears, *The City in the Roman West* (2011); H.M. Parkins (ed.) *Roman urbanism: beyond the consumer city* (1997); J. Rich and A. Wallace-Hadrill (ed.), *City and Country in the Ancient World* (1991).

**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, C, 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. Four Part II takers of the 2013 courses sought advice on the contribution of numismatic evidence to their theses (Julius Caesar; Trajan; Pompeii; and the *ventennio fascista*). 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 coinage 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.

## 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 TRV's own work. For example, one class will be devoted to a critique of a particular site-report (usually one dealing with material from the centre of Rome). Other areas to be covered include the manufacture of coins, coin-design (including the re-use of classical themes in 19<sup>th</sup> and 20<sup>th</sup> century coinage), and the reception of Greek and Roman coins in the Renaissance and later (in the case of the 2013 session, this was *Punic silver coinage and the Iberian Peninsula: a revolutionary attribution versus a European imperial adventure*, offered in association with the C3 paper). A visit to the refurbished *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 will complement the Cambridge classes.

There will be a meeting for interested students on Wednesday, 15 January 2014 (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 as soon as possible, by email to [trv10@cam.ac.uk](mailto:trv10@cam.ac.uk). Details of an opportunity for informal discussion at either the beginning or end of Michaelmas Full Term will be circulated nearer the time.

Preliminary reading: P. Grierson *Numismatics*, (Oxford, 1975); M.H. Crawford 'Numismatics', in M.H. Crawford (ed.) *Sources for Ancient History* (Cambridge, 1983); C. Howgego *Ancient History from Coins* (London, 1995); W. Metcalf (ed.) *Oxford Handbook of Greek and Roman Coinage* (Oxford, 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 P M STEELE  
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 E1: Elements of Comparative Linguistics**

*Course Director:* Dr J P T Clackson and Dr R J E Thompson

#### ***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 2013-14***

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.

(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)

### ***Course description***

ELEMENTS OF COMPARATIVE  
LINGUISTICS

DR J P T CLACKSON  
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*, (2<sup>nd</sup> edition Oxford 2010).

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

## PART II COURSES

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 J P T CLACKSON: 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.

## 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.*

## PART II COURSES

*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: Alexander's Legacy: Greek as a World Language**

*Course Director:* Prof. G C Horrocks and Dr T Meißner

#### ***Scope and structure of the examination paper 2013-14***

Question 1 will contain passages for analysis and comment from the set texts discussed in lectures and classes. The remaining questions will deal with a range of more general topics and issues. Candidates are required to answer Question 1 and two other questions.

**(SUPERVISIONS FOR THIS COURSE WILL BE CENTRALLY ORGANISED.)**

#### ***Course description***

There was no 'standard' form of Greek in the mid-5th century but by the end of the 4th something approaching a national standard had been established. The Greek elite used this common dialect (or Koine) for the conduct of business across the Greek-speaking world and beyond, and in the wake of Alexander's conquests it became the lingua franca of the eastern Mediterranean and the principal language of Roman imperialism in the East. This course examines the context in which the Koine evolved and assesses the consequences of its dominant role. Major topics include: (a) the factors which helped to establish the Koine; (b) how people reacted to it in 'old' Greece and in the wider Hellenistic world; (c) how the Romans responded when the Greek-speaking kingdoms became Roman provinces; and (d) what happened to Greek when the Roman empire in the west collapsed. These issues will be

## PART II COURSES

introduced in general terms in MT and then brought into sharper focus in LT through a close examination of a schedule of texts designed to illuminate problems of language contact, language choice and identity, language in literature, the place of Greek in the Roman state, attitudes to different varieties, and the emergence of linguistic conservatism.

Only a basic knowledge of Greek (i.e. IB level) is required.

Suggested Reading: G.C. Horrocks *Greek: a History of the Language and its Speakers* (2d edn), New Malden/Chichester 2010, Part 1, especially chapters 3 – 6.

The course comprises the following lecture series:

### INTRODUCTION

PROF. G C HORROCKS

(8 L: Michaelmas, weeks 1-4)

These lectures set the scene and outline the theoretical and historical framework for understanding the development of the Koine and its interaction with other forms of Greek and with other languages. Issues discussed will include diglossia and bilingualism, the selection and development of literary and official varieties, and the forces behind the emergence of linguistic conservatism together with its consequences.

### PRESCRIBED TEXTS

DR P JAMES

DR T MEIBNER

DR R J E THOMPSON

(8 (2 hr) C: Lent)

Eight two-hour seminars in which the prescribed texts will be studied in detail with reference to the range of topics outlined above. Copies will be made available to the class at the beginning of the course. Each week a group of students will be asked to give a short presentation on a set of extracts from the scheduled texts (which will be circulated and read by all the students taking the course in the preceding week), and this will be followed by a structured discussion led by the lecturer.

## **Paper E3: Latin and its Neighbours**

*Course Directors:* Dr J P T Clackson and Dr N A S Zair

### ***Scope and structure of the examination paper 2013-14***

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.

**(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

## PART II COURSES

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 what kinds of Latin were available for new speakers to learn, and investigate 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 N A S ZAIR

(8 L: Michaelmas, weeks 5-8)

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

DR N A S ZAIR

(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:* Dr A Hunt and Prof. R G Osborne

### ***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 2013-14***

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 **2014-15** this course will be replaced by a new paper, entitled 'Being Human: Ancient and Modern Perspectives'.

### ***Course description***

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

DR A HUNT  
PROF. R G OSBORNE  
(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

## PART II COURSES

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; Osborne, R. *The History Written on the Classical Greek Body* (Cambridge, 2012); 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:** NOT AVAILABLE FOR EXAMINATION IN 2014

## 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”; “The 874 AUC-issue and Hadrian’s coin programme for AD 121”; 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 coinage 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.

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 (usually one dealing with material from the centre of Rome). 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 and later (in the case of the 2013 session, this was *Punic silver coinage and the Iberian Peninsula: a revolutionary attribution versus a European imperial adventure*). A visit to the refurbished *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 will complement the Cambridge classes.

## PART II COURSES

There will be a meeting for interested students on Wednesday, 15 January 2014 (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 TRV as soon as possible, by email to trv10@cam.ac.uk. Details of an opportunity for informal discussion at either the beginning or end of Michaelmas Full Term will be circulated nearer the time.

Preliminary reading: P. Grierson, *Numismatics*, (Oxford, 1975); M.H. Crawford, 'Numismatics', in M.H. Crawford (ed.) *Sources for Ancient History* (Cambridge, 1983); C. Howgego, *Ancient History from Coins* (London, 1995); W. Metcalf (ed.) *Oxford Handbook of Greek and Roman Coinage* (Oxford, 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.

### THE EPIGRAPHY AND INTERPRETATION OF THE LINEAR B TABLETS

DR P M STEELE  
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.

## O PAPERS

O Papers are papers that are taught and examined outside the Faculty of Classics and that may nevertheless be taken by candidates for Part II of the Classical Tripos. If, in your second year, you are considering taking one of the O papers, be sure to attend the special advisory session on them offered in the Faculty at the start of Easter Term. If you do decide to take one, it is important that your Director of Studies should, at the earliest opportunity, put you in touch with an appropriate adviser from the faculty in which the paper is taught. The lecture times for the courses are available from the University's on-line lecture listings site:

<http://timetables.caret.cam.ac.uk/live/web/index.html>. Details of the syllabus, recommended reading etc. can be obtained from the faculty concerned. If, after following the above routes, you still have problems in obtaining adequate advice, you should consult the Academic Secretary for Undergraduate Affairs (see the section 'Faculty of Classics').

Twelve papers, of which you may take at most one, are available as O Papers. Each gives you an opportunity to learn how another discipline studies a subject adjacent to one that you will have studied within Classics. Their variety therefore reflects the variety of Classics itself. They are as follows:

- Paper O1:** NOT AVAILABLE FOR EXAMINATION IN 2014
- Paper O2:** Introduction to modern Greek language and culture (Paper Gr. 3 of Part IB of the Modern and Medieval Languages Tripos).
- Paper O3:** Tragedy (Paper 2 of Part II of the English Tripos).
- Paper O4:** History and theory of literary criticism (Paper 9 of Part II of the English Tripos).
- Paper O5:** Metaphysics and epistemology (Paper 1 of Part IB of the Philosophy Tripos).
- Paper O6:** History of political thought to c. 1700 (Paper 19 of Part I of the Historical Tripos).
- Paper O7:** A special subject in Neo-Latin literature: Marullus, Poliziano, Bèze, and Buchanan (Paper NL2 of Part II of the Modern and Medieval Languages Tripos).
- Paper O8:** Judaism and Hellenism (Paper D2(d) of Part IIB of the Theological and Religious Studies Tripos).
- Paper O9:** Early medieval literature and its contexts (Paper 10 of Part I of the English Tripos).
- Paper O10:** The Romance languages (Paper CS1 of Part IB of the Modern and Medieval Languages Tripos).
- Paper O11:** NOT AVAILABLE FOR EXAMINATION IN 2014
- Paper O12:** Archaeology in action I (Paper A2 in Archaeology of Part IIA of the Archaeological and Anthropological Tripos).

## SPECIAL LECTURES

**ALL MEMBERS OF THE FACULTY ARE MOST WARMLY  
ENCOURAGED TO ATTEND**

### **THE J H GRAY LECTURER FOR 2013-14**

Professor Stephen Hinds

Poetry across Languages

8, 11 and 13 November 2013

The Gray Lectures are an annual series in which a distinguished scholar speaks on a classical theme that falls outside the usual run of lecturing for the Classical Tripos.

### **THE CORBETT LECTURER FOR 2013**

Professor Donald Haggis

Thursday 21 November 2013

The title to be confirmed.

The Corbett Lecture is an annual lecture by a distinguished scholar on a theme connected with ancient Greece.

## EXAMINATION ADVICE

**Marking and classing guidelines used in the Classical Tripos**

These guidelines are intended to help you understand the principles on which marks and grades are assigned in Classical Tripos and Preliminary exams. Since the standards and expectations differ from one year of your course to the next, the guidelines are interpreted flexibly, so as to fit the level of attainment expected at each stage.

*TRANSLATION INTO ENGLISH*

<u>Class</u>	<u>Marks</u> <u>Alphabetic</u>	<u>Numerical</u> <u>(out of 100)</u>	<u>Typical features</u>
<b>I</b>	Leading $\alpha$ , including $\alpha\beta$	Normally 70 to 80 Higher marks may be given for exceptional work	Excellent comprehension of the original, with few if any mistakes. Good English style. The quality may range from $\alpha+$ , indicating a translation which can scarcely be improved on and reads like an original piece of English, to $\alpha\beta$ , indicating that overall quality is First class but there are some weaknesses.
<b>II.1</b>	Leading $\beta^+/\beta^{++}$ : $\beta^+$ to $\beta\alpha$	60-69	Good comprehension of the original, sound vocabulary and understanding of syntax, and generally good English style. But several mistakes and/or gaps, and sometimes a tendency to paraphrase. Where appropriate, intelligent guesses can make up for deficiencies in vocabulary.
	<u>Possible subdivisions</u>		
<b>Very good II.1</b>	mainly $\beta^{++}$ often with some $\alpha$	about 67 to 69	Few basic errors, but occasional imprecision or paraphrase or gaps. Weaknesses may be compensated by signs of $\alpha$ quality.
<b>Mid II.1</b>	$\beta^+$ to $\beta^{++}$	63-67	Usually consistent II.1 quality. Signs of $\alpha$ quality rarely compensate for weakness.
<b>Low II.1</b>	$\beta^+$	60 to 62	Competent translation, but too many errors for comfort. No signs of $\alpha$ quality, but sometimes signs of II.2 quality.
<b>II.2</b>	$\beta\gamma$ to $\beta$ including $\beta^?+$	50-59	Adequate comprehension of the original, but wavering and/or partial. Some control of vocabulary and syntax, although with not infrequent deficiencies and confusions and perhaps some gaps. Style mostly workmanlike, but may contain weaker patches. There may be a tendency for paraphrase or guesswork to extend over entire sentences or clauses. Often the quality will vary between II.1 and III.
<b>III</b>	Leading $\gamma$ , $\gamma\beta$ to $\gamma\delta$	40-49	Some comprehension of the original, but distinctly patchy, on account of limited vocabulary and/or misunderstanding of syntax. Often gaps, with little or no attempt to guess, making any sense of style insecure. Script may well be seriously incomplete.
<b>Fail</b>	Leading $\delta$	normally 30-39	Little or no comprehension of the original. Ignorance of even basic vocabulary. Translation often nonsensical. Many gaps. No attempt to guess. So incomplete a script that no judgement can be made of the quality of performance in the paper.

*PRELIMS TO PART IA ESSAY PORTFOLIO*

<b>Class</b>	<b>Marks <u>Alphabetic</u></b>	<b>Numerical <u>(out of 100 for each essay)</u></b>	<b><u>Typical features</u></b>
<b>I</b>	Leading $\alpha$ , including $\alpha\beta$	Normally 70-80 Higher marks may be given for exceptional work	Shows most or all of the following characteristics: evidence of wide reading thoroughly understood; intelligent and relevant use of sources; a clarity of expression and structure; frequent signs of the ability to think independently; excellent organisation and presentation covering major points; no irrelevant material.
<b>II.1</b>	Leading $\beta^+/\beta^{++}$ ; $\beta^+$ to $\beta\alpha$	60-69	Reading interpreted intelligently with clear signs of independent judgement. Well organised and presented with little or no irrelevance; full documentation, correctly presented.
	<u>Possible subdivisions</u>		
<b>Very good II.1</b>	mainly $\beta^{++}$ often with some $\alpha$	about 66-69	A thoroughly well-informed, well organised performance without sufficient sign of independence to pass the 1st class boundary.
<b>Mid to Low II.1</b>	$\beta^+$ to $\beta^{++}$	60-65	Solidly informed and solidly organised.
<b>II.2</b>	$\beta\gamma$ to $\beta$ including $\beta\gamma^+$	50-59	Lightweight material and analysis, with an incomplete understanding. A sound general sense of relevance, although sometimes wavering and unreflective. May contain errors and/or exhibit confusion and/or give short measure.
<b>III</b>	Leading $\gamma$ , $\gamma\beta$ to $\gamma\delta$	40-49	Two alternatives: (i) Little evidence of some independent work, but limited in scope and with a sense of relevance that may be limited. Some competence in presentation. Likely to contain errors, exhibit confusion and give short measure. (ii) Seriously underweight essay with evidence nonetheless of work of at least second class standard.
<b>Fail</b>	Leading $\delta$	normally 30-39	Two alternatives: (i) Fails to demonstrate understanding of texts or data. Gross irrelevance. (ii) So short an essay that no judgement can be made on quality.
An essay may combine features indicative of one class with features indicative of another. In such cases, the numerical mark should indicate the average level attained by the essay. Unevenness that is particularly striking may be indicated by cross-marking when giving the alphabetical mark.			

EXAMINATION ADVICE

ESSAY PAPERS

<u>Class</u>	<u>Marks</u> <u>Alphabetic</u>	<u>Numerical</u> <u>(out of</u> <u>100)</u>	<u>Typical features</u>	<u>Level</u>
<b>I</b>	Leading $\alpha$	Normally 70 to 80	Clear evidence of independent thought, a capacity for critical judgement, and an ability to make connections. Clear evidence of ability to analyse material, to argue or make a complex point coherently. Range and precision of knowledge of primary material impressive. Excellent organisation and presentation covering key points and avoiding irrelevance.	70-74: incisive & thoughtful 75-80: original & challenging
<b>II.1</b>	$\beta^{+}$ to $\beta^{++}/\beta\alpha$	60-69	Some evidence of independent thought, a capacity for critical judgement, and an ability to make connections. Some evidence of ability to analyse material, to argue or make a complex point coherently. Range and precision of knowledge of primary material good. Solid organisation and presentation covering key points and largely avoiding irrelevance.	60-64: good basic coverage 65-69: resourceful use of material
<b>II.2</b>	$\gamma\beta/\beta$ to $\beta$ (including $\beta^{?+}$ )	50-59	Exercise of thought and judgement mostly competent but dependent and limited in scope, and may exhibit some confusion. Straightforward treatment of material, with limited ability in analysis and argument. Mostly sound level of knowledge, covering some basic points. Adequate presentation of material, with a sound general sense of relevance, though perhaps wavering and unreflective.	50-54: coverage thin and without penetration 55-59: some good passages
<b>III</b>	$\gamma\delta/\gamma$ to $\gamma^{++}/\gamma\beta$	40-49	Evidence of comprehension, but also signs of confusion. Evidence of knowledge, but not well supported by detail and severely limited in scope or deficient in argument. Some competence in presentation, but sense of relevance may be limited.	40-44: lacking direction 45-49: makes some points
<b>F</b>	Leading $\delta$ (and below)	39 and below	Little sign of comprehension. Information erroneous and may be seriously incomplete. Deficient presentation and/or argument and/or sense of relevance.	Below 20 hardly any evidence of study 20-29: gross inaccuracy 30-39: very thin

*These guidelines focus on features typical of examination scripts at different levels of attainment. Please note:*

- *Not every script of a particular standard will necessarily exhibit all the features typically associated with performance at that level.*
- *Candidates' performances may often be uneven, exhibiting features characteristic of more than one class (variation may occur within a single answer or as between answers to different questions). In such cases examiners will balance stronger and weaker elements to determine the overall mark on the paper.*
- *Thus for example: a wide-ranging script evidencing plenty of independence and ability to make connections but also some confusion, irrelevance and weakness in analysis might be judged II.1 overall; similarly a seriously incomplete script showing evidence nonetheless of knowledge and abilities typical of at least second class standard would probably be judged deserving of a III.*

*PROSE AND VERSE COMPOSITION*

<u>Mark</u>	<u>Class</u>	<u>Marks</u> <u>Alphabetic</u>	<u>Numerical</u> <u>(out of 100)</u>	<u>Typical features</u>
<i>GL</i>	<b>I</b>	$\alpha$ range including $\alpha\beta$	70 or above	<p>Prose. Wide and apt vocabulary. Ability to handle a range of constructions, and to reflect the style of a particular author or genre. Few or no errors of syntax or word-formation.</p> <p>Verse. Vocabulary and style apt for the genre. Few or no syntactical or metrical errors.</p> <p>The quality may range from <math>\alpha^+</math> (a composition which reads like a piece of authentic Greek or Latin) to <math>\alpha\beta</math> (the overall quality is First class but there are some weaknesses associated with the II.1 class).</p>
<i>GL</i>	<b>high II.1</b>	generally $\beta\alpha$ to $\beta^{++}$	65-69	<p>Prose. A generally accurate and stylish composition, showing apt vocabulary and ability to handle constructions.</p> <p>Verse. Generally apt vocabulary and style and competent handling of metre.</p> <p>The composition may fail to achieve a First class mark for one or more reasons: because it is rather limited in vocabulary, or it contains several errors of syntax or word-formation or metre, or some stylistic infelicities.</p>
<i>gl</i>	<b>low II.1 and II.2</b>	generally $\beta^+$ to $\beta\gamma$	50-64	<p>The minimum requirement is that the composition shows, in prose, an adequate vocabulary and ability to use the basic constructions; in verse, a knowledge of basic vocabulary and metre. The composition will remain intelligible as simple Greek or Latin, despite the less than perfect command of the language. At the upper end of the range it will show, in prose, a good sense of style and a fairly wide and apt vocabulary; in verse, generally apt vocabulary and style and competent handling of metre. But it fails to qualify for <i>GL</i>, because it is marred by too many errors or stylistic infelicities. At the lower end it will show a general competence</p>
	<b>III and Fail</b>	$\gamma$ range and below	49 and below	<p>The composition may reveal elements of sound vocabulary and some knowledge of basic constructions or of metre (if not it will fall below a 3rd), but these are likely to be overshadowed by errors and confusions. The composition may be partly or largely unintelligible as Greek or Latin.</p>

**Note:** In Greek Composition papers ‘Credit will be given for a knowledge of the general principles of Greek accentuation’. The application of that knowledge may help the composition to achieve a high classification or may compensate for weaknesses which would otherwise cause it to deserve a lower classification.

*PART II THESIS*

<b>Class</b>	<b>Marks Alphabetic</b>	<b>Numerical (out of 100)</b>	<b>Typical features</b>
<b>I</b>	Leading $\alpha$ , including $\alpha\beta$	Normally 70 to 80 Higher marks may be given for exceptional work	A performance which would include some or all of the following characteristics: - Evidence of wide and intellectually demanding reading, analysed in depth and thoroughly understood; original thought, often expressed with sophistication and elegance, and often manifesting itself in the ability to ask new and significant questions about texts or collections of material; first-hand research showing technical and/or methodological sophistication; excellent organisation, argument and presentation covering all major points, no irrelevant material.
<b>II.1</b>	Leading $\beta^+/\beta^{++}$ : $\beta^+$ to $\beta\alpha$	60-69	Wide reading, interpreted intelligently with clear signs of independent thought and judgement. Well organised and argued, well presented with little or no irrelevance; full documentation, correctly presented.
	<u>Possible subdivisions</u>		
<b>Very good II.1</b>	mainly $\beta^{++}$ often with some $\alpha$	about 67 to 69	Two alternatives: (i) uneven performance with originality or sophistication earning $\alpha$ marks but the argumentation not of a consistent level or the presentation good enough to pass the 1st class boundary; (ii) a thoroughly well-informed, well organised performance without sufficient sign of originality to pass the 1st class boundary.
<b>Mid II.1</b>	$\beta^+$ to $\beta^{++}$	63-67	As the two very good II.1 alternatives, but weaker: either some $\alpha$ quality detected, but within a more uneven performance; or solidly informed, solidly organised, without $\alpha$ quality.
<b>Low II.1</b>	$\beta^+$	60 to 62	Just enough material and ability to organise, argue and present it to merit a II.1 (cf. general criteria for II.1 and II.2).
<b>II.2</b>	$\beta\gamma$ to $\beta$ including $\beta^?+$	50-59	Relatively lightweight material and analysis, with a competent but dependent or incomplete understanding and with adequate presentation and referencing. A sound general sense of relevance, although sometimes wavering and unreflective. May contain errors and/or exhibit confusion and/or give short measure.
<b>III</b>	Leading $\gamma$ , $\gamma\beta$ to $\gamma\delta$	40-49	Two alternatives: (i) Evidence of independent work, but limited in scope and with a sense of relevance that may be limited. Some competence in presentation, but referencing may be deficient or absent. Likely to contain errors, exhibit confusion and give short measure. (ii) Seriously underweight thesis with evidence nonetheless of work of at least second class standard.
<b>Fail</b>	Leading $\delta$	normally 30-39	Two alternatives: (i) Fails to demonstrate independent work or ability to ask serious questions of texts or data. Gross irrelevance. (ii) So underweight a thesis that no judgement can be made on quality.

*CRITICAL DISCUSSION*

<b>Class</b>	<b>Marks</b> <b>Alphabetic</b>	<b>Numerical</b> <b>(100)</b>	<b>Typical features</b>	<b>Level</b>
<b>I</b>	Leading $\alpha$	Normally 70 to 80	Shows a detailed knowledge and understanding of the passage and keeps the focus of the discussion on the passage at hand but can indicate where and how such a discussion might be relevant for work as a whole. Can conduct a coherent and persuasive argument for the way or ways in which to read the passage and what the value of reading in a particular way might be. Can discuss detailed syntactical and linguistic issues accurately and in a way which makes them relevant to the wider discussion of the passage.	70-74: incisive & thoughtful 75-80: original & challenging
<b>II.1</b>	$\beta^+$ to $\beta^{++}/\beta\alpha$	60-69	Shows a good understanding of the passage and can contextualise it relevantly. Can argue for a particular reading, but, where relevant, shows some awareness that this might not be the only way of approaching the passage. Clear evidence of a good understanding of the passage in the original and an awareness of its key linguistic features as they relate to the interpretation of the passage.	60-64: good basic coverage 65-69: resourceful use of material
<b>II.2</b>	$\gamma\beta/\beta$ to $\beta$ (including $\beta^?+$ )	50-59	Shows a fair understanding of the passage and some understanding of the work as a whole – although perhaps more from a reading of it in translation than the original. May display a tendency to use the passage as a stepping stone to a discussion of the text as a whole although still some reasonable attempt is made to engage with the passage. Some ability to perceive and discuss points closely related to the language of the passage..	50-54: coverage thin and without penetration 55-59: some good passages
<b>III</b>	$\gamma\delta/\gamma$ to $\gamma^{++}/\gamma\beta$	40-49	Shows a poor or faulty understanding of the passage with some evidence of patches of incomprehension of the original. Has some knowledge of the text as a whole but is insufficiently able to engage with the passage at hand.	40-44: lacking direction 45-49: makes some points
<b>F</b>	Leading $\delta$ (and below)	39 and below	Shows no knowledge of the text and little or no understanding of the passage in the original.; answers which show no familiarity with the text from which the passage is taken a mark below 20.	Below 20 hardly any evidence of study 20-29: gross inaccuracy 30-39: very thin

*These guidelines focus on features typical of examination scripts at different levels of attainment. Please note:*

- *Not every script of a particular standard will necessarily exhibit all the features typically associated with performance at that level.*
- *Candidates' performances may often be uneven, exhibiting features characteristic of more than one class (variation may occur within a single answer or as between answers to different questions). In such cases examiners will balance stronger and weaker elements to determine the overall mark on the paper.*
- *Thus for example: a wide-ranging script evidencing plenty of independence and ability to make connections but also some confusion, irrelevance and weakness in analysis might be judged II.I overall; similarly a seriously incomplete script showing evidence nonetheless of knowledge and abilities typical of at least second class standard would probably be judged deserving of a III.*

## Calculation of examination results

When calculating the overall result for each student (ie first, upper second etc etc) the examiners take into consideration various matters including a combination of the overall average mark and the distribution of individual paper marks: other matters may also be taken into consideration.

Students should be aware of certain matters concerning the failure of one or more papers, as follows:

### *Prelims to Part IA*

To pass the Examination it is normally required that a candidate achieve the passing mark in each element – i.e. paper or portfolio – in the Examination.

Any candidate for the Preliminary examination who has failed any two or more of the three linguistic components (i.e. Paper 1a seen translation, Paper 2a unseen translation, or Paper 2b) and/or whose total mark on the examination is less than 120 out of 300 shall normally be deemed not to have satisfied the examiners.

### *Part IA*

Any candidate who has failed both the prepared and the unprepared sections of both the Latin and the Greek Translation Papers shall normally not be included on the list of candidates who have satisfied the Examiners and shall be considered to have failed the examination as a whole.

Any candidate who has failed both the prepared and the unprepared sections of either the Greek or the Latin Translation Papers and whose total mark on Part IA Papers 1-6 is third-class equivalent or less shall normally not be included on the list of candidates who have satisfied the Examiners and shall be considered to have failed the examination as a whole.

In the case of failure in any of Papers 1-4, the Examiners will consider imposing a penalty over and above the consequent diminution in the aggregate number of marks. In considering such cases, Examiners may take account of performance in Paper 5.

### *Part IB*

In the case of failure in any of Papers 1-4, the Examiners will consider imposing a penalty over and above the consequent diminution in the aggregate number of marks. In considering such cases, Examiners may take account of performance in Papers 5 and 6.

### *Prelims to Part II*

To pass the Examination it is normally required that a candidate achieve the passing mark in each paper.

### *Part II*

Failure in any one paper (or in the thesis) may lead to a penalty over and above the loss of marks.

## **Reuse of material between examination scripts, essays and theses**

This note applies to *all* the examination papers, including O papers, that may be taken by a candidate in a given year and to *all* the assessed essays and theses that may be written by a candidate in a given year (i.e. the Preliminary Examination to Part IA, Part IA, Part IB and Part II of the Classical Tripos, and the MPhil). It is the policy of the Faculty Board that material used in any one written paper, essay or thesis must not be used again in a form that amounts to straightforward repetition (whether verbatim or in close paraphrase); i.e., without appropriate effort being made to adapt the material to the requirements of the particular question. Repetition of this kind will be penalised by examiners.

The potential problem of significant reuse of material by candidates is tackled from two different directions. In setting papers and agreeing to assessed essay or thesis titles, Boards of Examiners check very carefully to ensure that there is no unacceptable overlap between questions within and across examination papers. The Faculty Board also scrutinizes candidates' Part II thesis proposals and titles to make sure there is no unacceptable overlap with papers being taken. Candidates' MPhil essay titles and thesis proposals and titles are similarly checked by the MPhil examiners and the Degree Committee to avoid the risk of unacceptable overlap with other essays or theses being proposed. Where it seems appropriate, the candidate will either be advised to change the proposed essay or thesis title, or be issued with a written warning, alerting him or her to the danger of possible overlap.

Despite these safeguards, it may occasionally prove difficult for an examination candidate, having made a particular choice of examination questions, essay topics or thesis topic, to avoid using similar ideas in two or more pieces of work. Under these circumstances, the candidate should make every effort to present these ideas in ways which are relevant to the particular occasion, tailoring the formulation carefully in each case so as to make it contribute effectively to the overall argument.

It should be pointed out that, in recent years, the safeguards detailed above have generally proved effective so that reuse of material has hardly ever resulted in any significant difficulty.

## **Plagiarism**

Plagiarism is defined by the University as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.

**You are obliged to have read and understood the University's policy on plagiarism which is given at**

**<http://www.admin.cam.ac.uk/univ/plagiarism/students/statement.html>**. Here you will find the University's guidelines on plagiarism, how to avoid it, what will happen if plagiarism is suspected, and what will happen if plagiarism has occurred.

If you present as your own ideas those which are in fact drawn from the work of others, you run the risk of being penalised by the examiners, as well as being disciplined by the University. The Faculty is aware that some students are initially unclear as to what

constitutes fair and unfair use of the work of other: here follows some guidance on the subject. Students from other academic traditions should be aware that there may be differences in the approach to academic writing with which they are familiar, and those expected in Cambridge, where you are expected to be explicit when acknowledging all sources whether paraphrased or quoted.

The problem of plagiarism relates to all types of written work, including essays written for term-time supervisions. In fact, it is through writing of supervision essays that most undergraduates quickly come to appreciate the extent to which earlier work in a particular field should be explicitly acknowledged. Supervisors will routinely advise their pupils whether they are giving adequate recognition to the ideas formulated by other scholars which are being reported in their essays. On common sense grounds, it is clearly safer to be over-scrupulous in attributing other writers' ideas than to be too sparing in making acknowledgements. The experience of attending lectures and reading academic books and articles will also help to demonstrate in detail how established scholars acknowledge the contribution of their predecessors in the field.

The possibility of plagiarism (taking the ideas or writing of another person and using them as one's own) should be borne in mind particularly when writing an essay which will form part of Tripos or MPhil assessment, and when writing Tripos, MPhil or PhD dissertations. You will be expected to have a solid grasp of existing publications relevant to the topic, but the work that you submit must be your own, except where the contributions of others are acknowledged. Consequently it is essential when you are working on, and writing up, your thesis to be extremely careful to distinguish your own ideas from those of others, and to show by means of footnote references (and quotation marks, when you are using an author's own words) occasions when you are alluding to someone else's work. In any case, you should be aiming to 'make the argument your own' by using your own words and providing your own judgements on the other authors' views, rather than following closely someone else's argument and examples. Likewise, when referring to ancient authors or documents, you should add references in the footnotes, so the reader can find the passage in question: you are required by the Regulations to 'give full references to sources'. If you use a printed English translation, you should also acknowledge its source (eg Loeb translation).

If you have concerns about any of these issues, you should consult your supervisor at an early stage. Undergraduates can also consult their Directors of Studies, or the Academic Secretary (Undergraduate). Graduates can also consult the Academic Secretary (Graduate).

## EXAMINATION REGULATIONS

This section contains the formal regulations for Parts I and II of the Classical Tripos and the associated Preliminary Examinations. For final authority, the 2013 issue of Statutes and Ordinances (not available at the time of printing the Handbook) must be consulted.

## CLASSICAL TRIPOS

*Amended by Notices (Reporter, 2012–13, pp. 415–8, 731, and 776)*

## GENERAL

- Three Parts. Standing of candidates.
1. The Classical Tripos shall consist of three Parts: Part IA, Part IB, and Part II. A separate class-list shall be published for each Part.
  2. The following may present themselves as candidates for honours in Part IA:
    - (a) a student who has kept one term, provided that three complete terms have not passed after her or his first term of residence;
    - (b) a student who has successfully completed the Preliminary Examination to Part IA, provided that six complete terms have not passed after her or his first term of residence;
    - (c) a student who has obtained honours in another Honours Examination, in the year next after or next but one after so obtaining honours, provided that nine complete terms have not passed after her or his first term of residence.
  3. A student who has obtained honours in Part IA or in another Honours Examination may be a candidate for honours in Part IB in the year next after so obtaining honours, provided that at the time of the examination he or she has kept four terms and that twelve complete terms have not passed after his or her first term of residence.
  - [4. A student who has obtained honours *either* (i) in Part IA and Part IB of the Classical Tripos *or* (ii) in any other Honours Examination may be a candidate for honours in Part II in the year next after

## EXAMINATION REGULATIONS

or next but one after so obtaining honours, provided that at the time of the examination he or she has kept seven terms and that twelve complete terms have not passed after his or her first term of residence.<sup>1</sup> In exceptional circumstances a candidate who has obtained honours in Part IA, but not in Part IB of the Classical Tripos may be a candidate for honours in Part II of the Classical Tripos, subject to approval by the Faculty Board.]<sup>2</sup>

(4. The following may present themselves as candidates for honours in Part II:

- (a) a student who has obtained honours in Part IA and Part IB of the Classical Tripos in the year next after so obtaining honours, provided that at the time of the examination he or she has kept seven terms and that twelve complete terms have not passed after her or his first term of residence. In exceptional circumstances a candidate who has obtained honours in Part IA, but not in Part IB of the Classical Tripos, may be a candidate for honours in Part II of the Classical Tripos, subject to approval by the Faculty Board;
- (b) a student who has obtained honours in another Honours Examination in the year next after or next but one after so obtaining honours, provided that at the time of the examination he or she has kept seven terms and that twelve complete terms have not passed after her or his first term of residence;
- (c) an Affiliated Student as allowed by the Faculty Board in accordance with the regulations for Affiliated Students.)<sup>2</sup>

5. No student who has been a candidate for any Part shall again be a candidate for the same Part.

6. No student who has obtained honours in Part IA or Part IB of the Modern and Medieval Languages Tripos, having offered classical Greek or classical Latin in the examination, shall be a candidate for Part IA or Part IB of the Classical Tripos.

7. For each Part of the Tripos the Faculty Board of Classics shall nominate such number of Examiners. Examiners as they shall deem sufficient. The Faculty Board shall have power to nominate one or more Assessors. Assessors to the Examiners for each Part. The Assessors shall, if required, propose questions in the papers or parts of papers assigned to them by the Examiners, shall mark the answers of the candidates in those papers or parts of papers, shall read theses and participate in the *viva voce* examinations thereon, and shall report as required to the Examiners.

8. Assessors appointed under Regulation 7 may be summoned to meetings of the Examiners for the purpose of consultation and advice, but shall not be entitled to vote. Every paper in Part II of the Classical Tripos shall be examined by at least two of the whole body of Examiners and Assessors.

9. Before the examination there shall be general meetings of the Examiners for Part IA, Part IB, and Meetings of Examiners. Part II, when the papers set by each Examiner or Assessor shall be submitted to the whole body of Examiners for their approval.

10. The Examiners shall have regard to the style and method of the candidates' answers and shall Style and method. give credit for excellence in these respects.

11. The Faculty Board shall have power to make supplementary regulations defining all or any of Supplementary regulations. the subjects set out in the following regulations and to modify, alter, or withdraw such supplementary regulations as they think fit.

12. Public notice of books or subjects prescribed under the following regulations or under any Notice of books and subjects. supplementary regulations shall be given by the Faculty Board

(a) for Part IA and Part IB of the Tripos, not later than the Easter Term preceding the examination to which they apply,

(b) for Part II of the Tripos, not later than the Easter Term next but one preceding the examination to which they apply,

provided that the Board shall have the power of subsequently issuing amendments if they have due reason for doing so and if they are satisfied that no student's preparation for the examination is adversely affected. The Board shall also have the power when they first give notice of the books or subjects prescribed for a particular examination to announce any consequential restriction on the combination of papers that a candidate may choose to offer.

<sup>1</sup> See also the regulations for Affiliated Students.

<sup>2</sup> The regulation in angular brackets will replace the regulation in square brackets with effect from 1 October 2014.

# EXAMINATION REGULATIONS

## PART IA

Papers in  
Part IA.

- [13. The examination shall consist of eight papers, each to be set for three hours, as follows: Paper 1. Greek translation (also serves as Paper GL 1 of the Modern and Medieval Languages Tripos). Paper 2. Alternative Greek translation (also serves as Paper GL 2 of the Modern and Medieval Languages Tripos). Paper 3. Latin translation (also serves as Paper GL 3 of the Modern and Medieval Languages Tripos). Paper 4. Alternative Latin translation. Paper 5. Greek and Latin texts (also serves as Paper GL 5 of the Modern and Medieval Languages Tripos). Paper 6. Classical questions (also serves as Paper GL 6 of the Modern and Medieval Languages Tripos). Paper 7. Greek prose and verse composition (also serves as GL 7 of the Modern and Medieval Languages Tripos). Paper 8. Latin prose and verse composition (also serves as GL 8 of the Modern and Medieval Languages Tripos).

14. Every candidate shall offer either Paper 1 or Paper 2, either Paper 3 or Paper 4, and Papers 5 and 6; Paper 2 is intended for candidates who had little or no knowledge of Greek before coming into residence, and Paper 4 is intended for candidates who had a limited knowledge of Latin before doing so. In addition, a candidate may offer one or both of Papers 7 and 8; the Examiners shall give credit for proficiency in these papers.]<sup>1</sup>

(13. The examination shall consist of seven papers, each to be set for three hours, as follows:

- Paper 1. Greek language and literature (also serves as Paper GL 1 of Part IA of the Modern and Medieval Languages Tripos)  
Paper 2. Alternative Greek language and literature (also serves as Paper GL 2 of Part IA of the Modern and Medieval Languages Tripos)  
Paper 3. Latin language and literature (also serves as Paper GL 3 of Part IA of the Modern and Medieval Languages Tripos)  
Paper 4. Alternative Latin language and literature  
Paper 5. Classical questions (also serves as Paper GL 5 of Part IA of the Modern and Medieval Languages Tripos)  
Paper 6. Greek prose and verse composition (also serves as Paper GL 6 of Part IA of the Modern and Medieval Languages Tripos)  
Paper 7. Latin prose and verse composition (also serves as Paper GL 7 of Part IA of the Modern and Medieval Languages Tripos)

14. Every candidate shall offer either Paper 1 or Paper 2, either Paper 3 or Paper 4, and Paper 5. Paper 2 is intended for candidates who had little or no knowledge of Greek before entry to the University, and Paper 4 is intended for candidates who had little or no knowledge of Latin before doing so and who have not successfully completed the Preliminary Examination to Part IA. No candidate may offer Paper 2 and Paper 4. In addition, a candidate may offer one or both of Papers 6 and 7; the Examiners shall give credit for proficiency in these papers.)<sup>1</sup>

Class-list for  
Part IA.

15. The names of candidates who obtain honours shall be placed by the Examiners in three classes. The names in each class shall be in alphabetical order. In the class-list a mark of distinction may be attached to the name of any candidate whose work in the examination shows special merit. [A mark of distinction, *G* or *L* respectively, shall be attached to the names of those candidates who, in offering either Paper 7, or Paper 8, acquit themselves with credit in that paper. A mark, *g* or *l* respectively, shall be attached to the names of those candidates who, in offering either Paper 7, or Paper 8, satisfy the Examiners in that paper.]<sup>2</sup>(A mark of distinction, *G* or *L* respectively, shall be attached to the names of those candidates who, in offering either Paper 6 or Paper 7 acquit themselves with credit in that paper. A mark, *g* or *l* respectively, shall be attached to the names of those candidates who, in offering either Paper 6 or Paper 7 satisfy the Examiners in that paper.)<sup>2</sup>

16. In arranging the class-list the Examiners shall take into account the standard attained by candidates in each paper as well as the aggregate of marks obtained by them.

## PART IB

Papers in  
Part IB.

17. The examination shall consist of the following papers, each to be set for three hours:  
Paper 1. Passages for translation from Greek authors (also serves as Paper GL 11 of the Modern and Medieval Languages Tripos).  
Paper 2. Alternative passages for translation from Greek authors (also serves as Paper GL 12 of the Modern and Medieval Languages Tripos).

<sup>1</sup> The regulations in angular brackets will replace the regulations in square brackets with effect from 1 October 2014.

<sup>2</sup> The sentences in angular brackets will replace the sentences in square brackets with effect from 1 October 2014.

## EXAMINATION REGULATIONS

- Paper 3. Passages for translation from Latin authors (also serves as Paper GL 13 of the Modern and Medieval Languages Tripos).
- Paper 4. Alternative passages for translation from Latin authors.
- Paper 5. Greek literature (also serves as Paper GL 15 of the Modern and Medieval Languages Tripos).
- Paper 6. Latin literature (also serves as Paper GL 16 of the Modern and Medieval Languages Tripos).
- Paper 7. Greek and Roman history (also serves as Paper GL 17 of the Modern and Medieval Languages Tripos).
- Paper 8. Greek and Roman philosophy (also serves as Paper GL 18 of the Modern and Medieval Languages Tripos and as Paper 4 of Part IB of the Philosophy Tripos).
- Paper 9. Greek and Roman art and archaeology (also serves as Paper GL 19 of the Modern and Medieval Languages Tripos).
- Paper 10. Greek and Latin philology and linguistics (also serves as Paper GL 20 of the Modern and Medieval Languages Tripos).
- Paper 11. Translation from English into Greek prose and verse (also serves as Paper GL 21 of the Modern and Medieval Languages Tripos).
- Paper 12. Translation from English into Latin prose and verse (also serves as Paper GL 22 of the Modern and Medieval Languages Tripos).

18. A candidate shall be required to offer six papers as follows:

Paper 1 or Paper 2; Paper 3 or Paper 4; Papers 5 and 6; and two papers chosen from among Papers 7–10; provided that the Faculty Board may, in special circumstances, permit a candidate who is offering or who would otherwise have offered both Paper 2 and Paper 4 to offer

(i) a further paper chosen from among Papers 7–10 in place of *either* Paper 2 *or* Paper 4 *and/or*

(ii) *either* Paper GL 7 (Homer) *or* Paper GL 8 (Virgil) from Part IA of the Modern and Medieval Languages Tripos in place of Paper 5 or Paper 6 respectively.<sup>1</sup>

A candidate's application to offer this special combination of papers shall be made through his or her Director of Studies to the Secretary of the Faculty Board not later than the second Monday of the Full Michaelmas Term next preceding the examination.

19. In addition to the papers to be offered under Regulation 18, a candidate may offer Paper 11 or Paper 12 or both these papers.

20. The names of candidates who obtain honours shall be placed by the Examiners in three classes, of which the second shall be divided into two divisions. The names in the first and third classes and in each division of the second class shall be in alphabetical order. In drawing up the class-list the Examiners shall have regard in the first place to the work done by the candidates in the six papers which they are required to offer, and no candidate shall be excluded from any class on the ground that he or she has not offered either or both of Papers 11 and 12 in addition. A mark of distinction, an asterisk, shall be attached to the names of candidates whose work in those six papers shows special merit. In determining the place in the class-list of any candidate who has offered either or both the Papers 11 and 12 in addition, the Examiners shall give credit for proficiency in these papers. A mark of distinction, G or L respectively, shall be attached to the names of those candidates who, in offering either Paper 11 or Paper 12, acquit themselves with credit in that paper. A mark, g or l respectively, shall be attached to the names of those candidates who, in offering either Paper 11 or Paper 12, satisfy the Examiners in that paper.

21. In arranging the class-list the Examiners shall take into account the standard attained by candidates in each paper as well as the aggregate of marks obtained by them.

### PART II

22. The examination shall consist of papers assigned to five groups, A, B, C, D, E, representing five fields of study, and to a sixth group, X, representing a combination of two or more of these fields of study, and certain papers from other Tripos, as set out below.

#### GROUP A (LITERATURE)

- A1. A prescribed Greek author or authors, and a prescribed Latin author or authors (also serves as Paper 31 of Part II of the English Tripos (New Regulations)).<sup>2</sup>
- A2. Prescribed Greek texts (also serves as Paper 32 of Part II of the English Tripos (New Regulations)).<sup>2</sup>

<sup>1</sup> These papers are no longer available.

<sup>2</sup> These papers are also available to candidates for Part II of the Modern and Medieval Languages Tripos; see p. 389.

## EXAMINATION REGULATIONS

- A3. Prescribed Latin texts (also serves as Paper 33 of Part II of the English Tripos (New Regulations)).<sup>1</sup>
- A4. Greek and Latin textual criticism and transmission of texts.

### GROUP B (PHILOSOPHY)

- B1. Plato.<sup>1,2</sup>
- B2. Aristotle.<sup>1,2</sup>
- B3. A prescribed subject or period in Greek and Roman philosophy.<sup>2</sup>

### GROUP C (HISTORY)

- C1. A prescribed period or subject of Greek history (may also serve as a paper in Part II of the Historical Tripos).
- C2. A prescribed period or subject of Roman history.
- C3. A prescribed subject taken from ancient history.
- C4. A subject in ancient or medieval European history (may also be the same, in whole or in part, as a paper in Part II of the Historical Tripos).<sup>1</sup>

### GROUP D (ARCHAEOLOGY)<sup>3</sup>

- D1. Aegean prehistory.
- D2. A topic within classical archaeology and/or art.
- D3. A topic within classical archaeology and/or art.<sup>1</sup>
- D4. A topic within classical archaeology and/or art.

### GROUP E (LANGUAGE)

- E1. Elements of comparative linguistics (also serves as Paper 28 of the Linguistics Tripos).
- E2. The Greek language (also serves as Paper 29 of the Linguistics Tripos).<sup>1</sup>
- E3. The Latin language (also serves as Paper 30 of the Linguistics Tripos).<sup>1</sup>

### GROUP X

- X1. A subject specified by the Faculty Board from time to time.<sup>1</sup>
- X2. A subject specified by the Faculty Board from time to time.<sup>1</sup>
- X3. A subject specified by the Faculty Board from time to time.

### SCHEDULE OF OPTIONAL PAPERS

- Paper O1. History of ideas on language (Paper 12 of the Linguistics Tripos).<sup>4</sup>
- Paper O2. Introduction to modern Greek language and culture (Paper Gr. 3 of the Modern and Medieval Languages Tripos).
- Paper O3. Tragedy (Paper 2 of Part II of the English Tripos (New Regulations)).
- Paper O4. History and theory of literary criticism (Paper 16 of Part II of the English Tripos (New Regulations)).
- Paper O5. Metaphysics and epistemology (Paper 1 of Part Ib of the Philosophy Tripos).
- Paper O6. History of political thought to c. 1700 (Paper 19 of Part I of the Historical Tripos).
- Paper O7. A special subject in Neo-Latin literature: selected authors (Paper NL 2 of the Modern and Medieval Languages Tripos).
- Paper O8. Judaism and Hellenism (Paper D2(d) of the Theological and Religious Studies Tripos).
- Paper O9. Early medieval literature and its contexts (Paper 10 of Part I of the English Tripos (Old Regulations)).
- Paper O10. The Romance languages (Paper CS 1 of the Modern and Medieval Languages Tripos).
- Paper O11. Classical traditions in the sciences (Paper 1 set for the subject History and Philosophy of Science in Part II of the Natural Sciences Tripos).<sup>4</sup>
- Paper O12. Archaeology in action I (Paper A2 in Archaeology of Part IIA of the Archaeological and Anthropological Tripos).

<sup>1</sup> These papers are also available to candidates for Part II of the Modern and Medieval Languages Tripos; see p. 389.

<sup>2</sup> These papers are also available to candidates for Part II of the Philosophy Tripos; see p. 416.

<sup>3</sup> The papers in this group also serve as papers in Archaeology in Part IIA and Part IIb of the Archaeological and Anthropological Tripos, see p. 262.

<sup>4</sup> Not available for examination in 2014.

## EXAMINATION REGULATIONS

23. A student who is a candidate for Part II in the year next after obtaining honours in Part IB or in another Honours Examination shall offer

- (a) *either* (i) two papers belonging to a single Group, chosen from among the six Groups A, B, C, D, E, X;  
or (ii) one paper chosen from one of the six Groups A, B, C, D, E, X, together with a thesis, as prescribed in Regulation 26, on a topic (proposed by the candidate and approved by the Faculty Board) which falls wholly within the area of that Group;

and

- (b) *either* (i) two additional papers chosen from Groups A, B, C, D, E, X, and from the Schedule of Optional Papers;  
or (ii) one additional paper chosen from Groups A, B, C, D, E, X, and from the Schedule of Optional Papers, together with a thesis, as prescribed in Regulation 26 on a topic (proposed by the candidate and approved by the Faculty Board) which falls within the field of Classics;

provided that

- (1) no candidate shall offer a thesis on a topic that coincides substantially with the subject of any of the papers that he or she is offering in the examination;  
(2) no candidate shall offer more than one thesis, or more than two papers from Group X, or more than one paper from the Schedule of Optional Papers.

24. A student who is a candidate for Part II in the year next but one after obtaining honours in Part IB or in another Honours Examination shall offer

- (a) *either* (i) two papers belonging to a single Group, chosen from among the six Groups A, B, C, D, E, X;  
or (ii) one paper chosen from one of the six Groups A, B, C, D, E, X, together with a thesis, as prescribed in Regulation 26, on a topic (proposed by the candidate and approved by the Faculty Board) which falls wholly within the area of that Group;

and

- (b) *either* (i) three additional papers chosen from Groups A, B, C, D, E, X, and from the Schedule of Optional Papers;  
or (ii) two additional papers chosen from Groups A, B, C, D, E, X, and from the Schedule of Optional Papers, together with a thesis, as prescribed in Regulation 26, on a topic (proposed by the candidate and approved by the Faculty Board) which falls within the field of Classics;

provided that

- (1) no candidate shall offer a thesis on a topic that coincides substantially with the subject of any of the papers that he or she is offering in the examination;  
(2) no candidate shall offer more than one thesis, or more than two papers from Group X, or more than one paper from the Schedule of Optional Papers.

25. A candidate may be examined *viva voce* on the field of study of a Group from which he or she offers two or more papers, provided that the scope of such an examination shall be restricted to the subjects of the papers which the candidate has offered. *Viva voce* examinations shall be held at such times as the Examiners may appoint, and the times appointed shall be announced not later than the second day after the beginning of the examination.

26. (a) A candidate who wishes to offer a thesis under Regulation 23 or Regulation 24 shall submit an application, including the title of the proposed thesis, a brief account of its scope, and a statement of the scheme of papers to be offered in the examination. Applications shall be submitted through candidates' Directors of Studies to the Academic Secretary (Undergraduate) of the Faculty, so as to arrive not later than the second Monday of the Full Michaelmas Term next preceding the examination. Thesis.

(b) Each candidate must obtain the approval of the proposed title by the Faculty Board not later than the last day of the Full Michaelmas Term next preceding the examination. When the Faculty Board have approved a title, no change shall be made to it or to the candidate's scheme of papers, without the further approval of the Faculty Board. Any application for a change in title or scheme of papers must be submitted through the candidate's Director of Studies to the Academic Secretary (Undergraduate) as soon as possible, and in any case no later than ten days before the last Faculty Board meeting of the Lent Term. If a candidate decides to offer a paper in place of a thesis, this is

## EXAMINATION REGULATIONS

deemed to be a change in the scheme of papers and must be notified to the Faculty Board in accordance with the same timetable.

(c) A thesis shall not exceed 10,000 words in length, including notes but excluding bibliography. Candidates will be required to declare that the thesis is their own work and that it does not contain material already used to any substantial extent for a comparable purpose. Except for Greek quotations, which may be written by hand, every thesis must be typewritten (1.5 spacing) unless the candidate has obtained permission from the Faculty Board to present it in manuscript.

(d) A thesis shall be submitted through the candidate's Director of Studies to the Academic Secretary (Undergraduate), so as to arrive not later than the first Monday of the Full Easter Term in which the examination is to be held.

(e) Each thesis shall be examined by two Examiners or by an Examiner and an Assessor, and the candidate shall be examined by them upon it *viva voce*.

27. The names of the candidates who obtain honours shall be placed by the Examiners in three classes, of which the second shall be divided into two divisions. The names in the first and third classes and in each division of the second class shall be arranged in alphabetical order. A mark of distinction shall be awarded for special excellence.

### SUPPLEMENTARY REGULATIONS

*Amended by Notices (Reporter, 2012–13, pp. 416 and 776)*

#### PART IA

*[Paper 1. Greek translation*

This paper will contain passages for translation, both seen and unseen.

*Paper 2. Alternative Greek translation*

This paper will contain passages for translation, both seen and unseen, and is appropriate for candidates who had little or no knowledge of Greek before entry to the University.

*Paper 3. Latin translation*

This paper will contain passages for translation, both seen and unseen.

*Paper 4. Alternative Latin translation*

This paper will contain passages for translation, both seen and unseen, and is appropriate for candidates who had a limited knowledge of Latin before entry to the University.

*Paper 5. Greek and Latin texts*

This paper will contain questions on works contained in the schedules of Greek and Latin texts prescribed for Papers 1 to 4.

*Paper 6. Classical questions*

This paper will contain questions on

- (a) Greek and Latin literature;
- (b) Greek and Roman philosophy;
- (c) Greek and Roman history from c. 800 BC to AD 337;
- (d) Greek and Roman art and archaeology;
- (e) Classical philology and linguistics.

*Paper 7. Greek prose and verse composition*

This paper will contain passages for translation into Greek prose or verse, with some specified passages which may be attempted only by candidates for Paper 2.

*Paper 8. Latin prose and verse composition*

This paper will contain passages for translation into Latin prose or verse.]<sup>1</sup>

*(Paper 1. Greek language and literature.*

This paper will contain passages for unseen translation and seen passages for analysis and appreciation from prescribed texts.

<sup>1</sup> The supplementary regulations in angular brackets will replace the supplementary regulations in square brackets with effect from 1 October 2014.

## EXAMINATION REGULATIONS

### *Paper 2. Alternative Greek language and literature*

This paper will contain passages for unseen translation appropriate for candidates who had little or no knowledge of Greek before entry to the University and seen passages for analysis and appreciation from prescribed texts.

### *Paper 3. Latin language and literature*

This paper will contain passages for unseen translation and seen passages for analysis and appreciation from prescribed texts.

### *Paper 4. Alternative Latin language and literature*

This paper will contain passages for unseen translation appropriate for candidates who had little or no knowledge of Latin before entry to the University and seen passages for analysis and appreciation from prescribed texts.

### *Paper 5. Classical questions*

This paper will contain questions on:

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

### *Paper 6. Greek prose and verse composition*

This paper will contain passages for translation into Greek prose and verse, with some specified passages which may be attempted by candidates for Paper 2.

### *Paper 7. Latin prose and verse composition*

This paper will contain passages for translation into Latin prose or verse, with some specified passages which may be attempted by candidates for Paper 4.)<sup>1</sup>

## PART IB

### *Paper 1. Passages for translation from Greek authors*

This paper will contain passages for translation, both seen and unseen.

### *Paper 2. Alternative passages for translation from Greek authors*

This paper will contain passages for translation, both seen and unseen, and is appropriate for candidates who had little or no knowledge of Greek before entry to the University.

### *Paper 3. Passages for translation from Latin authors*

This paper will contain passages for translation, both seen and unseen.

### *Paper 4. Alternative passages for translation from Latin authors*

This paper will contain passages for translation, both seen and unseen, and is appropriate for candidates who had a limited knowledge of Latin before entry to the University.

### *Paper 5. Greek literature and*

### *Paper 6. Latin literature*

Each of these papers will contain seen passages for analysis and appreciation from prescribed texts, and essay and other questions on these and other prescribed works.

### *Paper 7. Greek and Roman history*

The paper will contain questions on topics in Greek and Roman history to be specified from time to time.

Candidates for the Classical Tripos will be given credit for knowledge of both Greek and Roman history. Candidates for the Modern and Medieval Languages Tripos will not be expected to show knowledge of both Greek and Roman history.

### *Paper 8. Greek and Roman philosophy*

A text or texts will be prescribed. The paper will contain questions on the prescribed text or texts, and questions on ancient philosophers and philosophical systems.

### *Paper 9. Greek and Roman art and archaeology*

The paper will contain questions relating to the Aegean world, Italy and the Roman Empire: questions may require comments on images.

<sup>1</sup> The supplementary regulations in angular brackets will replace the supplementary regulations in square brackets with effect from 1 October 2014.

## EXAMINATION REGULATIONS

*Paper 10. Greek and Latin philology and linguistics*

This paper will contain questions on topics in Greek, Latin, and comparative Greek/Latin philology and linguistics to be specified from time to time. Candidates for the Modern and Medieval Languages Tripos will not be expected to show knowledge of both Greek and Latin philology and linguistics.

*Paper 11. Translation from English into Greek prose and verse*

This paper will contain passages for translation into Greek prose or verse, with some specified passages which may be attempted only by candidates taking Paper 2.

*Paper 12. Translation from English into Latin prose and verse*

This paper will contain passages for translation into Latin prose or verse, with some specified passages which may be attempted only by candidates taking Paper 4.

### PART II

#### GROUP A (LITERATURE)

*Paper A1. A prescribed Greek author or authors, and a prescribed Latin author or authors*

This paper will contain questions on a Greek author or authors and on a Latin author or authors. The works prescribed here will be taken from among the major works of Greek and Latin literature.

*Paper A2. Prescribed Greek texts*

This paper will contain passages for literary comment and essay questions.

*Paper A3. Prescribed Latin texts*

This paper will contain passages for literary comment and essay questions.

*Paper A4. Greek and Latin textual criticism and transmission of texts*

This paper will contain passages for textual comment, questions on palaeography and essay questions: candidates will be required to answer questions on passages in each of the two languages.

#### GROUP B (PHILOSOPHY)

*Paper B1. Plato*

In any year, a text and/or subject for study will be prescribed.

*Paper B2. Aristotle*

In any year, a text and/or subject for study will be prescribed.

#### GROUP C (HISTORY)

*Paper C3. A prescribed subject taken from ancient history*

These papers may contain questions on the literary, epigraphical, and archaeological sources for the period or subject prescribed, and questions that involve a knowledge of geography and topography and of the political, legal, and social antiquities of the period or subject prescribed; such questions will not require a technical knowledge of archaeology.

#### GROUP D (ARCHAEOLOGY)

*Paper D2. A topic within classical archaeology and/or art*

*Paper D3. A topic within classical archaeology and/or art*

If, in any year, the subject prescribed for Paper D2 is connected with early Hellenic archaeology, the subject prescribed for Paper D3 will be connected with classical (Greco-Roman) art; if the subject prescribed for Paper D2 is connected with early Greek art, the subject prescribed for Paper D3 will be connected with the archaeology of the Greek and Hellenistic world.

#### GROUP E (LANGUAGE)

*Paper E1. Elements of comparative linguistics*

This paper will cover the principles of the comparative method and of historical reconstruction and their applications to Indo-European phonology, morphology, syntax, and lexicon. A knowledge of the relevant phenomena in Vedic will be required.

## EXAMINATION REGULATIONS

*Paper E2. The Greek language*

A prescribed subject in the history of the Greek language.

*Paper E3. The Latin language*

A prescribed subject in the history of the Latin language.

For each of Papers E2 and E3 the Faculty Board will prescribe texts for special study. Each paper will include a compulsory question on the prescribed texts.

### GROUP X

There will be not more than three papers in this group, X1, X2, X3, whose subjects will be prescribed from time to time by the Faculty Board of Classics. The subjects will be of an inter-disciplinary nature, requiring knowledge related to more than one of the fields of study represented by Groups A, B, C, D, and E.

**CLASSICAL PAPERS AVAILABLE IN THE MODERN AND MEDIEVAL LANGUAGES TRIPOS**

The Regulations and Supplementary Regulations relating to papers in Classical Greek and Classical Latin in Parts IA, IB and Part II of the MML Tripos can be found in full in the latest edition of *Statutes and Ordinances* issued by the University (not available at time of going to press). What follow here are notes for guidance, indicating where classical languages and other classical subjects fit into the MML Tripos. The classical papers available in Parts IA and IB are referred to as **GL** papers (short for ‘Greek and Latin’). They are contained in a list (called ‘Schedule C’ in the MML Tripos) which is given directly below. With two exceptions (**GL5** and **GL6**: see below, n.2), **GL** papers are identical to those taken by candidates for the Classical Tripos.

*If, having read through these notes, you need further guidance, you should approach your Director of Studies in MML, who may refer you for detailed advice on particular papers to your college’s Director of Studies in Classics (see the section headed ‘The Faculty of Classics’). You may also wish to consult the MML and Classics Liaison Officers, Dr Emily Gowers (eg235@cam.ac.uk) in Classics and Dr Jenny Mander (jrm15@cam.ac.uk) in MML.*

**Schedule C from the MML Tripos**

Classics Papers available to MML candidates taking Parts IA and IB

**See the sections headed ‘Part IA Courses’ and ‘Part IB Courses’ for further details on each paper.**

- GL1.** Greek translation (Paper 1 of Part IA of the Classical Tripos).
- GL2.** Alternative Greek translation (Paper 2 of Part IA of the Classical Tripos).
- GL3.** Latin translation (Paper 3 of Part IA of the Classical Tripos).
- GL5.** Greek or Latin texts (a modified version of Paper 5 of Part IA of the Classical Tripos).
- GL6.** Classical questions (a modified version of Paper 6 of Part IA of the Classical Tripos).
- GL7.** Greek prose and verse composition (Paper 7 of Part IA of the Classical Tripos).
- GL8.** Latin prose and verse composition (Paper 8 of Part IA of the Classical Tripos).
- GL11.** Passages for translation from Greek authors (Paper 1 of Part IB of the Classical Tripos).
- GL12.** Alternative passages for translation from Greek authors (Paper 2 of Part IB of the Classical Tripos).
- GL13.** Passages for translation from Latin authors (Paper 3 of Part IB of the Classical Tripos).
- GL15.** Greek literature (Paper 5 of Part IB of the Classical Tripos).
- GL16.** Latin literature (Paper 6 of Part IB of the Classical Tripos).
- GL17.** Greek and Roman history (Paper 7 of Part IB of the Classical Tripos).
- GL18.** Greek and Roman philosophy (Paper 8 of Part IB of the Classical Tripos).
- GL19.** Greek and Roman art and archaeology (Paper 9 of Part IB of the Classical Tripos).
- GL20.** Greek and Roman philology and linguistics (Paper 10 of Part IB of the Classical Tripos).
- GL21.** Translation from English into Greek prose and/or verse (Paper 11 of Part IB of the Classical Tripos).

**GL22.** Translation from English into Latin prose and/or verse (Paper 12 of Part IB of the Classical Tripos).

### **SYLLABUS FOR PART IA**

Candidates for Part IA of the MML Tripos can take either Classical Greek or Classical Latin together with their modern language. Classical Latin is available only to candidates with A-level or equivalent in Latin (Option B); Classical Greek is available to candidates with A-level or equivalent in Greek (Option B) and to beginners (Option A).

**Option A** (for ‘Intensive Greek’ candidates without A-level Greek) comprises:

- (i) **GL2**, a Greek translation paper containing passages for both seen and unseen translation;
  - (ii) **GL5**, a paper containing passages for linguistic and literary comment from a schedule of Greek texts;
  - (iii) **GL6**, Classical Questions (with sections on Greek Literature, Ancient Philosophy, Ancient History, Ancient Art and Archaeology, and Philology and Linguistics).
- Candidates may optionally offer, in addition to the above, **GL7** (Greek prose and/or verse composition); see n.4, below.

There is no Option A for ‘Intensive Latin’ candidates without A-level Latin.

**Option B** (for candidates with A-level Greek or Latin) comprises:

For **Classical Greek**:

- (i) **GL1**, a Greek translation paper containing passages for both seen and unseen translation;
  - (ii) **GL5**, a paper containing passages for linguistic and literary comment from a schedule of Greek texts;
  - (iii) **GL6**, Classical Questions (with sections on Greek Literature, Ancient Philosophy, Ancient History, Ancient Art and Archaeology, and Philology and Linguistics).
- Candidates may optionally offer, in addition to the above, **GL7** (Greek prose and/or verse composition); see n.4, below.

For **Classical Latin**:

- (i) **GL3**, a Latin translation paper, containing passages for both seen and unseen translation;
  - (ii) **GL5**, a paper containing passages for linguistic and literary comment from a schedule of Latin texts;
  - (iii) **GL6**, Classical Questions (with sections on Latin Literature, Ancient Philosophy, Ancient History, Ancient Art and Archaeology, and Philology and Linguistics).
- Candidates may optionally offer, in addition to the above, **GL8** (Latin prose and/or verse composition); see n.4, below.

### **Notes**

1. If you choose Option A in Classical Greek, you must take Option B in your modern language.

2. Papers **GL5** (linguistic and literary comment) and **GL6** (Classical Questions) are modified to take into account the fact that MML candidates offer only one of the two languages examined in the version of the paper set for candidates in Classics.

**The Form and Conduct notice for paper GL5 is as follows:**

This paper will contain questions on Greek and/or Latin texts contained in the schedules of texts prescribed for Papers GL1 to GL3, and Paper 4 of the Classical Tripos, provided that questions will not be set on texts in Greek if no candidates have entered for paper GL1 or paper GL2 by the end of Full Lent Term preceding the examination; and questions will not be set on texts in Latin if no candidates have entered for paper GL3 by the end of Full Lent Term preceding the examination.

The paper will contain questions on four passages of Greek prose and verse (where set), two of which will come from the texts prescribed for Section (a) of Paper GL2 and/or four passages of Latin prose and verse (where set), two of which will come from texts prescribed for Section (a) of Paper 4 of the Classical Tripos.

The first five questions on each passage will be focused on detailed understanding of the language and the final question will ask for an extended analysis and appreciation.

Candidates will be required to answer questions on two passages which must both be in the same language, where both languages are set. Any verse passage set may include a question testing knowledge of scansion.

3. MML candidates taking Paper **GL6** (classical questions) may, if they wish, answer questions in any of the non-literary subject-areas of the paper (Philosophy, History, Art and Archaeology, Philology and Linguistics); but it should be stressed that there is no requirement for them to study any non-literary subjects for either Part IA or IB. However, any Part IA candidates who intend to take in Part IB the papers available in Greek and Roman Philosophy, Greek and Roman History, Greek and Roman Art and Archaeology, or Philology and Linguistics, **are strongly advised** to attend in their first year the introductory lectures in these subjects (as advertised under the section headed 'Part IA Courses (Paper 6)' in this Classics *Handbook*).

**The Form and Conduct notice for paper GL6 is as follows:**

This paper will be divided into five sections:

- (a) Greek and Latin literature;
- (b) Greek and Roman philosophy;
- (c) Greek and Roman history from c. 800 bc to ad 337;
- (d) Greek and Roman art and archaeology;
- (e) Classical philology and linguistics.

Candidates will be required to answer four questions. Questions in Section (a) will no longer include passages for scansion and metrical commentary.

4. Candidates who take either optional paper involving translation from English into Greek (**GL7**) or into Latin (**GL8**) will receive credit for a good performance but will not be in any way penalized should they perform less well.

### **SYLLABUS FOR PART IB**

Candidates may offer classical papers in Part IB only if they have already taken classical papers in Part IA. The Regulations are rather detailed because the combination of classical papers which may be offered in IB depends on the Options already taken in both the classical and modern languages in Part IA. There are five possible permutations.

#### **(1) Candidates who in Part IA offered Option A in a modern language and Option B in Classical Greek shall offer the following in Part IB:**

- (i) In the modern language, Papers B1 and B2;
- (ii) one paper from Schedule IB relating to that modern language;
- (iii) Paper **GL15**, Greek literature;
- (iv) one further paper from **either** the Papers in Schedule IB, **or GL11**, Passages for translation from Greek authors, **or GL 17**, Greek and Roman history, **or GL18**, Greek and Roman philosophy, **or GL19**, Greek and Roman art and archaeology, **or GL20**, Greek and Roman philology and linguistics.

Candidates may optionally offer, in addition to the above, **GL21**, Greek prose and/or verse composition.

#### **(2) Candidates who in Part IA offered Option A in a modern language and Option B in Classical Latin shall offer the following in Part IB:**

- (i) In the modern language, Papers B1 and B2;
- (ii) one paper from Schedule IB relating to that modern language;
- (iii) Paper **GL16**, Latin literature;
- (iv) one further paper from **either** the Papers in Schedule IB, **or GL13**, Passages for translation from Latin authors, **or GL17**, Greek and Roman history, **or GL18**, Greek and Roman philosophy, **or GL19**, Greek and Roman art and archaeology, **or GL20**, Greek and Roman philology and linguistics.

Candidates may optionally offer, in addition to the above, **GL22**, Latin prose and/or verse composition.

#### **(3) Candidates who in Part IA offered Option B in a modern language and Option A in Classical Greek shall offer in Part IB:**

- (i) Paper **GL12**, passages for translation from Greek authors;
- (ii) Paper **GL15**, Greek literature;
- (iii) one paper chosen from: **GL17**, Greek and Roman history, **or GL18**, Greek and Roman philosophy, **or GL19**, Greek and Roman art and archaeology, **or GL20**, Greek and Roman philology and linguistics;
- (iv) two papers chosen from the following: one further paper chosen from **GL17, 18, 19, 20** (details as immediately above); the papers in Schedule IB; Paper B3 in the modern language.

Candidates may optionally offer, in addition to the above, **GL21**, Greek prose and/or verse composition.

**(4) Candidates who in Part IA offered Option B in a modern language and Option B in Classical Greek shall offer in Part IB:**

- (i) Paper B3 in the modern language;
- (ii) Paper **GL15**, Greek literature;
- (iii) three papers chosen from: **GL11**, passages from translation from Greek authors, **GL17**, Greek and Roman history, **GL18**, Greek and Roman philosophy, **GL19**, Greek and Roman art and archaeology, **GL20**, Greek and Roman philology and linguistics, and the papers in Schedule IB.

Candidates may optionally offer, in addition to the above, **GL21**, Greek prose and/or verse composition.

**(5) Candidates who in Part IA offered Option B in a modern language and Option B in Classical Latin shall offer in Part IB:**

- (i) Paper B3 in the modern language;
- (ii) Paper **GL16**, Latin literature;
- (iii) three papers chosen from: **GL13**, passages from translation from Latin authors, **GL17**, Greek and Roman history, **GL18**, Greek and Roman philosophy, **GL19**, Greek and Roman art and archaeology, **GL20**, Greek and Roman philology and linguistics, and the papers in Schedule IB.

Candidates may optionally offer, in addition to the above, **GL22**, Latin prose and/or verse composition.

**SYLLABUS FOR PART II**

Up to two papers may be offered in Part II from the list of papers known as ‘Schedule D’ in the MML Tripos. Schedule D (given below) contains a selection of papers from Part II of the Classical Tripos.

**Schedule D**

Classics papers available to MML candidates taking Part II

**See the section headed ‘Part II Courses’ for further details on each paper.**

Paper A1: Homer, *Odyssey* and/or Virgil, *Aeneid*.

Paper A2: Sophocles and Myth.

Paper A3: Ovid, *Metamorphoses*.

Paper B1: Plato, *Phaedo*.

Paper B2: Aristotle’s Moral and Political Thought.

Paper C4: The Transformation of the Roman world.

Paper D3: The Poetics of Classical art.

Paper E2: Greek as a World Language.

Paper E3: Latin and its Neighbours.

## Health, Safety and Security Information

A copy of the Faculty's Safety Policy is available on the Faculty website.

### Occupational Health Advisers

Tel. 36594

### Fire Action

In the event of the fire alarm sounding:

1. Leave building by the nearest exit
2. Do not use the lift
3. Report to assembly point by the Little Hall

In the event of a fire, flood or other serious incident **in normal working hours** inform the Administrative Officer (Tel. 35193) or the Chair of the Faculty (Tel. 61007).

In the event of a fire, flood or other serious incident **outside normal working hours**:

1. Operate the nearest fire alarm
2. Leave building by the nearest exit
3. Do not use the lift
4. Phone the University Central Security emergency number

The **University Central Security** number is Tel. **31818**. This office operates 24 hours every day of the year. **The emergency number is Tel. 101 (inside network)/767444 (outside network).**

### Mobility Disabilities

Students with mobility disabilities who are likely to be unable to use the stairs in the event of an emergency are asked to inform the Administrator so that a personal evacuation plan can be designed.

### Medical conditions

The Faculty maintains a confidential record of members of the Faculty with any specific medical conditions together with a note of urgent remedial action. If this applies to you, please consult the Chief Secretary.

### Report Book

When staff are unavailable and out of office hours, please report any matters of concern in the Report Book to be found on the Issue Desk in the Faculty Library.

### Smoking

No smoking is allowed in the Faculty building.