



## Classics and Ancient Civilizations (Ma)

Vrije Universiteit Amsterdam - Faculteit der Geesteswetenschappen - M Oudheidstudies - 2017-2018

From September 2012 VU University and the University of Amsterdam offer a combined graduate study in Classics and Ancient Civilizations. It is organized within the *Amsterdam Centre for Ancient Studies and Archaeology (ACASA)* that was founded by both universities and offers several kinds of programme relating to the study of Antiquity. In ACASA you can choose a wide variety of courses so that you can specialize as classicist, archaeologist, ancient historian, assyriologist or graduate in an interdisciplinary programme.

The Master's curriculum Classics and Ancient Civilizations consists of three programmes: Classics, Ancient History and Ancient Studies. Each programme has its own core courses and in addition you may choose from a wide variety of courses offered by both universities, that suit best your specialization. All courses are taught in English.

[Programme overview](#)

[Teaching and Examination Regulations \(in Dutch\) on VUnet \(inlog\)](#)

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## Master Classics & Ancient Civilizations, Programme Ancient Studies

Hardly a single question on ancient society or culture can be solved if one limits the evidence to either written sources or archaeological material. Therefore the Master's in Ancient Studies is designed as a multi-disciplinary programme. It offers a unique combination of historical, literary, and archaeological approaches from which the student can make a choice. In addition, the study of Greek, Latin, or Assyrian and Babylonian can be included in the programme.

The core courses of the programme are 'Interdisciplinary Seminar: Rulers Ideology and Representation' and 'Great Debates', both of which introduce students to some of the most pertinent debates within the field and give due attention to interdisciplinary research. Depending on your interests, you can choose one of five specialisations: Interdisciplinary Approaches to Antiquity, Ancient Religions and the Rise of Christianity, Ancient Studies & Greek, Ancient Studies & Latin or Ancient Studies & Akkadian.

Opleidingsdelen:

- [Master Classics & Ancient Civilizations, Programme Ancient Studies, Specialization Interdisciplinary Approaches to Antiquity](#)
- [Master Classics & Ancient Civilizations, Programme Ancient Studies, Specialization Ancient Religions and the Rise of Christianity](#)
- [Master Classics & Ancient Civilizations, Programme Ancient Studies, Specialization Language Based: Greek](#)
- [Master Classics & Ancient Civilizations, Programme Ancient Studies, Specialization Language Based: Latin](#)
- [Master Classics & Ancient Civilizations, Programme Ancient Studies, Specialization Language Based: Akkadian](#)

## Master Classics & Ancient Civilizations, Programme Ancient Studies, Specialization Interdisciplinary Approaches to Antiquity

Choose in period 1 an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Choose in period 3 Term Paper or Tutorial.

Choose in period 5 a Tutorial or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) or from the History Programme, or elsewhere worth 6 credits.

Opleidingsdelen:

- [Specialization Interdisciplinary Approaches to Antiquity, Electives Semester 1](#)
- [Specialization Interdisciplinary Approaches to Antiquity, Electives Semester 2](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Archaeology, Museums and the Public</a>	Periode 2	6.0	L_AAMAARC011
<a href="#">Confrontation between Greek and Near Eastern Civilizations</a>	Periode 4	6.0	L_GOMAALG003

Great Debates	Periode 2	6.0	L_AAMAOHS038
Interdisciplinary Seminar: Rulers Ideology and Representation	Periode 1	6.0	L_OAMAOHS008
Master Thesis Classics and Ancient Civilizations	Ac. Jaar (september)	18.0	L_OAMAOHSSCR
Term Paper Ancient History and Ancient Studies	Periode 3	6.0	L_OAMAOHS003
Tutorial Classics & Ancient Civilization	Periode 3	6.0	L_OAMAOHS006

## Specialization Interdisciplinary Approaches to Antiquity, Electives Semester 1

Choose in period 1 an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Vakken:

Naam	Periode	Credits	Code
From Christ to Constantine: Judaism and Christianity in their Graeco- Roman Contexts	Periode 1	6.0	G_AAMAOHS001
Master Seminar Akkadian 1A	Periode 1	6.0	L_SAMAOHS001
Methodology: Intertextuality and Classical Storytelling	Periode 1	6.0	L_XLMAOHS005
The City and the Empire. War, Memory and Civic Identity in Republican Rome	Periode 1	6.0	L_AAMAOHS043

## Specialization Interdisciplinary Approaches to Antiquity, Electives Semester 2

Choose in period 5 a Tutorial or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) or from the History Programme, or elsewhere worth 6 credits.

Vakken:

Naam	Periode	Credits	Code
Ancient Epic through the Ages: From Homer to Claudian	Periode 5	6.0	L_AAMAOHS046
Greek Elite Culture in the Roman Empire	Periode 5	6.0	L_GOMAALG002
MA Course History of Philosophy: Beauty and Truth (and the Good). The Aesthetics of Rational Being.	Periode 5	6.0	WM_ACASA01

<a href="#">Tutorial Ancient Near Eastern History and Culture</a>	Periode 5	6.0	L_OAMAOHS007
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## Master Classics & Ancient Civilizations, Programme Ancient Studies, Specialization Ancient Religions and the Rise of Christianity

Choose in period 3 Term Paper or Tutorial.

Choose in period 5 a Tutorial or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Opleidingsdelen:

- [Specialization Ancient Religions and the Rise of Christianity, Electives Semester 2](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">From Christ to Constantine: Judaism and Christianity in their Graeco- Roman Contexts</a>	Periode 1	6.0	G_AAMAOHS001
<a href="#">From Constantine to Muhammad: Religion and Society in Late Antiquity</a>	Periode 2	6.0	L_GOMAALG004
<a href="#">Great Debates</a>	Periode 2	6.0	L_AAMAOHS038
<a href="#">Interdisciplinary Seminar: Rulers Ideology and Representation</a>	Periode 1	6.0	L_OAMAOHS008
<a href="#">Master Thesis Classics and Ancient Civilizations</a>	Ac. Jaar (september)	18.0	L_OAMAOHSSCR
<a href="#">Term Paper Ancient History and Ancient Studies</a>	Periode 3	6.0	L_OAMAOHS003
<a href="#">The Beginning of Jewishness</a>	Periode 4	6.0	L_AAMAOHS036
<a href="#">Tutorial Classics &amp; Ancient Civilization</a>	Periode 3	6.0	L_OAMAOHS006

## Specialization Ancient Religions and the Rise of Christianity, Electives Semester 2

Choose in period 5 a Tutorial or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) worth 6 credits.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Ancient Epic through the Ages: From Homer to Claudian</a>	Periode 5	6.0	L_AAMAOHS046
<a href="#">Greek Elite Culture in the Roman Empire</a>	Periode 5	6.0	L_GOMAALG002

MA Course History of Philosophy: Beauty and Truth (and the Good). The Aesthetics of Rational Being.	Periode 5	6.0	WM_ACASA01
Tutorial Ancient Near Eastern History and Culture	Periode 5	6.0	L_OAMAOHS007

## Master Classics & Ancient Civilizations, Programme Ancient Studies, Specialization Language Based: Greek

Choose in period 3 Term Paper or Tutorial or Tutorial Reception of Classical Literature or Tutorial Late Greek and Latin Literature or Master Language: Greek Epigraphy (Athens).

Choose in period 5 Ancient Epic through the Ages: From Homer to Nonnos or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA), or elsewhere, worth 6 credits.

Opleidingsdelen:

- [Specialization Language Based: Greek, Electives Semester 2](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Great Debates</a>	Periode 2	6.0	L_AAMAOHS038
<a href="#">Greek and Latin Linguistics: The Pragmatic Stylistics of Classical Historiography</a>	Periode 2	6.0	L_AAMAOHS044
<a href="#">Greek Literature: The 'Ilioupersis' in Greek Literature</a>	Periode 4	6.0	L_AAMAOHS045
<a href="#">Interdisciplinary Seminar: Rulers Ideology and Representation</a>	Periode 1	6.0	L_OAMAOHS008
<a href="#">Master Thesis Classics and Ancient Civilizations</a>	Ac. Jaar (september)	18.0	L_OAMAOHSSCR
<a href="#">Methodology: Intertextuality and Classical Storytelling</a>	Periode 1	6.0	L_XLMAOHS005
<a href="#">Reception of Classical Literature</a>	Periode 3	6.0	L_XLMAOHS007
<a href="#">Term Paper Ancient History and Ancient Studies</a>	Periode 3	6.0	L_OAMAOHS003
<a href="#">Tutorial Classics &amp; Ancient Civilization</a>	Periode 3	6.0	L_OAMAOHS006
<a href="#">Tutorial Late Greek and Latin Literature</a>	Periode 3	6.0	L_XAMAOHS005

## Specialization Language Based: Greek, Electives Semester 2

Choose in period 5 Ancient Epic through the Ages: From Homer to Nonnos or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA), or elsewhere, worth 6 credits.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Ancient Epic through the Ages: From Homer to Claudian</a>	Periode 5	6.0	L_AAMAOHS046
<a href="#">Greek Elite Culture in the Roman Empire</a>	Periode 5	6.0	L_GOMAALG002
<a href="#">MA Course History of Philosophy: Beauty and Truth (and the Good). The Aesthetics of Rational Being.</a>	Periode 5	6.0	WM_ACASA01
<a href="#">Tutorial Ancient Near Eastern History and Culture</a>	Periode 5	6.0	L_OAMAOHS007

## Master Classics & Ancient Civilizations, Programme Ancient Studies, Specialization Language Based: Latin

Choose in period 3 Term Paper or Tutorial or Tutorial Reception of Classical Literature or Tutorial Late Greek and Latin Literature.

Choose in period 4 an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA), or elsewhere worth 6 credits.

Choose in period 5 Ancient Epic through the Ages: From Homer to Nonnos or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA), or elsewhere, worth 6 credits.

Opleidingsdelen:

- [Specialization Language Based: Latin, Electives Semester 2](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Great Debates</a>	Periode 2	6.0	L_AAMAOHS038
<a href="#">Interdisciplinary Seminar: Rulers Ideology and Representation</a>	Periode 1	6.0	L_OAMAOHS008
<a href="#">Latin Literature: Lucretius, De rerum natura</a>	Periode 2	6.0	L_XLMAOHS008
<a href="#">Master Thesis Classics and Ancient Civilizations</a>	Ac. Jaar (september)	18.0	L_OAMAOHSSCR
<a href="#">Methodology: Intertextuality and Classical Storytelling</a>	Periode 1	6.0	L_XLMAOHS005

Reception of Classical Literature	Periode 3	6.0	L_XLMAOHS007
Term Paper Ancient History and Ancient Studies	Periode 3	6.0	L_OAMAOHS003
Tutorial Classics & Ancient Civilization	Periode 3	6.0	L_OAMAOHS006
Tutorial Late Greek and Latin Literature	Periode 3	6.0	L_XAMAOHS005

## Specialization Language Based: Latin, Electives Semester 2

Choose in period 4 an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA), or elsewhere worth 6 credits.

Choose in period 5 Ancient Epic through the Ages: From Homer to Nonnos or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA), or elsewhere worth 6 credits.

Vakken:

Naam	Periode	Credits	Code
Ancient Epic through the Ages: From Homer to Claudian	Periode 5	6.0	L_AAMAOHS046
City Life in the Roman Empire	Periode 4	6.0	L_AAMAOHS001
Confrontation between Greek and Near Eastern Civilizations	Periode 4	6.0	L_GOMAALG003
Greek Elite Culture in the Roman Empire	Periode 5	6.0	L_GOMAALG002
Greek Literature: The 'Ilioupersis' in Greek Literature	Periode 4	6.0	L_AAMAOHS045
Latin Epigraphy on location	Periode 4	5.0	L_BEMAOHD002
MA Course History of Philosophy: Beauty and Truth (and the Good). The Aesthetics of Rational Being.	Periode 5	6.0	WM_ACASA01
The Beginning of Jewishness	Periode 4	6.0	L_AAMAOHS036
Tutorial Ancient Near Eastern History and Culture	Periode 5	6.0	L_OAMAOHS007

## Master Classics & Ancient Civilizations, Programme Ancient Studies, Specialization Language Based: Akkadian

Choose in period 3 Term Paper or Tutorial.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Confrontation between Greek and Near Eastern Civilizations</a>	Periode 4	6.0	L_GOMAAALG003
<a href="#">Great Debates</a>	Periode 2	6.0	L_AAMAOHS038
<a href="#">Interdisciplinary Seminar: Rulers Ideology and Representation</a>	Periode 1	6.0	L_OAMAOHS008
<a href="#">Master Seminar Akkadian 1A</a>	Periode 1	6.0	L_SAMAOHS001
<a href="#">Master Seminar Akkadian 2B</a>	Periode 2	6.0	L_OAMAOHS005
<a href="#">Master Thesis Classics and Ancient Civilizations</a>	Ac. Jaar (september)	18.0	L_OAMAOHSSCR
<a href="#">Term Paper Ancient History and Ancient Studies</a>	Periode 3	6.0	L_OAMAOHS003
<a href="#">Tutorial Ancient Near Eastern History and Culture</a>	Periode 5	6.0	L_OAMAOHS007
<a href="#">Tutorial Classics &amp; Ancient Civilization</a>	Periode 3	6.0	L_OAMAOHS006

## Master Classics & Ancient Civilizations, Program Classics

Choose in period 3 Term Paper or Tutorial or Tutorial Reception of Classical Literature or Tutorial Late Greek and Latin Literature or Master Language: Greek Epigraphy (Athens).

Choose in period 4 Greek Literature or Master Language: Latin Epigraphy on location (Rome).

Choose in period 5 Ancient Epic through the Ages: From Homer to Nonnos or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA), or elsewhere worth 6 credits.

Opleidingsdelen:

- [Programme Classics, Electives Semester 2](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">Greek and Latin Linguistics: The Pragmatic Stylistics of Classical Historiography</a>	Periode 2	6.0	L_AAMAOHS044
<a href="#">Greek Literature: The 'Ilioupersis' in Greek Literature</a>	Periode 4	6.0	L_AAMAOHS045
<a href="#">Interdisciplinary Seminar: Rulers Ideology and Representation</a>	Periode 1	6.0	L_OAMAOHS008

<a href="#">Latin Epigraphy on location</a>	Periode 4	5.0	L_BEMAOHD002
<a href="#">Latin Literature: Lucretius, De rerum natura</a>	Periode 2	6.0	L_XLMAOHS008
<a href="#">Master Thesis Classics and Ancient Civilizations</a>	Ac. Jaar (september)	18.0	L_OAMAOHSSCR
<a href="#">Methodology: Intertextuality and Classical Storytelling</a>	Periode 1	6.0	L_XLMAOHS005
<a href="#">Reception of Classical Literature</a>	Periode 3	6.0	L_XLMAOHS007
<a href="#">Term Paper Ancient History and Ancient Studies</a>	Periode 3	6.0	L_OAMAOHS003
<a href="#">Tutorial Classics &amp; Ancient Civilization</a>	Periode 3	6.0	L_OAMAOHS006
<a href="#">Tutorial Late Greek and Latin Literature</a>	Periode 3	6.0	L_XAMAOHS005

## Programme Classics, Electives Semester 2

Choose in period 5 Ancient Epic through the Ages: From Homer to Nonnos or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA), or elsewhere worth 6 credits.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Ancient Epic through the Ages: From Homer to Claudian</a>	Periode 5	6.0	L_AAMAOHS046
<a href="#">Greek Elite Culture in the Roman Empire</a>	Periode 5	6.0	L_GOMAALG002
<a href="#">MA Course History of Philosophy: Beauty and Truth (and the Good). The Aesthetics of Rational Being.</a>	Periode 5	6.0	WM_ACASA01
<a href="#">Tutorial Ancient Near Eastern History and Culture</a>	Periode 5	6.0	L_OAMAOHS007

## Master Classics & Ancient Civilizations, Program Ancient History

Choose in period 2 an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) or from the History Programme worth 6 credits.

Choose in period 3 Term Paper or Tutorial.

Choose in period 5 a Tutorial or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA), or elsewhere worth 6 credits.

Opleidingsdelen:

- Programme Ancient History, Electives Semester 1
- Programme Ancient History, Electives Semester 2

Vakken:

Naam	Periode	Credits	Code
City Life in the Roman Empire	Periode 4	6.0	L_AAMAOHS001
Great Debates	Periode 2	6.0	L_AAMAOHS038
Interdisciplinary Seminar: Rulers Ideology and Representation	Periode 1	6.0	L_OAMAOHS008
Master Thesis Classics and Ancient Civilizations	Ac. Jaar (september)	18.0	L_OAMAOHSSCR
Term Paper Ancient History and Ancient Studies	Periode 3	6.0	L_OAMAOHS003
The City and the Empire. War, Memory and Civic Identity in Republican Rome	Periode 1	6.0	L_AAMAOHS043
Tutorial Classics & Ancient Civilization	Periode 3	6.0	L_OAMAOHS006

## Programme Ancient History, Electives Semester 1

Choose in period 2 an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA) or from the History Programme worth 6 credits.

Vakken:

Naam	Periode	Credits	Code
Archaeology, Museums and the Public	Periode 2	6.0	L_AAMAARC011
From Constantine to Muhammad: Religion and Society in Late Antiquity	Periode 2	6.0	L_GOMAALG004
Greek and Latin Linguistics: The Pragmatic Stylistics of Classical Historiography	Periode 2	6.0	L_AAMAOHS044
Latin Literature: Lucretius, De rerum natura	Periode 2	6.0	L_XLMAOHS008
Master Seminar Akkadian 2B	Periode 2	6.0	L_OAMAOHS005
Money in Ancient and Medieval Society. An archaeological view	Periode 2	6.0	L_BAMAARC014

## Programme Ancient History, Electives Semester 2

Choose in period 5 a Tutorial or an elective from the Amsterdam Centre for Ancient Studies and Archaeology (ACASA), or elsewhere worth 6 credits.

Vakken:

Naam	Periode	Credits	Code
<a href="#">Ancient Epic through the Ages: From Homer to Claudian</a>	Periode 5	6.0	L_AAMAOHS046
<a href="#">Greek Elite Culture in the Roman Empire</a>	Periode 5	6.0	L_GOMAALG002
<a href="#">MA Course History of Philosophy: Beauty and Truth (and the Good). The Aesthetics of Rational Being.</a>	Periode 5	6.0	WM_ACASA01
<a href="#">Tutorial Ancient Near Eastern History and Culture</a>	Periode 5	6.0	L_OAMAOHS007

## Ancient Epic through the Ages: From Homer to Claudian

<b>Vakcode</b>	L_AAMAOHS046 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	drs. J.G.A.M. Lenssen
<b>Docent(en)</b>	dr. E.M. van Opstall
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

- to extend knowledge of current theoretical developments with regard to the interpretation of epic poetry, and to be able to apply these to a variety of Greek and Latin epic poems from several periods;
- to be able to interpret Greek and Latin epic poems from an interdisciplinary perspective, within their historical context;
- to be able to carry out independent research on Greek and Latin texts, and to reflect critically on other interpretations.

### Inhoud vak

The writing of Greek and Latin epic poetry did not end with classical antiquity, as the genre flourished until the Renaissance. This course will focus on the development of the epic tradition from the vantage point of two later texts from Late Antiquity: Nonnus' Greek epic *Dionysiaca* and Claudian's Latin epic *De Raptu Proserpinae* (4th/5th cent. AD). By looking at several features of and scenes from these poems, we will study how these poets positioned themselves in the long and rich epic tradition and reacted to their predecessors, how they found a niche for their works, and how their epics are embedded in their respective historical contexts.

The first part of the course will focus on Nonnus and the Greek epic tradition, the second on Claudian and the Latin epic tradition.

### Onderwijsvorm

Lectures and seminars

### Toetsvorm

- Written exam in week 8 (60%)
- Oral presentations (40%)

### Literatuur

A reader with relevant texts will be provided. For the second half of the course, an edition of Claudian's *De Raptu Properpinae* is also required, for instance M. Platnauer (Cambridge, 1922) (Loeb Classical Library); C. Gruzelier (Oxford, 1993), J.B. Hall (Cambridge, 2008).

### Doelgroep

Students admitted to Classics and Ancient Civilizations (with Greek and/or Latin)

### Intekenprocedure

This module is taught at the UvA by NNB (UvA) and mw. dr. E.M. van Opstall (VU)  
( UvA subject code 172418726Y).

Module registration at the UvA is required.

Please note that course registration periods at the UvA and VU differ.

For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

### Overige informatie

Students of the MA programme Ancient Studies with knowledge of either Greek or Latin, will attend the first or second half of the course respectively (3 ECTS), and will do an additional tutorial (3 ECTS) to replace the other half of the course, which will consist of a reading list.

This module is taught at the UvA by NNB (UvA) and mw. dr. E.M. van Opstall (VU) (UvA subject code 172418726Y).

Module registration at the UvA is required.

Please note that course registration periods at the UvA and VU differ.

For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## Archaeology, Museums and the Public

<b>Vakcode</b>	L_AAMAARC011 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. G.J.M. van Wijngaarden
<b>Docent(en)</b>	dr. G.J.M. van Wijngaarden

<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	400

### **Doel vak**

Students who will have successfully completed this course will:

1. Have acquired an in-depth understanding of the various roles of material remains with regards to the perceptions about the past by wider audiences.
2. Have developed a clear insight in the past practices and future challenges of museum collecting.
3. Have a clear view on the roles of institutions and stakeholders in the ways the material past is presented.
4. Have acquired expert knowledge about the challenges of modern theories, trends and (digital) methodologies for archaeological collections.
5. Have developed skills to make, assess and evaluate material and/or digital presentations about the past.

### **Inhoud vak**

For centuries, archaeological collections have served to present the past. Archaeological museums reconstruct and visualize national, local and regional histories, or, alternatively, display material heritage from different parts of the world. Archaeological collecting is increasingly subject to changing regulations and (legal) restrictions. Moreover, there are new ideas about the ways in which people perceive and identify with the past. Also, we see an enormous influence of ICT on museum collecting, registration and presentation. As a result, the role of archaeological museums in collecting and presenting the material past is increasingly problematic and currently a hot issue in academic and professional debates.

This course will be about the relations between changing practices of archaeological collecting and the ways in which the past is presented to wider audiences. We will address the challenges posed to archaeological museums in the modern world by looking at the intricate interplay between material remains (archaeological artefacts, collections), people (collectors, curators and a differentiated public), techniques (ICT) and institutions (museums, universities). The collections and presentations of the Allard Pierson Museum will be used actively during the course.

### **Onderwijsvorm**

The course will have two sessions a week over a period of six weeks: a lecture session at the beginning of the week and a seminar.

The lecture classes will have a theoretical and reflective character.

After an introductory class, the lectures will cover the history and changing practice of collecting, the role of material remains in the perceptions of the past and the challenges for archaeological museums.

The seminar sessions will have a practical character and will take place in the Allard Pierson Museum. Students will actively interact with museum's collections and exhibitions. The exhibition Keys to Rome will be used as a case study. Students will explore the various ways in which archaeological collections are constituted and will be supervised in creating archaeological exhibitions and visualizations. Presence to all seminars is compulsory.

Contact hours: Total 4 hours: 2 hours lecture class; 2 hours seminar

### **Toetsvorm**

The course will be assessed by a written exam on the lecture classes and the associated literature from the electronic reader. The exam will

constitute 40% of the final grade. In case the exam is not passed, a re-sit for the exam will be possible at the end of the semester

The seminar part of the course will be assessed by a practical assignment in small groups (2-3 people). The grade for the assignment is 60% of the final grade. Individual grades will be given for the group assignment, based on the final output, a short overview of each participant's contribution and the participation in the seminars. In case the assignment is not graded as sufficient, an (individual) new assignment must be chosen and re-submitted before the end of the semester.

Both the exam and the practical assignment must be graded as sufficient in order to pass the course successfully.

### Literatuur

Compulsory literature will be made available through an electronic reader on Canvas.

### Doelgroep

Accessible for MA students in all Archaeology programs, Classics and Ancient Civilizations, Museum Studies, Heritage Studies and Art History

### Overige informatie

This module is taught at the UvA by dr. G.J.M. van Wijngaarden (coordinator) and mw. dr. M.H.E. Hoijtink and drs. R. van Beek (UvA subject code 140412206Y).

Module registration at the UvA is required.

As this course is being offered at the UvA, a UvANetID is required for registration. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## City Life in the Roman Empire

<b>Vakcode</b>	L_AAMAOHS001 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. S.M.J. Remijnsen
<b>Examinator</b>	prof. dr. E.A. Hemelrijk
<b>Docent(en)</b>	dr. S.M.J. Remijnsen
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Inhoud vak

Roman culture was pre-eminently an urban culture. Cities formed the backbone of the Roman Empire; they were important centers of government and the heart of economics, religion and culture. In this course, we shall discuss the urban landscape, the political institutions and ideology, the urban population and, in particular, situations in which urban space, politics and the people came together such as during public games and urban riots. Attention will also be paid to modern discussions about the defining characteristics of Roman cities and about their end

in late antiquity. Typically, a class will consist of a more general introduction combined with a case study from one of the major metropoleis in the Roman East, such as Antioch, Ephesus, Alexandria or Constantinople.

### Onderwijsvorm

Seminar

### Toetsvorm

Written examination 30%, presentations 20%, paper 50% of the final mark.

### Literatuur

Arjan Zuiderhoek, *The Ancient City* (Cambridge 2016).

Selected articles and chapters announced in class.

### Vereiste voorkennis

BA History, Classics, Mediterranean Archaeology

### Doelgroep

Admitted to Ancient History, Classics, Mediterranean Archaeology, or History.

### Intekenprocedure

As this course is being offered at the UvA, a UvANetID is required for registration. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

### Overige informatie

This module is taught at the UvA by mw..dr.S. Remijssen (UvA subject code 143410116Y).

Module registration at the UvA is required.

Please note that course registration periods at the UvA and VU differ.

For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## Confrontation between Greek and Near Eastern Civilizations

<b>Vakcode</b>	L_GOMAALG003 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. N.F.F. Karrouche
<b>Examinator</b>	dr. N.F.F. Karrouche
<b>Docent(en)</b>	dr. N.F.F. Karrouche
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

**Doel vak**

Training in research skills (phrasing of a research topic, heuristics, reporting) and developing the capability to use literary and documentary sources.

Knowledge of social scientific theory regarding cultural interaction, adaptation, and integration, as well as its application to Antiquity.

**Inhoud vak**

Since the establishment of the great Near Eastern empires of the first millennium BC, gradually a multiform society emerged due to military operations, deportations, trade, and the foundation of cities. In the empires of Alexander the Great and the Seleucids a great effort was made to spread Greek culture by the foundation of new cities with a core of Greek or Hellenized citizens or by the settlement of Greeks, Macedonians and Hellenized people in ancient oriental cities, like Babylon, Uruk and Susa. In two areas this process can be studied fruitfully thanks to the availability of Greek as well as of indigenous sources: Babylonia and Judea. This allows us to look at the interaction of cultures from both sides. For Syria the situation of the sources is more troublesome, but we have evidence especially for the Roman period.

**Onderwijsvorm**

This research seminar combines lectures and independent research by the students. In two introductory classes theories on cultural interaction will be presented. The instructor and students will subsequently take turns in presenting and discussing relevant sources in Greek, Aramaic, and Akkadian as well as secondary literature regarding a number of well-defined topics and questions. All primary sources will be made available in English, but research master students in particular are stimulated to read them in their original languages as well. Finally, in consultation with the students research topics will be formulated about which the students will write an individual paper.

**Toetsvorm**

A presentation (and one's contribution to the discussion of the other presentations) forms 50% of one's mark for this course. The other 50% is determined by a short paper (5000-7000 words), for which one has to gather one's own primary sources and secondary literature. The subject should be related to the theme of the cultural contact between East and West in the ancient Middle East.

**Literatuur**

Literature will be made available through Canvas.

**Doelgroep**

Students admitted to one of the following Master's programmes can take this course:

(Research) Master's programmes in Classics and Ancient Civilizations, History, or Theology & Religious Studies.

Students with knowledge of the relevant languages can follow additional classes to read texts in the original languages.

## From Christ to Constantine: Judaism and Christianity in their Graeco- Roman Contexts

<b>Vakcode</b>	G_AAMAOHS001 ()
<b>Periode</b>	Periode 1

<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Godgeleerdheid
<b>Coördinator</b>	prof. dr. H. Amirav
<b>Examinator</b>	prof. dr. H. Amirav
<b>Docent(en)</b>	dr. N.M. Vos, prof. dr. H. Amirav, prof. dr. L.J. Lietaert Peerbolte, J.W. van Henten
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### **Doel vak**

Insight into and knowledge of the development of ancient religions, with an emphasis on Judaism and Christianity, in their socio-historical context in the first three centuries CE; familiarity with various sources, such as texts and archaeological remains, as well as sociological and anthropological theories, and the ability to independently discuss various developments within the changing religious landscape of early Judaism, early Christianity, and their pagan surroundings.

### **Inhoud vak**

During the three centuries following the death of Jesus of Nazareth, the movements of his followers developed from obscure oriental sects into a major religion of the Roman empire, threatening the positions of Judaism and paganism. The goal of this course is to study and to understand this spectacular development.

In order to do so, we will study the development of the early Christian movements in their context: Graeco-Roman society and its religious and cultural life, which includes Judaism and pagan religions, such as the so-called mystery cults. In addition, attention will be paid to the social composition of the Christian communities, the role of Christian martyrs in the growth and dissemination of the new faith, and the confrontation between Christianity and contemporary philosophy and world views. Last but not least, the role of Constantine at the beginning of the fourth century will be a central issue. Ancient literary sources (in translation), material remains, and secondary literature on the subject will serve as the starting point of this course.

### **Onderwijsvorm**

A number of instructors will guide the participants of this course through the selected themes. Each individual week will entail a lecture by the instructor, the reading and discussion of primary sources, and a presentation by one of the participating students. All in all, the classes will take the shape of a seminar.

### **Toetsvorm**

Students will give a presentation during one of the classes, which will be graded on the criteria of content and presentation skills (30%) and they will write a final exam (70%).

All sources are presented in translation, but students who master one of the classical languages may write a research paper of 4000 words (excluding bibliography) instead of the exam.

Students in one of the Research Master programmes should write both the exam and a paper (presentation: 20%; exam 40%; paper 40%).

## Doelgroep

Master's students in Theology and Religious Studies, Classics & Ancient Civilizations, History, and Archaeology

## From Constantine to Muhammad: Religion and Society in Late Antiquity

<b>Vakcode</b>	L_GOMAALG004 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Docent(en)</b>	dr. N.M. Vos, prof. dr. H. Amirav, prof. dr. R.B. ter Haar Romeny
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

- (1) Insight into the development of ancient religions, with an emphasis on Judaism, Christianity, and Islam, in their socio-historical context in the period from 300 to 650 CE.
- (2) Familiarity with various sources, such as texts and archaeological remains, as well as sociological and anthropological theories.

### Inhoud vak

After the Emperor Constantine ended the last persecution of Christians in the Roman Empire, the number of conversions started rising. But the fourth and fifth centuries saw more major changes: Christianity became a state religion and it started institutionalizing. New phenomena came up, such as pilgrimage and monasticism. Christianity got its own literary culture, adapting existing genres to its own needs. At the same time, other religions reacted and developed in their own way. Religions and society became different.

This course tries to understand what happened by going into questions such as: What was the relation between Christianity and the Roman state and why did emperors—with the notable exception of Julian 'the Apostate'—support Christianity in this way? How did people react? Many converted, but what did this mean? Many others chose to remain pagan or Jewish: what was their point of view? Is the institutionalization of Rabbinic Judaism in any way related to this, and what about the 'Last Pagans of Rome' (the title of a recent book)? What societal changes did monasticism and pilgrimage bring about? How did the literary cultures and art of pagans, Jews, and Christians relate to each other? Was this the end of the classical tradition and free thought, or simply the beginning of new developments on old foundations? We will see that it makes sense to speak of 'Late Antiquity'.

Next we will discuss the growing apart of the western and eastern parts of the Roman Empire, and developments in the Middle East. In the sixth century, it also appeared that the state-sponsored movement towards unity in Christianity was unsuccessful. Among Christians in the Middle East there was strong opposition against decisions taken in the centre

of the Empire. These developments in Late Antique society and culture form the backdrop to a new movement: that of the prophet Muhammed in the early seventh century.

### Onderwijsvorm

Seminar. Students will present during one of the sessions and are required to take part in discussions.

### Toetsvorm

Students will give a presentation during one of the classes, which will be graded on the criteria of content and presentation skills (30%) and they will write a final exam (70%).

All sources are presented in translation, but students who master one of the classical languages may write a research paper of 4000 words (excluding bibliography) instead of the exam.

Students in one of the Research Master programmes do both the exam and the paper (presentation: 20%; exam 40%; paper 40%).

### Literatuur

- Stephen Mitchell, A History of the Later Roman Empire AD 284–641 (2nd ed.; Chichester: Wiley Blackwell, 2015)
- Various articles to be found on Canvas.

### Doelgroep

MA students and Research Master students in History, Classics & Ancient Civilizations, Theology & Religious Studies, Archaeology.

## Great Debates

<b>Vakcode</b>	L_AAMAOHS038 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. E.A. Hemelrijk
<b>Docent(en)</b>	dr. A. Prent
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Inhoud vak

What is the role for 'the East' in the formation of classical Greek civilization? Is gender a useful category of historical analysis for the ancient world? What can the study of pilgrimage tell us about lived experiences in the ancient world?

Each of these themes is topic of fierce debate between ancient historians and archaeologists. These debates will be central to this course. Using these debates, we will deal with methodical and theoretical questions, and come to grips with the difficulties of interpreting different types of source material. What are the developments in a specific debate? Which definitions and what sort of criteria are used? What are the reasons for stagnation of a debate and what does it take to make progress again?

### Onderwijsvorm

Seminar. Each debate will be discussed in three consecutive two-hour sessions. Students are required to actively participate through preparation of discussions, oral presentations and written papers, and giving and receiving feedback on said presentations and papers. On each debate a brief paper is written (of 2000 words). In the last session, each student presents a brief outline of his or her term-paper (to be written in period 3); topics may be selected from the debates or from broadly related themes.

### **Toetsvorm**

Three written assignments (30% each) and an oral presentation (10%). As a rule, individual assignments may not be resubmitted in order to obtain a higher mark. Only if the final mark is between 5 and 6, the paper which received the lowest mark may be resubmitted after revision; in this case, however, the final mark can never exceed a 6.

### **Literatuur**

Articles, book chapters, primary sources in translation (to be announced during the course).

### **Doelgroep**

The course is obligatory for students from the master Ancient History and Ancient Studies. Students of the other MA programs of ACASA (Classics, Archaeology) can choose the course as an elective.

### **Intekenprocedure**

This module is taught at the UvA by prof. dr. E. Hemelrijk, , dr. M. Icks (UvA), and dr. M.

Prent, dr. M. Whiting (UvA subject code 172414006Y). Module registration with a UvaNetID at the UvA is required.

Please note that course registration periods at the UvA and VU differ.

For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

### **Overige informatie**

This module is taught at the UvA by mw.prof.dr. E. Hemelrijk (UvA), dr. M. Icks (UvA) and dr. M.Prent (VU) (UvA subject code 172414006Y). Module registration at the UvA is required.

As this course is being offered at the UvA, a UvANetID is required for registration. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## **Greek and Latin Linguistics: The Pragmatic Stylistics of Classical Historiography**

<b>Vakcode</b>	L_AAMAOHS044 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. mr. R.J. Allan
<b>Examinator</b>	dr. mr. R.J. Allan

<b>Docent(en)</b>	dr. mr. R.J. Allan
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### **Doel vak**

Students will be introduced to current views on pragmatics and stylistics, and on the relationship between these two approaches. They will be trained in those forms of close reading that elucidate the structure (and meaning) of complex sentences and texts. The aims of this course are that students (i) learn to recognize various 'narrative styles' and to analyze them in terms of relevant pragmatic properties, and (ii) develop a more precise awareness of the ways in which pragmatics and stylistics contribute to the narrative 'meaning' of historiographic texts. In addition, they will be trained in corpus research, advanced academic presentation and critical debate.

### **Inhoud vak**

In recent studies in the field of Greek and Latin linguistics, much attention has been paid to discourse pragmatic aspects of texts, such as use of tenses, word order, referential systems, and sentence complexity, while in the past most textual properties – and above all sentence structure - were treated in terms of stylistics. In the first part of this course both types of views will be introduced, compared and evaluated. In the second part of this course, discourse pragmatic insights will be used as tools to analyze and interpret passages from two authors who are renowned for the complexity of their style: Thucydides and Tacitus. Besides, passages from the works of these authors which differ greatly from one another, will be analyzed, and then compared to passages from other historiographic writers such as Herodotus and Livy. The pragmatic and stylistic analysis of sentence structure and text complexity will involve close reading of these texts, with special attention to discourse linguistic aspects of passages at hand, notably the tense/aspect system, text organizing particles and deictic markers.

### **Onderwijsvorm**

Seminar: 2 x 2 hours per week

### **Toetsvorm**

A written research abstract (around week 6); oral presentation and extended hand out, in the last week of the course. Students are expected to hand in observations and questions with respect to the primary and secondary sources which they prepare for each class. In addition, each of them will organize and preside over one or two discussion sessions.

### **Literatuur**

Syllabus (on blackboard)

### **Vereiste voorkennis**

Bachelor degree Griekse en Latijnse taal en cultuur, Latijnse taal en cultuur or Ancient Studies (with Greek and/or Latin)

### **Aanbevolen voorkennis**

Students should be acquainted with the genre conventions of Ancient historiography and have some experience in (close) reading of Greek and/or Latin historiographic prose.

### Overige informatie

Students who have been trained in only one of the two languages involved will be offered sufficient material to focus their attention on that language only (usually Latin, but Greek is also possible), and devote their assignments, research and presentation to texts written in that language. Core texts in the other language will be offered in translation and/or alternative texts and assignments will be available.

## Greek Elite Culture in the Roman Empire

<b>Vakcode</b>	L_GOMAALG002 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.J. Flinterman
<b>Examinator</b>	dr. J.J. Flinterman
<b>Docent(en)</b>	dr. J.J. Flinterman
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

In-depth introduction to Greek intellectual life during the 'long second century', from the Flavian up to and including the Severan period; recognizance of the problems involved in characterizing the intellectual and cultural life of a period.

### Inhoud vak

Discussion of the life and work of some ten prominent intellectuals from the period under discussion, each of them representing a specific intellectual discipline as well as a specific view of the role in society of the *pepaideumenos*, the intellectually and culturally educated man. People who will be discussed include the philosopher and biographer Plutarch; Dio of Prusa, orator and local politician; Arrian of Nicomedia, chronicler of the philosophical discussions of Epictetus, historiographer of Alexander the Great, and high-ranking member of the imperial aristocracy; the sophist and physiognomist Polemo of Laodicea; Herodes Atticus, latter-day Croesus, large-scale benefactor, Greek sophist and Roman consul; the oneirocritic Artemidorus of Daldis; Pausanias the Periegete; Aelius Aristides, orator and mystic; the satirical genius Lucian; Galen, theorist and practitioner of medicine; and Philostratus, sophist and author of a multifaceted oeuvre.

### Onderwijsvorm

Seminar, 4 hours a week

### Toetsvorm

Weekly assignments, viva voce. Students in the Research Master Classics and Ancient Civilizations will be asked to shoulder more demanding assignments.

### Literatuur

To be announced

**Vereiste voorkennis**

Greek texts will be read in translation, so to take this course you don't need to know ancient Greek.

**Doelgroep**

Students MA and RMA Classics and Ancient Civilizations and MA History

**Greek Literature: The 'Ilioupersis' in Greek Literature**

<b>Vakcode</b>	L_AAMAOHS045 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. I.J.F. de Jong
<b>Docent(en)</b>	prof. dr. I.J.F. de Jong
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

**Doel vak**

The aim of this module is

- to increase your knowledge of important Greek texts,
- to get acquainted with the research on those texts, and
- to learn to contribute to those academic discussions yourself.

**Inhoud vak**

The topic of the Fall of Troy (Ilioupersis) first memorably treated in Homer's Iliad and Odyssey (in the form of prolepses and analepses) was taken up by a great number of later Greek and Latin authors. In this module we will study a selection of these texts (Epic cycle, Alcaeus, Pindar, Bacchylides, Aeschylus, Euripides, Vergil, Quintus of Smyrna, Triphiodorus). Central research questions will be: 1) how is the story told (here we will use concepts from narratology), 2) what changes does an author make to the material, 3) are there intertextual connections with previous versions and if so what is their function, 4) why is the story of the Ilioupersis told, i.e. what is its relevance in the historical context.

**Onderwijsvorm**

Seminar, 2x2 hours per week

**Toetsvorm**

Students give an oral presentation (40%) and make a written exam (60%). The exam will take place in week 8.

**Literatuur**

Syllabus with primary texts; scans of chapters or articles in BB or electronically available.

**Vereiste voorkennis**

Bachelor Classics or Ancient Studies (with Greek and/or Latin)

**Doelgroep**

Students admitted to Classics and Ancient Civilizations (with Greek and/or Latin)

### Intekenprocedure

As this course is being offered at the UvA, a UvANetID is required for registration. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

### Overige informatie

This module is taught at the UvA by mw. prof. dr. I.J.F. de Jong (UvA subject code 172411506Y)

Registration at UvA is required. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## Interdisciplinary Seminar: Rulers Ideology and Representation

<b>Vakcode</b>	L_OAMAOHS008 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Docent(en)</b>	prof. dr. R.B. ter Haar Romeny, dr. R. de Boer
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Students should be able to recognize instances of rulers' ideology and representation and relate these to each other. Based on five examples which will be studied in depth—Ashurbanipal, Nebuchadnezzar, Alexander the Great, Augustus, and Constantine—, they should be able to sketch the development of cults and other forms of representation of rulers, as well as imperial ideologies, from the first millennium BCE to the late antique period. They should also be able approach this subject in an interdisciplinary way, relating to the different fields of literature, art & architecture, political history, and their interconnections.

### Inhoud vak

Rulers have always represented themselves in ways that were meant to confirm the presence of their rule and ensure its continuity by legitimizing and strengthening it. Often they tried to emulate some of their illustrious predecessors or to stress their legitimacy by pointing at their position within a dynasty, rights given to them by the gods, military accomplishments, or the possession of certain symbols. They themselves, or more often people in their courts, also developed ideologies of kingship and power that brought such elements of representation together, be it in the form of historical and political narratives or in the form of a cult. Needless to say, the rulers'

opponents also reacted to such statements and wrote counter-narratives. The rulers who will be studied in this course all lived at important turning points in the history of their empires. As a result, their ideologies and the way they were presented often underwent important changes. Thus Alexander the Great, originally a primus inter pares in the Macedonian ideal of kingship, started to style himself as a Pharaoh and son of Zeus-Ammon after the conquest of Egypt. As ruler of Persia he wanted his subjects to perform proskynesis for him—which led to considerable opposition among the Macedonians. When Augustus took up the government of the Roman Empire and became the first Roman emperor, he made use of a number of blue-prints for the ideal ruler provided by the cultural tradition and developed these further. In his turn, Augustus set an example for Constantine, who distanced himself from the emperor-generals of the third century and sought legitimation in emulating Augustus and Trajan, while embracing a new religion, Christianity.

### Onderwijsvorm

Seminar

### Toetsvorm

Students will write a final exam (100% of the final mark). During the exam, students will have to write three short essays on subjects to be chosen from a list of five options. Students in one of the Research Master's programmes will have to write an additional fourth short essay on a subject of their choice.

### Literatuur

Various articles and sources to be found on Canvas.

### Doelgroep

This course is obligatory for all students in the one-year MA Programme Classics and Ancient Civilizations. Research Master Students of Classics and Ancient Civilizations and (Research) MA students of Archaeology may choose the course as an elective.

### Overige informatie

This course is taught at the VU by Dr David Rijser (UvA), Dr Riens de Boer (VU), and Prof. Bas ter Haar Romeny (VU)

## Latin Epigraphy on location

<b>Vakcode</b>	L_BEMAOHD002 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	5.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. A.M.J. Derks
<b>Examinator</b>	dr. A.M.J. Derks
<b>Docent(en)</b>	dr. A.M.J. Derks
<b>Lesmethode(n)</b>	Werkcollege, Computerpracticum
<b>Niveau</b>	400

**Doel vak**

The course is aimed at the acquisition and application of practical research skills in epigraphic research. You will learn to read original epigraphic texts, get familiar with the Latin of inscriptions including the most typical abbreviations used in such texts, and learn to apply the rules of transcription correctly. You will gain advanced knowledge of handbooks, corpora and electronic databases of Latin epigraphy and learn how to use them for your own thesis or other research project effectively.

**Inhoud vak**

The course offers an intensive introduction into Latin epigraphy from the Republican period up until Late Antiquity. Its approach and focus is strongly interdisciplinary with attention being paid to philological, socio-linguistic, literary, archaeological, and juridical aspects of epigraphic texts. In addition, explicit attention will be paid to the theoretical and methodological aspects of epigraphic research. Topics which will be dealt with are as diverse as funerary monuments and commemoration of the dead, family relationships and Roman law of succession, text and spatial context, epigraphy and the administration of the Roman empire, patronage and professional colleges, content and organization of private and public cults. The focus will be on inscriptions from Rome and Ostia, but for reasons of comparison also epigraphic texts from the rest of Italy and the provinces will be drawn in.

**Onderwijsvorm**

The main part of the course is set up as a ten days' intensive seminar which will take place at the Royal Netherlands Institute in Rome (KNIR) (provisional dates: February 23-March 4, 2018). The course comprises individual study and research (under supervision) in the library of the KNIR (and some neighbouring foreign institutes), alternated with lectures, museum and site visits in Rome and Ostia, and a city walk along monuments with in situ preserved ancient inscriptions. The seminar in Rome is preceded by a three days' introduction at the VU campus in February 2018.

**Toetsvorm**

Oral presentation and paper containing a text edition and commentary on one or more inscriptions from Rome or Ostia.

**Literatuur**

Will be made available through Canvas.

**Vereiste voorkennis**

Command of Latin at highschool exam level (VWO eindexamen).

**Doelgroep**

MA students as well as Research MA and Phd students in Ancient History, Classics, Archaeology and Law as well as others who take a special interest in Latin epigraphy and meet the entry requirements.

**Overige informatie**

This is an inter-university master's course which will be offered in cooperation with the Royal Netherlands Institute in Rome, the Research school OIKOS and the Masterlanguage programme of Classics. Interested students will be asked to register through a special registration form which will be made available in the autumn of 2017 through the website of the Royal Netherlands Institute ([www.knir.it](http://www.knir.it)); you will also need

to register through the masterlanguage website ([www.masterlanguage.nl](http://www.masterlanguage.nl)). The course can take up to fifteen students. In case more candidates register, a selection will be made; a motivation letter which is to be submitted with the registration may be used as a means for selection. The study load is the equivalent of 5 erts; students from VU or UvA may take an additional assignment to the equivalent of 1 erts. For all participants free accommodation in Rome will be arranged. Travel costs to and in Rome are at own expense. The course is taught in collaboration with Prof. B.H. Stolte (RUG).

## Latin Literature: Lucretius, De rerum natura

<b>Vakcode</b>	L_XLMAOHS008 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. M.H. Koenen
<b>Examinator</b>	dr. M.H. Koenen
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Inhoud vak

Roman epic flourished during the reign of the Flavian emperors (69-96 AD), witness the fact that four epics have come down to us: Valerius Flaccus' *Argonautica*, Statius' *Achilleis* and *Thebais*, and Silius Italicus' *Punica*. Whereas these epic poets were often neglected and seen as mere epigones of Virgil, their poems are currently enjoying an exciting revival. More and more, it is becoming clear that Flavian epic had its own voice and agenda. This seminar will focus on the first of these epics (which was probably written during Vespasian's reign) to see what challenges Valerius Flaccus faced as he tried to find his own place in the long epic tradition. How did he deal with his predecessors? With Apollonius of Rhodes' Hellenistic epic on the same topic, with Virgil's classic *Aeneid*, and with that epic's iconoclastic successors: Ovid's *Metamorphoses* and Lucan's *Bellum Civile*? And how did the other Flavian epics react to Valerius' attempts? Other topics to be dealt with in this seminar include Valerius' peculiar epic style, the enigmatic incompleteness and ending of the poem, its reception in later times, and the way the epic reflects the cultural and political context of Flavian Rome.

### Onderwijsvorm

Lectures and seminars.

### Toetsvorm

The final score for the course is based on (1) individual presentation (30%), (2) written examination of individual reading list (70%).

### Literatuur

Will be made available during the course.

### Vereiste voorkennis

BA Classics or compatible expertise (with Latin)

Students admitted to one of the following Master's programmes can take this course: Classics and Ancient Civilizations (all three programmes).

### Doelgroep

Master students Classics and Ancient Civilizations.

### Overige informatie

This module is taught at the VU by prof. dr. P.H. Svrijvers.

## MA Course History of Philosophy: Beauty and Truth (and the Good). The Aesthetics of Rational Being.

<b>Vakcode</b>	WM_ACASA01 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. M. Martijn
<b>Examinator</b>	prof. dr. M. Martijn
<b>Docent(en)</b>	prof. dr. M. Martijn
<b>Lesmethode(n)</b>	Hoorcollege
<b>Niveau</b>	400

### Doel vak

In order to successfully complete this course, the student needs to

- acquire knowledge of several ancient theories of beauty and of truth;
- gain insight into ancient views of the interrelation between beauty and truth, and of the metaphysical and epistemological presuppositions underlying those views.

After completion of this course, students will have further developed their skills of textual analysis, of reflecting on and comparing the theories expounded in (ancient) texts (in translation); evaluating secondary literature on those texts; formulating their own questions on and analyses of the material.

### Inhoud vak

Overview of ancient theories of beauty and truth and of the interrelation between the two. What is the ancient notion of truth? How does it associate with, on the one hand, rationality and truth, and, on the other hand, our perception and emotions? We will trace the development of the notions of beauty and truth from the Presocratics down to the late ancient commentators, and study their entrenchment in ideas concerning the nature of reality, knowledge, and human life.

### Onderwijsvorm

Seminar. Student participation: presentation of topics, close reading of papers, and group discussions.

### Toetsvorm

Twoweekly assignments (20%), presentation (10%) and final essay (70%).

### Literatuur

A selection of passages from primary texts (mainly Plato, Aristotle, Plotinus, all in English translations) as well as papers and chapters from secondary literature, details to be announced through Canvas. The course has a direct relation to recent research of the historians of philosophy of the VU.

### Aanbevolen voorkennis

A completed BA in one of the disciplines of ACASA or in philosophy. Students who wish to participate but do not fulfill the requirements should contact the teacher before enrolling.

### Doelgroep

MA students of ACASA. Students in other MA's (esp. Philosophy and Theology) may participate after permission from the teacher.

### Overige informatie

This course will be taught in English unless all participating students have both active and passive knowledge of Dutch.

Absence of more than 20% will have to be compensated through additional assignments, except in cases of illness or other extreme circumstances.

Late papers will not be accepted.

## Master Seminar Akkadian 1A

<b>Vakcode</b>	L_SAMAOHS001 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. R. de Boer
<b>Examinator</b>	dr. R. de Boer
<b>Docent(en)</b>	dr. R. de Boer
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Training of language skills in Akkadian: grammar, translation, reading of cuneiform. Reinforcement of detailed historical knowledge.

Acquisition of skills needed for a scientific edition of unedited cuneiform texts, or: skills to work with text databases.

### Inhoud vak

The topics of this course change yearly so that Research Master students can participate in both years. Master Seminar 1B (L\_SAMAOHS002) is a variant to Master Seminar 1A (L\_SAMAOHS001). The two courses will be offered in alternating years.

### Onderwijsvorm

Reading and research seminar (2 hours per week). It is a combination of Akkadian reading, independent research by the students and discussion seminar. Students will present their research their research in class.

**Toetsvorm**

Weekly assignments on the basis of original text and secondary literature; preparations of discussions; student's oral presentation in class.

**Literatuur**

Will be announced (depends on the specific topic)

**Vereiste voorkennis**

Advanced knowledge of Akkadian (BA in Oudheidkunde met Babylonisch-Assyrisch, alternatively at least one full year of intensive Akkadian if the student has achieved very high grades and has a good reading speed in cuneiform.)

**Doelgroep**

Master and Research Master Ancient Studies with Babylonian

**Master Seminar Akkadian 2B**

<b>Vakcode</b>	L_OAMAOHS005 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. K. Kleber
<b>Examinator</b>	prof. dr. K. Kleber
<b>Docent(en)</b>	prof. dr. K. Kleber
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

**Doel vak**

Training of language skills in Akkadian: grammar, translation, reading of cuneiform. Reinforcement of detailed historical knowledge. Acquisition of skills needed for a scientific edition of unedited cuneiform texts, or: skills to work with text databases.

**Inhoud vak**

The topics of this course change yearly so that Research Master students can participate in both years. Master Seminar 2B (L\_OAMAOHS005) is a variant to Master Seminar 2A (L\_OAMAOHS002). The two courses will be offered in alternating years.

**Onderwijsvorm**

Reading and research seminar (2 hours per week). It is a combination of Akkadian reading, independent research by the students and discussion seminar. Students will present their research their research in class.

**Toetsvorm**

Weekly assignments on the basis of original text and secondary literature; preparations of discussions; student's oral presentation in class.

**Literatuur**

Will be announced (depends on the specific topic)

**Vereiste voorkennis**

Advanced knowledge of Akkadian (BA in Oudheidkunde met Babylonisch-Assyrisch, alternatively at least one full year of intensive Akkadian if the student has achieved very high grades and has a good reading speed in cuneiform.)

**Doelgroep**

Master and Research Master Ancient Studies with Babylonian

**Overige informatie**

The course will alternate with Master Seminar Akkadian 2A (L\_OAMAOHS002).

**Master Thesis Classics and Ancient Civilizations**

<b>Vakcode</b>	L_OAMAOHSSCR ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	18.0
<b>Voertaal</b>	Nederlands
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. G.J. Boter
<b>Niveau</b>	400

**Doel vak**

The aim is to carry out research into a specialized subject or theme taken from the field of Classics and Ancient Civilizations, leading to a written presentation of the results. This thesis will provide proof of the student's capability to conduct research according to academic standards and capacity to develop his or her own view of how to deal with primary data.

**Inhoud vak**

The subject and content of the thesis are defined in consultation with the supervisor. The student is required to contact one of the staff members whose field of research best fits the type of research to be carried out. A second supervisor will be approached afterwards.

**Onderwijsvorm**

In a series of one to one sessions, the supervisor gives feedback to the student. As a first step, the student defines his or her research topic. When this is approved of by one of the staff members, it is determined which staff members will act as a supervisor and second examiner, respectively.

**Toetsvorm**

The thesis will be assessed by two staff members, who will together mark the thesis. Important criteria are originality, argumentation, style of writing, adequate references to source material and secondary literature, and -if relevant- the use of illustrations.

**Literatuur**

To be announced.

**Vereiste voorkennis**

Bachelor degree (cf. admission rules).

### Doelgroep

MA students Classics and Ancient Civilizations.

### Overige informatie

Start consultation of staff members in the first semester.

## Methodology: Intertextuality and Classical Storytelling

<b>Vakcode</b>	L_XLMAOHS005 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. M.A.J. Heerink
<b>Examinator</b>	dr. M.A.J. Heerink
<b>Docent(en)</b>	dr. M.A.J. Heerink
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

The aim of this course is to introduce you to two central methodologies in the study of classics: narratology and intertextuality.

Narratology offers a refined set of instruments to analyze narrative, the text type of most classical texts (epic, historiography and the embedded narratives of lyric and drama). You will study the most important theoretical concepts of narratology and learn how to use them when reading and interpreting narrative texts.

Scholars have always discerned traces of earlier classical poems in later ones. The influence of Homer, for instance, can be found in almost every line of Virgil's Aeneid. But what do we make of these traces? In the nineteenth century, in particular Hellenistic and Roman poetry were criticized as secondary works of literature. In the last few decades however, intertextual theory has offered various ways to give meaning to the presence of the earlier text in the later one, and we are currently able to see how poets self-consciously place their poetry in a long and dynamic tradition. Intertextuality is now an indispensable tool when reading classical poetry.

### Inhoud vak

#### Narratology

You will be introduced to key concepts of narratology, such as the role of the narrator and his addressee, the narratee, focalization or point of view, the manipulation of time (retardation and acceleration, repetition and omission, foreshadowing and flash-back), description, the structure of narrative and its linguistic underpinning. These concepts will be used when reading passages from Greek and Latin narrative literature, and it will be discussed how these concepts can help us to correct, expand or refine existent interpretations and suggest new ones.

#### Intertextuality

You will be introduced to the (pre)history of intertextuality and the

problems concerning the interpretation of intertextual contact: is there a difference, for instance, between just a reference and a self-conscious allusion? And how can we tell? Do classical texts for example somehow express their intertextuality? These and other questions will be asked by means of case studies from Virgil's Aeneid and this epic's intertextuality with, for instance, the Iliad, the Odyssey, Catullus, and Virgil's own works.

### Onderwijsvorm

Lectures and seminar, 2 x 2 hours a week.

### Toetsvorm

Paper and a written exam.

### Literatuur

I.J.F. de Jong, Narratology and Classics. A Practical Guide, Oxford, OUP 2014; S. Hinds. Allusion and Intertext: Dynamics of Appropriation in Roman Poetry, Cambridge, CUP 1998; syllabus with the primary texts (via blackboard).

### Vereiste voorkennis

BA in Classics or compatible expertise.

### Doelgroep

MA students Classics and Ancient Civilizations.

### Overige informatie

This course is taught in collaboration with Prof. dr. I. de Jong (UvA).

## Money in Ancient and Medieval Society. An archaeological view

<b>Vakcode</b>	L_BAMAARC014 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.G. Aarts
<b>Examinator</b>	dr. J.G. Aarts
<b>Docent(en)</b>	dr. J.G. Aarts
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

Upon successful completion of this course, you will: have acquired a general knowledge of the western discourse on the 'transformative powers' of money in (Ancient and Medieval) society; have acquired an extensive view of the key themes in the debate on the use of money in Ancient and Medieval societies; have learned to take your own position in the debate on these topics; have learned to make use of different types of evidence and combine them in synthetic research; understand how to apply different methodologies to different kinds of research questions; be able to design and conduct your own research in a case study of your choice and write a paper on it.

### **Inhoud vak**

Money has always been regarded as having a profound impact on the societies which made use of it. This course is focused on the emergence and spread of money in Ancient and Medieval societies, and its wide repertoires of use. This will be treated from the perspective of several 'hot issues' in economic and numismatic research regarding societies our archaeological departments cover: monetization and its impact on the economy and society; the structure of governmental finance in Classical Athens and the Roman Empire, banks and the role of credit, ritual use of money, money and propaganda and the impact of Roman money on societies in the northwestern Empire. The selected themes are intended to give a as wide as possible scope on the vastness of numismatic research and archaeological and historical research involving coinage, and serve simultaneously as case studies for different methodological approaches used in this field. Special attention will be paid to the use of quantitative methods, anthropological theories of money and the use of various source materials: archaeological evidence (coins and other material culture) and ancient texts (literary texts and epigraphy). In the first sessions, a short history of Greek, Roman, and Celtic coinages will be given, in order to create the necessary framework for the participants. Also, a workshop identifying ancient coins is included to provide a useful 'hands-on' experience.

### **Onderwijsvorm**

Lectures provided by teacher, class room discussions, workshop.

### **Toetsvorm**

Participation in class room discussion (including small written assignments (20%), written essay (80%).

### **Literatuur**

Will be made available at the beginning of the course.

### **Vereiste voorkennis**

Students admitted to one of the following Master's programmes can take this course : Archaeology (all three programmes) or Classics and Ancient Civilizations (all three programmes).

### **Doelgroep**

Course for all Archaeology Master students. Also accessible for Master students Ancient History, Medieval History, Ancient Cultures and Classics.

## Reception of Classical Literature

<b>Vakcode</b>	L_XLMAOHS007 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. M.H. Koenen
<b>Examinator</b>	dr. M.H. Koenen
<b>Docent(en)</b>	dr. M.H. Koenen
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

**Doel vak**

Insight in classical receptions in connection with aestheticism, insight in receptions of the classics in: De Tachtigers, Dutch Symbolist en (Post-)Modernist poetry; general knowledge of theories of reception.

**Inhoud vak**

The aesthetic movements that rose in France (Baudelaire, Gautiér), England (Whistler and Wilde), and the Netherlands ('De beweging van Tachtig') from the mid 19th Century onwards were strongly influenced by early Romanticism and therefore polemically opposed to classicism. Yet classical texts and ideas were absolutely central to aestheticism – one has but to realize that virtually all 'Tachtigers' (e.g. famous poets as Willem Kloos and Herman Gorter) started their intellectual development as a classicist. First we will study the role of the classics in 'De Tachtigers' and Dutch Symbolist poetry (Herman Gorter en J.H. Leopold). Then we will focus on receptions of classical literature in [a] the poetry of Ida Gerhardt, who also translated Lucretius, Vergil and Greek Epigrams, and [b] in (Post-)Modernist Dutch poetry. Greek and Latin texts are also read in translation.

**Onderwijsvorm**

Tutorial, January 2018

**Toetsvorm**

Presentation (40% of the final grade) and paper (60% of the final grade)

**Literatuur**

To be announced.

**Vereiste voorkennis**

BA in the humanities.

**Doelgroep**

Master students in the humanities, e.g. Classics and Ancient Civilizations, Modern Languages, Arts, History. Greek and Latin texts will be studied in translations.

**Term Paper Ancient History and Ancient Studies**

<b>Vakcode</b>	L_OAMAOHS003 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Niveau</b>	400

**Doel vak**

Independent evaluation of scholarly debates and the applied methodology; to give written testimony of this according to the norms of scientific publication.

**Inhoud vak**

The topic of the term paper is based on one of the courses taught in the first semester, such as the courses Great Debates in Ancient Historical Studies or Rulers' Ideology.

**Onderwijsvorm**

Individual supervision by one of the ACASA staff members, usually in the form of up to three meetings.

**Toetsvorm**

Written paper of no more than 8000 words.

**Literatuur**

Depending on the subject.

**Vereiste voorkennis**

Students admitted to one of the following Master's programmes can take this course: (Research) MA Classics and Ancient Civilizations, (Research) MA History.

**Overige informatie**

Each student is required to initiate contact with a prospective supervisor before 1 December.

## The Beginning of Jewishness

<b>Vakcode</b>	L_AAMAOHS036 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	J.W. van Henten
<b>Docent(en)</b>	J.W. van Henten
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

**Doel vak**

Students who have taken this course

- can locate the (contested) origins of Judaism and Christianity as religious systems;
- have insight into the plurality of Judaism in the Second Temple Period and Roman antiquity;
- understand the ancient Near East and Mediterranean as a cultural continuum, with Jewish Palestine as a locus of cultural transfer;
- have learned to analyze a variety of ancient texts (in translation) as sources of historical, political and cultural information;
- are able to critically assess the academic literature on the topic.

**Inhoud vak**

Did Judaism start with Abraham, Moses or King David, with the Maccabees, with Rabbi Yohanan ben Zakkay and Rabbi Akiva, or with the Emperor Constantine? How Jewish, Greek, or Roman were the roots of Christianity? In this course, we will try to answer these questions with the help of a broad range of historical testimonies, ranging from Bible and Talmud to

Jewish folklore, mysticism, Hellenistic prose and the writings of Jewish 'traitor' Flavius Josephus. How did their authors present Judaism? How did they reconcile its Semitic roots with current Mediterranean mores? And how did they negotiate the continuous presence of empire and pagan culture? This course is designed to help students develop strategies to tackle these questions with the help of the relevant —often opaque, biased and dogmatic— primary and secondary sources.

### **Onderwijsvorm**

Seminar, 3 hours per week.

This course will have the format of a seminar, which means that active participation of students is essential. The instructor will give feedback and additional information by means of lectures, but a considerable part of the course will be done in collaboration with the students. Students will introduce the readings of the respective week and write a brief report about the readings. They also prepare discussions in class in oral presentations about a specific topic and write a brief academic paper on a topic related to the course.

### **Toetsvorm**

Assignments every week (reports about readings), oral presentation and short paper.

### **Literatuur**

Scholarly literature will be available either in the form of a reader or in electronic format. Students have to pay for copyrights.

### **Aanbevolen voorkennis**

Knowledge of Biblical Hebrew and/or Greek is recommended but not required. Recommended: S.J.D. Cohen, *The Beginnings of Jewishness* (Berkeley etc.: 1999); recent translations of relevant primary sources, e.g. *The Old Testament Pseudepigrapha I-II* (ed. J. H. Charlesworth; London: 1983-85); G. Vermes, *The Dead Sea Scrolls in English* (London: 1997); L.H. Feldman a.o., *Josephus in Ten Volumes* (Cambridge, MA; 1981); I. Epstein a.o., *The Babylonian Talmud* (18 vols; London: 1961).

### **Doelgroep**

Admitted to an MA-programme in Humanities

### **Intekenprocedure**

As this course is being offered at the UvA, a UvANetID is required for registration. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

### **Overige informatie**

This module is taught at the UvA by prof. dr. J.W. van Henten (UvA subject code 172418726Y).

Module registration at the UvA is required.

Please note that course registration periods at the UvA and VU differ.

For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## **The City and the Empire. War, Memory and Civic Identity in Republican Rome**

<b>Vakcode</b>	L_AAMAOHS043 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. A.M. Hermans
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### Doel vak

At the end of the course the successful student will be able to:

- Intelligently discuss the cultural implications of the Roman conquest wars and the influence of the conquest wars on the urban landscape of Rome.
- Define, explain, and apply current theories regarding memory and civic identity in Roman society.
- Identify, distinguish between, and critically analyze a variety of sources, both textual (literary, historical) and material (visual, archaeological).
- Delineate, research, and present in written form an individual, argumentative and clearly formulated academic research project, based on a critical use of primary and secondary source materials.
- Communicate in an international academic setting, in English.
- Present your research results to an academic audience of peers, in a conference paper.

### Inhoud vak

From the fourth century BC onwards, Rome developed from its modest origins as a small city-state on the banks of the Tiber into an empire that spanned the borders of the known world. This imperial success changed and shaped the history of the Mediterranean, but it also had a profound influence on the city of Rome itself and on the identity and self-identification of its inhabitants. In this rapidly changing society, it was not so easy to determine what was Roman and what was not: hostile states were turned into allies and former enemies became fellow citizens. In the process, foreign peoples, gods, traditions and customs made their way into the city. Roman authors reflect on this diversity and inherent pluralistic nature of their city. Cicero, for example, famously described the Roman citizenry with the term *dua patriae*: every Roman had in fact two fatherlands, one being his place of birth, the other being the Roman Republic. This ethnic and cultural diversity, established through centuries of conquest, was an essential element of Roman life and was actively remembered in literature, art, architecture and religious practice.

In this course, we will explore the various ways the conquest wars of the Roman Republic were remembered and materialized in the urban landscape of Republican Rome, using a wide variety of literary and archaeological sources. We will analyze, for example, the solemn state rituals for Jupiter Optimus Maximus that preceded and succeeded all war efforts, but will also concentrate on the cult introductions that were the result of these efforts. We will then discuss the diverse (and often violent) nature of Rome's origin stories, and the way these first war accounts were relevant for later Roman society. Another central topic will be the triumphus: the elaborate victory parade that brought a commander with his troops, spoils and captives back to Rome, along a

triumphal route with monuments that became lasting memories of Rome's success. Finally, we will take a closer look at the families that shaped this history of conquest. How did Roman aristocrats claim a place in the history of the conquest wars and how were their individual stories and different *patriae* made into one story of Roman success?

### Onderwijsvorm

Seminars

### Toetsvorm

- Active participation and assignments (AVV)
- Take home exam: 25%
- Pilot: 10%
- Conference paper: 25%
- Response to conference paper (AVV)
- Final essay: 50%

### Literatuur

To be announced.

### Doelgroep

This course is accessible for (Research) Master students in (Ancient) History; Classics and Ancient Civilisations; Heritage, Memory and Archaeology;

### Intekenprocedure

This course is taught at the UvA by mw. dr. A.M. Hermans (subject code 172410076Y).

Registration at UvA is required. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

### Overige informatie

This course is taught at the UvA by mw. dr. A.M. Hermans (subject code 172410076Y).

Registration at UvA is required. Please note that course registration periods at the UvA and VU differ. For a 'step-by-step guide to course and exam registration' and the 'dates for course and exam registration' please consult the 'course and exam registration'-page via the 'A-Z list' of your MA programme on <http://student.uva.nl/en/>.

## Tutorial Ancient Near Eastern History and Culture

<b>Vakcode</b>	L_OAMAOHS007 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Examinator</b>	prof. dr. R.B. ter Haar Romeny
<b>Niveau</b>	400

**Doel vak**

In-depth exploration of a topic in ancient Near Eastern history and culture.

**Inhoud vak**

Students can choose between two topics: a) a subject concerning Syriac or other Near Eastern Christianities 100-1000 CE (supervised by Bas ter Haar Romeny) or b) Reading Neo-Babylonian archival texts (supervised by Rients de Boer).

**Onderwijsvorm**

Tutorial.

**Toetsvorm**

Paper.

**Literatuur**

Depends on the chosen topic. Will be announced by the tutor.

**Vereiste voorkennis**

Choice a: no special requirements ; Choice b: Knowledge of Akkadian (at least one year).

**Doelgroep**

MA and ReMa students in Classics and Ancient Civilizations, Ancient Studies, Ancient History, Theology

## Tutorial Classics & Ancient Civilization

<b>Vakcode</b>	L_OAMAOHS006 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. G.J. Boter
<b>Examinator</b>	drs. E.W. de Bruin
<b>Niveau</b>	400

**Inhoud vak**

The student can contact a teacher of his/her choice and establish the content of the tutorial together with the teacher in accordance with his/her own interests. The student should make clear the relevance of the tutorial for his/her complete master programme, for instance as a preparation for the master thesis.

## Tutorial Late Greek and Latin Literature

<b>Vakcode</b>	L_XAMAOHS005 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. N.M. Vos

<b>Examinator</b>	dr. N.M. Vos
<b>Docent(en)</b>	dr. N.M. Vos
<b>Lesmethode(n)</b>	Werkcollege
<b>Niveau</b>	400

### **Doel vak**

Knowledge of a specific brand of Late Greek and Late Latin Literature, namely early Christian texts, such as hagiographical writings, 'autobiography', histories (travel stories), sayings & anecdotes, and tractates.

The ability to situate these texts in their proper contexts both in a historical and a literary sense.

The ability to translate the original sources of the texts discussed and the

ability to analyze these.

Apart from the ability to gain knowledge as described above and to apply this knowledge, the following skills receive attention and are therefore trained:

to communicate acquired knowledge in the context of the seminar, to ask critical questions, and to participate actively in discussions.

### **Inhoud vak**

The book 'Desert Christians: An Introduction to the Literature of Early Monasticism' by William Harmless (2004) will provide the framework for the study of primary sources to be studied within the context of the tutorial. After an introduction into fourth and fifth century Egypt, the

most significant sources of desert Christianity will be addressed. We

will start by reading narrative texts about desert saints such as Antony and Pachomius. In this context, we will also study (part of) a famous 'autobiography' written by Augustine of Hippo: his 'Confessions'. Then, we will listen to the voice of the desert fathers

(and a few mothers) as mediated by collections of sayings (the so-called 'Apophthegmata Patrum'). Next, we will reflect on the genre of 'history' ('historia') and finally, we will consider texts produced by theologians such

as Evagrius of Pontus and John Cassian. The latter was an important figure in the history of western monasticism: he functioned as a link between East and West, translating the predominantly Greek sources of the desert traditions into the Latin of the western church. By reading both primary sources and secondary literature, students will gain insight into an important movement within early Christianity, namely, the ascetic or monastic tradition. The handbook includes many useful appendices

that reflect current scholarly research and debate.

### **Onderwijsvorm**

Seminar/tutorial. Several sessions will be scheduled during period 3.

Students will have to study the secondary literature in their own time.

They will also prepare primary sources to be discussed during sessions (that is, students will translate these beforehand/individually; the texts will then be discussed in class). Focus during the sessions will be on the interpretation of the primary sources. Students will give one presentation (each) as part of the seminar.

### **Toetsvorm**

Presentation (30% of grade); written or oral examination (depending on group size; 70% of grade). Attendance (at least 80%) and active participation are necessary conditions for this class; without these, the course cannot be completed, i.e., the final exam cannot be taken.

### **Literatuur**

William Harmless, *Desert Christians: An Introduction to the Literature of Early Monasticism* (Oxford University Press, 2004).

### **Vereiste voorkennis**

Knowledge of classical/ancient Greek and Latin.

### **Aanbevolen voorkennis**

Basic knowledge of (early) Christianity and the Bible is useful, but not necessary for this course.

### **Doelgroep**

Students of Classics; students with an interest in ancient history, ancient studies, theology, or religion (and with adequate knowledge of ancient Greek and Latin).

### **Overige informatie**

Attendance compulsory (80%).