

Department of Classical Languages

Faculty of Arts
University of Peradeniya

Bachelor of Arts Honours in

Greek and Roman Studies

Revised Curriculum
since March 2019

3.20 Revised Curriculum of the Bachelor of Arts Honours in Greek and Roman Studies Degree Programme

Sem.	Course Code and Title	Status	Credits	Notional Hours
1000:1	GRS 1001: Ancient Greek Life and Culture	C	3	150
	ESS 1001: Basic Mathematics	C	3	150
	ESS 1002: Communication Skills	C	3	150
	ESS 1003: Logical Reasoning	C	3	150
	6 credits of two courses from 2 other main disciplines	C	3+3	300
	1000:2	GRS 1002: Ancient Roman Life and Culture	C	3
ESS 1004: ICT Skills		C	2	100
ESS 1005: Basic Statistics		C	2	100
ESS 1006: Personality, Leadership and Ethics		C	2	100
ESS 1007: Critical Thinking		C	3	150
6 credits of two courses from 2 other main disciplines		C	3+3	300
Total Credits and Notional Hours at 1000 Level			36	1800
2000:1	GRS 2001: Elementary Ancient Greek I / Latin I	C	3	150
	GRS 2002: Greek and Roman Religion and Mythology	C	3	150
	GRS 2003: Greek and Roman Epic Poetry	C	3	150
	GRS 2004: Greek and Roman Archaeology and Material Culture	C	3	150
	ACL 2003: Archaeological Theory and Methods	C	3	150
	2000:2	GRS 2005: Elementary Ancient Greek II / Latin II	C	3
GRS 2006: Greek and Roman Tragedy		C	3	150
GRS 2007: Greek and Roman Science and Technology		C	3	150
GRS 2008: Graeco-Roman World and South Asia		C	3	150
GRS 2009: Greek Philosophy I: Thales to Socrates		C	3	150
Total Credits and Notional Hours at 2000 Level			30	1500
3000:1	GRS 3001: Intermediate Ancient Greek I / Latin I	C	3	150
	GRS 3002: Greek and Roman Comedy	C	3	150
	GRS 3003: Greek, Hellenistic and Roman Literary Criticism	C	3	150
	GRS 3004: Greek and Roman Law	O	3	150
	GRS 3005: Gender, Women and Sexuality in Ancient Greece and Rome	O	3	150
	GRS 3006: Greek and Roman Slavery	O	3	150
	Any Subject outside the Discipline	O	3	150
3000:2	GRS 3007: Intermediate Ancient Greek II/ Latin II	C	3	150
	GRS 3008: Greek and Roman Literature	C	3	150
	GRS 3009: Greek Philosophy II: Plato and Aristotle	C	3	150
	GRS 3010: Writing Skills and Research Methodology	C	3	150
	GRS 3011: Principles of Education in Ancient Greece and Rome	O	3	150
	GRS 3012: Greek and Roman Political Thought	O	3	150
	Any other subject outside the Discipline	O	3	150
	Total Credits and Notional Hours at 3000 Level			30

Bachelor of Arts Honours in Greek and Roman Studies Degree Programme

4000:1	GRS 4001: Advanced Ancient Greek / Latin	C	3	150
	GRS 4002: Reception of Greek and Latin literature	C	3	150
	GRS 4003: Hellenistic and Roman Philosophy up to Marcus Aurelius	C	3	150
	ESS 4001: General Quantitative Aptitude Test	C	3	150
4000:2	GRS 4004: Greek / Roman Literature Seminar	C	2	100
	GRS 4005: Greek / Roman Philosophy Seminar	C	2	100
	GRS 4006: Greek / Roman History Seminar	C	2	100
	GRS 4999: Dissertation	C	8	800
	ESS 4995: Internship OR	C	3	300
	ESS 4996: Field Work Project OR ESS 4997: Creative Work Project			
Total Credits and Notional Hours at 4000 Level			29	2000
Minimum Number of Credits and Notional Hours for 4 Years			125	6800

<p>Course Code: GRS 1001 Course Title: Ancient Greek Life and Culture Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS AI/Honours Students and Optional for All Others</p>	
<p>Aim(s): 1. Introduce ancient Greek culture and civilization from the Bronze age to the Hellenistic times through literary, archaeological and other source-based evidence. 2. Explore the nature of the life and experience of the ancient Greeks. 3. Serve as a foundation for advanced courses in ancient Greek life, culture, civilization, thought and experience.</p>	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to: 1. Identify features of ancient Greek life, culture, politics and thought from the Bronze Age to the Hellenistic times. 2. Analyze the influence of the ancient Greeks on modern art and culture, literature, thought and organizational structures. 3. Describe how ancient Greek attitudes, manners and practices are similar / different from those of the eastern and western societies in the modern world.</p>	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15 Notional Hours: 150</p>	
<p>Course Description/ Content: Introduction to ancient Greece: location and geography, historical and cultural timeline; early Greece, a summary: bronze age, Minoan and Mycenaean civilizations, the Dark Age, Homer and epic poetry, life and culture, poetry and art; a brief history of Greece from the earliest times to the Hellenistic kingdoms; social organization, family, marriage, slavery, men and women, parents and children, old age, disability, food, slaves, the gymnasium, athletic games, symposia, love and sexuality; the city-state and its types, unity of the Greek states and nationhood; foreigners; religion and myth; poetry and literature; art and architecture; law; education; music, song and dance; leisure and entertainment; trade and agriculture; philosophy; science and medicine; travel; oratory.</p> <p>Prescribed Texts: Robin Sowerby. <i>The Greeks: An Introduction to Their Culture</i>. Routledge, London and New York, 2015. Jacob Burkhardt. <i>History of Greek Culture</i>. Translated by Palmer Hilty, Dover Publications, 2013.</p>	
<p>Recommended Reading: Andrewes, A. <i>Greek Society</i>. Harmondsworth Penguin 1981. Budin, S.L. <i>The Ancient Greeks: An Introduction</i>. Oxford University Press, 2004. Cary, M., Haerhoff, T. J. <i>Life and thought in the Greek and Roman world</i>. Methuen & Co. Ltd 1940. Garland, R. <i>The Daily Life of the Ancient Greeks</i>. Greenwood Press, 2009. Sansone, D. <i>Ancient Greek Civilization</i>. Wiley-Blackwell, 2009.</p>	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 1002 Course Title: Ancient Roman Life and Culture Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS AI/Honours Students and Optional for All Others</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Introduce ancient Roman culture and civilization from the earliest to the 2nd century CE through literary, archaeological and other source-based evidence. 2. Explore the nature of the life and experience of the ancient Romans. 3. Serve as a foundation for advanced courses in ancient Roman life, culture, civilization, thought and experience. 	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Identify features of ancient Roman life, culture, politics and thought from the earliest to the 2nd century CE. 2. Analyze the influence of the ancient Romans on modern art and culture, literature, thought and organizational structures. 3. Describe how ancient Roman attitudes, manners and practices are similar / different from those of the eastern and western societies in the modern world. 	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15</p>	<p>Notional Hours: 150</p>
<p>Course Description/Content: Pre-Roman Italy; Early Rome: historical, political and cultural timeline, location and geography, foundation stories, monarchy, society, family; Etruria, Latium, Campania; Greeks, Etruscans; customs and values; a brief history of the republic; republican values; the emperors and imperial Rome; myth and religion; death and burial; social and family life; housing; men and women; marriage and children, love and sexuality; education; old age; disability; health and fitness; games and festivals; holidays; slavery; trade and commerce; economics; agriculture; art and architecture; music, song and dance, poetry and literature; philosophy; science and medicine; roman army; warfare; travel; foreigners; leisure and entertainment; legal system, oratory; life in the empire and its expansion; imperial cult; the provinces.</p> <p>Prescribed Texts: Anthony Kamm. <i>The Romans: An Introduction</i>. Routledge, London and New York, 2008. Allen M Ward, Fritz M. Heichelheim, Cedric A. Yeo. <i>A History of the Roman People</i>. Routledge, London and New York, 2016. Kevin M. McGeough. <i>The Romans: New Perspectives</i>. California, 2004.</p>	
<p>Recommended Reading: Abbott, F.F. <i>Society and politics in ancient Rome: essays and sketches</i>. New York Charles Scribner's Sons 1909. Cary, M., Haarhoff, T. J. <i>Life and thought in the Greek and Roman world</i>. Methuen & Co. Ltd 1940. Erdkamp, P. <i>The Cambridge Companion to Ancient Rome</i>. Cambridge University Press, 2013. Matz, D. <i>Daily Life of the Ancient Romans</i>. Greenwood Press, 2002. Stambaugh, J. E. <i>Roman City</i>. Johns Hopkins University Press, 1988.</p>	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 2001 Course Title: Elementary Ancient Greek I Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS AI/Honours Students and Optional for All Others</p>	
<p>Aim(s): 1. Introduce basic grammar and syntax of ancient Greek. 2. Practice composition of simple sentences from English to Greek. 3. Translate simple sentences from Greek to English and vice versa.</p>	
<p>Intended Learning Outcomes: Upon successful completion of the course the students will be able to: 1. Analyze the logic of grammar and syntax of ancient Greek. 2. Compose as well as translate simple sentences from Greek to English and vice versa.</p>	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15</p>	
<p>Notional Hours: 150</p>	
<p>Course Description/ Content: Introduction to the language, alphabet, accents; verb, stem, endings; active/passive voice; conjugations; noun, stem, endings, cases, agreement; declensions; article; indicative mood, imperative; adjective and substantive use of adjective; infinitive; reflexive pronoun; interrogative pronoun, adjective; indefinite pronoun and adjective; participle; numbers; expression of time; aorist; imperfect.</p>	
<p>Prescribed Texts: Maurice Balm. <i>Athenaze: An Introduction to Ancient Greek. Book I.</i> Oxford University Press, 2003.</p>	
<p>Recommended Reading: Foster, E. and Lateiner. <i>Thucydides and Herodotus.</i> Oxford University Press, 2012. Hackforth, R. <i>The Composition of Plato's Apology.</i> Cambridge University Press, 1933. Morris, I and Powell, B. <i>A New Companion to Homer,</i> edited by Brill, 1997.</p>	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 2001 Course Title: Elementary Latin I Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS AI/Honours Students and Optional for All Others</p>	
<p>Aim(s): 1. Introduce basic Latin grammar and syntax. 2. Practice composition of simple sentences from English to Latin. 3. Translate simple sentences from Latin to English and vice versa.</p>	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to: 1. Analyze the logic of Latin grammar and syntax. 2. Compose as well as translate simple sentences from Latin to English and vice versa.</p>	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15 Notional Hours: 150</p>	
<p>Course Description/ Content: Introduction to the language, alphabet; active verb, infinitive, complementary infinitive, indicative, conjugations, present tense, imperative; noun, cases, declensions; adjective, agreement, use of adjective as substantive; imperfect and future tenses; demonstrative; personal pronouns; perfect active; reflexive pronouns and reflexive possessives; uses of the cases; numerals; relative pronoun; perfect passive; interrogative pronoun and adjective; passive voice; participle.</p> <p>Prescribed Texts: Frederick M. Wheelock. <i>Wheelock's Latin</i>. 7th ed., Harper-Collins Books, 2011.</p>	
<p>Recommended Reading: Everitt, A. <i>The Life and Times of Rome's Greatest Politician</i>. Random House Publishing Group, 2011. <i>A Companion to Ovid</i>. Blackwell Publishing, edited by P.E. Knox, 2013. Mineo, B. <i>A Companion to Livy</i>. Cambridge University Press, 2015.</p>	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 2002 Course Title: Greek and Roman Religion and mythology Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS AI/Honours Students and Optional for All Others</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Compare and contrast key concepts of Greek and Roman mythology and religion. 2. Assess how the Greeks and the Romans related themselves to nature and their perspectives of life therein. 3. Examine the beliefs in supernatural through an analysis of relevant archaeological, literary, and artistic evidence, and discuss their significance in the light of their socio-political contexts. 	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Explain similar and contrasting key concepts of Greek and Roman mythology and religion; 2. Analyze how the Greeks and the Romans related themselves to nature and their perspectives of life therein; 3. Comment on the beliefs in supernatural through an analysis of relevant archaeological, literary, and artistic evidence, and explain their significance in the light of their socio-political contexts. 	
<p>Time Allocation (Hours): Lectures: 35: Discussions: 10</p>	
<p>Notional Hours: 150</p>	
<p>Course Description/ Content: A study of myth, sacrifice and ritual; religious belief of the ancient Greeks and Romans: their principal gods; traditional and mystery religions; religious institutions, concepts of survival; seers and sages; shrines and oracles; festivals, and superstition including the rise and early development of Christianity in the context of classical civilization.</p>	
<p>Recommended Reading: Allan, T., Maitland, S. <i>Ancient Greece and Rome: Myths and Beliefs</i>. The Rosen Publishing Group, Inc, 2011. Dodds, E.R. <i>The Greeks and the Irrational</i>. University of California Press, 2004. Gula R. J. and Caroenter Thomas H. <i>Mythology: Greek and Roman</i>. Wellesley Hills, The Independent School press 1977. A <i>Companion to Roman Religion</i>, edited by JörgRüpke, Blackwell, 2007. Harrison, Jane Ellen. <i>Epilegomena to the Study of Greek Religion and Themis: A Study of the Social Origins of Greek religion</i>. New York University Books, 1962.</p>	
Assessment	Percentage Marks
In-course:	40%
End-semester:	60%

<p>Course Code: GRS 2003 Course Title: Greek and Roman Epic Poetry Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS AI/Honours Students and Optional for All Others</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Introduce students to the major themes of the genre, composition, characteristics and structure of Greek and Roman Epic Poetry. 2. Examine in depth the nature of life, experience, customs, rituals and beliefs of the Greeks and Romans as presented in the works. 3. Compare and contrast Greek and Roman epic as a genre of literature. 	
<p>Intended Learning Outcomes: Upon successful completion of this course, the students will be able to demonstrate in written examination, in-course assessment, and in tutorial discussion:</p> <ol style="list-style-type: none"> 1. Explain an informed understanding of set texts, the nature and development of the genre of ancient epic, the internal structure, characteristics and unity of each work studied, and the different historical contexts which produced the works. 2. Engage with the central critical approaches and scholarly theories concerning these works. 	
<p>Time Allocation (Hours): Lectures: 30; Tutorials: 15</p>	
<p>Notional Hours: 150</p>	
<p>Course Description/ Content: A study of the Greek and Roman epic forms in translation focussing on approaches to narrative in conveying stories, major themes, types and elements, stylistic properties, metrics, extent of orality and literacy shaping culture and interpretations of the world, questions of heroism, war, time, space, divinity, identity, gender, performance, and narratology.</p> <p>Prescribed Texts: Homer, <i>Iliad</i>. Translated by R. Lattimore, Harmondsworth, Penguin Books Ltd., 1984 OR Homer, <i>Odyssey</i>. Translated by R. Lattimore, Harmondsworth, Penguin Books Ltd., 1984 Hesiod, <i>Theogony, Works and Days</i>. Trans. Dorothea Wender. Penguin Books Ltd., 1976. Apollonius of Rhodes, <i>Jason and the Golden Fleece</i>. Translation by R. Hunter, Oxford University Press, 1995. Virgil, <i>Aeneid</i>. Translated by W. F. Jackson, London Penguin Books, 1978.</p>	
<p>Recommended Reading: [Google Books] Boyle, A.J. <i>Roman Epic</i>. Routledge, 2003. Foley, J.M. <i>A Companion to Ancient Epic: Blackwell Companions to the Ancient World</i>. John Wiley & Sons, 2008. Taplin, O. <i>Homeric Soundings</i>. Oxford, 1992. Hunter, R. L. <i>The Argonautica of Apollonius. Literary Studies</i>. Cambridge, 1993. Lyne, R.O.A.M. <i>Words and the Poet: Characteristic Techniques of Style in Vergil's Aeneid</i>. Oxford, 1989.</p>	
Assessment	Percentage Marks
In-course:	60%
End-semester:	40%

<p>Course Code: GRS 2004 Course Title: Greek and Roman Archaeology and Material Culture Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS General/Honours Students and Optional for All Others</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Assess the development of Greek and Roman archaeology and material records across time and place. 2. Appraise the primary artistic elements, styles and techniques of ancient Greece and Rome from origins through to their decadence. 3. Promote creativity through a comparative analysis and appreciation of Greek and Roman methods of archaeological and artistic endeavors. 	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Examine the broad historical periods of Ancient Greece and Rome through archaeological history and the material records. 2. Identify and describe the main artistic contributions of the Ancient Greeks and Roman, and explain their significance. 3. Apply primary source evidence for understanding and interpreting socio-cultural and political history through a comparative analysis of types, techniques, and methods of Greek and Roman art and the respective work of known artists. 	
<p>Time Allocation (Hours): Lectures: 35; Discussions: 10</p>	
<p>Notional Hours: 150</p>	
<p>Course Description/ Content: A survey of the archaeological history, architecture and material culture of the Mediterranean world from the Bronze Age (Minoan, Mycenaean, Cycladic) through the Classical period, to the Roman Empire with a focus on chronological developments, Greek and Roman artistic production in its social and cultural settings, and Classical Art through the material records of monuments, temples, secular buildings, engineering, frescoes, pottery, vase painting, sculpture, funeral monuments, metalwork, and coins and the artists.</p>	
<p>Recommended Reading: [Google Books] Bintliff, J. <i>Archaeology of Greece and Rome: Image, Text and Context. Studies In Honour of Anthony Snodgrass.</i> Edinburgh University Press, 2016. <i>Classical Archaeology: Wiley Blackwell Studies in Global Archaeology.</i> Edited by Susan E. Alcock, Robin Osborne. John Wiley & Sons, 2012. Marconi, C. <i>The Oxford Handbook of Greek and Roman Art and Architecture.</i> Oxford, 2015. Stansbury-O'Donnell, Mark D. <i>A History of Greek Art.</i> Wiley Blackwell, 2015. Fred S. Kleiner, <i>A History of Roman Art, Enhanced Edition.</i> Wadsworth, 2010.</p>	
Assessment	Percentage Mark
In-course:	40%
End-semester:	60%

<p>Course Code: GRS 2005 Course Title: Elementary Greek II Credits: 03 Prerequisites: GRS 2001 OR Equivalent Competency Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others</p>	
<p>Aim(s): 1. Introduce the remainder of the basic grammar and syntax of ancient Greek. 2. Practice composition of moderate to difficult sentences from English to Greek. 3. Translate moderate to difficult passages from Greek to English and vice versa.</p>	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to: 1. Analyze and explain grammar and syntax of ancient Greek. 2. Compose as well as translate moderate to difficult sentences and passages from Greek to English and vice versa.</p>	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15</p>	
<p>Notional Hours: 150</p>	
<p>Course Description/ Content: Review; passive voice, aorist and future; deponent, aorist; -mi verbs; genitive absolute; subjunctive; fear clauses; indefinite clauses; indirect statements; indirect questions; articular infinitive; relative pronouns (special cases); comparison of adjectives; optative; uses of the optative; conditionals; verbal adjectives; perfect; pluperfect; indirect statement and primary and secondary sequence.</p>	
<p>Prescribed Text: Maurice Balm. <i>Athenaze: An Introduction to Ancient Greek, Book II</i>. Oxford University Press, 2003.</p>	
<p>Recommended Reading: None</p>	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 2005 Course Title: Elementary Latin II Credits: 03 Prerequisites: GRS 2001 OR Equivalent Competency Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others</p>	
<p>Aim(s): 1. Introduce the remainder of the basic Latin grammar and syntax. 2. Practice composition of moderate to difficult sentences from English to Latin. 3. Translate moderate to difficult passages from Latin to English and vice versa.</p>	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to: 1. Analyze and explain Latin grammar and syntax. 2. Compose as well as translate moderate to difficult sentences and passages from Latin to English and vice versa.</p>	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15</p>	
<p>Notional Hours; 150</p>	
<p>Course Description/ Content: Review; ablative absolute; tenses of the infinitive; indirect statement; comparison of regular adjectives, irregular and special comparison of adjectives; comparison of adverbs; subjunctive; tenses of the subjunctive; result clauses; purpose clauses; the jussive; indirect questions; sequence of tenses; cum clauses; conditions; deponents; jussive noun clauses; place and time constructions; relative clauses of characteristic; gerund; gerundive; fear clauses.</p>	
<p>Prescribed Texts: Frederick M. Wheelock. <i>Wheelock's Latin</i>. 6th ed., Harper-Collins Books, 2010.</p>	
<p>Recommended Reading: None</p>	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 2006 Course Title: Greek and Roman Tragedy Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS General/Honours Students and Optional for All Others</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Introduce students to the major themes of the genre, composition and structure of Greek and Roman Tragedy. 2. Examine in depth the nature of life, experience, customs, rituals and beliefs of the Greeks and Romans as presented in the works. 3. Compare and contrast works of key poets of Greek and Roman Tragedy and assess the historical development of tragedy as a genre of literature. 	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Explain specific knowledge of the authors, plays, and dramatic genre to be studied in this course and ancient Greek and Roman historical, literary, and cultural contexts in which these plays were produced and performed. 2. Appraise and communicate effectively about these plays in their ancient contexts. 3. Demonstrate in oral and written examination, in course work, and in tutorial discussion an informed understanding of the set texts, nature and development of the genre of ancient Greek and Roman Tragedy, internal structure and unity of the individual works studied. 	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15</p>	<p>Notional Hours: 150</p>
<p>Course Description/ Content: A study of the origins and development of Greek and Roman tragedy, theatre, and the stage through areading of representative works of Aeschylus, Sophocles, Euripides, and Seneca in translation with a focus on the social, political and psychological functions of theatre in Classical Athens, ancient and modern views on the origins, value, and effects of tragic drama (Plato, Aristotle, Hegel, Nietzsche, Girard, Zeitlin, <i>et al.</i>)</p> <p>Prescribed Texts: Aeschylus, “Agamemnon”. <i>The OresteianTrilogy:Agamemnon, the Choephoroi, the Eumenides</i>, Translated byPhilipVellacott,London, Penguin Books, 1977. OR “Seven Against Thebes”. <i>Promethus Bound, the Suppliants, Seven Against Thebes, the Persians</i>. Translated by Philip Vellacott, Harmondsworth, Penguin Books, 1983, Sophocles, “Oedipus Rex”OR “Antigone”.<i>The Theban Plays: King Oedipus, Oedipus at Colonus, Antigone</i>. Translated by E. F. Watling, London, Penguin Books, 1959. Euripides, “Medea”OR “Electra”.<i>Medea & Other Plays: Medea, Hecabe, Electra and Heracles</i>. Translated by Philip Vellacott, London, Penguin Books, 1963. Seneca, “Medea”OR“Hercules Furens”. <i>Seneca's Tragedies - Vol. I: Hercules Furens, Troades, Medea, Hippolytus, Oedipus</i>, Translated by Frank Justus Miller,London, Heinemann 1953.</p>	
<p>Recommended Reading: <i>The Cambridge Companion to Greek Tragedy</i>. Edited by P. E. Easterling, Cambridge University Press, 1997.</p>	
Assessment	Percentage Mark
In-course:	40%
End-semester:	60%

<p>Course Code: GRS 2007 Course Title: Greek and Roman Science and Technology Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others</p>	
<p>Aim(s): 1. Provide students with the core knowledge of key socio-cultural aspects of ancient Greeks and Romans to enable them to appreciate better the relevant socio-political and cultural contexts under discussion.</p>	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to: 1. Acquire a knowledge of the key scientific and technological knowledge, ideas, theories and methods of Ancient Greece and Rome and their subsequent development. 2. Examine the Greek and Roman cultural, political and intellectual forces that have shaped reactions to developments in science, technology and civilization.</p>	
<p>Time Allocation (Hours): Lectures: 35; Tutorials / Discussions: 10</p>	<p>Notional Hours: 150</p>
<p>Course Description/ Content: An overview of key ancient Greek and Roman ideas such as geometry and mathematics, astronomy, physics, biology, medicine, geography as well as agriculture, medicine, warfare, athletics and discoveries, their intellectual and cultural origins, and their subsequent impact through a broad and critically informed study of major events, concepts, documents, and material artifacts of ancient Greece and Rome, and of their continuing influence on and connections to the modern world.</p>	
<p>Recommended Reading: Cuomo, S. <i>Technology and Culture in Greek and Roman Antiquity</i>. Cambridge University Press, 2007. Rihll, T. E. <i>Greek Science</i>. Oxford University Press, 1999. Lloyd, G. E. R. <i>Magic, Reason and Experience; Studies in the Origin and Development of Greek Science</i>. Cambridge University Press, 1979. <i>Source book in Greek Science</i>. Edited by R. Morris Cohen, Book Publisher, 1975.</p>	
Assessment	Percentage Marks
In-course:	40%
End-semester:	60%

<p>Course Code: GRS 2008 Course Title: Graeco-Roman World and South Asia Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others Compulsory</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Examine the socio-political and cultural links and contacts between the Graeco-Roman world and south Asia with a particular focus on India and Sri Lanka through an examination of classical texts, evidence from numismatics and archaeology. 2. Assess the history of the region through an informed discussion of political regimes and commercial activities. 3. Evaluate the extent of cultural contact and influence between the west and the east. 	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate the evidence of classical texts, numismatics and archaeology in appraising the socio-political and cultural links and contacts between the Greco-Roman world and south Asia. 2. Examine and assess the history of north and north-west India and Sri Lanka from the conquests of Alexander the Great to Indo-Greek occupation. 3. Explain cultural influences exerted between the Greco-Roman world and south Asia and their significance to socio-political changes during Greek and Roman conquests of the east. 	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15</p>	
	<p>Notional Hours: 150</p>
<p>Course Description/ Content: A study of the Greek and Roman contacts with the Indian sub-continent and adjacent regions with special reference to Sri Lanka based on Greek and Latin literary sources with topics covering India in Early Greek Authors, Alexander the Great in India, Greeks and the Maurya empire, Megasthenes, Graeco-Bactrians, Indo Greeks, Indo Parthians, Sakas, and Kushans, the Roman Empire and the Kushans, art of Gandhara, trade between the Roman empire and the east under Augustus, Indian embassies to Augustus, Ptolemy and South Asia, Rome and South East Asia, Roman coins from India and Sri Lanka, philosophical, religious, and literary contacts between Greece and India, and Greek and Roman accounts of Sri Lanka.</p>	
<p>Recommended/Prescribed Texts: McLaughlin, R. <i>Rome and the Distant East: Trade Routes to the Ancient Lands of Arabia, India and China</i>. London, New York, 2010. Peris, M. <i>Taprobane ancient Sri Lanka as known to Greeks and Romans</i>. Turnhout Brepols 1997. Weerakkody, D.P.M. <i>Aspects of the acquaintance with Taprobane as revealed by Greek and Roman writers</i>. Hull University of Hull 1977. Weerakkody, D. P. M. <i>Sri Lanka through Greek and Roman eyes</i> OsmundBopearachchi, D. P. M. Weerakkody. <i>Origin, evolution and circulation of foreign coins in the Indian Ocean</i>. Daryaganj, New Delhi Manohar Publishers 1998.</p>	
Assessment	Percentage Mark
In-course:	40%
End-semester:	60%

<p>Course Code: GRS 2009 Course Title: Greek Philosophy from Thales to Socrates Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Provide a historical and critical understanding of conceptions, questions, and discussions that concerned the ancient pre-Socratic Greek philosophers, Socrates and the Sophists whose thought lay the initial foundation for western thought. 2. Develop the necessary critical faculties to deal with philosophical problems in both written and verbal formats. 	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Comment on both the differences and similarities between various ancient Greek conceptions of nature and humanity, as well as their similarities and differences with modern conceptions of the world, the individual and self. 2. Apply critical thinking skills that enable the development of the “whole person,” one better prepared to deal with the challenges faced in both one’s personal and professional lives through philosophical discourse on the nature of the universe and man within it. 	
<p>Time Allocation (Hours): Lectures: 40; Discussions: 05</p>	
<p>Notional Hours: 150</p>	
<p>Course Description/ Content: The course provides the students with the foundations of western philosophical thought by surveying the philosophies of the ancient Greek pre-Socratic philosophers and sophists that had a decisive impact on the development of western philosophy, which is an in depth study of the origin of philosophical speculation in Greece in its transition from <i>Mythos</i> to <i>Logos</i>, and the theories of early Milesian, Pluralist, Atomist and other pre-Socratic philosophers from Thales, Anaximenes, Anaximander, Xenophanes, Heraclitus, Pythagoras, the later Pythagoreans, Parmenides, Zeno and Melissus, Empedocles, Anaxagoras, Leucippus and Democritus, and the Sophists and Socrates himself based on the fragments and writings of these thinkers and the relevant doxography.</p>	
<p>Recommended Reading: Guthrie, W. K. C. <i>A History of Greek philosophy - Vol. I: the Earlier Presocratics and the Pythagorians</i>. Cambridge University Press, 1980. Guthrie, W. K. C. <i>A History of Greek philosophy - Vol. II : the Presocratic Tradition from Parmenides to Democritus</i>. Cambridge University Press, 1980. <i>Studies in Presocratic Philosophy -vol. 1: The Beginnings of Philosophy</i>. Edited by David J. Furley and R.E. Allen, Routledge and Kegan Paul, 1970.</p>	
Assessment	Percentage Mark
In-course:	40%
End-semester:	60%

Course Code: GRS 3001	
Course Title: Intermediate Greek I	
Credits: 03	
Prerequisites: GRS 2001, GRS 2005 OR Equivalent Competency	
Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others	
Aim(s):	
1. Hone the skill of reading and explaining the basic grammar and syntax of ancient Greek learned in the 200 level through reading of unabridged texts.	
2. Translate from Greek to English and vice versa and engage with the content.	
Intended Learning Outcomes:	
Upon successful completion of the course, the students will be able to:	
1. Translate and comment on the style and content of the prescribed reading material;	
2. Evaluate the texts as literary works through the study of grammar and syntax.	
Time Allocation (Hours): Lectures: 30; Discussions: 15	Notional Hours: 150
Course Description/ Content:	
Selections from Homer's <i>Iliad</i> and <i>Odyssey</i> ; Plato's <i>Apology</i> ; Xenophon's <i>Oeconomicus</i> ; Herodotus' <i>Histories</i> ; Thucydides' <i>Peloponnesian War</i> .	
Prescribed Texts:	
<i>Joint Association of Classical Teacher's Greek Course, A Greek Anthology</i> , Cambridge University Press, 2002.	
Recommended Reading:	
Foster, E and Lateiner, D. <i>Thucydides and Herodotus</i> . Oxford University Press, 2012.	
Hackforth, R. <i>The Composition of Plato's Apology</i> . Cambridge University Press, 1933.	
<i>A New Companion to Homer</i> , edited by I. Morris and B. Powell, Brill, 1997.	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 3001 Course Title: Intermediate Latin I Credits: 03 Prerequisites: GRS 2001, GRS 2005 OR Equivalent Competency Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others Compulsory</p>	
<p>Aim(s): 1. Hone the skill of reading and explaining the basic grammar and syntax of ancient Latin learned in the 200 level through reading of unabridged texts. 2. Translate from Greek to English and vice versa and engage with the content.</p>	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to: 1. Translate and comment on the style and content of the prescribed reading material; 2. Evaluate the texts as literary works through the study of grammar and syntax.</p>	
<p>Time Allocation (Hours): Lectures: 30; Discussion: 15</p>	
<p>Notional Hours: 150</p>	
<p>Course Description/ Content: Selections from Cicero's speeches, letters and philosophical works; Livy's history of Rome, letters of Pliny, and Ovid's <i>Metamorphoses</i>.</p>	
<p>Prescribed Texts: Frederick M. Wheelock (2010), Wheelock's Latin Reader: Selections from Latin Literature, Harper Collins.</p>	
<p>Recommended Reading: Everitt, A. <i>The Life and Times of Rome's Greatest Politician</i>. Random House Publishing Group, 2011. <i>A Companion to Ovid</i>, edited by P. E. Knox, Blackwell Publishing, 2013. Mineo, B. <i>A Companion to Livy</i>. Cambridge University Press, 2015.</p>	
Assessment	Percentage Marks
In-course	50%
End-semester	50%

<p>Course Code: GRS 3002 Course Title: Greek and Roman Comedy Credits: 03 Pre-requisites: None Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Introduce students to the major themes of the genre, composition and structure of Greek and Roman Comedy. 2. Examine in depth the nature of life, experience, customs, rituals and beliefs of the Greeks and Romans as presented in the works. 3. Compare and contrast works of key poets of Greek and Roman Comedy and assess the historical development of comedy as a genre of literature. 	
<p>Intended Learning Outcomes: Upon the successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate specific knowledge of the authors, plays, and dramatic genre to be studied in this course and broad understanding of the ancient Greek and Roman cultures historical, literary, and cultural contexts in which these plays were produced and performed. 2. Critically assess and communicate effectively about these plays, both in their ancient contexts and in regard to their enduring relevance today and throughout the history of their reception. 3. Demonstrate in oral and written examination, in course work, and in tutorial discussion an informed understanding of the set texts, nature and development of the genre of ancient Greek and Roman Comedy, internal structure and unity of the individual works studied, and engagement with central critical approaches and scholarly opinions. 	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15</p>	<p>Notional Hours: 150</p>
<p>Course Description/Content: A study of the origins and development of Greek and Roman comedy through an extensive reading of representative works of Aristophanes (Greek Old Comedy), Menander (Greek New Comedy) its reappearance in the Roman world in Plautus and Terence (Roman New Comedy in translation with a focus on the social, political and psychological functions of theatre in Classical Athens, ancient and modern views on the origins, value, and effects of comic drama (Plato, Aristotle, Hegel, Nietzsche, Girard, Zeitlin, <i>et al.</i>).</p> <p>Prescribed Texts: Aristophanes, "Archanians". <i>The Acharnians, the Clouds, Lysistrata</i> Aristophanes. Translated by Alan H. Sommerstein, Penguin Books Ltd., 1984. OR Aristophanes, "Wealth". <i>The Knights, Peace, the Birds, the Assembly of Women, Wealth</i>. Translated by David Barrett and Alan H. Sommerstein, Penguin Books Ltd., 1978. Plautus "Amphitryon". <i>The rope, and other plays</i> Plautus. Translated by E. F. Watling, Penguin Books, 1964. OR Plautus, "The Prisoners". <i>The Pot of Gold, the Prisoners, the Brothers Menaechmus, the Swaggering Soldier</i>. Translated by E. F. Watling, Penguin Books Ltd., 1965. Menander, "The Bad Tempered Man". <i>The Bad-Tempered Man or The Misanthrope: A play in Five Scenes</i> Menander. Translated by Philip Vellacott, Oxford University Press, 1960. OR Menander, "The Arbitration." <i>The Epitrepontes</i>. Translated by Gilbert Murray,</p>	

Routledge, 2013. Reprint.
Terence, "Self Tormentor" OR "Brothers" OR "Mother-in-Law". *The comedies Terence*.
Translated by Betty Radice, Harmondsworth, Penguin Books, 1982.

Recommended Reading:

Lever, Katherine. *The art of Greek Comedy*. Methuen, 1956.
Hunter R. L. *New Comedy of Greece and Rome*. Cambridge University Press, 1989.
Reprint. [Google Books]
The Cambridge Companion to Greek Comedy. Edited by Martin Revermann. Cambridge
University Press, 2014.
The Oxford Handbook of Greek and Roman Comedy. Edited by Michael Fontaine and
Adele C. Scafuro. Oxford University Press, 2014.

Assessment	Percentage Mark
In-course:	40%
End-semester:	60%

<p>Course Code: GRS 3003 Course Title: Greek, Hellenistic and Roman Literary Criticism Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS General/Honours Students and Optional for All Others</p>	
<p>Aim(s): 1. Introduce the origin of concepts and general development of Greek, Hellenistic and Roman literary criticism so as to enable students to assess their impact on ancient and modern literary criticism. 2. Examine critical methodologies used for literary criticism and various literary traditions in antiquity.</p>	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to: 1. Discuss and comment on the origin of concepts and general development of Greek, Hellenistic and Roman literary criticism. 2. Assess the impact of the classical critics and their ideals on modern literary criticism and demonstrate an understanding and appreciation of the theories of ancient Greek, Hellenistic and Roman critics. 2. 3. Apply critical methodologies used for literary criticism to critically analyse, appreciate, and make cogent subjective judgments regarding artistic and literary works, using the appropriate conventions and language of the discipline.</p>	
<p>Time Allocation (Hours): Lectures: 35; Discussions: 10</p>	<p>Notional Hours: 150</p>
<p>Course Description/ Content: A critical and comparative inquiry into the Greek, Hellenistic and Roman ideas of literary and artistic excellence, the beginnings of Greek literary theory and criticism, nature and role of the Greek poet, Aristophanes' <i>Frogs</i>, relevant passages in Plato's <i>Republic</i> (more especially books 2, 3, and 10), the development of rhetorical theory, Aristotle's <i>Poetics</i>, and <i>Rhetoric</i> (book 3), Longinus' <i>On the Sublime</i>, Horace's <i>The Art of Poetry</i>, Tacitus' <i>Dialogue on Oratory</i>, Demetrius' views on style, views of Dionysius of Halicarnessus (especially on history), and the views of Philodemus, Cicero and Quintilian on oratory.</p> <p>Prescribed Texts: Aristophanes, "Frogs". <i>The wasps, the poet and the women, the frogs</i> Aristophanes. Translated by David Barrett, Penguin, 1983. Plato, <i>The Republic</i>. Translated by Desmond Lee, Penguin Books, 1983. Kennedy, George A. <i>Aristotle on Rhetoric: A Theory of Civic Discourse</i>. Oxford University Press, 1991. Aristotle, Horace, Longinus. <i>Classical Literary Criticism : 1. On the Art of poetry. 2. On the Art of Poetry. 3. On the Sunblime</i>. Translated by T. S. Dorsch, Penguin Books, 1978. Tacitus, "Dialogue on Oratory". <i>The Agricola and Germany of Tacitus and the Dialogue on Oratory</i>. Translated by Alfred John Church and William Jackson Brodribb, Macmillan, 1906. Aristotle <i>the Poetics : Longinus on the sublime, Demetrius on Style</i>. Translated by W. Hamilton Fyfe, Heinemann, 1953. Grube, G.M.A. <i>The Greek and Roman Critics</i>. Methuen, 1965.</p>	
<p>Recommended Reading: Atkins, J. W. H. <i>Literary criticism in antiquity vol. 1(Greek) : Vol2(Greece - Roman)</i>. Peter Smith, 1961. D'alton, J.F.D. <i>Roman Literary Theory and Criticism: a study in tendencies</i>. Longmans</p>	

Green, 1931.

Duff, J.W. *A Literary History of Rome from the Beginning to the Close of Golden Age*. London: Earnest Benn Ltd., 1960.

Habib, M.A.R. *A History of Literary Criticism and Theory*. Blackwell, 2005.

Assessment	Percentage Marks
In-course:	60%
End-semester:	40%

Course Code: GRS 3004	
Course Title: Greek and Roman Law	
Credits: 03	
Prerequisites: None	
Compulsory/Optional: Optional for GRS Honours Students and All Others	
Aim(s): 1. Evaluate the ancient Greek law and governance legal systems, ideology, and methodologies, particularly those of Athens, in comparative perspective and assess their impact on subsequent times and developments in the field. 2. Examine the works of major ancient writers on Roman Law, and assess the Roman ideology on law and governance, role of law in daily life, and its impact on modern legal systems.	
Intended Learning Outcomes: Upon successful completion of the course, the students will be able to: 1. Explain the origin of concepts and general development of Greek and Roman law. 2. Assess the impact of Greek and Roman law on modern views and practices of law. 3. Apply critical methodologies to analyse, appreciate, and make cogent subjective judgments regarding Greek and Roman law, using the appropriate conventions and language of the discipline.	
Time Allocation (Hours): Lectures: 35; Discussions: 10	Notional Hours: 150
Course Description/ Content: A survey of Greek and Roman law from the Greek polis and Rome's Twelve Tables to the Digest of Justinian examining such topics as the Athenian constitution, the institutions of the Athenian democracy, the procedure in the law courts of Athens, forms of action: <i>dikai</i> and <i>graphai</i> , reward provisions, the <i>anakrasis</i> procedure, the role of logographers, voting procedure, law speeches of Demosthenes and Lysias, modes of argumentation in the law courts, Athenian substantive law, synthesized materials on personal status, family law, Greek law in literature, the impact and role of law in Greek society, main sources on Roman Law, fundamental concepts and procedures of Roman Law, their relevance to modern law, particularly in Sri Lanka, divisions of Roman Law - <i>jus civile/jus naturale/jus gentium</i> , Law of Persons, Marriage, Law of Property, Law of Contracts, Law of Delict, and Law of Succession exemplified in selected murder trials, political trials among others.	
Recommended Reading: Arnaoutoglou, Ilias. <i>Ancient Greek Laws: A Sourcebook</i> . Routledge, 1998. Robinson, O.F. <i>The Sources of Roman Law: Problems and Methods for Ancient Historians</i> . Routledge, 1997. Burdick L. William. <i>Principles of Roman Law and Their Relation to Modern Law</i> . The Law Book Exchange, Ltd., 2004. [Google Books] MacDowell, D.M. <i>The Law in Classical Athens</i> . Cornell University Press, 1986. VerSteeg, R. <i>The Essentials of Greek and Roman Law</i> . Carolina Academic Press, 2010.	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 3005 Course Title: Gender, Women and Sexuality in Ancient Greece and Rome Credits: 03 Prerequisites: None Compulsory/Optional: Optional for GRS Honours Students and All Others</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Examine sources on Greek and Roman women, gender and sexuality closely and critically, to pose meaningful questions, investigate multiple interpretations, and communicate their conclusions effectively in oral and written forms. 2. Investigate scholarly interpretations of ancient Greek and Roman attitudes towards women, gender and sexuality. 	
<p>Intended Learning Outcomes: Upon successful completion of the course the students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate sources, pose meaningful questions, investigate multiple interpretations, and assess the types of evidence surviving from ancient Greek and Roman cultures on gender, women and sexuality. 2. Explain scholarly interpretations of ancient Greek and Roman attitudes towards gender and sexuality, including, but not limited to feminist and queer studies frameworks. 3. Articulate and apply theories of feminism and gender to a variety of social, political, and cultural issues and demonstrate discipline-based and interdisciplinary writing and presentation skills. 	
<p>Time Allocation (Hours): Lectures: 35; Discussions: 10</p>	
<p>Notional Hours: 150</p>	
<p>Course Description/ Content: An exploration of ideological bases of western attitudes toward sex/gender categories based on the study of aspects of women, gender, and sexuality in ancient Greece and Rome from the formative periods of Greek and Roman civilization to the heights of each culture on topics such as gender theory and construction, feminism, misogyny, attitudes towards the human body, conception and pregnancy, (female) virginity, hysteria, marriage, rape, seduction, female and male desire, homosexuality/homosociality, pederasty, rites of passage, education and sexuality based on selected Greek and Roman sources.</p>	
<p>Recommended Reading: [Google Books] Skinner Marilyn B. <i>Sexuality in Greek and Roman Culture</i>. Blackwell, 2013. <i>Sexuality and Gender in the Classical World</i>, Edited by Laura K. McClure, Blackwell, 2002. Dover, J.K. <i>Greek Homosexuality</i>. Harvard University Press, 1989. Lefkowitz, M. R. Fant, M.B. <i>Women's Life in Greece and Rome: A Source Book in Translation</i>. Johns Hopkins University Press, 2005. Sue Blundell, Susan Blundell. <i>Women in Ancient Greece</i>. Harvard University Press, 1995.</p>	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 3006 Course Title: Greek and Roman slavery Credits: 03 Prerequisites: None Compulsory/Optional: Optional for GRS Honours Students and All Others</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Provide core knowledge on Greek and Roman systems of slavery with attention to ideologies of ancient writers and philosophers on slavery, slave systems and slave societies, modes of enslavement, conditions of slaves based on their occupations and types. 2. Explain opportunities to gain freedom, manumission types, records and conditions of freed slaves. 3. Discuss how slavery becomes a social and political factor in ancient Greece and Rome. 4. Examine, explain, and interpret how slaves are depicted or represented in ancient Greek and Roman literature and art. 	
<p>Intended Learning Outcomes: On successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze and assess the ideologies and core features of systems, and modes of enslavement. 2. Evaluate the impact of slavery or free labour on Greek and Roman socio-political affairs from multiple approaches and angles (e.g. social, political, cultural, legal, economic, literary, philosophical) using extant sources. 3. Appraise the pervasiveness of slavery in ancient Greece and Rome and its role in Graeco-roman societies. 	
<p>Time Allocation (Hours): Lectures: 35; Discussions:10</p>	
	<p>Notional Hours: 150</p>
<p>Course Description/ Content: An overview of ancient Greek and Roman slavery as a political, legal, economic, social, and cultural phenomenon based on extant literary and archaeological sources focusing on definitions of slavery; the sources and numbers of slaves; theories on ancient slavery and the significance of slavery in the ancient economy; domestic and rural slaves; the treatment of slaves; resistance to slavery and slave revolts; manumission and the position of ex-slaves in Greco-Roman society; the social position of slaves; the family life of slaves; slavery and the law (civil and natural); slaves in literature and art; ancient and new world slavery compared.</p>	
<p>Recommended Reading: Finley, M.I. <i>Classical Slavery</i>. Routledge, 2014. Garnsey, P. <i>Ideas of slavery from Aristotle to Augustine</i>. Cambridge, 1996. Hunt, P. <i>Ancient Greek and Roman Slavery</i>. John Wiley & Sons, 2017. Joshel, S. <i>Slavery in the Roman World</i>. London, 2010 Weidemann, T. <i>Greek and Roman Slavery</i>. London, 1981.</p>	
Assessment	Percentage Marks
In-course:	40%
End-semester:	60%

<p>Course Code: GRS 3007 Course Title: Intermediate Greek II Credits: 03 Prerequisites: GRS 2001, GRS 2005, GRS 3001 OR Equivalent Competency Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others</p>	
<p>Aim(s): The aim of this course is to</p> <ol style="list-style-type: none"> 1. Hone the skill of reading and explaining further by reading unabridged Greek prose and verse. 2. Translate from Greek to English and vice versa and evaluate the texts as products of their times. 	
<p>Intended Learning Outcomes: Upon the successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Translate the reading material prescribed. 2. Interpret the texts through the use of grammar and syntax. 3. Evaluate the works as products of their times. 	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15</p>	
<p>Notional Hours: 150</p>	
<p>Course Description/ Content: Selections from Aeschylus; Sophocles; Euripides; Aristophanes; Demosthenes; Menander; Plutarch.</p> <p>Prescribed Texts: <i>Joint Association of Classical Teacher's Greek Course, A Greek Anthology.</i> Cambridge University Press, 2002.</p>	
<p>Recommended Reading: Scodel, R. <i>An Introduction to Greek Tragedy.</i> Cambridge University Press, 2010. Silk, M. S. <i>Aristophanes and the Definition of Comedy.</i> Oxford University Press, 2000. Webster, T. B. L. <i>Studies in Menander.</i> Manchester University Press, 1983.</p>	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 3007 Course Title: Intermediate Latin II Credits: 03 Prerequisites: GRS 2001, GRS 2005, GRS 3001 OR Equivalent Competency Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others</p>	
<p>Aim(s): 1. Hone the skill of reading and explaining further by reading unabridged Latin prose and verse. 2. Translate from Latin to English and vice versa and evaluate the texts as products of their times.</p>	
<p>Intended Learning Outcomes: Upon the successful completion of the course, the students will be able to: 1. Translate the reading material prescribed. 2. Interpret the texts through the use of grammar and syntax. 3. Evaluate the works as products of their times.</p>	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15</p>	
	<p>Notional Hours: 150</p>
<p>Course Description/ Content: Selections from VelleiusPaterculus, AulusHirtius, Caesar, Cicero, Seneca, Martial, Lucan. Prescribed Texts: Robert Knapp, Pamela Vaughn. <i>Finis ReiPublicae: Eyewitnesses to the End of the Roman Republic</i>. 2nd ed., Focus Texts, 2003. James Ker. <i>A Seneca Reader: Selections from Prose and Tragedy, BC Readers</i>. Bolchazy-Carducci Publishers, 2008. <i>A Lucan Reader: Selections from Civil War, BC Readers</i>, Edited bySusanna Braund, Bolchazy-Carducci Publishers, 2009. Craig Williams. <i>A Martial Reader: Selections from the Epigrams,BCReaders</i>. Bolchazy-Carducci Publishers, 2011.</p>	
<p>Recommended Reading: Asso, P. <i>Brill's Companion to Lucan</i>, Brill, 2011. Damschen, G and Heil. <i>A Brill's Companion to Seneca: Philosopher and Dramatist</i>. Brill, 2014. <i>A Companion to Julius Caesar</i>, edited by M. Griffin, Wiley Blackwell, 2009.</p>	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 3008 Course Title: Greek and Roman Literature Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS General/Honours Students and Optional for All Others</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Introduce students to the major themes, composition, and structure of the representative genres of Greek and Roman historiography, rhetoric, satire and oratory based on their prescribed selections. 2. Examine in depth the nature of life, experience, customs, rituals and beliefs of the Greeks and Romans as presented in the works. 3. Appraise the principal themes, issues and images concerning human beings and their place in the universe as can be seen in these works, and as have been shaped and expressed since ancient times, in thought, imagination and action. 4. Compare and contrast works of Greek and Roman authors and assess the historical development of each genre of literature. 	
<p>Intended Learning Outcomes: Upon the successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Explain and comment on extracts taken from the prescribed texts, evaluate and appreciate these works as literature and assess them for the light they throw on the authors themselves and on the times in which they lived and performed their works. 2. Assess and communicate effectively on the works both in their ancient contexts and with regard to their enduring relevance today. 3. Evaluate in oral and written examination, in course work, and in tutorial discussion an informed understanding of the set texts, nature and development of these genres, their internal structures and unity of the individual works studied, and engagement with central critical approaches and scholarly opinions. 	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15</p>	<p>Notional Hours: 150</p>
<p>Course Description/Content: A study of the origins and development of Greek and Roman historiography, rhetoric, satire novel, philosophical poetry and oratory based on prescribed selections in translation with a focus on the light that they throw on the socio-political conditions of ancient Greece and Rome and with a focus on the respective themes, structures, plot and characterization in their ideological development, and their relevance to investigating the past as well as the present.</p> <p>Prescribed Texts: Herodotus, <i>The Histories</i>. Translated by Aubrey de Selincourt, Penguin Books, 1983. Book 6.94-140 on the Battle of Marathon, Book 7.138-239 on the Battle of Thermopylae. Thucydides, <i>History of the Peloponnesian War</i>. Translated by Rex, Penguin Books, 1984. Book 2.35-46 on Pericles' Funeral Oration. Isocrates, <i>Panegyricus</i>. Translated by F.W. Fitch, Storer and Morehouse, 1951. Section 50 on Education. [Google Books] Lucian, <i>Satirical sketches</i>. Translated by Paul Turner, Penguin Books, 1961. Mennipus. Pliny, <i>Natural history - Vol. II: Libri III – VII</i>. Translated by H. Rackham, William Heinemann 1942. Book 7 on the Human Animal. Longus, <i>Daphnis and Chloe</i>. Translated by Paul Turner, Penguin Books, 1968. Lucretius, <i>On the Nature of the Universe</i>. Translated by R. E. Latham, Penguin Books, 1983. Book 1 and 2.</p>	

Juvenal, *The Sixteen Satires*. Translated by Peter, Penguin Books, 1979. Satires 3 OR10.
 Cicero, *The Orations of Cicero Against Catiline*. Translated by C. H. Keene, Blackie and Sons. Oration 1.

Recommended Reading:

Rose, H. J. *A Handbook of Greek Literature: From Homer to the Age of Lucian*. Methuen, 1961.
 Bieler, Ludwig and Wilson, John. *History of Roman Literature*. Macmillan, 1966.
Literature in the Greek and Roman Worlds: A New Perspective. Edited by Oliver Taplin. Oxford University Press, 2000.
 Feeney, D. *Beyond Greek: The Beginnings of Latin Literature*. Harvard University Press, 2016.
 Taplin, O. *Literature in the Greek World*. Oxford University Press, 2001.

Assessment	Percentage Marks
In-course:	60%
End-semester:	40%

<p>Course Code: GRS 3009 Course Title: Greek Philosophy II: Plato and Aristotle Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Provide a historical and critical understanding of a number of conceptions, questions, and discussions that concerned the ancient Greek philosophers whose thought laid the foundations for western civilization and thought. 2. Develop the necessary critical faculties to deal with philosophical problems in both written and verbal forms and in doing so, develop the critical thinking skills that enable the development of the “whole person,” one better prepared to deal with the challenges faced in both one’s personal and professional life. 	
<p>Intended Learning Outcomes: On successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the differences and similarities between the various ancient Greek conceptions of nature and humanity. 2. Appraise the differences and similarities between these ancient Greek conceptions and our own conceptions of the world and ourselves. 3. Evaluate the ideological development of Platonic and Aristotelian philosophical thought. 	
<p>Time Allocation (Hours): Lectures: 35; Tutorials / Discussions: 10</p>	<p>Notional Hours: 150</p>
<p>Course Description/ Content: A survey of the essential content of the philosophies of Plato and Aristotle based on their selected works and excerpts to examine the foundations of western philosophical thinking with a focus on Plato’s depiction of Socrates, and first philosophical system of integrated set of ideas on the fundamental nature of reality, man, knowledge, and value; Aristotle’s formulation of the principles of logic and the structure of science, his philosophical system, with a focus on the ways in which it is similar to and different from Plato’s and covers such topics as Socratic dialogue on method and knowledge (<i>Euthyphro</i>; <i>Laches</i> 184d-192b; <i>Meno</i> 70a-77b); secret of Socrates’ wisdom and defense of philosophy (<i>Apology</i>); definition of virtue and theory of recollection (<i>Meno</i> 77b-79e; <i>Gorgias</i> 466b-475e; <i>Euthydemus</i> 278e-282d); theory of ideas and Platonic epistemology (<i>Phaedo</i> 96b-105c); the sun analogy and myth of the cave (<i>Republic</i> Books 6, 7); love and beauty (<i>Symposium</i>); Aristotle, four causes (<i>Physics</i> Books 2, 8); first philosophy and philosophy of nature (<i>Metaphysics</i> Book 1); substance, matter and form, and god, the unmoved mover (<i>Metaphysics</i> Book 8, 12); Aristotle on the soul (<i>De Anima</i> Books 1, 2); nature of moral virtue (<i>Nicomachean Ethics</i> Book 2).</p> <p>Prescribed Texts: Plato, <i>Republic</i>. Translated by Desmond Lee. Penguin, 1987. Aristotle, <i>The Ethics of Aristotle: The Nicomachean Ethics</i>. Translated by J. A. K. Thomson Penguin Books, 1983. Aristotle, <i>The Politics</i>. Translated by T. A. Sinclair and T. J. Saunders, Penguin Books, 1983. Plato, “Meno”. <i>Protagoras and Meno</i>. Translated by W. K. C. Guthrie, Penguin 1956. Plato, <i>Gorgias</i>. Translated by W. Hamilton, Penguin Books, 1994.</p>	

Plato, "Apology". The last days of Socrates Plato. Translated by Hugh Tredennick, Penguin Books, 1984.
 Plato, *The symposium*. Translated by Walter, Penguin Books, 1983.
 Plato, *Five Dialogues*. Translated by Grube, Hacket Publishing Company, Inc., 2002. [Google Books]
 Aristotle, *De Anima*. Translated by Hugh Lawson, Penguin Books, 1986.
 Aristotle, *The Metaphysics. Books I- IX*. Translated by Hugh Heinemann, 1947.
 Aristotle, *Physica*. Edited by W.D. Ross, Clarendon Press, 1950.

Recommended Reading:

Understanding the Political Spirit: Philosophical Investigations from Socrates to Nietzsche. Edited by Catherine H. Zuckert. Yale University Press, 1988.
 Kahn, Charles H. *Plato and the Socratic Dialogue: the Philosophical Use of a Literary Form*. Cambridge University Press, 1999.
 Schofield, M. *Plato: Political Philosophy*. Oxford University Press, 2006.
 Reale, G. *A History of Ancient Philosophy II: Plato and Aristotle*. Edited & Translated by John R. Catan. SUNY Press, 1990.
 Heidegger M. *Basic Concepts of Aristotelian Philosophy*. Translated by Robert Metcalf, Mark Tanzer. Indiana University Press, 2009.

Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 3010 Course Title: Writing Skills and Research Methodology Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS Honours Students and Not Open to Others.</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Provide the core knowledge on writing skills and methodologies of research in Humanities with higher skills level needed to prepare students for independent research and writing in Greek and Roman Studies. 2. Induce students to compose research papers individually as well as in groups. 3. Get students to evaluate and criticize work of peers. 4. Explain about compiling research abstracts, synopsis and proposals. 	
<p>Intended Learning Outcomes: Upon the successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Practice effective, correct and appropriate writing, and critique effective scientific writing by assessing, reviewing and evaluating research compositions of others. 2. Write formal research proposals and prepare and present a dissertation relating to the undergraduate dissertation project. 3. Develop writing skills that will be essential for students' professional careers. 4. Formulate and write research papers, abstracts, synopses and research proposals independently as well as in groups. 5. Record data and experiments effectively so that others can understand them, and so that they can form the basis of a thesis. 	
<p>Time Allocation (Hours): Lectures: 30; Tutorials / Discussions: 15</p>	<p>Notional Hours: 150</p>
<p>Course Description/ Content: An in depth study of writing skills and research methodologies required for the field of humanities covering a range of aspects such as identifying a research problem, selecting an appropriate topic, narrowing it down to fit to a given time frame, preparing a bibliography, identifying sources, collecting information, reviewing literature, source criticism, building arguments, analysis of data, presenting arguments coherently and attractively, drafting and writing skills, referencing, compiling conclusions, introductions, abstracts, synopsis and research proposals, and provides students with the opportunity to develop, under the guidance of subject specialist/s in a series of interactive, research-led workshops, a range of specialist skills to prepare them for more advanced research as well as more generic and transferable skills which will enhance their graduate profile for employment opportunities as well as research.</p>	
<p>Recommended Reading: Blanpain, K. <i>Academic writing in the Humanities and Social Sciences: a resource for researchers</i>. Leuven, 2006. Hayot, E. <i>Elements of Academic style: writing for the Humanities</i>. New York, 2014. Van Peer, W., Hakemulder, F., Zyngur, S. <i>Scientific methods for the Humanities</i>. Amsterdam, 2012.</p>	
Assessment	Percentage Marks
In-course	50%
End-semester	50%

Course Code: GRS 3011	
Course Title: The Principles of Education in Ancient Greece and Rome	
Credits: 3	
Prerequisites: None	
Compulsory/Optional: Optional for GRS AI/Honours Students and All Others	
Aim(s):	
<ol style="list-style-type: none"> 1. Provide the core knowledge on the systems of education in Greece and Rome from pre-classical period through to Hellenistic and Roman times to assess their pedagogical value by contextualizing them in socio-political history. 2. Evaluate the significance of ideological developments in Greek and Roman education and their relevance to educational policy in subsequent eras up to the modern. 	
Intended Learning Outcomes:	
Upon successful completion of the course, the students will be able to:	
<ol style="list-style-type: none"> 1. Assess the significance and value of education systems, principles and educators in ancient Greece and Rome through an appraisal of sources in their respective socio-political settings. 2. Evaluate and analyze the role of teacher and methods of Greek and Roman systems of education. 	
Time Allocation (Hours): Lectures: 30; Tutorials: 10	Notional Hours: 150
Course Description/ Content:	
<p>A study of the systems of education in pre-classical, Classical, Hellenistic and Roman periods and the principles of education that have given rise to them in respective socio-historical and political settings based on extant sources focusing on Chiron, Phoenix, poet as teacher, Homer, Hesiod, Lycurgus and Sparta, Tyrtaeus, Solon and Athens, elementary education – teachers: <i>grammatistes</i>, <i>kitharistes</i>, <i>paidotribes</i>, <i>paidagogos</i>, secondary education – Isocrates’ school of rhetoric, Plato’s academy and Aristotle’s Lyceum, sophists as educators, Xenophanes, Pindar, Aristophanes, Xenophon, Socrates, Plato, Isocrates, Aristotle on education, education of the common man in Hellenistic times, Theophrastus, Zeno, Chrysippus, Claerchus and Cleomenes on education, Roman education in <i>gremiomatrix</i>, <i>tirociniumfori</i>, <i>triocinium militia</i>, teachers: <i>litterator</i>, <i>paedagogi</i>, <i>grammaticus</i>, methods of teaching: <i>praelectio</i>, <i>lectio</i>, <i>enarratio</i>, <i>iudicium</i>etc, rhetorical education: <i>inventio</i>, <i>dispositio</i>, <i>elocutio</i>, <i>memoria</i>, state control of Greek and Roman education and the relevance of theories and concepts to modern times.</p>	
Recommended Reading:	
<p><i>A Companion to Ancient Education</i>. Edited by W. Martin Bloomer. Blackwell, 2015. <i>The Oxford Handbook of Childhood and Education in the Classical World</i>. Edited by Grubbes, J. E., T. Parkins and R. Bell, Oxford University Press, 2013. Marrou, H.I. <i>History of Education in Antiquity</i>. Translated by, George Lamb, University of Wisconsin Press, 1956. Barrow, R. <i>Greek and Roman Education</i>. Nelson Thornes Limited, 1991. Kennell, N.M. <i>The Gymnasium of Virtue: Education and Culture in Ancient Sparta</i>. Univ of North Carolina Press, 2000.</p>	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 3012 Course Title: Greek and Roman Political Thought Credits: 03 Prerequisites: None Compulsory/Optional: Optional for GRS AI/Honours Students and All Others</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Introduce the main issues, debates in western political theory and contexts that shaped contemporary political thought based on ancient Greek and Roman sources, including but not limited to topics of justice, legitimacy, equality, democracy, liberty, sovereignty, and the role of history in the political and social world. 2. Provide a platform for debate, critical and logical thinking, and creativity in expounding concepts, theories and scholarly opinions related to political thought of the Greeks and the Romans and their relevance to the present. 	
<p>Intended Learning Outcomes: On successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Define concepts, ideologies and central issues in Greek and Roman political thought, and draw connections between the foundations of political thought and contemporary political thinking. 2. Evaluate and compare different positions regarding central issues of political thought through a critical appraisal and interpretation of primary sources from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. 3. Explain and communicate effectively and with competence the terminology, concepts, theories and methodologies used within the discipline. 	
<p>Time Allocation (Hours): Lectures: 35; Tutorials / Discussions: 10</p>	<p>Notional Hours: 150</p>
<p>Course Description/ Content: A critical analysis of ancient Greek and Roman political thought, ranging from Plato's <i>Republic</i> to St. Augustine's <i>The City of God</i> familiarizing students with the thinkers who were most influential in laying the foundations of western ethical and political thought. Students will engage in critical exploration of the fundamental principles of ancient Greek and Roman political theory, virtue or excellence of character (arête), rational self-governance, and human happiness or well-being (eudemonia), the nature of law, the role of ideal political theory in non-ideal circumstances, the state's interest in education, and the role of rhetorical persuasion in achieving the citizens' consent to be governed, and the relationship between ethics and politics focused on ethical-political concepts, such as justice, equality, liberty, war, revolution and democracy, ideal State, citizenship, communism, education, classification of states, constitutions, Aristotle unity of state, origin and organic character of the state, state as a compound, nature and sphere of law, slavery, wealth and production, defense of the family, democracy and oligarchy.</p> <p>Prescribed Texts: Plato, <i>The Laws</i>. Translated by Trevor J. Saunders. Middlesex Penguin 1970. Plato, <i>Republic</i>. Translated by Desmond Lee. Penguin, 1987. Books 1-10 Aristotle. <i>The Athenian Constitution</i>. Translated by P. J. Rhodes, England Penguin Books 1984. Aristotle, <i>The Ethics of Aristotle: the Nicomachean Ethics</i>. Translated by J. A. K. Thomson Penguin Books, 1983. Books 1, 2, Ethics, Book 3 (Sections 1-7), Book 5 (Sections 1-10), Book 6 (Sections 1-11), Book 8 (Section 1-12) and Book 9 (Section 4-12)</p>	

Aristotle, *The Politics*. Translated by T. A. Sinclair and T. J. Saunders, Penguin Books, 1983. Book 1, Book 2 (Section 1-5), Book 3 (Section 1-13), Book 4 (Section 1-13)
 Cowell, F. R. *Cicero and the Roman Republic*. Penguin, 1968. Books 1, 3-6.
 Cicero, Marcus Tullius. *De Legibus Libri Tres*. Edited by C. F. W. Muller, Teubner, 1918. Book 1
 Augustine, *Concerning the City of God*. Translated by Henry Bettenson, Penguin Books, 1984. Books I, V, VIII, X-XI, XIV, XIX

Recommended Reading:

Early Greek political thought from Homer to the Sophists. Edited by Michael Gagarin and Paul Woodruff, Cambridge University Press, 1995.
Cambridge History of Greek and Roman Political Thought. Edited by Christopher Rowe and Malcolm Schofield, Cambridge University Press, 2000.
A Companion to Greek and Roman Political Thought. Edited by Ryan K. Balot. Blackwell, 2012.
Politeia in Greek and Roman Philosophy. Edited by Verity Harte, Melissa Lane. Cambridge University Press, 2013.
 Balot, R.K. *Greek Political Thought*. John Wiley & Sons, 2008.
 Hammer, D. *Roman Political Thought: From Cicero to Augustine*. Cambridge University Press, 2014.

Assessment	Percentage Marks
In-course	50%
End-semester	50%

<p>Course Code: GRS 4001 Course Title: Advanced Ancient Greek Credits: 03 Prerequisites: GRS 2001, GRS 2005, GRS 3001, GRS 3007 OR Equivalent Competency Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others Compulsory</p>	
<p>Aim(s): The aim of this course is to</p> <ol style="list-style-type: none"> 1. Hone the skill of reading advanced Greek and engaging with the literary, socio-political, philosophical and other concerns that influence the works. 2. Translate and analyze subject matter through grammar and syntax, style, linguistic and other peculiarities and preferences of the author. 	
<p>Intended Learning Outcomes: On successful completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Engage, translate and interpret the texts. 2. Make judgments about author intention, objective, use of imagery, concepts, grammar and syntax. 3. Interpret the texts from literary, socio-political, philosophical and other considerations. 	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15</p>	<p>Notional Hours: 150</p>
<p>Course Description/ Content: Thucydides, <i>Histories</i> Book 1 Prescribed Texts: Prior, Tomus. <i>Thucydides Historiae</i>. Oxford Classical Texts, 1942. Cameron, H. D. <i>Thucydides Book 1: Students' Grammatical Commentary</i>. University of Michigan Press, 2003.</p>	
<p>Recommended Reading: Cawkwell, G. <i>Thucydides and the Peloponnesian War</i>, Routledge, 1997. Kraus, C. S, Marincola, J, Pelling, C. <i>Ancient Historiography and its Contexts: Studies in Honour of A. J. Woodman</i>. Oxford University Press, 2011. Morley, N. <i>Thucydides and the Idea of History</i>. I. B. Tauris, 2014.</p>	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 4001 Course Title: Advanced Latin Credits: 03 Prerequisites: GRS 2001, GRS 2005, GRS 3001, GRS 3007 OR Equivalent Competency Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others</p>	
<p>Aim(s): 1. Hone the skill of reading advanced Greek and engaging with the literary, socio-political, philosophical and other concerns that influence the works. 2. Translate and analyze subject matter through grammar and syntax, style, linguistic and other peculiarities and preferences of the author.</p>	
<p>Intended Learning Outcomes: On successful completion of the course, the students will be able to: 1. Actively engage, translate and interpret the texts. 2. Make judgments about author intention, objective, and use of imagery, concepts, grammar and syntax. 3. Interpret the texts from literary, socio-political, philosophical and other considerations.</p>	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15</p>	
<p>Notional Hours: 150</p>	
<p>Course Description/ Content: A book from Livy's <i>History of Rome</i>, books 1-5.</p>	
<p>Prescribed Texts: Ogilvie, R. M. <i>A Commentary on Livy Books 1-5</i>. Oxford Clarendon Press, 1965. Ogilvie, R.M. <i>Ab Urbe Condita, Vol 1, Libri I-V</i>. Oxford University Press, 1974.</p>	
<p>Recommended Reading: Forsythe, G. <i>Livy and Early Rome: A Study in Historical Method and Judgment</i>, Franz Steiner, 1999. Pittinger, M. R. P. <i>Contested Triumphs: Politics, Pageantry, and Performance in Livy's Rome</i>. University of California Press, 2008. Vasaly, A. <i>Livy's Political Philosophy: Power and Personality in Early Rome</i>. Cambridge University Press, 2015.</p>	
Assessment	Percentage Marks
In-course:	50%
End-semester:	50%

<p>Course Code: GRS 4002 Course Title: Reception of Greek and Latin Literature Credits: 03 Prerequisites: None Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others</p>	
<p>Aim(s): 1. Introduce students to reception studies and theory. 2. Examine the re-interpretation of ancient Greek and Roman literature in modern times through modern literary forms, cinematic structures, theatre and other media and visual arts.</p>	
<p>Intended Learning Outcomes: On successful completion of the course, the students will be able to: 1. Assess the influence and impact of ancient Greek and Latin literary works on the literary works and culture of the modern world; 2. Demonstrate in written coursework, oral discussion and examination a reasoned understanding of the theory and practice of reception studies and a critical awareness of the aesthetic, intellectual or political import of literary rewritings.</p>	
<p>Time Allocation (Hours): Lectures: 35; Tutorial / Discussions: 10 Notional Hours: 150</p>	
<p>Course Description/ Content: This course explores the way the classical world has been reflected in the art, literature, cinema and culture of later periods, and how the ancient world has shaped the modern, and the various ways in which post-classical and contemporary writers have read, appropriated, translated, re-imagined, and re-contextualized classical literature in various artistic mediums and formats and focuses on reception theories; ancient reception: Hellenistic and Roman reception; medieval and renaissance reception; early modern reception; Victorian reception; 20th and 21st Century Reception and translation as reception.</p>	
<p>Recommended Reading: Martindale, C. <i>Redeeming the Text: Latin Poetry and the Hermeneutics of Reception</i> 1993 Kaldellis, A. <i>Hellenism in Byzantium: the Transformations of the Greek Identity and the Reception of the Classical Tradition</i> 2007 <i>A Companion to Classical Receptions</i> Edited by Hardwick, L. & Stray, C. 2008 <i>Reception and the Classics: An Interdisciplinary Approach to the Classical Tradition.</i> Edited by William Brockliss, Pramit Chaudhuri, Ayelet Haimson Lushkov, Katherine Wasdin. Cambridge University Press, 2011. <i>The Oxford History of Classical Reception in English Literature: The Oxford History of Classical Reception in English Literature: Volume 3 (1660-1790).</i> Edited by David Hopkins, Charles Martindale, Norman Vance, Rita Copeland, Patrick Cheney, Jennifer Wallace, Philip R. Hardie. OUP Oxford, 2012.</p>	
Assessment	Percentage Marks
In-course	40%
End-semester	60%

<p>Course Code: GRS 4003 Course Title: Hellenistic and Roman Philosophy up to Marcus Aurelius Credits: 03 Prerequisites (if any): None Compulsory/Optional: Compulsory for GRS Honours Students and Optional for All Others</p>	
<p>Aim(s): 1. Enable students to critically evaluate principal doctrines of the Stoics, the Epicureans and various skeptical traditions from the death of Alexander the Great in 323 B.C., to their reception in subsequent periods and impact on Western culture and thought.</p>	
<p>Intended Learning Outcomes: Upon successful completion of the course, the students will be able to: 1. Critically evaluate principal doctrines of the Stoics, the Epicureans and various skeptical traditions from 323 to their reception in subsequent epochs. 2. Assess the impact of Hellenistic and Roman philosophy on Western culture and thought.</p>	
<p>Time Allocation (Hours): Lectures: 30; Discussions: 15</p>	
<p>Notional Hours: 150</p>	
<p>Course Description/ Content: This course provides an in depth study of Hellenistic and Roman philosophy up to Marcus Aurelius, and covers topics such as Pyrrhonism: Pyrrho of Ellis (c.360 BCE - c.270 BCE); Epicureanism: Epicurus (341 - 270 BCE); Skeptics; Stoicism: Zeno of Citium (c.335 - 263 BCE); Neoplatonism: Plotinus (204 - 270 BCE); Roman philosophy and philosophers upto Marcus Aurelius etc.</p>	
<p>[Google Books] Long, A. A. <i>Hellenistic Philosophy: Stoics, Epicureans, Sceptics</i>. University of California Press, 1986. Algra , K., Barnes, J., Mansfeld, J., and Schofield, M. <i>The Cambridge History of Hellenistic Philosophy</i>. Cambridge University Press, 1999. Bellioiti, R. A. <i>Roman Philosophy and the Good Life</i>. Lexington Books, 2009. Sharples, R.W. <i>Stoics, Epicureans and Sceptics: An Introduction to Hellenistic Philosophy</i>. Routledge, 2014. Adamson, P. <i>Philosophy in the Hellenistic and Roman Worlds</i>. Oxford University Press, 2015.</p>	
Assessment	Percentage Marks
In-course:	60%
End-semester:	40%

<p>Course Code: GRS 4004 Course Title: Greek OR Roman Literature Seminar Credits: 02 Prerequisites: None Compulsory/Optional: Compulsory for GRS Honours Students and Not Open to Others.</p>	
<p>Aim(s): 1. Provide students with a greater familiarity, freedom and opportunity to use optimal language skills learnt in previous courses in order to enable them to read and appreciate ancient Greek OR Latin works with fluidity using language tools and aids.</p>	
<p>Intended Learning Outcomes: On successful completion of the course, the students will be able to: 1. Develop fluency in translating ancient Greek OR Latin with a deeper understanding of vocabulary, morphology and syntax; 2. Familiarize with the development of ancient Greek OR Latin writings and key authors reflecting on the cultural, political and social impact of the works; 3. Develop ability to work with translation aids such as grammars, dictionaries, thesauri and commentaries.</p>	
<p>Time Allocation (Hours): Lectures: 10; Tutorials / Discussions: 20</p>	<p>Notional Hours: 100</p>
<p>Course Description/ Content: The course is a survey of ancient Greek OR Latin Literature of the student's choice, and class, tutorial and discussion sessions will comprise translation and discussion of selected passages and relevant author/s of the work examining points of interest on cultural and political milieus, language and syntax, the development of genres and the variety of literary styles, and issues will be combined with translations and commentaries for in depth discussion of focus passages.</p>	
<p>Recommended Reading: Online Resources JSTOR Project Muse Perseus.edu AWOL 'Anne Philologique 1928+</p>	
Assessment	Percentage Marks
In-course:	100%
End-semester:	0%

<p>Course Code: GRS 4005 Course Title: Greek OR Roman Philosophy Seminar Credits: 02 Prerequisites: None Compulsory/Optional: Compulsory for GRS Honours Students and Not Open to Others.</p>	
<p>Aim(s): 1. Provide students with a greater familiarity, freedom and opportunity to use and build upon their knowledge on Greek and Roman philosophy to enable them to appreciate better the ideological advancements in the history of thought.</p>	
<p>Intended Learning Outcomes: On successful completion of the course, the students will be able to: 1. Evaluate the ideas and arguments presented in canonical texts in analytic philosophy; 2. Identify, clarify interpret, evaluate, and assess the strengths and weaknesses of influential arguments in canonical texts in philosophy; 3. Use structured group work to examine theoretical problems and evaluate the responses to that problem that are presented in philosophy. 4. Develop, write and present an argument in a persuasive manner in a research article.</p>	
<p>Time Allocation (Hours): Lectures: 10; Tutorials/Discussions: 20 Notional Hours: 100</p>	
<p>Course Description/ Content: A seminar course based around the close reading of Greek and/or Roman texts of a student's choice in any area of philosophy with an emphasis on epistemology, metaphysics, and logic to develop the ability to identify and assess informal and formal arguments and to write and present in a lucid and persuasive manner focused on research methodology of theoretical philosophy, such as assessing validity and logical consequence, inference to the best explanation, theories of reference and meaning, and explanation leading to a written research article.</p>	
<p>Recommended Reading: Online Resources JSTOR Project Muse Perseus.edu AWOL 'Anne Philologique 1928+</p>	
Assessment	Percentage Marks
In-course	100%
End-semester	0%

<p>Course Code: GRS 4006 Course Title: Greek OR Roman History Seminar Credits: 02 Prerequisites: None Compulsory/Optional: Compulsory for GRS Honours Students and Not Open to Others.</p>	
<p>Aim(s): 1. Provide students with a greater familiarity, freedom and opportunity to use and build upon their knowledge on Greek and Roman history to enable them to appreciate better the historical methodologies and ideological advancements in history.</p>	
<p>Intended Learning Outcomes: On successful completion of the course, the students will be able to: 1. Debate research worthy topic of historical significance. 2. Practice research methods for the field of history with critical and analytical thinking skills and defend a written assignment in oral presentation. 3. Assess the importance of ethical and epistemological dilemmas in the shaping of historical writing.</p>	
<p>Time Allocation (Hours): Lectures:10; Tutorials / Discussions: 20</p>	<p>Notional Hours: 100</p>
<p>Course Description/ Content: A seminar course based around the close reading of Greek and/or Roman texts of a student's choice on any classical historical work focused on epistemology, methods of historical research: basic processes from gathering data to interpretation of primary and secondary sources to the derivation of conclusions with objectivity using synthesis or analysis and literary styles of historical writing leading to an original research paper that is based in primary sources and engaged with relevant historiographical and methodological debates in scholarly literature.</p>	
<p>Recommended Reading: Online Resources JSTOR Project Muse Perseus.edu AWOL 'Anne Philologique 1928+</p>	
Assessment	Percentage Marks
In-course:	100%
End-semester:	0%

<p>Course Code: GRS 4999 Course Title: Dissertation Credits:08 Prerequisites: None Compulsory/Optional : Compulsory for GRS Honours Students and Not Open to Others</p>	
<p>Aim(s):</p> <ol style="list-style-type: none"> 1. Provide an opportunity for students to develop research skills in a chosen field under supervision. 2. Develop the ability to identify research problems/ideas, write a research proposal and the ability to analyze data using standard research methods, as well as ability to write a dissertation under guidance and supervision. 	
<p>Intended Learning Outcomes: Upon the successful completion of the Dissertation, the students will be able to:</p> <ol style="list-style-type: none"> 1. Show theoretical and practical professional specialisation within the chosen field including understanding of the current research questions. 2. Explain scholarly/scientific literature in the chosen field. 3. Review and summarise scholarly/scientific literature in the chosen field. 4. Write a standard research proposal. 5. Show adequate knowledge on how to pursue scholarly/scientific facts, planning and performance of a scientific work, analysis of scientific data, and how to present scientific work. 6. Search, review, and summarise scholarly/scientific literature. 7. Discuss scholarly/scientific data related to the question at hand. 8. Present scholarly/scientific data and conclusions in written and oral form addressed to different groups. 9. Analyse data and write a dissertation. 	
<p>Time Allocation (Hours): Supervised Independent Research: 800 (Notional Hours)</p>	
<p>Course Description/Content: The undergraduate dissertation project within a chosen specialization is an individual study that must include substantial new data or ideas showing originality. This includes search, studies and summary of scholarly/scientific literature, practical work in the chosen field, compilation and critical analysis of the results, and oral and written presentation. The undergraduate dissertation is mastered under individual supervision. The supervision includes how to perform a scientific study and how to orally and in writing present gathered data or ideas in acceptable scientific manner. The dissertation must have documented scientific experience. The students must submit a complete written dissertation as a partial fulfillment of the degree. The Dissertation Writing Guidelines will be prepared and used.</p>	
<p>Recommended Reading: Allison, Brian, <i>A guide to dissertation preparation</i>, Leicester A.R.I.A.D. Associates 1993. Madsen, David, <i>Successful dissertations and theses: a guide to graduate student research from proposal to completion</i>, San Francisco Jossey-Bass Publishers, 1992. Punch, Keith F, <i>Developing Effective Research Proposals</i>, Sage, London, 2016. Uyangoda, Jayadeva, <i>Writing Research Proposals in the Social Sciences and Humanities</i>, Social Scientists Association, 2010.</p>	
Assessment	Percentage Marks
In-course:	35%
End-semester:	65%

