



ROYAL
HOLLOWAY
UNIVERSITY
OF LONDON

Undergraduate Studies



Royal Holloway is widely recognised on the world stage as one of the UK's leading teaching and research universities. One of the larger colleges of the University of London, we are strong across the arts and humanities, sciences and social sciences. Our 8,500 students work with internationally renowned scholars in 20 academic departments. The University of London degree gained by our talented, high-achieving graduates is valued the world over.

As a cosmopolitan community, with students from 130 countries, we focus on the support and development of the individual. Our friendly campus, just 19 miles west of central London, provides a unique environment for university study. Campus social life revolves around the Students' Union, which runs over 100 societies and sports clubs, and we are recognised as London's best sporting college.

Classics

The Department of Classics at Royal Holloway, University of London is an international centre of excellence in research and teaching, promoting understanding and knowledge of the ancient world and its culture.

Our friendly, dynamic and forward-looking department caters for all interests in all branches of Classical literature, ancient history, philosophy and archaeology from beginners to post-doctoral level.

Find out more by visiting our website at royalholloway.ac.uk/classics

“The lessons of the Classical World have value in the 21st century”

Boris Johnson, classicist and Mayor of London

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This brochure is designed to complement Royal Holloway's Undergraduate Prospectus and information on the department's website at royalholloway.ac.uk/classics

It is also available as a PDF at royalholloway.ac.uk/studyhere

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Why study the Classical world?

- **Our pasts are our identity. Our identity is our future:** Without knowing where we have come from, we don't know who we are. Without knowing who we are, we won't know what we can be. The study of Classics is a vital part of the Western tradition. Understanding the classical past is an exciting project on its own but it also leads to a broad-minded evaluation of our own present circumstances, and to the building of bridges with other cultures both within and outside the European tradition.
 - **Thinking about first principles:** The ancient Greeks and Romans asked, and provided some possible answers to, many of the basic questions of life to which we still need answers. What accounts for the present state of the world? What are we here for? What does it mean to be human and to be a good person? How should we organize and rule ourselves and our communities? How should we behave towards other people? What attitudes should we take to politics, money, law, work, religion, love or war?
 - **Career opportunities:** A single or joint honours degree in Classics, Classical Studies or Ancient History is a useful and attractive qualification no matter what you plan for the future.
- Many leaders, past and present, in public life, in business and commerce, in industry and the professions, in the media, the arts and in academic life have had the benefit of a classical education. Studying classical culture provides critical thinking skills for life. Many employers regard a degree in a classical subject as an important advantage when reviewing job applications.
- **Language skills:** Language is our first social 'tool'. Learning about Latin and/or Greek can provide deep insights into the workings of language in general and the basics of verbal communication. It can increase our English-language competence and comprehension as well as improve the ability to learn other languages.
 - **'3D' cultural vision – understanding other points of view:** The ancient Greeks and Romans thought differently from us about many things. Studying ancient culture and thought encourages us to see the world from more than one point of view. It promotes open-mindedness, flexibility and critical thinking. You can begin to look at life from a new and different perspective.



“I still feel very fortunate to have been given the opportunity to read Classical Studies at Royal Holloway. It was a marvellous and memorable experience. A classical degree gives you a variety of skills that makes you adaptable to many different professions. The ability to comprehend and learn different languages, cultures and societies makes you great at multi-tasking. I will never forget my time in the Classics department at Royal Holloway and the skills that it has provided me with for the rest of my life.”

Gloria Cheng, BA Classical Studies 2008–11

Why choose a Classical degree at Royal Holloway?



Welcome

Your choice of university is one of the most important you will make. It's vital to make an informed decision, and there's no substitute for getting a real sense of the place, the people and your College environment.

As a College, and as a department, we are small enough to make you feel like part of the family, but large enough to give you a big, confident head-start. We are a friendly community and we pride ourselves on the attention we pay to our students as individuals, from application stage to graduation and beyond. We know that at the end of your degree you will have to head out into the world, so we begin preparing you for success from the moment you arrive and even after you graduate. We will help you learn about the classical past, teach you the languages (for those who want to do so), challenge your thinking about antiquity, about the modern world, about ideas in general; we will give you the tools to lead – whatever path you later choose. We offer flexible course options. You can combine the study of Classical subjects with Drama, English, Modern Languages, Philosophy, and more. Our teaching staff are all active scholars and researchers. They do not simply pass on other people's answers: they are the ones who develop them and are asking new questions. The excitement of discovery is what drives them, and is there for you in the classroom!

Whether you are already studying the classical world or are moving into it for the first time, perhaps from a background in history, English, modern languages, social sciences, or even science and maths, Royal Holloway can provide you with the rest. All that you need is potential and enthusiasm.

Professor Ahuvia Kahane
Head of Department

Our students report high levels of satisfaction with our courses, giving us an excellent overall score of 96 percent in the 2012 National Student Satisfaction Survey. For the quality of our teaching we achieved very high scores of 92, 98 and two at 100 percent satisfaction in the four areas assessed.

We were highly rated in the latest Research Assessment Exercise (2008). Our courses are informed by cutting-edge research, and our staff are leading scholars in their chosen fields.

We offer a wide range of stimulating courses to suit all levels of previous experience for students with varied interests.

Our courses offer great flexibility, enabling you to choose courses to develop your own strengths and special interests. We offer full time and part time degree options.

You will receive close personal attention at every stage of your university career. We interview all our prospective (UCAS) candidates who meet certain basic requirements. Once enrolled, students are assigned a personal advisor from the department's academic staff, who can offer academic and pastoral support. Students with special needs also have a dedicated support officer from within the department.

To help you plan for the future, we offer structured, long-term career development support with dedicated careers sessions for students in the department; a strong emphasis on transferable skills such as communication and presentation, teamwork and critical thinking; skills highly valued by prospective employers.

From 2013 two new skills courses are embedded into our first-year curriculum, designed to enhance research and personal transferable skills, and a competitive work placement scheme in our second year – the only such scheme within a UK university Classics department.

Our undergraduate degrees are designed to offer opportunities to develop skills for postgraduate research, and to join our large, dynamic postgraduate community of students on Masters and PhD degrees.

We are located in the inspiring, historic Founder's Building, set in a green 135 acre campus, just 40 minutes by train to central London, where we share the facilities of Senate House and the Institute of Classical Studies (in Russell Square) and one of the world's largest classical libraries.

Admissions and entry requirements

The department admits about 60 students each year from a diverse range of backgrounds. We are looking for the most talented and enthusiastic candidates.

Entry Requirements

These are our usual entrance requirements for Single Honours programmes, provided for guidance only and may vary according to an applicant's circumstances and previous experience. The requirements for Joint Honours programmes may be higher.

A-levels: AAB/ABB 320 UCAS points

Scottish Certificate of Education: AABBB at Higher Level

Irish Leaving Certificate: A2B3B3C3C3

International Baccalaureate: 34 points

For international students: IELTS score of 6.5 overall with 7 in writing

Access/Foundation courses: Pass

Applications, interviews & offers

You do not need any previous experience of classical studies, ancient history or ancient languages to take most of our degrees (except Classics, Greek or Latin). All our courses will help you to develop your transferable skills and you can combine your study of classical culture with study in a range of other disciplines e.g. English, History, Modern Languages, Philosophy, Politics. Our first-year courses are specially-designed to introduce you to concepts and material that may be new or which you may only partially have encountered before. Study of ancient language is encouraged (but not compulsory in many cases) and we ensure everyone starts at the appropriate level, which is often beginners'.

All applicants for undergraduate places must apply through UCAS. Most applications are made online via ucas.com where searches for particular courses can be performed and applications tracked. The UCAS code for Royal Holloway is R72.

In your application we will look for your academic interests and reasons why you've picked your chosen degree programme.



“One important reason why I chose to study Classics at Royal Holloway was that it was made clear on open days that you don't need to be an expert before you begin. I had never studied this subject before, but the courses

are tailored to all levels of previous knowledge, which made my introduction to university life much easier.”

Vicky Read, first year, BA Classical Studies

However, we are also interested in your broader personality. The sort of things we look for in a personal statement may include:

- how you first became interested in the classical world
- what areas of study excite you most: literature, history, archaeology, philosophy, language?
- what experience of anything classical you may already have
- any connections you see between the classical and the modern world
- any ancient sites or museums you may have visited and what interested you there
- any performances of Greek or Roman plays you have seen or been involved in your other interests or achievements (not necessarily academic)
- what ideas, however tentative, you may have for your future career after graduation.

Interviews

Since we pride ourselves on getting to know you as an individual, we call for interview all applicants who pass our first selection process. The interview day also gives you the opportunity to sit in on a real first-year lecture, and to meet current students. Interviews are friendly, informal and usually one-to-one. We want to meet you face to face and to learn about your interests and potential. We are looking for candidates who are enthusiastic, eager to learn, observant and dedicated, whatever their experience. We might ask you about your past reading and activities, to seek out your genuine drive and commitment. We will expect you to have done some background reading and to speak to us about why you want to study the classical world. You may also want to ask us some questions and this is your opportunity.

Offers

If we make you an offer, and you accept firmly, or as an insurance choice, we guarantee to take you if you achieve the required results. However if you don't make the grades, as long as the interview went well, we may still be able to offer you a place if we have room in August. Even if you turn down our offer, you can still come back to us during Clearing. We can make a quick decision based on the record of your interview.

Non-traditional entry

Applications for deferred entry (e.g. if you apply in 2014/15 for entry in September 2015) are treated on the same basis as other applications.

We warmly welcome applications from mature students (whatever their previous qualifications and experience) and from those with non-traditional qualifications. Access or Foundation courses provide the kind of training you need for university study, but are not required. All such applications are considered individually on merit.

We also offer our degrees on a part-time basis. Part-time students normally take two course units per year, requiring them to attend lectures/classes on two or three days a week. On this basis a complete BA programme takes six years. You can change from part-time to full-time study (or vice versa) during

the course of a degree. Application forms are available from the Admissions Tutor.

If you apply to us for one degree, but wish later to change programme from one subject to another, it may be possible, after consultation with the relevant departments.

Within our own department it is easy to transfer from one Single Honours programme to another (especially between Classical Studies and Ancient History). Transfer between degree programmes is also possible once you arrive, subject to the relevant degree requirements.

We offer an exciting range of Joint Honours degree programmes. It is also possible within Single Honours degrees to take one course unit offered by another department, depending on availability, which contributes to your degree in the usual way.

It is possible to transfer from another university (including the Open University) where you have been studying a Classical degree and enter our degree programmes at second-year level, provided that you have passed the first year (or equivalent). You will need to apply through UCAS in the normal way.

Overseas applications

Applications are welcomed from all over the world. Royal Holloway, the department and the University of London are very much international communities. We consider all applications carefully and make offers on the basis of a wide range of internationally recognised qualifications. We normally expect some kind of personal contact with you before we make an offer. We prefer it if you can visit us for an interview, but if that is not possible, we can interview you by phone or email. We also welcome enquiries for shorter-term exchange visits from abroad. Our teaching operates on self-contained academic years, so it is easy to come for one year. If you can only visit for a shorter period, we can make special arrangements to suit you.

Special needs

Applicants with disabilities or special educational needs will be sent additional material by Royal Holloway's Support Office when they apply, and are encouraged to discuss any special access or other arrangements required, at the time of their interview.

If you need further information, please ask us or visit our website at royalholloway.ac.uk/classics where you can also see and hear thoughts from some of our recent students.



Degree programmes

Single Honours

Q810 Classical Studies

Our most popular and most flexible degree programme, involving the opportunity to study a wide range of topics connected with the ancient world. There are no specified subjects required for entry. Units are arranged in groups (literature, language, history, art and archaeology, philosophy) and every student must take one unit from each of at least three groups.

V110 Ancient History

This programme offers the opportunity to specialise in the historical aspects of the ancient world; students spend at least half their time overall on Ancient History. All options available to Classical Studies students are also available to Ancient Historians. There are no specified subjects required for entry.

Q800 Classics

This is a 'Classics' degree in the traditional sense, i.e. based on the study of Latin and Greek languages and of ancient texts in the original. Students spend at least half their time on the study of Latin and Greek; other options are taken from those available in Classical Studies. An A-level or equivalent qualification in either Latin or Greek is normally required for entry. It is possible to take the other language from beginners' level.

Q600 Latin Q700 Greek

Latin/Greek students spend at least half their time on Latin/Greek. Other options are taken from those available in Classical Studies. An A-level in Latin/Greek is normally required for entry. It is possible to begin the other language at any stage of the degree.

Joint Honours

Royal Holloway offers a flexible approach to study through a wide range of Joint Honours programmes, and details of these are provided in our undergraduate prospectus and online. The most recent additions to the already long list of Joint Honours programmes are: Ancient History and Philosophy (VV15), Classics and Philosophy (QV85) and Classical Studies and Philosophy (QV8M).

Joint Honours students spend half their time in each department. The options available on the Classical side are the same as those available in Latin, Greek or Classical Studies respectively.

Major/Minor programmes

The department offers three Major/Minor programmes: Classics with Philosophy (Q8V5), Classical Studies with Philosophy (Q9V5) and Ancient History with Philosophy (V1V5). In these students complete three-quarters of the Single Honours programme in Classics, Classical Studies or Ancient History and spend a quarter of their time on Philosophy. In the first year they take a core unit, Fundamental Questions in Philosophy; they must take one Philosophy unit in each of their second and third years, choosing these from a list of courses in ancient philosophy, modern European philosophy and political philosophy.



“The variety of different modules offered provides a great range of areas to study, ensuring I am always kept interested. I have found the standard of teaching to be particularly good. All the lectures show a great depth of knowledge and enthusiasm, which has inspired me to

explore new aspects of Ancient History and entertain the idea of further studies. I am thoroughly looking forward to my third year.”

Andrew Kennan, second year, BA Ancient History

Degree structure

All our undergraduate degree programmes are organised by course units (whole, half or double). A year's work (full-time) consists of the equivalent of four whole units; a three-year degree programme consists of twelve units. Part-time students take two units a year and complete the BA in six years. Courses may be designated as first, second or third-year, or they may be open to students from more than one year.

The first year is designed to provide a broadly-based introduction to the study of the ancient world, and to build your range of transferable skills. Second-year courses enable you to study particular areas in greater depth, and projects will be linked to the courses you take, while the dissertation at third-year level encourages you to work independently on topics of your own choice.

Joint Honours students take the equivalent of two units each year in this department, and two in the other.

First-year courses

All first-year courses other than language courses are half-units. Most of our students take six of these half-units, normally three in each term. They are all designed as introductions to a wide range of classical topics, assume no previous knowledge, and act as a basis for further study, giving you the opportunity to broaden your academic and personal skills.

Skills courses

As part of their first year, students taking Classical Studies and Ancient History single honours programmes take our new skills course 'Studying Classical Antiquity', which not only introduces you to studying our subject at university level, but also actively develops key transferable skills in oral and written communication, handling of evidence, and teamwork. Those taking Ancient History also take an additional specific skills course 'Ancient History Methods and Approaches'. Students taking Classics or joint/combined honours programmes can take 'Studying Classical Antiquity' as one of their optional courses.

Greek & Latin Language

Study of Latin and/or Greek is the core of our Honours programmes in Classics, Latin and Greek; but we welcome students in any of our Single Honours degrees in Classical Studies and Ancient History, or our Joint Honours programmes, who wish to take an element of language study. No previous language experience is usually required. We cater for absolute beginners and advanced learners in such courses as beginners' Latin/beginners' Greek; intensive courses, designed for students starting another language in the second year; intermediate courses; language & reading courses and author units, to develop detailed study of texts in the original; and for advanced students, composition courses in both Latin and Greek.

Second- and Third-year sample courses

Greek Law & Lawcourts

'The other man, being fresh caught and new to the prison, was beating Aristogeiton, who...had been in prison a long time. When it got to this point, Aristogeiton bit off his nose.' (Prison brawl in Demosthenes 25) All societies need rules to maintain order and ways of settling disputes. Athens had no police. So how did the Athenians keep the peace? How did the legal system work? In this course we use real court cases, comic plays and other texts to ask, among other things, how laws were made, what the laws said on a range of issues from murder through sex to property

disputes, how the courts operated and how they contributed to democratic politics.

The Roman Republic: A social and economic history

Since the birth of political economy in the eighteenth century we have understood there to be a fundamental link between politics and economics and that societies are shaped by their economics. Economics underpinned the operation of Roman society and politics, whether it be in the emergence of the imperial drive in the early Roman Republic, a drive centred on the poverty and land hunger of the Roman population, the emergence of a wealthy and distinct landed aristocracy in the third and second centuries BC, and the further development of that aristocracy on the back of empire, the growing crisis of the Republic (associated with the Gracchi and Marius) or the Republic's Fall, brought down by soldiers seeking economic and political rewards. This course explores the relationship between economics and politics, a relationship as complex in antiquity as it is today.

The Art of Argument

'A packet of crisps is better than nothing. Nothing is better than a first-class degree. Therefore a packet of crisps is better than a first-class degree.' This is clearly absurd, but what exactly is wrong with the argument?

If this kind of example intrigues you, you will enjoy our course on Logic and Rhetoric. The principles of logic are universal, but it was the Greeks and Romans who invented some particularly useful and influential ways of describing them. For many centuries, logic and rhetoric formed the basis of Western European university education. The 'art of argument' has come into prominence again in our own time, both in scholarly studies of rhetoric and in the modern political art of 'spin'. A course in the analysis of rhetorical arguments from Cicero to Martin Luther King can be a good inoculation against being deceived by politicians, advertisers, managers and administrators.

Understanding Classical Myth

Did the Greeks and Romans believe in their myths? Why have classical myths continued to be so potent a force in philosophy, literature, and art? In this course we trace the development of a series of popular and important myths in Greco-Roman literature. We deal with the origins of these extraordinary stories, their symbolism and allusiveness, relation to history, philosophy, and their modern interpretation and significance.

Hadrian's Wall

The course surveys the context, role, history, rediscovery and modern presentation of Hadrian's Wall. It focuses particularly on the archaeological evidence and surviving remains, culminating in a spectacular three-day field-trip to the Wall itself.

Classics and Cinema

Cinema, perhaps the most widely disseminated and influential artform today, has, from its earliest days, looked closely at materials from the ancient world and has often re-interpreted them in deeply insightful, often innovative and sometimes subversive ways. This course considers some prominent examples of the relationship between ancient literary works, specifically Greek epic, Greek tragedy, and the ancient novel, and modern cinematic renditions of these works. Among the films discussed are Lucas' *Star Wars*, Petersen's *Troy*, Leigh's *Naked*, The Coens' *O Brother, Where Art Thou?* Scott's *Blade Runner*, Fincher's *Seven*, Pasolini's *Edipo Re* and *Medea*, Felini's *Satyricon*, Disney's *Beauty and the Beast* and Godard's *Le Mépris*.

Teaching and assessment

Teaching in the Classics department is delivered by means of lectures, seminars and individual tutorials, depending on the topics studied. Most teaching takes place in and around the department. A few courses may be held in central London or on multiple sites, by videoconference.

Royal Holloway has its own library facilities on campus, the beautiful Founder's, with its carved wood furnishings, tall ceilings and classical arches, and the modern Bedford Library. We are also part of the consortium that manages the Library of the Institute of Classical Studies in Senate House (Russell Square), which is one of the world's most important and largest research collections of Classics books.



Students are encouraged to read widely and independently, but many course materials, readings, and online learning resources are available electronically via Moodle, our virtual learning environment. Moodle is also used for assignments, submission of essays, and other aspects of course management.

College provides 24 hour WiFi, email and other virtual and physical computing facilities, on-campus and off-campus, in lecture halls, halls of residence, and by remote connection. Free courses in IT skills are included as part of your induction in the first term, and then available to all students throughout the academic year.

Classes vary according to subject and year of study. First-year courses are typically taught by lectures and seminars. Lectures may be delivered to 40–50 people, divided into smaller groups for seminars. The more specialised second- and third-year courses usually consist of smaller groups, and those writing dissertations benefit from individual tutorials. Language class size varies according to the level studied.

The number of hours spent in a lecture or class depends on the course you study. However, two to three hours of instruction per week per course is the average, making between eight and 12 contact hours in total. Private study and preparation are essential parts of every course. You are encouraged to plan your work outside classes, and we offer help with time management and learning resources. You may be required to prepare for seminars by reading prescribed material, to give individual or groups presentations, to produce assessed assignments or essays, and/or to prepare for an exam at the end of the year.

Examinations & assessment

Most of the department's courses are examined by a combination of written examinations and coursework. All courses are examined in the summer of the year in which the course is taken.

First-year marks do not count towards the final degree classification, but the year provides vital preparation and you are required to pass the first year in order to progress into the second and third years. The final year counts for twice as much as the second year in the final degree classification, thus rewarding your progression of skills and experience.

“All my teachers from the Classics department proved very supportive and made time for me on the many occasions that I nagged them for help; even the smallest questions about my work received prompt attention.

This allowed me to enter my exams with confidence, and I look forward to continuing my Classical Studies next year.”

Amber Savva, first-year BA Classical Studies & Drama

Other information

Student welfare and support

For many years the department's National Student Survey scores have confirmed that our students appreciate the high levels of personal support and guidance that they receive from both academic and administrative staff, many of whom have also won Royal Holloway Student Union prizes for outstanding student teaching and support.

Every incoming student in the department is assigned to a member of staff who will be their Personal Adviser. They help you choose your courses and offer academic and personal support during your degree, referring you to the wider range of College welfare services where necessary. Department staff are renowned for being friendly and approachable.

The College has excellent provision for helping students with queries or problems through the Student Advisory Services, which include the Student Administration Centre, the Student Counselling Service, the Students' Union welfare officers, the Chaplains and the Wardens in the halls of residence.

Students in the department run their own Classical Society, which organises trips to Greece or Italy, as well as other in-term activities such as dinners, quizzes, trips to classical exhibitions and performances. They also organise annual performances of Greek or Roman plays in English translation, in which everyone in the department can take part, whether on or off stage.

Postgraduate opportunities

Opportunities for postgraduate study within the University of London are unrivalled. Our undergraduate programmes carefully prepare our students to go on to further study, if they wish to do so. We run three taught MA degrees in Classics, Ancient History and Classical Art and Archaeology, and contributes to two others, in Late Antique and Byzantine Studies and History: Hellenic Studies, and two research Masters programmes in Rhetoric and Classical reception. Please see our website for more details. After the MA, you may be ready to go on to a research degree, either the two-year MPhil or the three-year PhD.



Come and visit us

You are welcome to visit us at any time, and we warmly encourage you to come and talk to members of staff, hear more about the courses, experience the atmosphere here and meet our students.

- Open Days: organised by the College three times a year, in September, March, and June. Please visit the website for further information, or email liaison-office@rhul.ac.uk
- The College's UCAS visit days: usually on Wednesdays between early December and late March each academic year. We offer all applicants a choice of dates to visit. We invite you to experience a real first-year lecture, get a general introduction, and in the afternoon your guests can meet members of the department while you have your one-to-one interview. The College puts on campus tours, a talk on finance and accommodation, and a talk for parents. Joint Honours applicants have a chance to visit the other department (and be interviewed there if appropriate).
- If the Open Days and UCAS visit days are inconvenient for you, please get in touch with us so that we can arrange a visit at another time.
- The department is located in the west wing of Founder's Building, on the ground floor (see campus plan) and has easy access for those with disabilities.



Your future career

94 percent of our most recent graduates are in employment or further study (KIS data, 2013), placing us an impressive 6th among UK Classics departments for career prospects (Guardian University Guide, 2014). Examples of recent employers include Channel 4, SJ Berwin, The Guildhall (City of London), KPMG, the Natural History Museum, Customs and Immigration, London Advertising, Broadstone Pensions and Investments and the Armed Forces, and some of the roles in which they have gone on to work are listed right:

The strengths a classical degree will give you

- Ability to communicate views clearly and coherently, both spoken and written
- Individual and team work skills
- Ability to digest, analyse and summarise content and interpretive views
- Critical awareness of strengths/weaknesses in arguments
- Time management
- Independent research skills, using a wide range of contemporary media
- Self-confidence
- Presentation skills both oral and written
- Problem-solving skills

The department pays special attention to students' career development and works in close contact with students, from their arrival as first years and after graduation, and in collaboration with Royal Holloway's dedicated Careers service. In order to enhance your employability and career prospects, the department offers a variety of co-curricular activities, specially-designed for our students, which include seminars and workshops on the preparation of CVs and interview technique, career fairs and recruitment visits by employers and develop internship schemes. royalholloway.ac.uk/careers

From 2013 the department is running a competitive and selective work placement scheme for its second-year students on single, joint and combined honours programmes, offering several short placements to be held after second year exams within a broad range of employment fields. This will be the first and currently only such scheme within a Classics department in a UK university.

Furthermore, when you have graduated we like to keep in touch with you around the world wherever possible through our



Graduate profile

Alumna: Tim Reeve
Subject: Ancient History
Graduated: 1994
Place of Work: English Heritage
Position: Historic Properties Director

“The course offered a really interesting choice of modules from both Ancient Greek and Roman cultures and on a variety of different themes. In addition I was able to throw in a couple of modules on management and accounting. At the same time, I knew the department I was attached to had strong academic credentials. Royal Holloway has a real intimacy about it, and a friendliness that I know from friends who studied elsewhere (and at other London colleges) is not matched at many other universities.”

departmental and College Alumni networks. We are always keen to keep in touch and delighted to hear how your chosen career is progressing. We also like to involve our graduate alumni in giving careers advice to current students, through shadowing in the workplace to returning to College to participate in departmental and Faculty careers events, passing on their valuable experience to their successors.

Learn more at royalholloway.ac.uk/alumni

“The subject is held in high regard by employers... Studying classics will highlight your ability to learn and comprehend challenging subjects. You will also develop your ability to research, collate and analyse materials and learn to critically evaluate resources in order to formulate arguments, which you can present

competently. You will be able to work alone or within a team and to think imaginatively, a talent Harry Potter creator and classics graduate JK Rowling has in abundance.”

The Guardian, 2010

Academic staff

Members of the department teaching staff are internationally recognised experts in their particular fields and are enthusiastic teachers of innovative courses. All teaching staff are readily approachable in person and by email. Research interests and recent/main publications are listed below:



Richard Alston, Professor of Ancient History

Social and economic history of Rome; history of imperialism; the Roman city; the social and literary history of the first century AD.

Books: *Soldier and Society in Roman Egypt: A social history* (1995); *Aspects of Roman History: AD 14 –117* (1998); *The City in Roman and Byzantine Egypt* (2002); *Aspects of the Roman East: Papers in Honour of Fergus Millar FBA* (2007); *Feeding the Ancient City* (2008); *Political Culture in the Greek City after the Classical Age* (2011); *Reading Ancient Slavery* (2011); *Reflections of Romanity: Discourses of subjectivity in imperial Rome* (2011); *Ancient Slavery and Abolition: From Hobbes to Hollywood* (2011).



Amanda Claridge FSA, Professor of Roman Archaeology

Roman Mediterranean archaeology, esp. the ancient marble trade; Roman sculpture; the city of Rome; the history of Classical archaeology.

Books: *The Paper Museum of Cassiano dal Pozzo: Classical Manuscript Illustrations* (2012); *Rome. An Oxford Archaeological Guide* (revised and enlarged edition 2010); *The Paper Museum of Cassiano dal Pozzo. Early Christian and Medieval Antiquities* (2 vols, 1996 and 1998); *'Roman Ostia' Revisited* (1996).

Elizabeth Gloyn, Lecturer in Classics. Latin literature, ancient philosophy and gender studies. Articles (selected): *She's Only A Bird in a Gilded Cage: Freedwomen at Trimalchio's Dinner Party.* *Classical Quarterly* (2012); *Teaching Sex and Gender in the Ancient World. Transformations: The Journal of Inclusive Scholarship and Pedagogy* (2011); *'It Had, Indeed, More Than Its Share of Pleasant Things': Classical Allusion and Hope Mirrlees Lud-in-the-Mist.* *CA News* (2010).



Richard Hawley, Senior Lecturer in Classics

Greek literature, esp. Greek drama; Greek and Roman social history; rhetoric; later Greek literature.

Book: *Women in Antiquity: new assessments* (1995).



Ahuvia Kahane, Professor of Greek and Head of Department

Greek and Roman literature; Homer, epic and the ancient novel; critical theory and antiquity; representation; the classical tradition; antiquity and modernity; visual culture; Hebrew studies.

Books: *The Interpretation of Order* (1994); *Written Voices, Spoken Signs* (1997); *The Oxford English Hebrew Dictionary* (1996); *Homer: The Odyssey* (Hebrew transl. 1996); *A Companion to the Prologue of Apuleius' Metamorphoses* (2001); *Diachronic Dialogues: Continuity and Authority in Homer and the Homeric Tradition* (2005); *Antiquity and the Ruin* (2011); *Social Order and Informal Codes* (2012); *Homer: A Guide for the Perplexed* (2012); *Epic, Novel, and the Progress of Antiquity* (forthcoming).



Aikaterini Kolotourou, Teaching Fellow

Greek archaeology and material culture; music and performance in antiquity; religion; metalworking in antiquity; cultural exchanges between the Aegean and other parts of the Mediterranean.

Book: *Music Beyond the Palace* (forthcoming)



Christos Kremmydas, Senior Lecturer in Greek History

Athenian social and political history, esp. Athenian law; Greek oratory and rhetoric.

Book: *Commentary on Demosthenes 20: Against Leptines* (2012); *Hellenistic Oratory: Continuity and Change* (2013).

Katie Low, Teaching Fellow in Classics

Roman history and historiography. Tacitus. Articles (selected): *Forthcoming: memoriae eximere: AD 41 and the survival of republicanism under the Principate, in Hindsight in Greek and Roman History*, ed. A. Powell (Swansea); *The Supreme Leader*, review of *Caligula: a Biography* (A. Winterling), *Oxonian Review* (2012); *"So how about we rise up at last?": Rebellion in Tacitus and in contemporary France*, *Omnibus* (2011).



Nick Lowe, Reader in Classical Literature

Greek and Latin literature, esp. comedy; narrative theory and cognitive poetics; popular receptions of antiquity.

Books: *The Classical Plot and the Invention of Western Narrative* (2000); *Comedy* (2008).



Jari Pakkenen, Senior Lecturer in Classical Archaeology

Greek archaeology, esp. Greek architecture, archaeological reconstruction, quantitative methods in archaeology.

Book: *The Temple of Athena Alea at Tegea* (1998).



Jonathan Powell, Professor of Latin

Latin language and literature, esp. oratory and rhetoric; Cicero; satire; ancient philosophy; comparative and historical linguistics.

Books: *Cicero, De Re Publica and De Legibus* (2006); *Cicero the Advocate* (2004); *Cicero's Republic* (2001); *Cicero the Philosopher, twelve papers* (1995); *Author and Audience in Latin Literature* (1992); *Cicero, On Friendship and the Dream of Scipio* (1990); *Cicero, Cato Maior de Senectute* (1988).



Boris Rankov, Professor of Ancient History

Ancient History, esp. Roman army; Roman Britain; inscriptions and archaeology of the Roman empire; ancient ships and harbours.

Books: *Shipsheds of the Ancient Mediterranean* (2013); *Trireme Olympias: The Final Report* (2012); *The Athenian Trireme* (2nd ed, 2000); *The Second Punic War, a Reappraisal* (1996); *Exploratio: Military and Political Intelligence in the Roman World* (1995); *The Praetorian Guard* (1994).

**Lene Rubinstein, Professor of Ancient History**

Greek history, esp. Athenian legal and social history; Greek oratory and rhetoric; political and legal institutions of the Hellenistic cities; epigraphy; papyrology.

Books: *Greek History and Epigraphy* (2009); *The Law and the Courts in Ancient Greece* (2004); *Litigation and Co-operation: The use of supporting speakers in the Courts of Classical Athens* (2000); *Polis and Politics: Studies in Ancient Greek History* (2000).

**Anne Sheppard, Professor of Ancient Philosophy**

Greek philosophy, esp. Plato, Neoplatonism; ancient literary criticism.

Books: *Greek and Roman Aesthetics* (2010); *Studies on Porphyry* (2007); *Ancient Approaches to Plato's Timaeus* (2003).

**Efi Spentzou, Senior Lecturer in Latin**

Augustan and Imperial epic; Latin love elegy; myth and classical reception; classical tradition in modern Greek literature; feminist theory and gender studies; modern critical thought and the Classics.

Books: *The Roman poetry of love; elegy and politics in a time of revolution* (2013); *Reflections of Romanity. Subjectivity in an Imperial Age* (2011); *Readers and Writers in Ovid's Heroides. Transgressions of Gender and Genre* (2003); *Cultivating the Muse. Struggles for Power and Inspiration in Classical Literature* (2002).

Affiliated staff

Dr Charalambos Dendrinos (History)

Dr David Gwynn (History)

Dr Ruth Livesey (English)

Professor John O'Brien (French)

Dr Adam Roberts (English)

Dr Nathan Widder (Politics and International Relations)

Professor David Wiles (Drama)

Other staff

The department employs a varying number of post-doctoral Teaching Fellows and other fixed-term teaching staff who undertake regular support for the department, as part of their career development. For a complete updated list of members of staff see our web pages at www.royalholloway.ac.uk/classics

Selected Current Research Projects**The Kalaureia Research Programme: The Sea, the City and the God**

Jari Pakkanen is responsible for the architectural research of a major project on the island of Poros in Greece, hosted by the Swedish Archaeological Institute at Athens and funded by the National Bank of Sweden Tercentenary Foundation.

Quantum models in archaeology and palaeoclimatology

Jari Pakkanen's project looks for statistical patterns in archaeological data sets and climate proxies. The research is funded by the British Academy.

Shipheds of the Ancient Mediterranean

Boris Rankov has recently completed a major collaborative project funded by the Leverhulme Trust on the sheds in which the war fleets of the ancient Mediterranean were housed. The project will be published by Cambridge University Press in 2013.

Roman Cavalry Sports Helmets and Pantomime Masks

Boris Rankov has just begun a project studying Roman cavalry sports helmets and the cultural significance of their curious similarity to ancient pantomime masks.

Place and Space in Latin Literature

Efi Spentzou (together with William Fitzgerald from King's College London) is currently working on a project on psychogeography in Latin literature looking especially at the way iconic monuments are subverted by unorthodox cultural memories and the way space can be re-invented through the often aberrant itineraries of the flâneur.

Castelporziano: the archaeology and architecture of the Laurentine Shore near Rome

Amanda Claridge is currently directing a major research project combining archaeology and geomorphology in the modern presidential estate of Castelporziano, to study the luxury resort coast of ancient Rome, where the orator Hortensius and the lawyer Pliny the Younger owned famous villas, alongside the emperors from Augustus to Constantine.

Classics and the Modern City

This project examines the formative influences of Classical history on the cities of Modern Britain. As industrialisation led to the growth of cities across the Western world, social thinkers became increasingly concerned with the 'urban problems' of poverty and disorder. They looked to the Classical city both to understand what was happening in their cities and for possible solutions. Whereas Rome provided an example of what might happen if social problems were left unchecked, the Greek city provided an ideal urban community. The urban reformers of the US and Britain drew the conclusion that they should develop cities on the Greek model. As a result, they started to build new towns in the countryside, and abandon industrial society as failed. Classical ideas transformed social thinking and the urban landscape of the US and UK.

The Chicago Homer

The Chicago Homer is a multilingual database that uses the search and display capabilities of electronic texts to make the distinctive features of Early Greek epic accessible to readers with and without Greek. In addition to all the texts of ancient Greek epic in the original Greek the Chicago Homer includes English and German translations. Through the associated web site Eumaïos (developed by M. Mueller) users of the Chicago Homer can also access pertinent commentary information, ancient and modern, and papyrus readings.

<http://digital.library.northwestern.edu/homer/>

The terms and conditions on which Royal Holloway, University of London makes offers of admission to its programmes of study, including those covered in this booklet, may be found in the Undergraduate Prospectus or Postgraduate Prospectus, copies of which are available on request from:

royalholloway.ac.uk/studyhere

The information contained in this brochure is correct at the time of publication but is subject to change as part of the department's policy of continuous improvement and development.





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