Classics Department & Archaeology Program

FALL AND SUMMER 2010 COURSE OFFERINGS
### FACULTY INFORMATION

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Concentration</th>
<th>Rm. #</th>
<th>Ext.</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Gregory Crane, Chair</td>
<td>Greek Literature, Computers &amp; Classics</td>
<td>Eaton 122</td>
<td>x72435</td>
<td><a href="mailto:gregory.crane@tufts.edu">gregory.crane@tufts.edu</a></td>
</tr>
<tr>
<td>Professor R. Bruce Hitchner</td>
<td>Roman History &amp; Archaeology, International Relations</td>
<td>Eaton 320</td>
<td>x75359</td>
<td><a href="mailto:bruce.hitchner@tufts.edu">bruce.hitchner@tufts.edu</a></td>
</tr>
<tr>
<td>Associate Professor Steven Hirsch</td>
<td>Greek, Roman &amp; Near Eastern History</td>
<td>Eaton 205</td>
<td>x73506</td>
<td><a href="mailto:steven.hirsch@tufts.edu">steven.hirsch@tufts.edu</a></td>
</tr>
<tr>
<td>Associate Professor J. H. Phillips</td>
<td>Latin &amp; Greek Literature, Greek &amp; Roman Medicine</td>
<td>Eaton 318</td>
<td>x72039</td>
<td><a href="mailto:jh.phillips@tufts.edu">jh.phillips@tufts.edu</a></td>
</tr>
<tr>
<td>Assistant Professor Marie-Claire Beaulieu</td>
<td>Greek &amp; Latin Literature, Classical Mythology</td>
<td></td>
<td></td>
<td><a href="mailto:classics@tufts.edu">classics@tufts.edu</a></td>
</tr>
<tr>
<td>Senior Lecturer Betsey Halpern</td>
<td>Latin &amp; Greek Literature, Classical Mythology</td>
<td>Eaton 329</td>
<td>x72436</td>
<td><a href="mailto:betsey.halpern@tufts.edu">betsey.halpern@tufts.edu</a></td>
</tr>
<tr>
<td>Senior Lecturer Regina Merzlak</td>
<td>Latin &amp; Greek Literature, Classical Mythology</td>
<td>Eaton 330</td>
<td>x72437</td>
<td><a href="mailto:classics@tufts.edu">classics@tufts.edu</a></td>
</tr>
<tr>
<td>Lecturer Susan E. Setnik</td>
<td>Latin &amp; Greek Literature</td>
<td>Eaton 325</td>
<td>x75398</td>
<td><a href="mailto:susan.setnik@tufts.edu">susan.setnik@tufts.edu</a></td>
</tr>
<tr>
<td>Lecturer Anne Mahoney</td>
<td>Latin &amp; Greek Literature</td>
<td>Eaton 331</td>
<td>x74643</td>
<td><a href="mailto:anne.mahoney@tufts.edu">anne.mahoney@tufts.edu</a></td>
</tr>
<tr>
<td>Lecturer J. Matthew Harrington</td>
<td>Classical Archaeology</td>
<td>Eaton 132</td>
<td>x74265</td>
<td><a href="mailto:classics@tufts.edu">classics@tufts.edu</a></td>
</tr>
<tr>
<td>Lecturer Monica Berti</td>
<td>Greek &amp; Roman History, Latin Epigraphy</td>
<td></td>
<td></td>
<td><a href="mailto:monberti@gmail.com">monberti@gmail.com</a></td>
</tr>
<tr>
<td>Lecturer Lauren Sullivan (Archeology Program)</td>
<td>Mesoamerican Archeology</td>
<td></td>
<td></td>
<td><a href="mailto:lauren.sullivan@tufts.edu">lauren.sullivan@tufts.edu</a></td>
</tr>
<tr>
<td>Professor Emeritus Peter L. D. Reid</td>
<td>Latin &amp; Greek Literature, Medieval Latin</td>
<td></td>
<td></td>
<td><a href="mailto:classics@tufts.edu">classics@tufts.edu</a></td>
</tr>
<tr>
<td>Adjunct Emeritus Professor George J. Marcopoulos</td>
<td>Byzantium, Southeastern Europe and European Diplomatic History</td>
<td></td>
<td></td>
<td><a href="mailto:classics@tufts.edu">classics@tufts.edu</a></td>
</tr>
</tbody>
</table>
# Course Listings for Fall 2010

## Archaeology

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 0030-01</td>
<td>Prehistoric Archaeology</td>
<td>Sullivan</td>
<td>M+ MW</td>
</tr>
<tr>
<td>ARCH 0187-01</td>
<td>Roman Economy</td>
<td>Hitchner</td>
<td>7 W</td>
</tr>
<tr>
<td>ARCH 0187-02</td>
<td>Roman Cityscapes</td>
<td>Harrington</td>
<td>M+ MW</td>
</tr>
<tr>
<td>ARCH 0188-01</td>
<td>Roman Republic</td>
<td>Hitchner</td>
<td>5 M</td>
</tr>
<tr>
<td>ARCH 0188-02</td>
<td>Graeco-Roman Alexandria</td>
<td>Berti</td>
<td>L+TR</td>
</tr>
<tr>
<td>ARCH 0191-01</td>
<td>Advanced Seminar in Archaeology</td>
<td>Ridge</td>
<td>ARR</td>
</tr>
<tr>
<td>ARCH 0193-01</td>
<td>Archaeology Senior Capstone</td>
<td>Proctor</td>
<td>TBA</td>
</tr>
</tbody>
</table>

## Classics

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 0031-01</td>
<td>Classics of Greece</td>
<td>Halpern</td>
<td>E+MW</td>
</tr>
<tr>
<td>CLS 0032-01</td>
<td>Classics of Rome</td>
<td>Merzlak</td>
<td>D+MTR</td>
</tr>
<tr>
<td>CLS 0037-01</td>
<td>History of Ancient Greece</td>
<td>Hirsch</td>
<td>F+TR</td>
</tr>
<tr>
<td>CLS 0065-01</td>
<td>Journey of the Hero</td>
<td>Halpern</td>
<td>G+MW</td>
</tr>
<tr>
<td>CLS 0075-01</td>
<td>Classical Mythology</td>
<td>Beaulieu</td>
<td>D+MTR</td>
</tr>
<tr>
<td>CLS 0140-01</td>
<td>Classical Epic</td>
<td>Mahoney</td>
<td>H+TR</td>
</tr>
<tr>
<td>CLS 0146-01</td>
<td>Ancient Greek and Roman Medicine</td>
<td>Phillips</td>
<td>E+MW</td>
</tr>
<tr>
<td>CLS 0183-01</td>
<td>Sanskrit 1: Elementary Sanskrit</td>
<td>Mahoney</td>
<td>E+MW</td>
</tr>
<tr>
<td>CLS 0185-01</td>
<td>Roman Republic</td>
<td>Hitchner</td>
<td>5 M</td>
</tr>
<tr>
<td>CLS 0185-02</td>
<td>Graeco-Roman Alexandria</td>
<td>Berti</td>
<td>L+TR</td>
</tr>
<tr>
<td>CLS 0187-01</td>
<td>Roman Economy</td>
<td>Hitchner</td>
<td>7 TR</td>
</tr>
<tr>
<td>CLS 0187-02</td>
<td>Roman Cityscapes</td>
<td>Harrington</td>
<td>M+ MW</td>
</tr>
<tr>
<td>CLS 0192-01</td>
<td>Reading Greek Literature</td>
<td>Crane</td>
<td>H+TR</td>
</tr>
<tr>
<td>CLS 0295-02</td>
<td>Thesis</td>
<td>Hitchner</td>
<td>ARR</td>
</tr>
</tbody>
</table>

## Greek

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRK 0001-01</td>
<td>Elementary Ancient Greek I</td>
<td>Mahoney</td>
<td>D MTR</td>
</tr>
<tr>
<td>GRK 0007-01</td>
<td>Greek Classics</td>
<td>Beaulieu</td>
<td>H+TR</td>
</tr>
<tr>
<td>GRK 0181-01</td>
<td>Athens at War</td>
<td>Hirsch</td>
<td>J+TR</td>
</tr>
<tr>
<td>GRK 0182-01</td>
<td>Classical Epic</td>
<td>Mahoney</td>
<td>H+TR</td>
</tr>
<tr>
<td>GRK 0191-01</td>
<td>Greek Classics</td>
<td>Beaulieu</td>
<td>H+TR</td>
</tr>
<tr>
<td>GRK 0192-01</td>
<td>Reading Greek Literature</td>
<td>Crane</td>
<td>H+TR</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
<td>Days</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td>LAT 0001-01</td>
<td>Elementary Latin I</td>
<td>Setnik</td>
<td>E MWF</td>
</tr>
<tr>
<td>LAT 0003-01</td>
<td>Intermediate Latin</td>
<td>Setnik</td>
<td>G+MW</td>
</tr>
<tr>
<td>LAT 0021-01</td>
<td>Cicero</td>
<td>Phillips</td>
<td>G+MW</td>
</tr>
<tr>
<td>LAT 0181-01</td>
<td>Latin Epigraphy</td>
<td>Berti</td>
<td>K+W</td>
</tr>
<tr>
<td>LAT 0182-01</td>
<td>Classical Epic</td>
<td>Mahoney</td>
<td>H+TR</td>
</tr>
<tr>
<td>LAT 0191-01</td>
<td>Cicero</td>
<td>Phillips</td>
<td>G+MW</td>
</tr>
</tbody>
</table>

**RELATED FIELDS COURSE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 0053-16</td>
<td>Europe to 1815</td>
<td>Proctor</td>
<td>E+MW</td>
</tr>
</tbody>
</table>

**SUMMER 2010**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 0066-A</td>
<td>The Trojan War and the Politics of Power</td>
<td>Halpern</td>
<td>M/W</td>
</tr>
<tr>
<td>HIST 0053-A</td>
<td>Europe to 1815</td>
<td>Proctor</td>
<td>T/TH</td>
</tr>
<tr>
<td>LAT 0181-B</td>
<td>Latin Seminar: Caesar and His Legacy</td>
<td>Mahoney</td>
<td>T/TH</td>
</tr>
</tbody>
</table>
ARCHAEOLOGY

ARCHAEOLOGY 0030-01  
PREHISTORIC ARCHEOLOGY  
(Cross-listed as ANTH 0050)
Survey of human culture from the earliest Paleolithic hunters and gatherers to the formation of states and the beginning of recorded history. Course provides an introduction to archaeological methods, a worldwide overview of prehistoric life ways, and a more detailed analysis of cultural development in the New world.
SULLIVAN  
M+ (M/ W 6:00-7:15)

ARCHAEOLOGY 0187-01  
THE ARCHAEOLOGY OF THE ANCIENT ECONOMY  
(Cross-listed Cls 0187-01)
This course will focus on reconstructing the nature, scale, and structure of the economy of the ancient world drawing chiefly but not exclusively on the archaeological record over the last thirty years. Particular emphasis will be placed on the economy of the Roman Empire.
HITCHNER  
7 (W 1:30-4:00)

ARCHAEOLOGY 0187-02  
ROMAN CITYSCAPES: SPACE AND PRACTICE IN THE ROMAN EMPIRE  
(Cross-listed Cls 0187-02)
Pompeii and Ostia will form axes of comparison with the imperial capital for an examination of the negotiability of Roman identity in built form. From the templum drawn in the sky to the carefully managed sightlines of the Roman house, the intersections of space and practice drove urban development within the Imperium Romanum. This course will explore how competing groups with complex and fluid cultural identities constructed Roman space in service of their social, political, and religious goals in the centuries bracketing Augustus. We will begin from the essential unit of the
house and move outward to the neighborhood, monumental structures, urban planning, and to the question, finally, of how existing civic space could be refashioned into Roman cities, as a central Italian power evolved into a pan-Mediterranean empire.

HARRINGTON M+ (M/W 6:00-7:15)

ARCHAEOLOGY 0188-01
(Cross-listed as CLS 0185-01)

This course will explore thematically the political, social and economic history of the Roman Republic from its foundation in the sixth century B.C. to the establishment of the reign of Augustus. Special emphasis will be placed on the causes and evolution of Roman expansionism and its impact on politics, economy, and culture in both Roman and Italian societies.

HITCHNER 5 (M 1:30-4:00)

ARCHAEOLOGY 0188-02
(Cross-listed as CLS 0185-02)

This course will cover topics such as: Alexandria as a multi-lingual and multi-ethnic city and its influence in the history of Judaism, Christianity and the Islamic World: The city was not only a center of Greek culture in Egypt, but also the seat of the largest Jewish community in the world, whose importance persuaded the Ptolemies to translate the Hebrew Bible realizing the so called Septuagint, which would remain the reference Greek translation of the Old Testament until modern times. The coexistence of many different people in the streets of Alexandria was not easy, but had a formidable effect on cross-cultural challenges. The mixture of Greek thought, Pharaonic cults, and Eastern religions produced a fertile terrain for the rise of Christianity, which experienced a particular development in Alexandria. Moreover, the extraordinary activities and scientific innovations of the Alexandrian library produced an enduring model of interdisciplinarity for the organization of modern academic institutions. The aim of the course is to show how Greco-Roman Alexandria can be considered a mirror of contemporary international relations and global challenges in culture, religion, politics, and economics. The particular features of the geographical site, known already in the Homeric epics centuries before the city was founded. The great monuments and cultural institutions of the city: the Library of Alexandria and the so-called Museum, the first and most famous international scholarly center of the classical world, where they promoted a wide range of studies and gathered a huge collection of books in many different languages, such as Greek, Hebrew, Aramaic, Nabataean, Arabic, Indian, and Egyptian; the Tomb of Alexander, which served as a symbol for a Greco-Egyptian culture but disappeared in the Third century AD and whose memory became the focus of great veneration and strong attacks by Christian and Islamic Alexandria, until modern archaeological explorations; the Pharos – the great lighthouse that represented the visible proof of the economic and political power of Alexandria in the Mediterranean Sea.

BERTI L+ (T/TH 4:30-5:45)
CLASSICS 0031-01 CLASSICS OF GREECE
Athens under Pericles, in the 5th century B.C., became the intellectual and artistic center of the Greek world. This course examines the literature of ancient Greece to explore aspects of Athenian life: the development of democracy, the flowering of poetic drama, the early growth of moral philosophy, ideals of education and fitness. Readings normally include Homer’s *Iliad* or *Odyssey*; selections from the historical writings of Herodotus and Thucydides; plays of Aeschylus, Sophocles, Euripides, and Aristophanes; and selections from Plato’s philosophical works. No previous knowledge of Classics is assumed. Satisfies the Humanities Distribution Requirement.

HALPERN E+ (M/W 10:30-11:45)

CLASSICS 0032-01 CLASSICS OF ROME
An introduction to Roman civilization and culture as seen through its literature (read in English translation). Particular attention will be paid to Rome of the Late Republic and the Age of the Emperor Augustus, in order to understand the profound political, intellectual and artistic developments of that era. Readings normally include some of Cicero’s speeches and essays, Virgil’s *Aeneid*, parts of Ovid’s *Metamorphoses* and *Art of Love*, Catullus’ poems, the *Satires* of Juvenal and other Latin authors. No previous knowledge of Classics is assumed. Satisfies Humanities Distribution requirement, Classics Culture area and Italian Peninsula Culture area.

MERZLAK D+ (T/R 10:30-11:20)

CLASSICS 0037-01 HISTORY OF ANCIENT GREECE
(Cross-listed as HIST 0050)
An introductory survey of the historical development of Ancient Greece and the interaction of society, politics, and culture in the Greek world. We begin with the Mycenaean civilization commemorated by Homer and unearthed by archaeology, follow the evolution of distinctive institutions and values in the formative Archaic Period, observe the flourishing of Greek politics and culture in the Classical Period, culminating in the conquests of the Alexander the Great and the diffusion of the Greek way of life in the succeeding Hellenistic Age. Highlights include the city-state as the characteristic form of communal organization, the evolution of democracy, the creation of new forms of intellectual and artistic expression, and the relationship of the Greeks to other peoples of the Ancient Mediterranean and Near East. Examination of materials, both literary and documentary, which are the basis of our knowledge of Greek History.

HIRSCH F+ (T/R 12:00-1:15)

CLASSICS 0065-01 JOURNEY OF THE HERO
Investigation of the motif of the journey of a hero, be it physical, psychological, or both, in the Western literary tradition, from its origins in the classical epics of Homer and Virgil, to its adaptation in medieval, and modern literature (Arthurian romance; Cormac McCarthy’s *The Road*, for example), and film. No prerequisites. Midterm and final. Short written and/or oral assignments. Fulfills the Humanities Distribution Requirement and the Classics Culture Option.

HALPERN G+ (M/W 1:30–2:45)

CLASSICS 0075-01 CLASSICAL MYTHOLOGY
Exploration of the world of Greek and Roman myth, and of its living influence on our culture. The basic nature of myth, its essential human meaning, its manifestations in art and ritual.

BEAULIEU D+ (T/TH 10:30-11:45)
CLASSICS 0140-01

**CLASSICAL EPIC**

Pre-requisites: at least one of CLS 31, CLS 32, Greek 7, Latin 21, Latin 22

(Cross-listed as LAT 0192-01 and GRK 0192-01)

Epic is a narrative form, telling a story in a long poem. In this course we will read some of the most important Greek and Latin epics, with a brief look at other epic poems from related traditions. We will consider the essential features of the form (such as the use of verse) and the inessential features (such as the "epic hero"); we will consider the differences between oral and written epic; and we will look at how canonical epics respond to their predecessors. All readings are in Modern English, but students who can are warmly encouraged to read in the original languages. Graduate students are welcome: the paper from this course will be suitable for use as a graduate qualifying paper.  Work-load: intensive reading of four to six epic poems; major paper; several short papers and intermediate assignments building up to the major paper; no final exam. In English with additional sections for students wishing to read the literature in Latin or Greek.

MAHONEY  

H+ (T/TH 1:30-2:45)

CLASSICS 0146-01

**HISTORY OF ANCIENT GREEK AND ROMAN MEDICINE**

Pre-requisite: Sophomore standing.

(Cross-listed as HIST 0150-01)

The historical development of ancient Greek and Roman medicine with emphasis on methodology and sources, as well as the assessment of the influence of ancient medicine on the development of modern Western clinical medicine. Topics covered include ancient theory and practices with regard to anatomy, physiology, surgery, pharmacology, etiology of disease, and medical deontology. Satisfies the Classics Culture area and the Humanities Distribution requirements.

PHILLIPS  

E+ (M/W 10:30-11:45)

CLASSICS 0183-01

**SANSKRIT 1: ELEMENTARY SANSKRIT**

Demons with ten heads! Nouns with eight cases! Ten conjugations of verbs! If this sounds intriguing rather than scary, then come learn Sanskrit, the classical language of ancient India. You will learn the alphabet, phonology, morphology, and syntax of classical Sanskrit and build a working vocabulary; the course emphasizes learning to read fluently. Along the way, you will be introduced to Sanskrit literature, mythology, and culture. By the end of Sanskrit 2, you will be able to read unadapted literature -- poems, stories, and fables. You will begin working with original Sanskrit texts early in the semester, while building your reading skills with simplified passages. Daily reading and writing assignments and frequent quizzes will help you practice and assess your progress. No pre-requisites. Note that this course has not been approved for foreign language credit and does not count towards any distribution requirements.

MAHONEY  

E+ (M/W 10:30-11:45)
CLASSICS 0185-01
ROMAN REPUBLIC
(Cross-listed as Arch 0188-01)

This course will explore thematically the political, social and economic history of the Roman Republic from its foundation in the sixth century B.C. to the establishment of the reign of Augustus. Special emphasis will be placed on the causes and evolution of Roman expansionism and its impact on politics, economy, and culture in both Roman and Italian societies.

HITCHNER 5 (M 1:30-4:00)

CLASSICS 0185-02
GRAECO-ROMAN ALEXANDRIA
(Cross-listed as ARCH 0188-02)

The second city of the Roman Empire was not Athens, nor was it located in Italy. Founded by Alexander the Great, a century after the golden age of Athens and thousands of years after the beginning of Egyptian civilization, Alexandria evolved into a major economic, cultural and intellectual center that shaped the course of world history. This course will examine physical features, history, and above all historical impact of Alexandria as arguably the greatest cosmopolitan center in the ancient world. The course will cover topics such as: Alexandria as a multi-lingual and multi-ethnic city and its influence in the history of Judaism, Christianity and the Islamic World; The city was not only a center of Greek culture in Egypt, but also the seat of the largest Jewish community in the world, whose importance persuaded the Ptolemies to translate the Hebrew Bible realizing the so called Septuagint, which would remain the reference Greek translation of the Old Testament until modern times; The coexistence of many different people in the streets of Alexandria was not easy, but had a formidable effect on cross-cultural challenges; The mixture of Greek thought, Pharaonic cults, and Eastern religions produced a fertile terrain for the rise of Christianity, which experienced a particular development in Alexandria. Moreover, the extraordinary activities and scientific innovations of the Alexandrian library produced an enduring model of interdisciplinarity for the organization of modern academic institutions; The aim of the course is to show how Greco-Roman Alexandria can be considered a mirror of contemporary international relations and global challenges in culture, religion, politics, and economics; The particular features of the geographical site, known already in the Homeric epics centuries before the city was founded; The great monuments and cultural institutions of the city: the Library of Alexandria and the so-called Museum, the first and most famous international scholarly center of the classical world, where they promoted a wide range of studies and gathered a huge collection of books in many different languages, such as Greek, Hebrew, Aramaic, Nabataean, Arabic, Indian, and Egyptian; the Tomb of Alexander, which served as a symbol for a Greco-Egyptian culture but disappeared in the Third century AD and whose memory became the focus of great veneration and strong attacks by Christian and Islamic Alexandria, until modern archaeological explorations; the Pharos – the great lighthouse that represented the visible proof of the economic and political power of Alexandria in the Mediterranean Sea.

BERTI L+ (T/TH 4:30-5:45)

CLASSICS 0187-01
THE ARCHAEOLOGY OF THE ANCIENT ECONOMY
(Cross-listed as ARCH 0187-01)

This course will focus on reconstructing the nature, scale, and structure of the economy of the ancient world drawing chiefly but not exclusively on the archaeological record over the last thirty years. Particular emphasis will be placed on the economy of the Roman Empire.

HITCHNER 7 (W 1:30-4:00)

CLASSICS 0187-02
ROMAN CITYSCAPES: SPACE AND PRACTICE IN THE ROMAN EMPIRE
(Cross-listed as ARCH 0187-02)

Pompeii and Ostia will form axes of comparison with the imperial capital for an examination of the negotiability of Roman identity in built form. From the templum drawn in the sky to the carefully managed sightlines of the Roman house, the intersections of space and practice drove urban development within
the Imperium Romanum. This course will explore how competing groups with complex and fluid cultural identities constructed Roman space in service of their social, political, and religious goals in the centuries bracketing Augustus. We will begin from the essential unit of the house and move outward to the neighborhood, monumental structures, urban planning, and to the question, finally, of how existing civic space could be refashioned into Roman cities, as a central Italian power evolved into a pan-Mediterranean empire.

HARRINGTON

CLASSICS 0192-01 READING GREEK LITERATURE
(Cross-listed GRK 192-01)
This course provides a broad overview of Greek literature including the Homeric Epics, Greek Tragedy and Comedy, selections from Historians Herodotus and Thucydides, Plato and Aristotle, and the New Testament. While this course assumes no knowledge of Greek, students will not only read English translations but will also use emerging digital tools to work directly with Greek source materials. Students will learn how analyze Greek sentences, read Greek poetry, and explore concepts in Greek (e.g., the distinction between eros and the Christian concept of agapê). At the end of the course, students will have the basic context for the most-heavily studied Greek texts but will also be prepared to make discipline use of Greek sources in their own research. While the course focuses upon Greek, students will be able to apply the same methods to Latin, Arabic and other languages. This course is designed not only for students of Classics but also for students in other disciplines for whom access to classical Greek would be useful. Classics 31, Classics 37 or similar background would be useful but is not necessary. Requirements: weekly journals, midterm, final and a course project (which can involve disciplines outside of Classics).

CRANE
GREEK 0001-01 ELEMENTARY ANCIENT GREEK I
The Odyssey, Oedipus the King, Plato’s Republic, Plutarch’s Lives: wouldn’t you love to read those in their original language? After Greek 1 and 2 you will be able to. Greek 1 is a rigorous, intensive introduction to Ancient Greek, covering grammar, linguistics, and vocabulary, with an emphasis on learning to read fluently. You will begin reading bits of unadapted, original Greek early in the semester, while building your reading skills with simplified passages. Daily reading and writing assignments, frequent quizzes, and constant oral work will help you practice and assess your progress. At the end of Greek 2 you will read a complete, unadapted text. Students are encouraged to take Classics of Greece (CLS 31) at the same time as Greek 1; some readings will be common to the two courses. Pre-requisites: none; students who have had Greek before must take the placement exam and should not enroll in Greek 1 without permission, as this is a course for true beginners.

MAHONEY D (M/T/R 10:30-11:20)

GREEK 0007-01 GREEK CLASSICS
Prerequisites: GRK 0002 or placement or consent (Cross-listed as GRK 0191-01—UG Level/Dual Level)

A review of grammar in accord with student needs will be coordinated with selected readings. Selections from a variety of prose authors, such as Lucian, Xenophon, Lysias, and Plato, will be used to strengthen the students’ knowledge of Greek grammar and syntax. (Cross-listed as GRK 0191-01, Undergrad Level/Dual Level),

BEAULIEU H+ (T/R 1:30-2:45)

GREEK-0181-01 ATHENS AT WAR
The brutal, protracted Peloponnesian War in the last decades of the Fifth Century B.C.E. coincided with, and catalyzed, profound changes in the life of the Greeks. This course will explore major cultural, literary, and intellectual developments and their interconnections against the backdrop of traumatic political and military events. Reading Greek selections from Thucydides, Euripides, Aristophanes, and Antiphon, representing the genres of history, tragedy, comedy, and oratory, will also illuminate the evolution of language, style, and rhetoric in an era of fervid experimentation. Prerequisite: GRK 0007/consent

HIRSCH J+ (T/R 3:00-4:15)

GREEK 0182-01 CLASSICAL EPIC
Pre-requisites: At least one of CLS 31, CLS 32, Greek 7, Latin 21, Latin 22 (Greek section of CLS 140-01)

Epic is a narrative form, telling a story in a long poem. In this course we will read some of the most important Greek and Latin epics, with a brief look at other epic poems from related traditions. We will consider the essential features of the form (such as the use of verse) and the inessential features (such as the “epic hero”); we will consider the differences between oral and written epic; and we will look at how canonical epics respond to their predecessors. All readings are in Modern English, but students who can are warmly encouraged to read in the original languages. Graduate students are
welcome: the paper from this course will be suitable for use as a graduate qualifying paper. Workload: intensive reading of four to six epic poems; major paper; several short papers and intermediate assignments building up to the major paper; no final exam.

MAHONEY

GREEK 0191-01
GREEK CLASSICS
Prerequisites: GRK 0002 or placement or consent (Cross-listed as GRK 0007-01—Grad Level/Dual Level)

A review of grammar in accord with student needs will be coordinated with selected readings. Selections from a variety of prose authors, such as Lucian, Xenophon, Lysias, and Plato, will be used to strengthen the students’ knowledge of Greek grammar and syntax.

BEAULIEU

GREEK 0192-01
READING GREEK LITERATURE (Cross-listed CLS 192-01)

This course provides a broad overview of Greek literature including the Homeric Epics, Greek Tragedy and Comedy, selections from Historians Herodotus and Thucydides, Plato and Aristotle, and the New Testament. While this course assumes no knowledge of Greek, students will not only read English translations but will also use emerging digital tools to work directly with Greek source materials. Students will learn how analyze Greek sentences, read Greek poetry, and explore concepts in Greek (e.g., the distinction between eros and the Christian concept of agápê). At the end of the course, students will have the basic context for the most-heavily studied Greek texts but will also be prepared to make discipline use of Greek sources in their own research. While the course focuses upon Greek, students will be able to apply the same methods to Latin, Arabic and other languages. This course is designed not only for students of Classics but also for students in other disciplines for whom access to classical Greek would be useful. Classics 31, Classics 37 or similar background would be useful but is not necessary. Requirements: weekly journals, midterm, final and a course project (which can involve disciplines outside of Classics).

CRANE
LATIN

LATIN 0001-01  ELEMENTARY LATIN I
An introductory class in Latin for students new to the language and students in need of some review. Students will read authentic Latin at any early stage in the course, moving from adapted to semi-adapted passages. A study of derivatives from Latin stems and Roman culture will complement study of the language.

SETNIK  E (M/W/F 10:30-11:20)

LATIN 0003-01  INTERMEDIATE LATIN
Pre-requisite: Latin 0002 or placement or consent
This course is intended to enhance fluency in Latin. Students will read short selections from Pliny, Aulus Gellius, Phaedrus, Ovid, et alii and the lengthy romantic tale Cupid and Psyche by Apuleius, a 2nd-century-C.E. Roman from North Africa. Concurrently there will be a systematic review of Latin morphology and syntax represented by Latin inscriptions. Discussions about Roman provincial society, religion, magic and superstition, and the ancient "novel" or romance as a genre will culminate in the reading of Apuleius' novel The Golden Ass in English translation.

SETNIK  G+ (M/W 1:30–2:45)

LATIN 0021-01  CICERO
Pre-requisite: LAT 0003 or placement or consent (Cross-listed as LAT 021-01—UG Level/Dual Level)
A close reading of Cicero’s Pro Archia as a reflection of Roman culture and society in the first century B.C. with emphasis on building confidence and competence in translating Latin prose, as well as the review of morphology and syntax. Cross-listed as LAT 0191-01—Undergrad Level/Dual Level, Prerequisite: LAT 0003 or placement or consent

PHILLIPS  G+ (M/W 1:30–2:45)

LATIN 0181-01  LATIN EPIGRAPHY
This course will introduce students to the challenges of reading Latin texts preserved as inscriptions upon stone and will introduce Roman inscriptions as a critical source for aspects of Roman history and society that do not otherwise survive. It is an advanced Latin course whose goal is to practice and develop skills to read significant examples of Latin epigraphs, and to use modern techniques for encoding inscriptions and building digital corpora:

Latin epigraphy and its contribution to linguistic and cultural knowledge. This part of the course will focus on characteristics and purposes of this discipline, addressing topics such as: development of Latin epigraphy in modern times; formation of epigraphic collections; the work of the epigraphists who discover and decipher inscriptions; alphabet, writing and texts of Latin epigraphs; classification of stones according to their content and language (sacred and sepulchral inscriptions, public and private inscriptions, juridical epigraphy, calendars, etc.); the relationship between Latin epigraphy and other disciplines, such as history, philology, archaeology, and numismatics; difference between epigraphical and literary sources; contribution of Latin epigraphy to our knowledge of Roman language, history, society, religion, and law.

Ancient Latium as a source book for reading and transcribing inscriptions. More than 5,000 epigraphs come from the so called Latium Vetus, by which the Romans meant the oldest part of Latium. During the course will be translated and commented a selection of inscriptions from this im-
important collection, which is fundamental to know one of the most important region of the ancient world, located in modern Italy around Colli Albani and Campagna Romana.

Epigraphic documents and the World Wide Web. The course is meant also to teach modern tools for transcribing and preserving inscriptions in a digital environment. Particular attention will be given to EpiDoc, an international project for encoding inscriptions in XML.

**BERTI**

**LATIN 0182-01**

CLASSICAL EPIC

Pre-requisites: at least one of CLS 31, CLS 32, Greek 7, Latin 21, Latin 22

Epic is a narrative form, telling a story in a long poem. In this course we will read some of the most important Greek and Latin epics, with a brief look at other epic poems from related traditions. We will consider the essential features of the form (such as the use of verse) and the inessential features (such as the "epic hero"); we will consider the differences between oral and written epic; and we will look at how canonical epics respond to their predecessors. All readings are in Modern English, but students who can are warmly encouraged to read in the original languages. Graduate students are welcome: the paper from this course will be suitable for use as a graduate qualifying paper.

Work-load: intensive reading of four to six epic poems; major paper; several short papers and intermediate assignments building up to the major paper; no final exam.

**MAHONEY**

**LATIN 0191-01**

CICERO

Prerequisite: LAT 0003 or placement or consent
(Cross-listed as LAT 0021-01—Grad Level/Dual Level)

A close reading of Cicero’s *Pro Archia* as a reflection of Roman culture and society in the first century B.C. with emphasis on building confidence and competence in translating Latin prose, as well as the review of morphology and syntax.

**PHILLIPS**

**LATIN 0191-01**

**CICERO**

Prerequisite: LAT 0003 or placement or consent
(Cross-listed as LAT 0021-01—Grad Level/Dual Level)

A close reading of Cicero’s *Pro Archia* as a reflection of Roman culture and society in the first century B.C. with emphasis on building confidence and competence in translating Latin prose, as well as the review of morphology and syntax.
HIST 0053-16     EUROPE TO 1815

In this course we will examine the events and ideas which helped shape Europe from the time of Constantine I the Great up to the period of the French Revolution. Our focus will not be just on events in Western Europe, but will expand to encompass discussions of the Byzantine Empire, the roots and expansion of Islam, and the development of Eastern and Southeastern Europe. One of our goals in this course will be to see Europe in its entirety as we trace the religious, secular, economic, social, political, and diplomatic processes which have had a lasting impact on modern European institutions and developments. Counts for Humanities or Social Science Distribution, Related Fields option of Classics major, and History major.

PROCTOR     E+ (M/W 10:30-11:45)

Sections:
RA--A (R 9:30-10:20)
RB--N (R 6-6:50)
RC--Q (R 7:30-8:15)
RD--E (F 10:30-11:20)
RE--H (F 2:30-3:20)
CLASSICS 0066-A  
**TROJAN WAR & THE POLITICS OF POWER**
In this class, we will examine the myth of the Trojan War and the nature of power politics in Mycenaean culture through primary ancient literature that documents the Trojan War Cycle - epics, tragedies, and lyric poetry. Readings include Aeschylus' *Prometheus Bound*, Homer's *Iliad* and sections from the *Odyssey*, Euripides' *Iphigenia at Aulis*, Aeschylus' *Agamemnon*, and Sophocles' *Philoctetes* and *Ajax*, among other works. Requirements: midterm and end term examinations; short oral and written assignments. Satisfies the Humanities Distribution requirement and Classical Culture area.

HALPERN  
M/W 9:00-12:30

HISTORY 0053-A  
**EUROPE TO 1815**
In this course we will examine the events and ideas which helped shape Europe from the time of Constantine I the Great up to the period of the French Revolution. Our focus will not be just on events in Western Europe, but will expand to encompass discussions of the Byzantine Empire, the roots and expansion of Islam, and the development of Eastern and Southeastern Europe. One of our goals in this course will be to see Europe in its entirety as we trace the religious, secular, economic, social, political, and diplomatic processes which have had a lasting impact on modern European institutions and developments.

PROCTOR  
T/TH 6-9:30

**SECOND SUMMER SESSION**

LATIN 0181-B  
**LATIN SEMINAR: CAESAR AND HIS LEGACY**
C. Julius Caesar is a legendary figure as politician, general, and writer. In this course we will read his Commentarii on the Gallic and civil wars and will look at how later Latin writers re-told and manipulated his story. Readings will include selections from Lucan’s epic on the civil war, one or more short plays from the Renaissance, and Petrarch’s biography of Caesar. All readings will be in Latin; students will write several short papers. Although this is not an AP workshop, participants will gain useful background for teaching Caesar in the newest AP syllabus and will be introduced to related texts that students might read in the previous year or in the weeks between the exam and the end of the school year.

MAHONEY  
T/TH 9:00-12:30
How Classics and Archaeology Can Meet Your Needs

Foundation Requirements: Language

Latin 1 or Greek 1 followed by Latin 2/3, Greek 2/7 will fulfill the first part of the LANGUAGE requirement. Students who have studied Latin or Greek in secondary school are encouraged to take the placement exams; they may be placed into the 7 or 21 level if they have had three or more satisfactory years. Those who have completed the first part of the requirement in any language, Classical or modern, have the choice of continuing that language, or starting a second language, or taking three courses in a single Culture Area.

Classics As A Culture Area

Classics makes a particularly attractive Culture Area because within the department we offer a wide variety of subject matter and techniques of investigation. In a time span of 1,500 years and in a single geographical area, one can study languages, literature, philosophy, religion, science and medicine, drama, history, art, archaeology, mythology, i.e. the culture of Greece and Rome. Further, within the Department one can take courses which count Humanities, Arts, or Social Science Distribution Requirements.

Classics For Distribution Requirements

The following courses can be used to satisfy both a Culture Area and Distribution Requirement:

**Humanities:** All Latin and Greek courses at the level of 3 and above; literature courses in translation (Classics 31, 32, 45, 65, 66, 70, 75, 83, 84, 120, 121, 135, 136, 137, 140, 146, 151, 158, 165, 176, 183, 184, 189); history courses (Classics 26, 37, 38, 47, 48, 85, 86, 141, 142, 143, 144, 146, 147, 148, 185, 186).

**Arts:** Art and Archaeology courses (Classics 26, 27, 87, 88, 163, 164, 166, 167, 168, 187, 188); drama courses (Classics 55, 56, 57, 155, 156, 157).

**Social Science:** History courses (Classics 26, 37, 38, 45, 47, 85, 86, 142, 143, 144, 146, 147–160, 185, 186).

Classics as a Second Major

Students majoring in other departments, where the primary major is career-oriented or directed toward professional schools, often find that a second major in Classics gives a good rounding to their liberal arts program: the comparatively small number of majors in the Department makes personal contact and attention possible. Medical and Law Schools have traditionally been favorably disposed toward Classics students; statistics show that, nationally, Classics Departments rank first among all departments in successful applications of their majors to Medical Schools. (See below for major requirements.)
Classics as a Minor

The Classics Department offers six disciplinary minor including Greek, Latin, Greek Archaeology, Roman Archaeology, Greek Civilization and Roman Civilization. (See below for minor requirements.)

MAJORING IN CLASSICS

1. The major in **Classical Studies**: Ten courses usually distributed as follows:
   a. Two courses: Classics 31 and 32.
   b. Two courses from **either** Classics 37, 38, **or** two from Classics 27, 164, 166, 168, 187, 188.
   c. Two additional Classics courses numbered above 100 in addition to any taken in fulfillment of (b).
   d. Four other courses: at least two offered by the Classics Department. Latin 3 and above, and Greek language courses are strongly recommended and can be counted toward the major. Two of these four courses may be in a related field (see p.4 for a description of approved related fields).

   **NOTE:** Only in exceptional cases will the Department recommend for Summa honors a Classical Studies Major who has not taken a course in either language.

2. The Major in **Greek**: Ten courses: Four courses in Greek, one of which may be Greek 7 (intermediate level), depending on a student’s prior level of preparation, and at least three at the 100-level, plus Classics 31 (Classics of Greece,) Classics 37 (History of Greece), and four other courses in the department, of which at least two must be at the 100-level.

3. The Major in **Latin**: Ten courses: Five in Latin above the intermediate level (003), including at least three at the 100-level, plus CLS 32 (Classics of Rome), CLS 38 (History of Rome), and three other courses in the department, of which two must be at the 100-level.

4. The Major in **Greek and Latin**: Ten courses: six courses in Greek and Latin above the intermediate level, of which four must be at the 100-level; four other courses offered by the department.
MAJORING IN ARCHAEOLOGY

The Interdisciplinary Major in Archaeology: Eleven courses to thirteen courses including a core of four required courses[Anthropology 39 (Anth 20 or 27 may be substituted), Archaeology 27 (co-listed as Art hist 19 and Classics 27), Archaeology 30 (co-listed as Anthro 50), and Geology 2]. In addition, seven elective courses from History, Natural Science and Art are required:

a. Two History courses taken from Cls 26, 37, 38, 47, 85, 86, 142, 143, 144, 147, 185, 186; Hist 13, 17, 23, 50, 51, 72, 76, 105, 148, 149, 151,

b. Two Natural/Social Science courses taken from Anth 40, 49 (formerly 20), 126, 132, 150, 182; Biology 7, 143, 144; Chem 2, 8; Geo 32


d. Seniors are encouraged to write an interdisciplinary capstone (research paper).

Declaring a Major

Any full-time tenured member of the department can be your formal advisor.* However, any member of the department will be happy to meet with you to discuss major options and courses. Try to meet as many of us as possible to talk about your own goals and expectations. Then select as an advisor the faculty member who seems most attuned to your interests. Once you have selected your faculty advisor, follow these easy steps to declare your new major.

1. Fill out the blue university "Declaration of Major" form available from the Department Office; get it signed by your current advisor and either pick up your folder or request that it be sent to the Classics Department. Have the blue form signed by your new Classics advisor.

2. Fill out the green "Department Declaration of Major" form which is available from the Department Office and have it signed by your new Classics advisor.

3. Take the signed blue form, the signed green form and your folder (if you picked it up) to Department Administrator David Proctor. The green form, a photocopy of your blue form and your folder will now become part of your official Classics file. Return the original blue form to the Dean of Advising Office, Dowling Hall. You have now officially declared a major!

Double majors: Follow the same process as above but make sure both of your major departments have copies of your folder from your original advisor.

* For those declaring a major in Archaeology, you have three potential advisors to choose from—Professors, Hirsch, Hitchner, Ridge or Sullivan. For those declaring a Classics or language major, you can choose from Professors Crane, Hirsch, Hitchner or Phillips.
Minoring in Classics

The Classics Department offers the following departmental Minors:

**Minor in Latin:** Five Courses
1. Four courses in Latin beyond the intermediate level (003) of which at least two must be 100 level.
2. Classics 32 or Classics 38 or Classics 100-level in Roman studies.

**Minor in Greek:** Five Courses
1. Three courses in Greek beyond the first year (002) of which at least two must be 100-level.
2. Classics 31 or Classics 37 and Classics 100-level in Greek Studies.

**Minor in Greek Archaeology:** Five Courses
1. Classics 27: Introduction to Classical Archaeology
2. Classics 37: History of Ancient Greece
3. Classics 31: Classics of Greece
4. Classics 163: Aegean Archaeology
5. Classics 164: Greek Art and Archaeology
Substitutions: Seminar courses in Greek History (CLS 185/186) or Greek Archaeology (CLS 187/188) may be substituted for CLS 31.

**Minor in Roman Archaeology:** Five Courses
1. Classics 27: Introduction to Classical Archaeology
2. Classics 38: History of Ancient Rome
3. Classics 32: Classics of Rome
4. Classics 167: Tyrrhenian Archaeology
5. Classics 168: Roman Art and Archaeology
Substitutions: Seminar courses in Roman History (CLS 185/186) or Roman Archaeology (CLS 187/188) may be substituted for CLS 32.

You & Your Advisor

One of the strengths of the Classics Department is advising. All of the department faculty and staff are committed to making sure that all Classics majors and minors get individualized attention. You can better use your advisor by consulting him or her when you need academic, professional, and even personal advice. As a major in Classics, you do not need to feel that you have only one advisor. You are always free to consult with others in the Department or if you change advisors within the department. We all recognize that we each offer different interests and viewpoints. In addition to your advisor, all of the faculty and staff of the Classics Department are here to help you, to offer insight, advice and support whenever you need it.

Since pre-registration period can be a hectic time, if you need to speak with your advisor about future plans, current difficulties, to discuss career opportunities, graduate school or just to catch him or her up on your current activities, take advantage of faculty office hours or set up an individualized appointment. Faculty office hours are posted on professors’ doors and are available from the department office or the Faculty Guide. Appointments can always be made for other times by emailing your advisor or contacting him or her by phone.

Be sure to keep your advisor informed of your activities and interests. It is hard to write a recommendation based only on a transcript and the ritual of clearing a student for registration once a semester. If you are planning on a program abroad, either through Tufts or on your own, raise the possibility with your advisor early so that he or she can put you in touch with others who have been in similar programs recently.
Minor in Greek Civilization: Six Courses

1. Classics 31: Classics of Greece
2. Classics 37: History of Ancient Greece
3. Four other courses from the department selected in consultation with a faculty member, two of which must be at the 100 level. Students are encouraged to take Greek language courses; only Greek 7 and higher, however, can be used to fulfill the requirements of the minor.

Minor in Roman Civilization: Six Courses

1. Classics 32: Classics of Rome
2. Classics 38: History of Ancient Rome
3. Four other courses from the department selected in consultation with a faculty member, two of which must be at the 100 level. Students are encouraged to take Latin language courses; only Latin 3 and higher, however, can be used to fulfill the requirements of the minor.

General Requirements

1. No more than two of these courses may be used for any other degree requirement.
2. Students planning a minor in Latin, Greek, Archaeology, Greek Civilization or Roman civilization must inform the department no later than the start of their final semester, but are encouraged to contact a faculty member as early as possible.

THE RELATED FIELDS OPTION

In the Department of Classics, we teach a specific body of subject matter pertaining to the civilizations of Greco-Roman antiquity; to this subject matter we apply the appropriate scholarly methodologies. Among the options for completion of a major in Classical Studies is one that allows for students to take two courses in "Related Fields" offered by other departments. The purpose of the Related Fields Option is to provide the student with a broader perspective on the knowledge he or she has acquired in Classics courses. This can be achieved in a number of ways:

1. By taking courses in which the same subject matter studied in Classics courses or subject matter which is a direct continuation of that studied in Classics courses is viewed from the perspective of a different discipline.
2. By taking courses in which the methodologies employed in Classics courses are applied to other civilizations.

The following courses, whose relevance to the study of Classics is clear, will automatically be accepted in lieu of the ninth and tenth Classics courses.

- Art History 0001—Introduction to Art History
- Drama 0001—Comedy and Tragedy
- Drama 0137—Theatre and Society
- Engineering Science 0011—Technology as Culture
- English 0050/0051—Shakespeare
- English 0109—Ovid and the Ovidian Tradition
- English 0110—The Renaissance in England
- English 0173—Literary Theory
- History 0053—Europe to 1815 (formerly History 10—Europe to 1815)
- History 0055—Europe in the Early Middle Ages (formerly History 20)
- History 0056—Europe in the High Middle Ages
- Italian 0051—Inferno
- Italian 0052—Purgatorio and Paradiso
- Italian 0055—The Rinascimento
- Philosophy 0001—Introduction to Philosophy
- Philosophy 0041/Political Science 0041—Introduction to Western Political Thought
- Philosophy 0121—Metaphysics
- Philosophy 0151—Ancient Philosophy
- Religion 0022—Introduction to the New Testament
- Religion 0034—The Church through the Centuries
- Religion 0052—Judaism through the Centuries
Other courses, which are not on the above list, may also be related, whether in subject matter or methodology or both, to the study of Classics, and may therefore qualify as Related Fields courses. In the case of courses not on the above list, if the student feels that a particular course may satisfy the goals which lie behind the Related Fields Option, the student is invited to submit to the Department, through the Department Administrator, a written petition in which the student demonstrates the connection(s) between this course and the knowledge which the student has acquired in the study of Classics. If the petition is accepted by the Department, the student may apply that course as a Related Fields course toward the major in Classics. Students should not feel that they must limit themselves to the courses on the list above. There are many other courses in the University which may have a valid relationship to the study of Classics and for which a justification can be made.
**BLOCK SCHEDULE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Mon</th>
<th>Tue</th>
<th>Tue</th>
<th>Wed</th>
<th>Wed</th>
<th>Thu</th>
<th>Thu</th>
<th>Fri</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:20 A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:20 A</td>
<td>(A,B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30-10:20 B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:20-11:10</td>
<td>(C,D)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30-11:45 D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-1:15 F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-1:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

* A plain letter (such as A) indicates a 50 minute meeting time.
* A letter augmented with a + (such as A+) indicates a 75 minute meeting time.
* A number (such as 1) indicates a 150 minute class or seminar. A number with + (such as 1+) indicates a 180 minute meeting time.
* Lab schedules for dedicated laboratories are determined by department/program.
* Monday from 12:00-12:30 is departmental meeting/exam block.
* Wednesday from 12:00-12:30 is the ARE/RO exam meeting time.
* If all days in a block are to be used, no designation is used. Otherwise, days of the week (UR,#, etc.) are designated (for example, E-#W).
* Roughly 50% of all courses may be offered in the shaded area.
* Late taught & seminar block 5+ is to run to 6:30. Students taking these courses are advised to avoid courses offered in the K or L block.
DEPARTMENT OF CLASSICS & ARCHAEOLOGY PROGRAM

Course Offerings Fall and Summer 2010

Tufts University