Classics Department & Archaeology Program

Spring 2011
# Faculty Information

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Teaching Field</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Professor Gregory Crane</td>
<td>Chair</td>
<td>Greek Literature, Computers &amp; Classics</td>
<td>Eaton 328</td>
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<td><a href="mailto:gregory.crane@tufts.edu">gregory.crane@tufts.edu</a></td>
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<tr>
<td>Professor R. Bruce Hitchner</td>
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<td>x75359</td>
<td><a href="mailto:bruce.hitchner@tufts.edu">bruce.hitchner@tufts.edu</a></td>
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<tr>
<td>Associate Professor Steven</td>
<td></td>
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<td>x73506</td>
<td><a href="mailto:steven.hirsch@tufts.edu">steven.hirsch@tufts.edu</a></td>
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<tr>
<td>Associate Professor J. H.</td>
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<td>Latin &amp; Greek Literature, Greek &amp; Roman Medicine</td>
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<td>x72039</td>
<td><a href="mailto:jh.phillips@tufts.edu">jh.phillips@tufts.edu</a></td>
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<td>Assistant Professor</td>
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<td>x72438</td>
<td><a href="mailto:marie-claire.beaulieu@tufts.edu">marie-claire.beaulieu@tufts.edu</a></td>
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<td>Senior Lecturer Betsey</td>
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<td>Senior Lecturer Regina Merzlak</td>
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<tr>
<td>Lecturer Susan E. Setnik</td>
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<td>x75398</td>
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<tr>
<td>Lecturer Anne Mahoney</td>
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<td>x74643</td>
<td><a href="mailto:anne.mahoney@tufts.edu">anne.mahoney@tufts.edu</a></td>
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<tr>
<td>Lecturer J. Matthew Harrington</td>
<td></td>
<td>Greco-Roman Space and Architecture, Post-Augustan Latin Literature, Satire, Comparative Greek/Latin Grammar</td>
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<td><a href="mailto:matthew.harrington@tufts.edu">matthew.harrington@tufts.edu</a></td>
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<tr>
<td>Lecturer Lauren Sullivan</td>
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<tr>
<td>Professor Emeritus Peter L. D. Reid</td>
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<td>Latin &amp; Greek Literature; Medieval Latin</td>
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<td></td>
<td><a href="mailto:peter.reid@tufts.edu">peter.reid@tufts.edu</a></td>
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# Course Listings for Spring 2011

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<tr>
<th>Course Number</th>
<th>Title</th>
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<tr>
<td><strong>Archaeology:</strong></td>
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<tr>
<td>ARCH 0027</td>
<td>Into to Classical Archaeology</td>
<td>Harrington</td>
<td>L+ T/R</td>
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<tr>
<td>ARCH 0128</td>
<td>Meso-American Archaeology</td>
<td>Sullivan</td>
<td>M+ M/W</td>
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<tr>
<td>ARCH 0164</td>
<td>Greek Art &amp; Archaeology</td>
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<td>CLS 0031</td>
<td>Classics of Greece</td>
<td>Merzlak</td>
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<td>CLS 0032</td>
<td>Classics of Rome</td>
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<td>H+ T/R</td>
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<td>CLS 0038</td>
<td>History of Rome</td>
<td>Hitchner</td>
<td>I+ M/W</td>
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<td>CLS 0047</td>
<td>Greece, Rome, and China</td>
<td>Hirsch</td>
<td>F+ T/R</td>
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<td>CLS 0055</td>
<td>Greek Tragedy</td>
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<td>Trojan War &amp; the Politics of Power</td>
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<td>Plato’s Socrates</td>
<td>Evrigenis</td>
<td>J+ T/R</td>
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<td>CLS 0158</td>
<td>Women in Greek Mythology</td>
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<td>Medical History Seminar</td>
<td>Phillips</td>
<td>E+ M/W</td>
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<td>CLS 0186-01</td>
<td>The Late Antique World</td>
<td>Hitchner</td>
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<td>Catullus</td>
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<td>Lucretius</td>
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ARCH 0027-01  Classical Archaeology  L+ T/R  Harrington, J. Matthew
This course will introduce students to the use of archaeology to interpret the art and artifacts of the complex Greco-Roman world-system, which, at its apogee, reached from Britain to China. We will begin with the development and collapse of the Bronze Age civilizations of the Aegean and Italy. We will then examine evidence for the technological and social changes that led to the development of the city-state in archaic Greece and Italy, setting the material culture of Athens and Rome in the context of the cities and sanctuaries that comprised their environments. Next we will examine evidence of the cultural transformation driven by territorial expansion. The new level of internationalism begun by Alexander the Great led to competition and conflict with the expanding Roman state. The outcome was inclusion of the Greek world within a multicultural Imperium Romanum. Long after the fall of Rome, the citizens of the Greek-speaking Byzantine Empire called themselves Roman, while the peoples of western Europe continue to speak local versions of Latin. We will conclude with the question of how material culture is used to create a shared identity and sense of history. Students must also register for recitation. Cross-listed as Art History 19 and Archaeology 27. Satisfies the Arts Distribution Requirement and the Classical or Italian Culture Area.

ARCH 0128-01  Meso-American Archaeology  M+ M/W  Sullivan, Lauren
An introduction to the archaeology of pre-Columbian Mesoamerican cultures of Belize, Guatemala, Honduras, and Mexico. The focus is on the origins of village life, the development of social complexity, and the emergence of states. Cultures to be studied include the Olmec, the Maya, the Zapotec, the Mixtec, and the Aztec. The rich cultural heritage left behind in the form of artifacts, architecture, murals, inscribed monuments, hieroglyphs, and codices will be used to examine Mesoamerican daily life, economy, social and political organization and world view that has survived in many areas to the present day. Cross-listed as Anthropology 128. Satisfies the Social Sciences Distribution Requirement and the Hispanic or Native American Culture Area. Prerequisite: Archaeology 30.
This course will examine the use of archaeology to interpret the art, architecture, and artifacts of the complex Greco-Roman world-system, using the lens of sacred and civic space. We will begin with the development and collapse of the Mycenaean civilization. We will then examine evidence for the technological and social changes that led to the development of the city-state in archaic Greece, Anatolia, and Magna Graecia, setting the material culture of Athens in the context of the cities and sanctuaries that comprised the Hellenic world. Next we will examine evidence of the cultural transformation driven by the unification begun by Alexander III and continued by the Macedonian kingdoms of his successors. This new level of internationalism set in motion competition, conflict, and finally the inclusion of the Greek world within the multicultural Imperium Romanum. We will conclude with an examination of the Hellenic world under Roman rule, focusing on questions of identity and narratives of the past linked to material culture. Museum trips will be part of this course. Cross-listed as Archaeology 164 and Art History 104. Satisfies the Arts Distribution Requirement and the Classical Culture Area. Prerequisite: Classics 27 or Art History 1.
CLS 0027-01  Classical Archaeology  L+ T/R  Harrington, J. Matthew
This course will introduce students to the use of archaeology to interpret the art and artifacts of the complex Greco-Roman world-system, which, at its apogee, reached from Britain to China. We will begin with the development and collapse of the Bronze Age civilizations of the Aegean and Italy. We will then examine evidence for the technological and social changes that led to the development of the city-state in archaic Greece and Italy, setting the material culture of Athens and Rome in the context of the cities and sanctuaries that comprised their environments. Next we will examine evidence of the cultural transformation driven by territorial expansion. The new level of internationalism begun by Alexander the Great led to competition and conflict with the expanding Roman state. The outcome was inclusion of the Greek world within a multicultural Imperium Romanum. Long after the fall of Rome, the citizens of the Greek-speaking Byzantine Empire called themselves Roman, while the peoples of western Europe continue to speak local versions of Latin. We will conclude with the question of how material culture is use to create a shared identity and sense of history. Students must also register for recitation. Cross-listed as Art History 19 and Archaeology 27. Satisfies the Arts Distribution Requirement and the Classical or Italian Culture Area.

CLS 0031-01  Classics of Greece  D+ T/R  Merzlak, Regina
A study of major Greek literary works in translation. Athens under Pericles, in the fifth century BCE, became the intellectual and artistic center of the whole Greek world, with achievements admired by all subsequent ages. What was Athens’ inspiration? This course uses the literature of ancient Greece (read in English translation) to explore aspects of Athenian life: the development of democracy, the flowering of poetic drama, the early growth of moral philosophy, and ideals of education and fitness. Readings normally include Homer’s *Iliad* or *Odyssey*; plays of Aeschylus, Sophocles, Euripides, and Aristophanes; selections from Herodotus and Thucydides; and dialogues of Plato. No previous classics knowledge is assumed. Satisfies the Humanities Distribution Requirement and the Classical Culture Area.

CLS 0032-01  Classics of Rome  H+ T/R  Beaulieu, Marie-Claire
Through this survey of Latin literature, we will explore Roman cultural, political, and literary identities. We will pay attention to how the Romans describe and define themselves with respect to their own history and to their cultural counterparts, the Greeks. Authors we will read include Plautus, Cicero, the Roman elegists, Vergil, Petronius, Apuleius, and Suetonius. All readings will be English translations of Latin originals, though students are encouraged to read as much as possible in Latin. The class has no prerequisites and assumes no prior knowledge of Roman history, literature, or culture, or of the Latin language. As this is a survey course, there will be extensive reading assignments, coupled with frequent short written assignments and a final exam. Satisfies the Humanities Distribution Requirement and the Classical or Italian Culture Area.
The Roman Republic and Empire extended over an area now encompassing 36 nation states and lasted for more than a millennium. This course will introduce students to the great questions of Roman history: How did the city of Rome evolve from a small monarchic community to a powerful Republic and ultimately the most significant empire in the West prior to the modern period? How did Roman identity, institutions, structures and values sustain the Empire for half a millennium? Was the Roman Empire early globalization? What caused the Empire to break up in the West and why did it last, as the East Roman or Byzantine empire, until the 15th century? How do we explain the end of paganism and the rise of Christianity? Cross-listed as History 51. Satisfies the Humanities or Social Sciences Distribution Requirement and the Classical or Italian Culture Area.

This course will explore both the surprisingly strong parallels and the equally telling differences between the ancient civilizations of the Mediterranean—Greece and Rome— and ancient China. Early China (Shang and Zhou periods) developed along lines that show many similarities to the development of Greek civilization in the Mycenaean, Archaic, and Classical periods. In both civilizations, periods of political fragmentation and frequent warfare were enormously productive culturally, indeed led to the formation of their fundamental belief systems, social values, and literary and artistic genres. There are also undeniably strong parallels between the Han Chinese and Roman Empires, two imperial centers, roughly contemporary in time, which (essentially independently) discovered many similar solutions to the problems of governing vast and diverse territories. All the same, the discovery of an unexpected degree of similarity between ancient Greco-Roman and Chinese civilizations makes all the more important those differences that led, in the long run, to two quite different cultural and political legacies that have continued to shape the societies of Europe and East Asia into our times. We will be making ample use of ancient sources in translation, such as the Chinese Book of Odes, the Analects of Confucius, Sima Qian’s Records of the Grand Historian, Greek Lyric Poetry, the Socratic dialogues of Plato, and the histories of Herodotus and Tacitus. Cross-listed as History 105. Satisfies the Humanities or Social Sciences Distribution Requirement and the Classical Culture Area.

In fifth-century Athens, tragedy was popular entertainment, religious ritual, and an activity of the citizen community. A Greek tragedy was not necessarily tragic in the modern sense, and most tragedies do not involve a tragic hero coming to grief because of a fatal flaw. In this course we will examine fifth-century Attic tragedy as it actually was, without the preconceptions many readers have taken from later theorists. We will also consider how the tragedies were staged and how they fit the context of the religious and civic festival in which they were performed. We will read a group of plays about the family of Oedipus, some well known and some existing only in fragments. Readings are in English, but students who can are encouraged to read as much as possible in the original Greek. Students will write several short papers and take a final exam. Cross-listed as Greek 155 and Drama 53. Satisfies the Humanities and Arts Distribution Requirement and the Classical Culture Area.
CLS 0066-01  Trojan War and the Politics of Power  G+ M/W  Halpern, Betsey
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 the Classical Culture Area.

CLS 0142-01  Rise of the Greeks  J+ T/R  Hirsch, Steven
Examination of the formation and the development of the characteristic institutions, practices and values of Greek civilization during the Archaic Period, approximately 800-500 B.C., beginning with the emergence of the Greeks from the centuries-long isolation of the Dark Age and the resumption of contact and commerce with other peoples of the Mediterranean and Near East, and carrying forward to the threshold of the wars between the Greek city-states and the Persian Empire. Exposure to original sources, including Homer, Hesiod, lyric poetry, Herodotus and Aristotle, and attention to the fragmentary nature of the evidence for this period—archaeological, literary and historical—and some useful interpretative approaches. Topics to include agriculture, colonization, origins of the polis, tyranny, hoplite warfare, the social and political evolution of Sparta and Athens, religion, orality and writing, lyric poetry, presocratic philosophy, and the origins of historical writing. Cross-listed as History 148. Satisfies the Humanities and Social Sciences Distribution Requirement and the Classical Culture Area. Prerequisite: Classics 37.

CLS 0150-01  Plato’s Socrates  H+ T/R  Evrigenis, Ioannis
Faced with a death sentence, Socrates claimed that even the fear of death could not prevent him from doing what is right, offering as proof not words, but deeds. Taking Socrates' distinction between words and deeds as our starting Point, and focusing on the relationship between the arguments and the action, we will study the Laches, Symposium, Meno, Protagoras, and Republic, as well as the works recounting his last days, in an attempt to understand Plato's Socrates and his views regarding knowledge, virtue, justice, courage, and the care of one's soul. Cross-listed as Philosophy 150 and Political Science 150. Satisfies the Humanities or Social Sciences Distribution Requirement.

CLS 0158-01  Women in Greek Mythology  E+ M/W  Halpern, Betsey
In this class, we will study legendary and mythical female figures. We will identify the characterizations and roles for these figures, and assess how their representation enhances female stature, as it informs and supports cultural identity at various historical times. We will also explore how ancient authors and artists represent the female experience generally: matriarchy, misogyny, martyrdom, marriage, gender specific cults, athletics, and election in various vocations. No prerequisite. Midterm and final. Short papers and/or oral presentations. Satisfies the Humanities Distribution Requirement and the Classical Culture Area.
Greek Art & Archaeology: Greek Sacred and Civic Space

This course will examine the use of archaeology to interpret the art, architecture, and artifacts of the complex Greco-Roman world-system, using the lens of sacred and civic space. We will begin with the development and collapse of the Mycenean civilization. We will then examine evidence for the technological and social changes that led to the development of the city-state in archaic Greece, Anatolia, and Magna Graecia, setting the material culture of Athens in the context of the cities and sanctuaries that comprised the Hellenic world. Next we will examine evidence of the cultural transformation driven by the unification begun by Alexander III and continued by the Macedonian kingdoms of his successors. This new level of internationalism set in motion competition, conflict, and finally the inclusion of the Greek world within the multicultural Imperium Romanum. We will conclude with an examination of the Hellenic world under Roman rule, focusing on questions of identity and narratives of the past linked to material culture. Museum trips will be part of this course. Cross-listed as Archaeology 164 and Art History 104. Satisfies the Arts Distribution Requirement and the Classical Culture Area. Prerequisite: Classics 27 or Art History 1.

Ancient Medicine Seminar

A seminar on the historical development of Western surgery from antiquity to the 20th century. Throughout its development from its origins in antiquity to a modern field of science and technology, surgery has “inspired hope and admiration, fear and censure, but never indifference;” this seminar will trace the historical evolution of Western surgery with regard to theories, practices, and technologies, as well as the changing social, economic, and philosophical environment. Short weekly presentations, two formal presentations (short summary and a seminar lecture) and a paper. High demand course, register at Department. Satisfies the Humanities Distribution Requirement and the Classical Culture Area. Prerequisite: Classics 146 and Permission of Instructor.

The Late Antique World

This course will explore the great transformation of the Ancient world in the period from ca. AD 200 to AD 700. We will explore the great changes to the people, culture, values, government, institutions, army, and economy Roman empire that resulted from the Germanic migrations, its Christianization, and the massive reforms to Roman rule in this period. The course will also revisit the question of the "decline and fall" of the empire. Satisfies the Social Sciences Distribution Requirement and the Classical Culture Area. Prerequisite: Classics 32 or 38.
In the second semester of Greek you will learn the rest of the basic morphology and syntax, build a working vocabulary, and begin exploring Greek literature. We will finish the textbook and reader, including excerpts from Homer, Sophocles, Euripides, Euclid, Longus, Herodotus, Lysias, Xenophon, Lucian, and other authors. Prerequisite: Greek 1.

This course will provide a survey of Homeric Epic, with readings from both the *Iliad* and the *Odyssey*. Students are required to read both epics in English translation. Students will work with the instructor to develop reading lists that suit their particular backgrounds and purposes. The course will introduce students to Homeric epics as examples of Oral poetry and to the importance of the Homeric epics in Greek culture. Students will also work with, and have an opportunity to contribute to, research efforts such as the Homeric Multitext Project and a new Greek grammar based upon the complete Treebank of the Homeric Epics. Satisfies the Humanities Distribution Requirement. Prerequisite: Greek 7.

Meets with Classics 55, plus required weekly recitation. Students will read three or four texts complete in Greek and the rest of the semester's work in translation. Prerequisite: Greek 7.
LAT 0002-01  Elementary Latin II  E M/W/F  Setnik, Susan
After a brief review of forms and syntax learned in Latin 1, this course focuses on complex syntax and more sophisticated readings in Latin using traditional texts and digital resources. Latin passages will provide the basis for discussion on topics such as slavery, superstitions, and love in the Roman Forum. Course objectives include: reading/translating authentic Latin, enhancing English vocabulary with Latin derivatives, exposure to diverse cultures in the ancient Mediterranean world, and use of current digital technologies. Quizzes, midterms, small project(s), and final exam. Prerequisite: Latin 1 or equivalent.

LAT 0022-01  Latin Poetry: Catullus  F+ T/R  Merzlak, Regina
A study of Catullus’ poems, especially those that helped shape our ideas of “romantic love.” Other poems emphasize the poet’s taste for the spicy and off-color. Some readings from Catullus’ Epyllion and Theseus and Ariadne demonstrate his inheritance from Greek Alexandria. Grammar review and rhetorical devices follow along with the translation. Quizzes, midterm, and final exam. Prerequisite: Latin 3.

LAT 0030/0130  Medieval Latin  D+ T/R  Beaulieu, Marie-Claire
An introduction to Medieval Latin that covers a variety of European authors over a period of 800 years. The course will be organized around the theme of travel and map making in the Middle Ages. Texts we will read include the fourth-century Itinerary of the nun Egeria, in which she describes her travels to the Holy Land, and Friar Odoric's thirteenth-century account of his travels to India. We will also read sections of Isidore's Etymologiae and Bede's Natura Rerum, in which these authors describe the world, and we will pay close attention to medieval maps such as the Hereford, Bunting, and Peutinger maps. Occasionally, we will read excerpts from other contemporary travel accounts not written in Latin such as John Mandeville, Marco Polo, and Ibn Battuta. Term projects for the class will be conducted in collaboration with the Tufts Special Collections. Student will translate and write commentaries on manuscripts held in the special collections. Satisfies the Humanities Distribution Requirement. Prerequisite: Latin 3.

LAT 0104-01  Lucretius  G+ M/W  Phillips, J.H.
Selections from Lucretius’ De Rerum Natura with emphasis on significant philological, scientific, and philosophical aspects of the poem. Satisfies the Humanities Distribution Requirement. Prerequisite: Latin 21 or 22.
How Classics & Archaeology Courses 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 we offer a wide variety of subject matters and techniques of investigation within the department. 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, these Culture classes can also count to fulfill 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:** Latin and Greek courses at the level of 3 and above; literature courses in translation (CLS 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 (CLS 26, 37, 38, 47, 48, 85, 86, 141, 142, 143, 144, 146, 147, 148, 185, 186)  

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

**Social Science:** History courses (CLS 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, especially 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 programs: Greek, Latin, Greek Archaeology, Roman Archaeology, Greek Civilization, and Roman Civilization. (See below for minor requirements.)
Majoring in Classics

1. **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.16 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. **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; CLS 31 (Classics of Greece); CLS 37 (History of Greece); and four other courses in the department, of which at least two must be at the 100-level.

3. **MAJOR IN LATIN** – Ten courses: Five in Latin above the intermediate level (003), including at least three at the 100-level; 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. **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

**INTERDISCIPLINARY MAJOR IN ARCHAEOLOGY** – Eleven to thirteen courses distributed as follows:

   -- A core of four required courses [Anthropology 39 (ANTH 20 or 27 may be substituted), Archaeology 27 (cross-listed as FAH 19 and CLS 27), Archaeology 30 (cross-listed as ANTH 50), and Geology 2]
   -- In addition, seven elective courses from History, the Sciences, and Archaeology are required:
     a. Two History courses taken from CIs 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 Anthro 40, 49 (formerly 20), 126, 132, 150, 182; Chem 2, 8; Geology 32; Bio 7, 143, 144
     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. One you have selected your faculty advisor, follow these steps to declare your new major:

1. Fill out the blue university "Declaration of Major" form available at the Department Office. Get it signed by your current advisor and pick up your folder from them, or request that it be sent to the Classics Department. Also have your new Classics/Archaeology advisor sign the form.

2. Fill out the green “Department Declaration of Major” form which is available at the Department Office and have it signed by your new Classics/Archaeology advisor.

3. Take the signed blue form, the signed green form, and your folder (if you picked it up) to the Department Administrator David Proctor (Eaton 321). 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 in 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 may choose from Professors Hirsch, Hitchner, or Sullivan for your advisor. For those declaring a major in Classics or a language major, you may choose from Professors Crane, Hirsch, Hitchner, or Phillips.

You and Your Advisor

One of the strengths of the Classics Department and Archaeology Program is advising. All of the department faculty and staff are committed to making sure that all Classics/Archaeology 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 or Archaeology, you do not need to feel that you have only one advisor. You are always free to consult with others in the Department, as well as change your advisor. 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 and Archaeology Program 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, 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.

Minoring in Classics
GENERAL REQUIREMENTS:
1. No more than two of these courses may be used for any other degree requirement.
2. Students planning a minor 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.

MINOR IN LATIN — Five courses:
   -- Four courses in Latin beyond the intermediate level (003), of which at least two must be 100-level
   -- Classics 32 or Classics 38 or Classics 100-level in Roman studies

MINOR IN GREEK — Five courses:
   -- Three courses in Greek beyond the first year (002), of which at least two must be 100-level
   -- Classics 31 or Classics 37 and Classics 100-level in Greek Studies.

MINOR IN GREEK ARCHAEOLOGY — Five courses:
   -- Classics 27: Introduction to Classical Archaeology
   -- Classics 37: History of Ancient Greece
   -- Classics 31: Classics of Greece
   -- Classics 163: Aegean Archaeology
   -- 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:
   -- Classics 27: Introduction to Classical Archaeology
   -- Classics 38: History of Ancient Rome
   -- Classics 32: Classics of Rome
   -- Classics 167: Tyrrhenian Archaeology
   -- 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.

MINOR IN GREEK CIVILIZATION — Six courses:
   -- Classics 31: Classics of Greece
   -- Classics 37: History of Ancient Greece
   -- 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:
   -- Classics 32: Classics of Rome
   -- Classics 38: History of Ancient Rome
   -- 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
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 two 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)
- History 0055 — Europe in the Early Middle Ages (formerly History 20)
- History 0056 — Europe in the High Middle Ages (formerly History 21)
- 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.
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**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 2) indicates a 180 minute class or seminar. A number with a + (such as 2+) indicates a 180 minute meeting time.
- Lab schedules for dedicated laboratories are determined by department/program.
- Monday from 12:00-1:20 is departmental meetings/exam block.
- Wednesday from 12:00-1:20 is the AGS-wide meeting time.
- If all days in a block are to be used, no designation is used. Otherwise, days of the week (MTWRF) are designated (for example, E=MW).
- Roughly 55% of all courses may be offered in the shaded area.
- Labs taught in seminar block 5+9+ may run to 4:30. Students taking these courses are advised to avoid courses offered in the K or L block.