ARCH 0027 Introduction to Classical Archaeology
J. Matthew Harrington  L+  TR  4:30-5:45
CLST: CLS 27/FAH19

ARCH 0128 Mesoamerican Archaeology
Lauren Sullivan  M+  MW  6:00-7:15
CLST: ANTH 128

CLS 0027 Introduction to Classical Archaeology
J. Matthew Harrington  L+  TR  4:30-5:45
CLST: ARCH 0027/FAH19

CLS 0031 Classics of Greece
Anne Mahoney  C  TWF  M 9:30-10:20

CLS 0038 History of Ancient Rome
Bruce Hitchner  I+  MW  3:00-4:15
CLST: HIST 51

CLS 0055 Greek Tragedy: The Theban Story
Anne Mahoney  E  MWF 10:30-11:20
CLST: DR 53

CLS 0071 Historical Linguistics
Anne Mahoney  D  M 9:30-10:20, TR 10:30 – 11:20
CLST: LING 71

CLS 0083/183 Special Topics in Classical Literature: Greek Religion
Marie-Claire Beaulieu  G+  MW  1:30-2:45
CLST: REL 194-02

CLS 0092 Special Topics: Sport and Entertainment in Greece and Rome
J. Matthew Harrington  G+  MW  1:30-2:45

CLS 0144 Athens: Marathon to Socrates
Steven Hirsch  F+  TR 12:00-1:15
CLST: HIST 151

CLS 0176 Ancient Medicine Seminar: Ancient Medicine & Its Transmission
Joanne H. Phillips  E+  MW  10:30-11:45

CLS 0186 Seminar in Ancient History: The Barbarian Migrations and the Fall of the Western Roman Empire
Bruce Hitchner  6  T  1:30-4:00

CLS 0192-01 Introduction to Text Mining for the Students of the Humanities
Gregory Crane  I+  MW  3:00-4:15

CLS 0192-02 Ancient and Medieval Philosophy of Science
Riccardo Strobino  CLST PHIL 192-04
ARR Time/Day To Be Determined

**GRK 0002 Elementary Ancient Greek II**  
J. Matthew Harrington K+ MW 4:30-5:45

**GRK 0103 Greek Historians: Thucydidides**  
Gregory Crane M+ MW 6:00-7:15

**GRK 0182 Greek Seminar: Survey of Greek Literature**  
Steven Hirsch J+ TR 3:00-4:15

**LAT 0001-01 Elementary Latin I**  
Susan Setnik E MWF 10:30-11:20

**LAT 0002 Elementary Latin II**  
Andreola Rossi D M 9:30-10:20,  
TR 10:30-11:20

**LAT 0003 Intermediate Latin**  
J. Matthew Harrington D+ TR 10:30-11:45

**LAT 0022/0101 Latin Poetry: Vergil**  
Andreola Rossi H+ TR 1:30-2:45

**LAT 0026 Prose, Poetry, and Roman Medicine**  
Joanne H. Phillips G+ MW 1:30-2:45

**LAT 0030/0130 Medieval Latin**  
Marie-Claire Beaulieu ARR MW 9:00-10:15

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**FACULTY**

**Faculty Administrators**  
Ioannis Evrigenis, Department Chair, Director of Graduate Studies

R. Bruce Hitchner, Director, Archaeology Program

**Classics Faculty**  
Marie-Claire Beaulieu, Assistant Professor; Greek Religion, Epigraphy, Medieval Latin

Gregory R. Crane, Professor; Editor-in-Chief, Perseus Project; Winnick Family Chair of Technology and Entrepreneurship; Greek & Latin Language, Digital Humanities

J. Matthew Harrington, Lecturer; Greco-Roman space and architecture, Post-Augustan Latin Literature, Satire, Comparative Greek and Latin Grammar (PIE Linguistics)

Steven W. Hirsch, Associate Professor; Transfer of Credit - Archaeology; Greek, Roman, and Near Eastern history

R. Bruce Hitchner, Professor; Director, Archaeology Program; Chairman, Dayton Peace Accords Project; Roman history, archaeology and International Relations
Anne Mahoney, Lecturer; Classical tradition and reception; linguistics; ancient drama; ancient mathematics; Latin, Greek, and Sanskrit language and literature

Joanne H. Phillips, Associate Professor; Minor Advisor, Transfer of Credit - Greek and Latin Languages, Ancient Greek and Roman Medicine, Lucretius

Andreola Rossi, Lecturer; Greek & Roman epic, Greek & Roman historiography, the history and culture of the Augustan period

Susan E. Setnik, Lecturer; Greek & Latin literature, pedagogical theory & practice

Riccardo Strobino, Mellon Bridge Assistant Professor in the Greek, Latin, and Arabic Traditions

**Affiliated Faculty**
David J. Proctor, Lecturer, *History*

Ioannis D. Evrigenis, Professor, *Political Science*

Jennifer Eyl, Assistant Professor, *Religion*; Early Christianity, Gender and sexuality in antiquity, Hellenistic philosophies

Christiana Olfert, Assistant Professor, *Philosophy*

**Archaeology Faculty**
R. Bruce Hitchner, Director, Professor *Classics*; Roman history, archaeology and International Relations

Steven Hirsch, Associate Professor *Classics*; Greek and Near Eastern History

Professor Jack Ridge, Professor, *Geology*; Environmental Geology; Geomorphology

Lauren Sullivan, Lecturer, *Anthropology*; Mesoamerican Archaeology

David J. Proctor, Adjunct Lecturer, *History & Classics*; Medieval Western Europe, Southeastern Europe, Byzantium, church-state relations

J. Matthew Harrington, Lecturer, *Classics*; Greco-Roman space and architecture, Post-Augustan Latin Literature, Satire, Comparative Greek and Latin Grammar (PIE Linguistics)

**COURSE DESCRIPTIONS**
This course will introduce students to the use of scientific 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 colonization and territorial expansion. The new level of internationalism begun by Alexander the Great led to competition and conflict with the expanding Roman state. The ultimate 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. Satisfies the Arts Distribution Requirement and the Classical or Italian Culture Area.

This course is an introduction to the archaeology of the pre-Columbian cultures of Belize, Guatemala, Honduras, and Mexico. The cultures of Mesoamerica have been studied since the Spanish arrived and this course will examine the history of archaeological research in the region as well as the latest finds and interpretations. The Olmec, the Maya, the Zapotec, and the Aztec will be studied through artifacts, architecture, murals, inscribed monuments, hieroglyphs, and codices. We will begin the semester by examining the transition from hunting and gathering to early agriculture and the origins of village life across the region. The focus will then turn to the development of social complexity and the emergence of elites examining their use of ritual and religion in creating and maintaining social inequality. After discussing the rise of the state and the various structures associated with state level society (e.g., political organization, subsistence strategies, different levels of social hierarchies), we will turn to culture collapse and assess some of the latest theories on why/how these great societies declined. This course counts toward the Social Sciences or Arts distribution requirement, the World Civilization requirement, and the Native American Culture and Hispanic Cultures & Diasporas culture options.
Western literature begins with the *Iliad*. Many of the stories, story patterns, and literary genres we now take for granted got their start in Archaic and Classical Greece. In this course, we will read influential texts, dating from the 8th to the 3rd centuries BC. You will meet Achilles, Agamemnon, Athena, and other gods and goddesses, heros and anti-heros, whose undying fame comes from the poets who sang about them.

The class has no pre-requisites and assumes no prior knowledge of Greek history, literature, culture, or mythology, or of the Ancient Greek language. The class is based on discussion rather than lecture; you will be engaging with literary texts and learning how to do literary analysis. It is a big-picture survey course, in which you will read and write a lot, to get an overview of classical Greek literature and to get better at scholarly writing. You will have two introductory textbooks, but most of the reading will be primary texts, originally in Greek. Students who have some experience with Ancient Greek, including those taking Greek 2 this term, are warmly encouraged to read as much as possible in the original.

The class is a foundational course for classics majors, required in the Classics and Greek tracks and recommended in the others. It counts for Humanities distribution for all students, and counts toward the "culture" requirement in the IR concentration on Europe and towards the "national and ethnic literatures" part of the ILVS major for students presenting Greek as one of their languages.

Want to know all about the Roman Empire and why its still relevant? Take this course! It covers Roman History and Archaeology from the foundation of the city of the eighth century B.C. to the breakup of the Western Roman Empire in the fifth century A.D. 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 you 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 an 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? No prerequisites! General lectures twice and one recitation/discussion session each week. Books: Ancient Rome. An Anthology of Sources, edited by Christopher Francese and R. Scott Smith; Greg Woolf, Rome. An Empire's Story. Both paperbacks. Satisfies the Humanities or Social Sciences Distribution Requirement and the Classical or Italian Culture Area.
Oedipus kills his father and marries his mother. He curses his two sons, who tear the city apart with a civil war. The cycle of stories around this family, and their city, Thebes, was material for poets, musicians, and visual artists for centuries. In this course we will read the surviving Greek tragedies dramatizing the Theban legends: *Oedipus the King, Antigone, Seven Against Thebes*, and so on.

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, nor did it necessarily 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.

All readings are in English translation; knowledge of Ancient Greek is neither required nor assumed, though students who can will be encouraged to read as much as possible in the original language. No pre-requisites; counts for arts distribution and towards majors in classics and drama.

Languages change. Sometimes they die out, sometimes new ones are created. In this course we will discuss how languages change, and how we can find out about languages of the past, even those that were never written down.

You will learn the basic ideas of historical linguistics, the branch of linguistics that is concerned with reconstruction of the history of a language. Examples will come from Indo-European, the large language family that includes English; from Algonquian, the family of languages spoken by in this area before Europeans arrived; and from other language families. This is an introductory course with no pre-requisites. Background in (general) linguistics is useful, but we will fill in whatever you need to know. Knowledge of specific ancient or modern languages is not required for this course.
This course explores Greek religion at the confluence of ancient polytheism and early Christianity. We will reflect on elements of convergence and divergence between the two religions and think about the fundamental belief systems that sustained these sets of practices. We will look at religion and culture as integrated and evolving whole through the lens of religious practice. We will pay particular attention to the use of Greek, as recurring or evolving patterns in the use of words and phrases reflects change or continuity in cultural concepts. The course does not assume any knowledge of Greek, Classics, or Christianity and is appropriate for students at all levels in their curriculum.

Sport was inseparable from the civic and religious life of the ancient world; at the same time, the spectacle of the competition/performance comprised a major element of public entertainment and daily life. This course will introduce students to the complex systems of local, regional, and "international" sports and entertainment in the ancient world, and it will explore the radically different ideas of the Greeks and Romans concerning these intersections of social performance and religious practice. Since sport and entertainment were viewed as crucial political, religious, and moral issues by the ancient Greeks and Romans, they reveal much about how these ancient cultures viewed themselves in questions of gender, status, the body, and the nature of what made a good citizen.
CLS 0144  ATHENS: MARATHON TO SOCRATES
Steven Hirsch    F+    TR 12:00-1:15    CLST: HIST 151

A wide-ranging exploration of the Greek city-state of Athens in the period of its greatest power, prosperity and cultural achievement. How did it come about that Athens, which played a leading role in the struggle against Persia for Greek freedom, acquired its own empire, and how did the Athenians maintain and justify their domination of other Greeks? How, and how well, did the Athenian form of “pure” democracy, in which ordinary citizens made all the decisions and managed nearly every facet of government, work in practice, and how does it compare with our own very different brand of democracy? What were the conditions of life for citizens, women, slaves and foreigners, and how should we understand the intimate connection between freedom and oppression in Athenian society? How did the empire, the democracy, and the flourishing economy all contribute to the intellectual renaissance which made Athens into “the School of Hellas?” Finally, what are the implications and lessons of the Athenian experience for our own place and time. Prerequisite: CLS 31 or CLS37/HST 16 or equivalent basic familiarity with Greek civilization (get consent of instructor)

CLS 0176  ANCIENT MEDICINE SEMINAR: ANCIENT MEDICINE & ITS TRANSMISSION
Joanne H. Phillips                     E+    MW    10:30-11:45

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.

CLS 0186  SEMINAR IN ANCIENT HISTORY: THE BARBARIAN MIGRATIONS AND THE FALL OF THE WESTERN ROMAN EMPIRE
Bruce Hitchner   6    T    1:30-4:00

This course will explore the causes behind the collapse of the Western Roman Empire in the fifth century AD and the role, among other factors, played by that the Barbarian Migrations in this process. The course will begin with the apogee of the Roman Empire in the second century AD and will investigate, as a prelude to the collapse, the "crisis" of the third century, the institutional transformation of the Empire in the 4th century, the changing role of the emperor, and the impact of Christianity. Students taking the course should have some prior background in Roman history, but there is no specific pre-requisite.
The course is designed as an introduction into the digital methods of text analysis for students and scholars in any field of the humanities. Students will learn the basics of Python and R, programming languages most commonly used in text-mining tasks. Unlike computer science courses, this course concentrates on the needs relevant to the humanities. Students will learn how to conduct exploratory analysis of big data through extracting meaningful information from large volumes of semi-structured texts and to visualize results with graphs and maps. The class will consist of two major group projects and a final project that students complete on their own. First, students will analyze major research trends in a discipline of their choosing using Harvard Library Bibliographic Dataset that includes over 12 mln. bibliographical records. Both graduate and undergraduate students will be able to prepare an exhaustive bibliographical overview of a field of their choice. Second, students will be designing dynamic geographical maps (“Colonization of America”), based on data that they will be extracting from Wikipedia, whose current volume exceeds 80Gb of textual data. For their final project students will work with their own data and will be encouraged to apply exploratory techniques not covered in the course.

The course will introduce students to the idea of scientific knowledge in Ancient and Medieval philosophy. The primary focus of the course will be on the text and content of Aristotle’s *Posterior Analytics* and its reception in the Arabic tradition and in the Latin Middle Ages. We will examine traditional questions such as the nature of the principles accepted in each science for the derivation of its specific content, the way in which boundaries between disciplines are drawn, the logic of demonstrative discourse and the theory of definition. We will trace the development of these ideas from Aristotle through the Greek Commentators; al-Fārābī, Avicenna, Averroes in the Arabic tradition; Robert Grosseteste, Roger Bacon, Albert the Great, William of Ockham, and John Buridan in the Latin tradition, with a view to identifying several original ways in which the Aristotelian framework is modified and enriched over time, and solutions to some of its internal tensions are offered. The course will also deal with the problem of the transmission of the *Posterior Analytics* and the various stages of its translation. Similarities and differences from “alternative” models of knowledge from Antiquity through the late Middle Ages will be kept constantly in view. All readings will be in translation.
The literature, philosophy, and science of the ancient Greeks were transformative to the cultures of the ancient world from India to the Atlantic; their works inspired the Romans and remain fundamental to the study of Political Science, Philosophy, History, Drama, and far more. This course is an introduction to the language of the Ancient Greeks, examining the structure and vocabulary of Classical Greek (the language of the ancient Athenians), while considering the role of language and literature within Greek culture and systems of thought. As a completion of Greek 001, students will learn how the Greek language works by translating and analyzing passages of Greek text, working toward the ability to read the great works of Greek literature in Greek: Homer, Plato, Herodotus, Sophokles, καὶ τὰ λοιπὰ. In so doing, we will also gain a much greater and more precise understanding of English usage and the way that language is used to convey meaning. Oral proficiency is not graded, but correct pronunciation will be emphasized as a key aid in the identification of morphology and the practice of translation.
This course will focus on the opening three books of Thucydides’ History, with a particular emphasis on the language and style. We will include grammatical review as well as linguistic analysis, translation and discussion. The final required readings will depend upon the composition of the class but will include selections of the opening books and a continuous stretch of c. 5,500 words including Pericles’ Funeral Oration, the Plague at Athens, Pericles’ Final Speech and Thucydides’ assessment of Pericles. Students will draw upon, and contribute to, digital resources to support reading and research in Thucydides. Students will have opportunities to develop digital course projects as part of the first digital edition of Thucydides.

A survey of ancient Greek literature, organized chronologically, from the Archaic to Hellenistic periods, and by genre, including Epic, Lyric Poetry, Tragedy, Comedy, History, Philosophy, and Oratory. Readings in Greek and translation, and discussion of the historical, cultural, and literary contexts for these works. Prerequisite: Intermediate-level Greek
**LATIN**

**LAT 0001-01 ELEMENTARY LATIN I**
Susan Setnik E MWF 10:30-11:20

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. The study of English derivatives from Latin stems and Roman culture will complement study of the language. *Counts towards major in classics and foreign language requirement.*

**LAT 0002 ELEMENTARY LATIN II**
Andreola Rossi D M 9:30-10:20, TR 10:30-11:20

The Latin language is the source of over 70% on English words, just as Latin literature, philosophy, science, and law are each fundamental to modern culture. This course is an introduction to the language of the Ancient Romans, examining the structure and vocabulary of Classical Latin, while considering the role of language and literature within Roman culture and systems of thought. As a continuation of Latin 001, students will learn how the Latin language works by translating passages of Latin text, working toward the ability to read the great works of Latin literature in Latin: Caesar, Vergil, Horace, et cetera. In so doing, we will gain a much greater and more precise understanding of English usage and the way that language is used to convey meaning. *Counts towards major in classics and foreign language requirement.*

**LAT 0003 INTERMEDIATE LATIN**
J. Matthew Harrington D+ TR 10:30-11:45

Students will develop greater control of the Latin language through a close reading of selections from Petronius’ *Satyricon*, a risqué novel detailing the misadventures of two underemployed frenemies who comically encounter the entire spectrum of Roman life and experience, from the everyday to the fantastic: an outrageous dinner party, tales of the supernatural, ruthless legacy hunters, and even a shipwreck. The elite author writes in first-person perspective of the conversations and moral choices of the lower classes; this narrative is thus vital to the study of how the elite thought about class and identity in the 1st century CE. We will consider the role of literature within Roman society and the use of this text as evidence for Roman culture and systems of thought, with emphasis on the social and political conditions upon which this work provides such an incisive commentary. *Satisfies the Humanities Distribution Requirement.*
LAT 0022/0101  LATIN POETRY: VERGIL
Andreola Rossi  H+  TR  1:30-2:45

In this course we are going to read selections of the *Aeneid* of Virgil, devoting particular attention to genre and narratology (what is an epic poem), epic characters (what is an epic hero) and to the study of Virgil’s epic within the context of the Augustan age (Does the Aeneid embrace or problematize the Augustan ideology?)

LAT 0026  PROSE, POETRY, AND ROMAN MEDICINE
Joanne H. Phillips  G+  MW  1:30-2:45

A close reading of selections from the texts of Cato the Elder, Lucretius, Ovid, and Celsus as a reflection of the development of Roman prose, poetry, and medicine in the Roman Republic and Early Empire.

*Prerequisite: Latin 21 or Latin 22.*

LAT 0030/0130  MEDIEVAL LATIN
Marie-Claire Beaulieu  ARR  MW  9:00-10:15

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 Friar Odoric's thirteenth-century account of his travels to India. We will also read sections of Isidore's *Etymologiae*, in which the author describes the world, and we will pay close attention to medieval maps such as the Hereford, Bunting, and Peutinger maps. Finally, we will read sections from the *Navigatio Sancti Brendani Abbatis*. Occasionally, we will read excerpts from other contemporary travel accounts not written in Latin such as John Mandeville and Marco Polo. Term projects for the class will be conducted in collaboration with the Tufts Special Collections. Students will translate and write commentaries on manuscripts held in the special collections.
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 above 100, in addition those taken in fulfillment of (b).
   d. Four other courses: at least two offered by the Classics Department. Two of these four courses may be in a Related Field (see p.18). Latin 3 and above, and Greek language courses are strongly recommended and can be counted toward the major.

   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, 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. 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. 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:

1. 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-list as Anthro 50), and Geology 2].
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).
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 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.

**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 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.
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.)

FOUNDATION AND DISTRIBUTION
REQUIREMENTS

Foundation

Foreign Language Requirement
Completing LAT 1, 2, and 3 (through placement exam or passing courses)
satisfies the 1st part of the Language Requirement. Taking two more LAT
courses above the Intermediate level (LAT 21 & LAT 22, for example), will
satisfy the 2nd part of the Tufts Language requirement.

Completing GRK 1, 2, and 7 (through placement exam or passing courses)
satisfies the 1st part of the Language Requirement. Taking two (2) more
courses above the GRK 7 will satisfy the 2nd part of the Tufts Language
Requirement.

Culture Area
The Classical Culture Area 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, archaeology, and mythology. In
addition, Classics courses can also fulfill part of other Culture Areas
including the Italian Culture Area.
World Civilizations Requirement
Courses offered by the Classics Department have been approved to count in fulfillment of the World Civilizations Requirement:

- *Classics 0047-01/0147-01 – Greece, Rome, and China*
  Associate Professor Steven Hirsch

**Distribution**

**Humanities**

- Latin 3 and above;
- Greek 7 and above;
- Literature courses in translation: Classics 31, 32, 65, 66, 70, 75, 83, 84, 120, 121, 135, 136, 137, 140, 151, 158, 183, 184, 189;
- History courses: Classics 26, 37, 38, 47, 48, 85, 86, 141, 142, 143, 144, 146, 147, 148, 176, 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, 141, 142, 143, 144, 146, 147, 160, 185, 186.
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 course.

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 (formerly History 21)
Italian 0051—Inferno
Italian 0052—Purgatorio and Paradiso
Italian 0055—The Rinascimento
Philosophy 0001—Introduction to Philosophy
Philosophy 0121—Metaphysics
Religion 0022—Introduction to the New Testament
Religion 0034—The Church through the Centuries
Religion 0052—Judaism through the Centuries

The courses listed above should not be thought of as conclusive. There are many other courses in the Tufts curriculum which may have a valid relationship to the study of Classics and for which a justification can be made.

Courses not on the above list, which a student feels may satisfy the goals which lie behind the Related Fields Option, may be reviewed on a case by case basis. Students are invited to submit a written petition in demonstrating the connection(s) between the course and its relation to the knowledge which the student has acquired in the study of Classics. Petitions accepted by the Department may be applied toward the major in Classics as a Related Fields course.