DEPARTMENT OF
CLASSICS

SPRING 2017 COURSE CATALOGUE
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<tr>
<th>Course Code</th>
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<tr>
<td>ARCH 0027</td>
<td>Introduction to Classical Archaeology</td>
<td>J. Matthew Harrington</td>
<td>L+ TR</td>
<td>4:30-5:45</td>
<td>CLST: CLS 27/FAH19</td>
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<tr>
<td>ARCH 0128</td>
<td>Mesoamerican Archaeology</td>
<td>Lauren Sullivan</td>
<td>M+ MW</td>
<td>6:00-7:15PM</td>
<td>CLST: ANTH 0128</td>
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<tr>
<td>ARCH 0163</td>
<td>Aegean Archaeology</td>
<td>J. Matthew Harrington</td>
<td>G+ MW</td>
<td>1:30-2:45</td>
<td>CLST: FAH 103, CLS 163</td>
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<tr>
<td>CLS 0031</td>
<td>Classics of Greece</td>
<td>Greg Crane</td>
<td>I+ MW</td>
<td>3:00-4:15</td>
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<tr>
<td>CLS 0032</td>
<td>Classics of Rome</td>
<td>Andreola Rossi</td>
<td>E MWF</td>
<td>10:30-11:20</td>
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<tr>
<td>CLS 0038</td>
<td>History of Ancient Rome</td>
<td>Bruce Hitchner</td>
<td>I+ MW</td>
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<td>CLS 0047</td>
<td>Greece, Rome, and China</td>
<td>Steven Hirsch</td>
<td>F+ TR</td>
<td>12:00-1:15</td>
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<tr>
<td>CLS 0055</td>
<td>Greek Tragedy</td>
<td>Anne Mahoney</td>
<td>C TWF</td>
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<tr>
<td>CLS 0065</td>
<td>Journey of the Hero</td>
<td>Marie-Claire Beaulieu</td>
<td>G+ MW</td>
<td>1:30-2:45</td>
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<tr>
<td>CLS 0127</td>
<td>Philosophy of the Greek, Latin, and Arabic Traditions</td>
<td>Riccardo Strobino</td>
<td>K+ MW</td>
<td>4:30-5:45</td>
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<td>CLS 0140</td>
<td>Classical Epic</td>
<td>Andreola Rossi</td>
<td>H+ TR</td>
<td>1:30-2:45</td>
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<tr>
<td>CLS 0163</td>
<td>Aegean Archaeology</td>
<td>J. Matthew Harrington</td>
<td>G+ MW</td>
<td>1:30-2:45</td>
<td>CLST: FAH 103, ARCH 163</td>
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<td>CLS 0170</td>
<td>IndoEuropean Linguistics</td>
<td>Anne Mahoney</td>
<td>D M</td>
<td>9:30-10:20, TR 10:30-11:20</td>
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<td>CLS 191</td>
<td>Reading Images for Humanities Research</td>
<td>Marie-Claire Beaulieu</td>
<td>D+ TR</td>
<td>10:30-11:45</td>
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GRK 0002 Elementary Ancient Greek II  
J. Matthew Harrington  
K+  
MW  
4:30-5:45

GRK 0102 Greek Drama: Sophocles  
Anne Mahoney  
E  
MWF 10:30-11:20

GRK 0182 Greek Seminar: Survey of Greek Literature  
Greg Crane  
10+  
M 6:00-9:00

LAT 0001-01 Elementary Latin I  
Susan Setnik  
F  
TR  
12:00-12:50

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

LAT 0022 Latin Poetry: Ovid  
Susan Setnik  
E+  
MW  
10:30-11:45

LAT 0030/0130 Medieval Latin  
Riccardo Strobino  
I+  
MW  
3:00-4:15

LAT 0104 Lucretius  
Joanne H. Phillips  
G+  
MW  
1:30-2:45

LAT 0191 Age of Augustus  
Steven Hirsch  
J+  
TR  
3:00-4:15

FACULTY

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

R. Bruce Hitchner, Director, Archaeology Program

Classics Faculty  
Marie-Claire Beaulieu, Associate 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

CLASSICS AND ARCHAEOLOGY

ARCH 0027    INTRODUCTION TO CLASSICAL ARCHAEOLOGY
J. Matthew Harrington   L+    TR    4:30-5:45    CLST: CLS 27/FAH19

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 used 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.

ARCH 0128    MESOAMERICAN ARCHAEOLOGY
Lauren Sullivan   M+    MW    6:00-7:15PM    CLST: ANTH 0128

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. Satisfies the Social Sciences or Arts Distribution Requirement and the Hispanic or Native American Culture Area. Prerequisite: Archaeology 30 or consent.

ARCH 163    AEGEAN ARCHAEOLOGY
J. Matthew Harrington   G+    MW    1:30-2:45    CLST: FAH 103, CLS 163

This course will closely examine the processes and effects of cultural evolution, exchange, and competition within the pre-historic civilizations of the Aegean and Europe. We will begin with an examination of the art, architecture, and artifacts of the Bronze-Age Aegean – especially the Minoan, Mycenaean, and Cypriot cultures – in the broader context of a complex world-system including the Phoenicians, Hittites, and Egyptians. We will assess the development and collapse of the Minoan and Mycenaean civilizations, examining
evidence for the negotiations of economic and political power articulated through trade, appropriation, and conflict. Next we will consider the evidence for the causes and effects of the Bronze-Age Collapse, and explore how the inhabitants of the Aegean subsequently incorporated the material remains and myths of the Bronze Age within their emerging construction of Greek identity. Finally, we will examine how the European cultures at the periphery of the Aegean and later Greek world-systems intersected with Mediterranean culture in the course of their internal evolutions prior to incorporation within the Imperium Romanum. The course will conclude with an assessment of the transformations induced by Mediterranean (Greek and Roman) contact and conquest.

CLS 0031  CLASSICS OF GREECE  
Greg Crane  I+  MW  3:00-4:15

This class surveys Greek literature from the archaic period to the middle of the 4th century BCE. We read each piece of literature against the context of its own social/historical background in order to appreciate the work for its timeless humanistic value and as a response to particular conditions. Greek literature reflects the enquiring Greek spirit, and in that spirit explores all avenues of human endeavor and experience. Readings typically include Homer's Iliad or Odyssey; a selection of lyric poetry, tragedies of Aeschylus, Sophocles, and Euripides; Aristophanic comedy; and one or two of Plato's dialogues. Satisfies the Humanities Distribution Requirement and the Classical Culture Area.

CLS 0032  CLASSICS OF ROME  
Andreola Rossi  E  MWF 10:30-11:20

What is literature? What is it for? Can it serve political goals? Should it try? How does it help develop a national identity, or a feeling of community? If free speech is curtailed, can imaginative literature flourish? All of these were live issues for Roman authors of the classical period. In this course, we will survey classical Roman literature from the late second century BC down to the beginning of the second century AD, with particular attention to how literature helps define what it means to be "Roman" and what it means to be human. We will also consider how authors respond to each other, how literary genres and styles evolve, and how fiction and fact interact.

The class has no pre-requisites and assumes no prior knowledge of Roman history, literature, or culture, or of the Latin language. The class is based on discussion, not lecture; you will be engaging with literary texts, not merely memorizing facts. It is a big-picture survey course in which you will read a lot, to get an overview of classical Latin literature. All readings are primary texts, originally in Latin, available in English translation. Knowledge of Latin is neither required nor assumed, but students who have completed Latin 3 or equivalent are warmly encouraged to read selected texts in their original language; students with less Latin, including those currently taking Latin 1, 2, or 3, may also read selected easy passages.
CLS 0038  HISTORY OF ANCIENT ROME
Bruce Hitchner       I+       MW   3:00-4:15       CLST: HIST 51

Want to know all about the Roman Empire and why it’s 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.

CLS 0047  GREECE, ROME, AND CHINA
Steven Hirsch       F+       TR 12:00-1:15

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.
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 the rest.

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.

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 to its adaptation in medieval and modern literature and film (Arthurian romance, medieval epic, Star Wars, Michael Ende’s Neverending Story, JK Rowling’s Harry Potter series, etc). No prerequisites, except having read J.R.R. Tolkien's Lord of the Rings trilogy. 

*Fulfills the Humanities Distribution Requirement and the Classics Culture Option.*
The course will introduce students to the elaboration and transmission of key philosophical concepts from Antiquity to the Arabic-Islamic tradition and the Latin Middle Ages, and aims to offer a comparative overview of their treatment in these closely interconnected contexts. Such process of transmission, which contributed deeply to the shaping of central pre-modern world views, involved complex movements of translation, interpretation and appropriation of materials by different social groups, at different moments in time and in different geographical areas.

The course will focus on specific themes and address the rise of various translation movements, particularly from Greek into Arabic in 8th- to 10th-century Baghdad, and from Arabic into Latin in 12th-century Andalusia. We will look at how a broad array of topics in metaphysics, natural philosophy, epistemology, psychology and ethics have been addressed by a number of major authors in the three traditions, with a view to highlighting the main turning points in the transmission and reception of ideas over time.

What is Epic? Is the term just a synonym of something very long (if not tedious), weighty (if not lumbering), ancient (if not obsolete)? In this course we examine the dynamic narrative qualities which defined Greek and Roman notion of epic and which still define epic as a genre today. Topic will include: the poet and the muses, epic narrative registers, epic and the notion of space and time, the epic code and the concept of the hero, wives, enchantresses and heroines, fate, gods, and the hero, epic and anti-epic, and, ultimately, the reception of classical epic in post-classical authors and in present-day epic narratives and movies (is Epic still alive?). Readings will include: Homer’s Iliad and Odyssey, Apollonius’ Argonautica, Vergil’s Aeneid, Lucan’s Bellum Civile and selections from later authors such as Ariosto and Milton.

Readings are all in English. The Class has no prerequisites. Majors in Classics and graduate students who desire to read some portions of the texts in the original language are welcome. The class is based on lecture and discussion.

This course will closely examine the processes and
effects of cultural evolution, exchange, and competition within the pre-historic civilizations of the Aegean and Europe. We will begin with an examination of the art, architecture, and artifacts of the Bronze-Age Aegean – especially the Minoan, Mycenaean, and Cypriot cultures – in the broader context of a complex world-system including the Phoenicians, Hittites, and Egyptians. We will assess the development and collapse of the Minoan and Mycenaean civilizations, examining evidence for the negotiations of economic and political power articulated through trade, appropriation, and conflict. Next we will consider the evidence for the causes and effects of the Bronze-Age Collapse, and explore how the inhabitants of the Aegean subsequently incorporated the material remains and myths of the Bronze Age within their emerging construction of Greek identity. Finally, we will examine how the European cultures at the periphery of the Aegean and later Greek world-systems intersected with Mediterranean culture in the course of their internal evolutions prior to incorporation within the Imperium Romanum. The course will conclude with an assessment of the transformations induced by Mediterranean (Greek and Roman) contact and conquest.

**CLS 0170 INDOEUROPEAN LINGUISTICS**
Anne Mahoney  
D  
M 9:30-10:20, TR 10:30-11:20

What are the relationships between Greek, Latin, English, and other languages? How do we know? How can we find out about a culture that faded away 5,000 years ago without leaving a written record? These are the questions of historical linguistics. In this course, students will learn the basic principles of historical linguistics and the comparative method, with application to the Indo-European language family. We will focus mainly on Greek, Latin, and English as examples, but will consider the rest of the family as well.

*Pre-requisite for this course is Greek 7, Latin 21 or 22, or Sanskrit 3; ideally, students will be acquainted with more than one ancient Indo-European language. Assignments will assume reading ability in at least one.*

Counts towards all classics major tracks, and for humanities distribution. Graduate students from any department who meet the pre-requisites are welcome.

**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 191  READING IMAGES FOR HUMANITIES RESEARCH
Marie-Claire Beaulieu  D+  TR 10:30-11:45

Course Objectives
This course aims to familiarize students with the use of material documents such as inscribed objects, artwork, archaeological remains, and architecture in the practice of Humanities research. We will explore the numerous advantages to combining the study of visual/material culture with that of text in research. To that end, the course will be organized around a number of case studies where material remains significantly improve our understanding of a historical event or institution. Inscribed objects will be approached as elements of a complex social discourse, where ideologies are encoded in form and text. Periods and regions covered will include Archaic Greece, Republican and Imperial Rome, the High Middle Ages, and the modern period. Documents will be presented in the original languages: ancient Greek, Latin, Old and Middle French, modern French, English. Students should be familiar with at least one of these languages, but all materials will also be made available in English translation. Particular attention will be paid to digital tools and methods in approaching these documents. The course targets a broad audience of undergraduate and graduate students in Classics, Fine Arts, History, English, Art History, and other disciplines. This course is appropriate for first year students interested in working with museum collections and artwork.

Grading and Projects
Each case study will target a different kind of material evidence (although some characteristics will percolate throughout the course, such as inscriptions). Each case study will occupy class time over several weeks, and students will be asked to produce a report on a representative object of that type found in the MFA or Gardner collections. Students may work in teams, which would be particularly productive across different disciplines. Two museum visits guided by the instructor will be part of the class, but students will be expected to frequent both museums on their own time as well. Reports will be the equivalent of 1500-2000 words. Reports may be in any of the following formats: word document, website, artwork (painting, sculpture, multimedia), digital collection (using a CMS such as Omeka), video. Students must turn in at least two written reports over the course of the semester. Specific grading criteria will be provided to orient the production of the reports.
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.

Sophocles is one of the three acknowledged great tragedians of classical Athens. We will read his surviving complete plays, in Greek, with attention to stagecraft, meter, language,
and the religious and civic context of tragedy.

We will consider fifth-century Attic tragedy as it actually was, not as Renaissance theorists thought Aristotle said it should be. A Greek tragedy was not necessarily tragic in the modern sense, and at least two of the seven surviving plays of Sophocles have happy endings. Nor did fifth-century authors have a notion of a "tragic flaw": this idea is merely a misinterpretation of a passage in which Aristotle discusses one possible plot device.

Students will be introduced to the conventions and tools of classical scholarship and will write a major paper.

Pre-requisite: Greek 7. Students planning to take this course are strongly encouraged to pre-read Ajax over the winter break.

**GRK 0182 GREEK SEMINAR: SURVEY OF GREEK LITERATURE**

Greg Crane  10+  M 6:00-9:00

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  F  TR 12:00-12:50

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 0022/0101  LATIN POETRY: OVID
Susan Setnik  E+  MW  10:30-11:45

Read and translate many of the most popular myths in Ovid’s Metamorphoses. The remainder will be read in English translation. Emphasis throughout the course will be: stories and story-teller, interpretation based on context and subtext, and the creative genius of Ovid as well as figures of speech, grammar, rhetorical devices, and symbolism. Quizzes, midterm, project/paper, and final exam.
LAT 0030/0130 MEDIEVAL LATIN
Riccardo Strobino I+ MW 3:00-4:15

An introduction to Medieval Latin that covers a variety of authors over a period of 800 years. The course will be organized around the theme of translations and the transmission of texts in the Middle Ages, in connection with various institutional and educational settings (monasteries, cathedral schools, and especially universities). Why, where and when were texts translated? What was translated and by whom? How were texts read and taught during the Middle Ages?

Texts we will examine include twelfth- and thirteenth-century translations of famous scientific and philosophical texts as well as medieval accounts of education and school life. An essential part of the course will be the study of medieval manuscripts and different forms of writing (with some forays into early modern printing) through digital methods (transcription and markup).

Term projects for the class will be conducted in collaboration with the Tufts Special Collections. Students will transcribe, translate, and publish manuscripts held in the special collections.

The course, which is project-oriented, is by nature inclusive and can accommodate students with a wide range of experience in Latin (from Latin 1 and 2 to graduate students).

LAT 0104 LUCRETIUS
Joanne H. Phillips G+ MW 1:30-2:45

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

LAT 0191 AGE OF AUGUSTUS
Steven Hirsch J+ TR 3:00-4:15

The Age of Augustus was seminal for Rome, not only because of the profound political changes instituted by the emperor, but also because of the literary masterpieces produced by great writers in this dynamic, creative and unsettled era. In this course we will read selections from Vergil’s Aeneid, Livy’s History, and Ovid’s Fasti, seeking to understand these works as reacting to the new order in diverse ways—often serving and supporting, sometimes (covertly) questioning and critiquing.

Instructor: Steven Hirsch
Prerequisite: Latin 21 or equivalent
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.
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—Iferno
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.