

# DEPARTMENT OF CLASSICS



SPRING 2018 COURSE  
CATALOGUE

# SPRING 2018 COURSES

**ARCH 0027 Introduction to Classical Archaeology** cross-listed as CLS 27;FAH 19

J. Matthew Harrington L+ TR 4:30-5:45

**ARCH 0167 Tyrrhenian Art and Archaeology: Life and Death Among the Etruscans**

J. Matthew Harrington K+ MW 4:30-5:45 cross-listed as: FAH 105

**CLS 0027 Introduction to Classical Archaeology**

J. Matthew Harrington L+ TR 4:30-5:45 cross-listed as ARCH 27

**CLS 0031 Classics of Greece**

Greg Crane E+ MW 10:30-11:45

**CLS 0032 Classics of Rome**

Andreola Rossi E+ MW 10:30-11:45

**CLS 0038 History of Ancient Rome**

Bruce Hitchner I+ MW 3:00-4:15 cross-listed as HIST 51

**CLS 0071 Historical Linguistics**

Anne Mahoney D M 9:30 & TR 10:30-11:20

**CLS 0077 Sport & Entertainment in Greece and Rome**

J. Matthew Harrington G+ MW 1:30-2:45

**CLS 0080 Greek Religion**

Marie-Claire Beaulieu G+ MW 1:30-2:45 cross-listed as REL80

**CLS 0110 Women of Byzantium**

David John Proctor L+ MW 4 :30-5 :45 cross-listed as HIST 157

**CLS 0143 Greeks & Barbarians**

Steven Hirsch F+ TR 12-1:15

**CLS 0176 Ancient Medicine Seminar**

Joanne H. Phillips E+ MW 10:30-11:45

**CLS 0180 Greek Religion**

Marie-Claire Beaulieu G+ MW 1:30-2:45cross-listed as REL180

<b>CLS 0185 Altruism in the Ancient World</b>		
R. Bruce Hitchner		T 1:30-4 :00
<b>GRK 0002 Elementary Ancient Greek II</b>		
Anne Mahoney	E	MWF 10:30-11:20
<b>GRK 0022/0102 Greek Drama</b>		
Greg Crane	10+	M 6:00-9:00
<b>GRK 0181 Athens at War</b>		
Steven Hirsch	J+	TR 3:00-4:15
<b>LAT 0001-01 Elementary Latin I</b>		
Anne Mahoney	G	MWF 1:30-2:30
<b>LAT 0002 Elementary Latin II</b>		
Susan Setnik	E	MWF 10:30-11:20
<b>LAT 003 Intermediate Latin</b>		
Andreola Rossi	D+	TR 10:30-11:45
<b>LAT 0022 Latin Poetry</b>		
Andreola Rossi	H+	TR 1:30-2:45
<b>LAT 0026 Roman Prose, Poetry and Medicine</b>		
Joanne H. Phillips	G+	MW 1:30-2:45
<b>LAT 0101 Latin Epic</b>		
Andreola Rossi	G+	MW 1:30-2:45
<b>LAT 0140 Classical Legacies: Catullus</b>		
Anne Mahoney	C	TWR 9:30-10:20

# 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, Senior 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, Senior 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, Senior 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, Senior 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 cross-listed as CLS 27; FAH 19

Course Goals: 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, interconnected cultures 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. We will examine evidence of cultural transformations driven by trade, colonization, and territorial expansion. The new level of internationalism set in motion by Alexander III (the Great) of Macedonia led to competition and conflict between the Greek-speaking kingdoms of the eastern Mediterranean and the expanding Roman state. The ultimate outcome was inclusion of the Greek world within a multicultural Imperium Romanum. We will conclude with the question of how material culture is used to create a shared identity and sense of history for the inhabitants of a world with constantly shifting socio-political topography. Fulfills the Arts and Humanities Distribution Requirements. Fulfills the Classical Culture and Italian Culture Areas.

### ARCH 0167 TYRRHENIAN ART AND ARCHAEOLOGY: LIFE AND DEATH AMONG THE ETRUSCANS

J. Matthew Harrington K+ MW 4:30-5:45 cross-listed as FAH 105

Course Goals: This course will closely examine the evolution of Etruscan culture across a millennium of exchange and competition within the Mediterranean world-system – assessing especially their interactions with the Greeks, the Phoenicians, the Celts, and the Romans. We will begin with an examination of the art, architecture, and artifacts of the Italian peninsula in the Bronze-Age and early Iron-Age, studying the formation of the Etruscan culture through analysis of the distinct archaeological assemblage of the Villanovan period as the Etruscans evolved into the highly-stratified society of the Orientalizing period. Although the Etruscans expanded their influence as far as the Po valley in the north and Campania in the south, the great majority of their archaeological data are derived from burial practices, rather than from monumental or domestic architecture – much as is the case for the ancient Egyptians. This course will set the discourses and motifs of Etruscan funerary art and practice in the context of the cities and topography of the Etruscan world, and we will attempt to recover the social structures and



## CLS 0038 HISTORY OF ANCIENT ROME

Bruce Hitchner

I+

MW

3:00-4:15 cross-listed as HIST 51

This course is a survey of 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 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 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?

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 0071 HISTORICAL LINGUISTICS

Anne Mahoney

D

M 9:30 & TR 10:30-11:20

Languages change. Sometimes they die out, sometimes new ones are created. Principal topics are: how languages change, how new languages emerge, how they influence each other, and how we can find out about languages of the past, even those that were never written down. Covers the basic ideas of historical linguistics, the branch of linguistics that is concerned with reconstruction of the history of a language, including the Comparative Method, internal reconstruction, sound shifts, morphological change, syntactic change, and contact languages.

Examples will come from Indo-European (the large language family that includes English) and from other language families. Weekly problem sets. No pre-requisites; counts toward Linguistics minor and all Classics major tracks.

## CLS 0077 SPORT & ENTERTAINMENT IN GREECE AND ROME

J. Matthew Harrington

G+ MW 1:30-2:45

Course Goals: Sport was inseparable from the civic and religious life of the ancient world; at the same time, the spectacle of the competition 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 sport and entertainment. At the same time as they served to train citizen children for the rigors of competition and war, gymnasia like the Academe of Plato or the Lyceum of Aristotle were centers of political life and philosophical discussion. Greek athletic competition linked the local gymnasia with the great Panhellenic games at Olympia, Delphi, Isthmia, and Nemea, where victory brought glory to the individual and to their city. Chariots raced in the Circus Maximus, gladiators fought in the amphitheatra, and actors performed on the many stages to honor the Roman gods - and to gain votes for the sponsors of the games. Like NASCAR or ultimate fighting, Roman sport could be deadly, but gladiators and charioteers were skilled athletes with wide popularity among the people. 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 and the question of what made a good citizen.

Fulfills the Humanities Distribution Requirements. Fulfills the Classical Culture Area.

## CLS 0080/0180 GREEK RELIGION

Marie-Claire Beaulieu, co-taught with Jennifer Eyl

G+ MW 1:30-2:45 cross-listed as REL 0080/0180

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.

## CLS 0110 WOMEN OF BYZANTIUM

David John Proctor

L+

MW 4:30-5:45 cross-listed as HIST 157

Examination of the themes of political legitimacy, spirituality, education, gender roles, the spread of Byzantine culture, and the evolution of Christian theology through a careful study of the lives of various women of the Byzantine world. This will include examination of the lives of women of the Byzantine Empire, Southeastern Europe, Russia, Western Europe, the kingdoms of Armenia and the Ottoman Empire.

## CLS 0143 GREEKS AND BARBARIANS

Steven Hirsch

F+ TR 12-1:15

“Among Greeks and Barbarians” was one way of referring to the entire world, comprising, from the Greek point of view, those who speak and act “like us” and those who don’t. Due to both the circumstances of geography and the need for resources, the ancient Greeks were compelled to interact with other peoples. These cross-cultural encounters were both unsettling and stimulating, leading to the Greeks’ discovery of themselves—the formulation of a Greek “cultural identity”—and to expanding knowledge of the wider world. In this course we will trace the Greeks’ contacts and conflicts with other peoples of the ancient world. While the cast of characters will include Cretans, Trojans, Phoenicians, Egyptians, and Romans, it will center on the seminal, two-century-long, encounter of the Greek city-states with the mighty Persian Empire. We will read the accounts of Greek poets, historians, explorers, and playwrights, examine documents from the Persian Empire, and view images of ancient artifacts and sites such as Athens, Persepolis, and Alexandria.

## CLS 0176 ANCIENT MEDICINE SEMINAR

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 0185 ALTRUISM IN THE ANCIENT WORLD

R. Bruce Hitchner

T 1:30-4 :00

For whenever some common external threat [to Rome] compels the three [the people, the magistrates, and the senate] to unite and work together, the strength which the state then develops becomes quite extraordinary. No requirement is neglected, because all parties vied with one another to find ways of meeting the needs of the hour, and every decision taken is certain to be executed promptly, since all cooperating in public and in private alike to carry through the business in hand. The consequence is that this peculiar form of constitution possesses an irresistible power to achieve any goal it has set itself." Polybius, Histories 6.18

The second century BC Greek historian, Polybius, was on to something in his explanation of Rome’s rise to power and, as he speculated, it had little or nothing to do with whether it

was a mixed constitution combining democracy, kingship, and oligarchy. Rather, what he revealed ran deeper; namely that Romans of all classes were patriotically devoted to the security and prosperity of their community and acted with exemplary cooperation and altruism to that end.

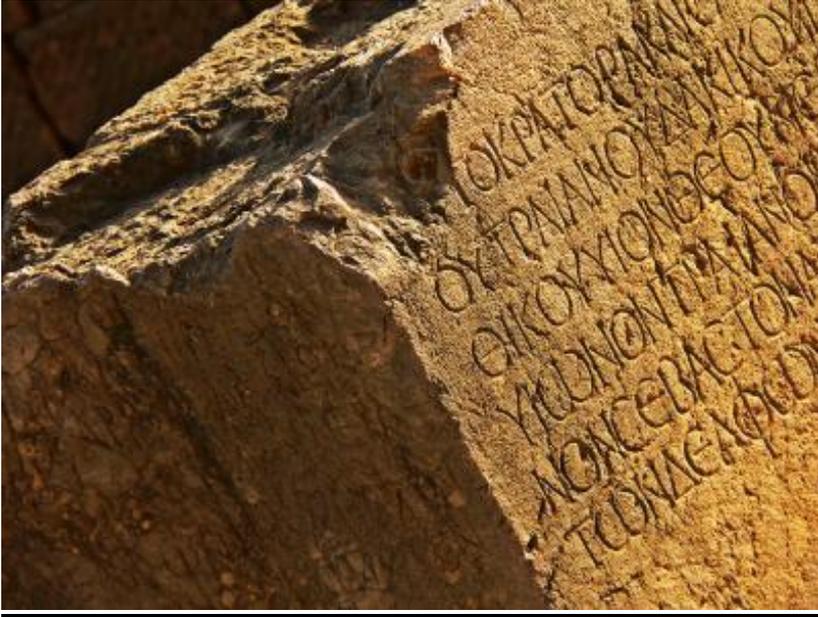
Although he does not say precisely why this was so, the implication is that the Roman Republic was acting in response to the highly bellicose conditions in which it emerged and survived, and that it was Rome's ferocious response to its enemies in war, conditioned by the profound unity of the Roman people that accounts for its emergence as the preeminent Mediterranean power. Put in modern human evolutionary terms, what Polybius was describing was the most successful parochial-altruistic community of Antiquity. Altruism is the act of conferring benefits on others at a personal cost to one's self, and parochialism involves the favoring of one's own group or community over outsiders. It was Charles Darwin who first observed the apparent relationship between both in the context of competing communities when he wrote:

Selfish and contentious people will not cohere, and without coherence, nothing can be effected. A tribe possessing... a great number of courageous, sympathetic, and faithful members, who were always ready to warn each other of danger, to aid and defend each other... would spread and be victorious over another tribe

This course will explore the role of altruism and parochialism in Antiquity, and in particular their co-evolutionary role in the emergence of the great city-states of Sparta, Athens, Rome.

The course has no prerequisites. Weekly essays and class discussion format.

# GREEK



## **GRK 0002 ELEMENTARY ANCIENT GREEK II**

Anne Mahoney

E

MWF

10:30-11:20

Continuation of Greek 1. You will get better and faster at reading Greek, and you'll be introduced to Greek literature. By the end of the term we will read a complete, unadapted classical text.

## **GRK 0102 GREEK DRAMA**

Greg Crane

10+

M

6:00-9:00

## **GRK 0181 ATHENS AT WAR**

Steven Hirsch

J+

TR

3:00-4:15

The brutal, protracted Peloponnesian War in the last decades of the 5th century BCE coincided with, and catalyzed, profound changes in the life of the Greeks. This course will explore major cultural, literary, and intellectual developments and their interconnections against the backdrop of traumatic political and military events. Reading Greek selections from Thucydides, Euripides, Aristophanes, and Antiphon, representing the genres of history, tragedy, comedy, and oratory, will also illuminate the evolution of language, style, and rhetoric in an era of fervid experimentation.

Prerequisite: GRK 0007/consent

# LATIN



## LAT 0001-01 ELEMENTARY LATIN I

Anne Mahoney G MWF 1:30-2:30

This is the first semester of a two-semester sequence in which you will learn to read Latin. Everything we do in class is aimed at helping you read the language. In the first semester you'll build a basic vocabulary, you'll learn the principles of a highly inflected language, and you'll meet all the major rules of grammar, while reading and listening to stories.

This course is for beginners; people with previous experience in Latin are encouraged to take whatever higher-level course you can manage.

## LAT 0002-01 ELEMENTARY LATIN 2

Susan Setnik E M/W/F 10:30-11:20

After a brief review of forms and syntax learned in Latin 1, complex syntax will be introduced using traditional Latin texts and digital resources. 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. Students will read short Latin passages from Pliny, Martial, Cicero, Catullus, etc. (adapted and unadapted) and discuss such topics as slavery, superstitions, and love in the Roman Forum. Quizzes, 2 midterms, small project(s), and final exam. Prerequisite: Latin 1 or equivalent

## LAT 003 INTERMEDIATE LATIN

Andreola Rossi D+ TR 10:30-11:45

This course aims at establishing reading proficiency in Latin. We will begin with an extensive review of Latin grammar and syntax covered in Latin 001 and 002 (or equivalent courses) and by reading some inscriptions from Pompeii and other Roman towns. The second part of the semester will be devoted to the reading of a selection of lively and unadapted Latin texts from a variety of well-known Classical Roman authors.

## LAT 0022 LATIN POETRY

Andreola Rossi

H+

TR

1:30-2:45

This course provides an opportunity to read, in the original language, from one of the world's greatest works of literature, and to set it against the backdrop of a key period in Roman history. During the semester, we will read Latin selections from Vergil's Aeneid, with the intention of improving each student's vocabulary and translation skills, and ability to interpret Latin poetry in its cultural context. Particular attention will be devoted to genre and narratology (what is an epic poem), epic characters (what is an epic hero and antihero) 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 ROMAN PROSE, POETRY AND 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 0101 LATIN EPIC

Andreola Rossi

G+

MW

1:30-2:45

In this course we follow the development of the Epic genre in Roman Literature. We briefly outline the beginning(s), the nature, and the social function of the so-called Roman historical Epic in archaic Rome and follow the development of the genre in the Aeneid of Vergil, often labeled as one of the foundational texts of the Western Tradition. In the last segment of the course, we explore the reception of the Aeneid in later Roman epic authors by reading excerpts from Lucan's *Bellum Civile*, the so called anti-Aeneid, and Ovid's *Metamorphoses*. Topics discussed will include: Fauna, vates and Epic poets, Epic and Song, Epic, Epic monuments and the construction of history, Epic and the voice of auctoritas, Epic, Epic models and intertexts, heroes and antiheroes, narratology, Epic and anti-epic, the Poet and the Prince.

## LAT 0140 CLASSICAL LEGACIES: CATULLUS

Anne Mahoney

C

TWR

9:30-10:20

C. Valerius Catullus is the beloved young poet of love, lust, and friendship. He is a precursor of Augustan love elegy and influential in other areas as well. In this course we will first review the entire Catullan corpus, and then consider other poets, writing in Latin, who embraced or rejected the influence of Catullus. While Vergil and Martial are perhaps the most obvious of these, Michael Putnam has argued that Horace is also significantly influenced by Catullus. We will consider not only classical poets but also modern ones, starting from the Renaissance re-discovery of Catullus. Along the way we will discuss reception as a way of reading not only the later poets but also Catullus himself. We'll also review the basics of lyric meter.

All readings will be in Latin. You will write several short papers and a major paper, suitable for use as a qualifying paper (for graduate students) or the kernel of an honors thesis (for undergraduates). Although there will be no final exam, we will hold class during the exam period on the day the exam would have been scheduled. Pre-requisite Latin 21 or 22 or above. Previous experience with Catullus is useful but not required.



# MAJORING IN CLASSICS

## 1. Major in Classical Studies

Ten courses usually distributed as follows:

- a. Two courses: CLS 31 or GRK 131; CLS 32 or LAT 132
- b. Two courses in Greek & Roman History (CLS 37 & 38), or two in Greek & Roman Archaeology (CLS 27, 164, or 168)
- c. Two additional Classics (CLS, GRK, LAT) courses above 100, in addition those taken in fulfillment of the above requirements.
- d. Four other courses: at least two offered by the Classics Department. Two of these four courses may be in a Related Field (see pg 20.). 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

- a. Classics 31 (Classics of Greece) or Greek 131 (Survey of Greek Literature)
- b. Classics 37 (History of Ancient Greece)
- c. Four courses in Greek, one of which may be Greek 3, at least three at the 100-level; not including GRK 131 if taken in place of CLS 31, but if a student take both CLS 31 and GRK 131, then GRK 131 can be counted here.
- d. Four other courses in the department (CLS, LAT, GRK, SKT )of which at least two must be at the 100-level.

## 3. Major in Latin

- a. Classics 32 (Classics of Rome) or Latin 132 (Survey of Latin Literature)
- b. Classics 38 (History of Ancient Rome)
- c. Five in Latin above LAT 3, including at least three at the 100-level; not including LAT 132 if taken in place of CLS 32, but if a student takes both CLS 32 and LAT

132, then LAT 132 can be counted here.

- d. Three other courses in the department (CLS, LAT, GRK, SKT), of which two must be at the 100-level.

#### **4. Major in Greek and Latin**

- a. Six courses in Greek and Latin above the intermediate level, of which four must be at the 100-level.
- b. Four other courses offered by the department.

## **MAJORING IN ARCHAEOLOGY**

- Four required courses
  - Anthropology 39 (may substitute ANTH 20 or 27)
  - Archaeology 27 (co-listed as FAH 19 and CLS 27)
  - Archaeology 30 (co-listed as ANTH 50)
  - Earth & Ocean Sciences 2
- Seven elective courses from History, Natural Science, and Art
  - Two (2) History courses taken from CLS 26, 37, 38, 47, 85, 86, 142, 143, 144, 146, 147, 185, 186; HIST 6, 13, 17, 23, 40, 50, 51, 72, 76, 105, 148, 149, 151
  - Two (2) Natural Science courses taken from ANTH 40 (formerly 20), 49, 126, 132, 150, 182; BIO 7, 10, 143, 144; CHEM 2, 8; EOS 32
  - Three (3) Archaeology courses taken ARCH 26, 49, 51, 52, 91, 92, 128, 160, 163, 164, 167, 168, 187, 188, 190, 191, 192; CLS 26, 87, 88, 160, 163, 164, 167, 168, 187, 188; FAH 103, 104, 105, 106
- Seniors are encouraged to write an interdisciplinary capstone (research paper).

#### **Archaeology Program Overview**

Our understanding of the majority of the human past, for which the written record is nonexistent or minimal, is based on a material record. Archaeology examines this record of human activity to recover and interpret information about past societies and cultures.

Tufts offers a general interdisciplinary undergraduate major in archaeology, incorporating courses from the arts, humanities, natural sciences, and social sciences. Ideally, a student in archaeology will combine course work with first-hand experience in recovery, conservation, and interpretation of material remains.

The archaeology program has had affiliations over the years with several summer field schools and other institutes, including the Murlo excavation in Italy, the Talloires/Mt. Musièges excavation in France, the Old Sturbridge Village Field School, and with the Center for Materials Research in Archaeology and Ethnology (CMRAE), an alliance of Boston-area programs which offers specialized course work in the scientific dimensions of archaeological study based at M.I.T., an alliance of Boston-area programs which offers specialized course work in the scientific

dimensions of archaeological study. Students are also encouraged to take appropriate coursework at the universities affiliated in the Boston Consortium (Boston College, Boston University, Brandeis University).

## 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.)

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## RELATED FIELDS

In the Department of Classics, we teach a specific body of subject matter pertaining to the civilizations of Graeco-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. The following courses, which are being held next semester, will automatically be accepted in lieu of the *ninth* and *tenth* Classics courses.

Course #	Course name
ENG 51	Shakespeare
ENG 109	Ovid and the Ovidian Tradition
HIST 56	Europe in the High Middle Ages (formerly History 21)
ITAL 52	Purgatorio and Paradiso
PHIL 1	Introduction to Philosophy
PHIL 120	Metaphysics
REL 22	Introduction to the New Testament

## 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 3 (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 3 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.

