# Spring 2019 Courses

**ARCH 0027 Introduction to Greek & Roman Art & Archaeology**
Cross-list CLS 27 and FAH 19  
J. Matthew Harrington  
L+  
T&TH 4:30-5:45  
Semester Hour Units: 3

**ARCH 0128 Mesoamerican Archaeology**
Cross-list ANTH 0128 Lauren Sullivan  
M+  
M&W 6:00-7:15  
Semester Hour Units: 3

**ARCH 0168 Roman Art & Archaeology: Space and Practice in the Roman World**
Cross-list CLS 168 and FAH 106  
J. Matthew Harrington  
G+  
M&W 1:30-2:45  
Semester Hour Units: 3

**CLS 0027 Introduction to Greek & Roman Art & Archaeology**
cross-listed as  
Cross-list ARCH 0027 and FAH 19  
J. Matthew Harrington  
L+  
T&TH 4:30-5:45  
Semester Hour Units: 3

**CLS 0030 Comic Tradition: From Aristophanes to South Park**
Andreola Rossi  
H+  
T&TH 1:30-2:45  
Semester Hour Units: 3

**CLS 0032 Classics of Rome**
Andreola Rossi  
G+  
M&W 1:30-2:45  
Semester Hour Units: 3

**CLS 0038 History of Ancient Rome**
Cross list HIST 51 Bruce Hitchner  
I+  
M&W 3:00-4:15  
Semester Hour Units: 3

**CLS 0055 Greek Tragedy**
Cross list DR 53  
Anne Mahoney  
E  
M, W&F 10:30-11:20  
Semester Hour Units: 3

**CLS 0079 War and Diplomacy in the Ancient World**
J. Matthew Harrington  
H+  
T&TH 1:30-2:45  
Semester Hour Units: 3

**CLS 0083 Alexander East & West**
Cross list ARB 92 Owen Cornwall  
10+  
M 6:00-9:00  
Semester Hour Units: 3

**CLS 0108 Alexander the Great: History, Myth, Legend and Legacy**
Cross list HIST 101 David Proctor  
Tuesday 4:30 to 7:15 pm  
Semester Hour Units: 3
CLS 0170 Indo-European Linguistics
Cross list LING 170 Anne Mahoney  D  M 9:30-10:20 & T&R 10:30-11:20
Semester Hour Units: 3

CLS 0176 Ancient Medicine Seminar
Joanne H. Phillips  E+  M&W 10:30-11:45
Semester Hour Units: 3

CLS 0189 Aristotle on Rationality
Riccardo Strobino & Christiana Olfert  M&W 1:30-2:45
Semester Hour Units: 3

GRK 0002 Elementary Ancient Greek II
Greg Crane  R+  M&W 9:00-10:15
Semester Hour Units: 3

GRK 0101 Odyssey (Epic Greek Course)
Greg Crane  10+  M 6:00-9:00
Semester Hour Units: 3

GRK 0131 History of Greek Literature Survey
J. Matthew Harrington  K+  M&W 4:30-5:45
Semester Hour Units: 3

GRK 0140 Byzantine Greek
Anne Mahoney  ARR  F 1:30-2:45
Semester Hour Units: 1

GRK 0191 Optional Digital Project Based Recitation
Greg Crane  Time TBA
Semester Hour Units: 1

LAT 0001 Elementary Latin I
Anne Mahoney  C  T, W&F 9:30-10:20
Semester Hour Units: 3

LAT 0002 Elementary Latin II
Andreola Rossi  E+  M&W 10:30-11:45
Semester Hour Units: 3

LAT 0022 Latin Poetry: Catullus
Susan Setnik  E+  M&W 10:30-11:45
Semester Hour Units: 3

LAT 0104 Latin Philosophy: Lucretius de rerum natura
Joanne Phillips  G+  M&W 1:30-2:45
Semester Hour Units: 3
LAT 0030/0130 Medieval Latin
Riccardo Strobino I+ M&W 3:00-4:15
Semester Hour Units: 3

SUMMER 2019

First Session May 22, 2019 – June 28, 2019
ARCH 0026-A Ancient Egypt taught on line
Matthew Harrington

Second Session July 2, 2019 – August 9, 2019
CLS 0075-B Classical Mythology taught on line
Matthew Harrington

FACULTY

R. Bruce Hitchner, Professor, Department Chair, Director Archaeology Program Chairman, Dayton Peace Accords Project; Roman history, archaeology and International Relations

Marie-Claire Beaulieu; Associate Professor, Director of Graduate Studies, 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

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 GREEK AND ROMAN ART & ARCHAEOLOGY
J. Matthew Harrington L+ TR 4:30-5:45 Cross-list CLS 27 and FAH 19 Semester Hour Units: 3

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 use 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 0128: MESOAMERICAN ARCHAEOLOGY
Lauren Sullivan M+ MW 6:00-7:15 Cross-list ANTH 128 Semester Hour Units: 3

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 The readings and assignments in this course are designed to introduce you to building an argument and conducting
scientific analysis in archaeology, understanding diverse cultures, critical thinking, as well as collaborating with one another to evaluate different approaches to Mesoamerican archaeology. This course counts towards the Social Science or Arts distribution requirement, the World Civilization requirement, and the Native American and Culture and Hispanic Cultures & Diasporas culture options. Prerequisite: Archaeology 30 or consent.

ARCH 0168: ROMAN ART & ARCHAEOLOGY: SPACE AND PRACTICE IN THE ROMAN WORLD

J. Matthew Harrington G+ MW 1:30-2:45
Cross-list CLS 168 and FAH 106 Semester Hour Units: 3

From the templum drawn in the sky to the carefully managed sightlines of the Roman house, the intersections of space and practice drove urban development and redevelopment within the Roman world. Sometime in the 8th century BCE, in a handful of thatched huts on the low hills beside a small river, a few villages of Latin-speaking farmers began to work as one (sometimes) and to call themselves Romans. The advancing Roman state assimilated its former rivals and was, in turn, transformed by the contributions of all those disparate cultures: the Latins, the Etruscans, the Greeks, the Gauls, and beyond. The Romans, however, brought not simply a genius for social organization and a willingness to adapt whatever art or technology they encountered, but also a complex culture that framed the flood of novel artistic and architectural options in moral and hierarchical terms. This course will explore how competing groups with complex and fluid cultural identities constructed and decorated Roman space in service of their social, political, and religious goals, beginning with the archaeological assemblage of the Iron Age Latial culture c. 900 BCE and focusing in particular on the art and architecture of the Roman imperial period in the 1st BCE to the 4th CE. Pompeii and Ostia will form axes of comparison with the imperial capital for an examination of the negotiability of Roman identity in built form. We will proceed from the essential unit of the house and move outward to the neighborhood, monumental structures, urban planning, and to the question, finally, of how existing civic space could be refashioned into Roman cities, as a central Italian power evolved into a pan-Mediterranean nation-state. Crucially, we will examine space as a discourse where every possible choice was open to question. Where, for example, fine marble sculptures could be read as proper Roman pietas as easily as foreign decadence - luxuria.
In this interdisciplinary course we analyze the genre of comedy from its carnival origin to the modern day in authors such as Beckett, Ionesco, Fo and in modern sitcoms and shows (South Park). Special emphasis is given to the carnival quality of comedy, the social context(s) in which the genre develops, the social function of comedy and satire, the structure of a comic plot, comic heroes and comic types. Secondary readings include, Aristotle, Freud, Bakhtin, Nietzsche. *All readings are in English. Satisfies the Humanities Distribution Requirement and the Classical Cultural Area.*

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. *All readings are in English. Satisfies the Humanities Distribution Requirement and the Classical and Italian Cultural Area.*

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 monarchical 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 0055: GREEK TRAGEDY
Cross list DR 53 Anne Mahoney E MWF 10:30-11:20  
Semester Hour Units: 3

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.

CLS 0079 WAR AND DIPLOMACY IN THE ANCIENT WORLD
J. Matthew Harrington H+ TR 1:30-2:45  
Semester Hour Units: 3

Introduction to the complex and intersecting practices of warfare and diplomacy in the ancient world from the organization of states in the Near East to the fall of Constantinople: c. 3,200 BCE to 1,453 CE. Exploration of the role of social ideology and religion in shaping how the Egyptians, Assyrians, Hittites, Persians, Greeks, Romans, and others negotiated formal and informal interstate contact and exchange. As an ever-present risk, the potential for inter-group conflict structured contact and exchange between groups, and it intersected crucially with the internal political, religious, and economic organization of ancient societies. Political and military offices extensively derived their purviews and legitimacy from prevailing conceptions of what was required to confront the external Other. These shifting moral and social
frameworks for conducting war and diplomacy reveal much about the complexity and variability of ancient conceptions of morality, duty, gender, status, group identity, and the role of human societies within the cosmos. There are no prerequisites.

**CLS 0083: ALEXANDER EAST & WEST**

Cross-list ARB 92  
Owen Cornwall  
10+  
M 6:00-9:00  
Semester Hour Units: 3

Alexander the Great (d.323 BCE) is one of the most fascinating and well-studied figures in history. And yet, it is little known—even to scholars—that for over a thousand years Alexander was also considered a prophet of Islam, who brought together “East” (sharq) and “West” (gharb). How did this happen? This course will introduce the Greek sources of the life of Alexander the Great before examining his life in legend through Late Antiquity when Christian apocalyptic literature influenced narratives about Alexander in the Qur’an. Animated by his inclusion in the Qur’an, Alexander became one of the most important figures in pre-modern Islamicate literary traditions until the nineteenth century. While exploring this under-examined corpus of texts about Alexander, the class will pose analytical questions about pre-modern concepts of race, gender, colonialism, empire, and literary genre in the Muslim Alexander’s project to create a world empire. That is, we will examine how Alexander and his universal empire stimulated intense debate about what unites people and what divides them across “East” and “West.” Lastly, we will explore how this Islamicate Alexander tradition began to shift with the rise of European colonialism.  

**Reading List:**
- Plutarch, Life of Alexander
- Appian, Life of Alexander
- Quintus Curtius, Life of Alexander
- Diodorus Siculus, Book XVII
- Pseudo-Callisthenes, The Greek Alexander Romance
- Tabari, Exegesis of the Qur’an
- Tabari, History of the Prophets and Kings
- Biruni, Chronology of Ancient Nations
- Anonymous, Sirat al-Iskander
- Pseudo-Aristotle, The Secret of Secrets (SIRR al-Asrar)
- Ferdowsi, The Shahnameh (The Persian Book of Kings)
- Anonymous, Iskandar-nameh
- Tarsusi, Darab-nameh (The Book of Darius)
- Kermani, The Mirror of Alexander
CLS 0108: ALEXANDER THE GREAT: HISTORY, MYTH, LEGEND AND LEGACY
Cross list HIST 101 David Proctor Tuesday 4:30 – 7:15 pm
Semester Hour Units: 3

Examination of the life, myth, legend, and legacy of Alexander the Great. Focus on ancient, medieval, and modern accounts in an effort to understand perspectives on Alexander in his own time and how he becomes a heroic figure in a variety of different religious traditions including Christianity, Judaism, and Islam. Discussion of his broader historical impact and the realities of the empire he created including forms of political organization, issues of security, and perceptions of identity. Investigation of how the historical Alexander relates to the Alexander of legend and myth.

CLS 0170: INDO-EUROPEAN LINGUISTICS
Cross list LING 170 Anne Mahoney M 9:30-10:20, TR 10:30-11:20
Semester Hour Units: 3

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 3, 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.

CLS 0176: ANCIENT MEDICINE SEMINAR
Joanne H. Phillips E+ M&W 10:30-11:45
Semester Hour Units: 3

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.
CLC 0189: ARISTOTLE ON RATIONALITY
Riccardo Strobino & Christiana Olfert
M&W 1:30-2:45
Semester Hour Units: 3

Aristotle on Rationality
What does it mean to be rational? Does the pursuit of happiness require us to seek the truth? Are there rational virtues and vices, and what are they? Does the way in which we think about time, possibility, and necessity affect our understanding of rational motivation, choice, and deliberation? Is there such a thing as acting rationally?

Aristotle is often called the father of logic. He also famously argues that the good life is the life of excellent rational activity. Our course explores a set of questions about rationality and the rational life at the intersection of Aristotle’s ethics and logic. Our focus will be on two of Aristotle’s foundational works, the Nicomachean Ethics and the Posterior Analytics, but we will also cover relevant portions of other Aristotelian texts, including the Metaphysics, the On the Soul, the Rhetoric, the Poetics and the Politics, with occasional forays into the later commentary tradition.

Prerequisite: one philosophy course or permission of the instructors.
Greek literature is like an intricate and often discordant conversation crossing centuries and interweaving the many transformations in the local Greek (and sometimes Panhellenic) sense of identity, while an array of Greek-speaking peoples became a pan-Mediterranean culture. Each author was immersed in this conversation and expected that their audience brought a similar education, with the result that no text stands on its own; each draws meaning from its place within that larger, intertextual system. We will examine the history of Greek literature, closely reading selections from crucial milestones in the development of the many genres of Greek writing. We will explore how authors engaged with literary precedent and their own social context to draw their audiences into contemplation of the tensions and contradictions of the Greek discourses on gender, politics, social status, ethics, the mytho-historical past – in sum, what it was to be Greek (or perhaps just Athenian),
what it meant to be alive. We will work toward the ability to join that larger conversation by developing a wider and deeper awareness of Greek literature – to read Greek text more like an ancient Greek (or even a Greek-speaking Roman).

GRK 0191 OPTIONAL DIGITAL PROJECT BASED RECITATION
Greg Crane
Time TBA
Semester Hour Units: 1

Must be registered in either GRK 2 or GRK 101 with Prof. Crane
LATIN

LAT 0001: ELEMENTARY LATIN I
Anne Mahoney  C  TWF 9:30-10:20
Semester Hour Units: 3

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 will build a basic vocabulary, you will learn the principles of a highly inflected language, and you will 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: ELEMENTARY LATIN II
Andreola Rossi  D+  TR 10:30-11:45
Semester Hour Units: 3

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.

LAT 0022: LATIN POETRY: CATULLUS
Susan Setnik  E+  MW 10:30-11:45
Semester Hour Units: 3

An introduction to the Latin poetry of Catullus. At first, we will focus on poems that helped shape our ideas of “romantic love” and “love poetry.” Poems such as Carmina 64 (the so-called epyllion of Theseus and Ariadne) demonstrate his inheritance from Greek traditions (namely, the Alexandrians). Other Carmina emphasize the young poet’s full range of emotions, relationships with urbane friends, use of imagery and wit, and attempts at freedom of expression within defined boundaries and traditional literary forms. We will complement close reading and translation with a grammar
review, study of meter and rhetorical devices, multiple interpretations, and exposure to later artists who were inspired and continue to be inspired by Catullus. Quizzes, midterm, 1 paper (creative and/or scholarly), and final exam. Latin 3 or equivalent is recommended.

LAT 0104: LATIN PHILOSOPHY: LUCRETIUS DE RERUM NATURA
Joanne Phillips             G+    MW 1:30-2:45
Semester Hour Units: 3

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 and Latin 22 or permission of instructor

LAT 0030/0104: MEDIEVAL LATIN
Riccardo Strobino          I+    MW 3:00-4:15
Semester Hour Units: 3

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).
SUMMER 2019

First Summer Session May 22, 2019 to June 28, 2019

ARCH 0026-A Ancient Egypt ONLINE (SSA):
Matthew Harrington
This course is an exploration of the civilizations of Ancient Egypt and the Near East, examining their art, architecture, and history. We will examine the close interplay between the religion of the Egyptians and their funerary practices, including the development of the pyramid tombs and the practice of mummification. The pharaoh served as an incarnate link between the eternal gods and the world of mortals; the pharaoh's victories and virtues filled the temples, but the tombs of ordinary Egyptians were filled with images of their own aspirations for eternal life. Hieroglyphic texts recorded diplomacy and sacred ritual, as well as literature and science while dynasties rose and fell, just as cuneiforms texts did in Mesopotamia and beyond. We will examine the internal and external relations of Egypt in the context of a world system that included the kingdoms and empires of the Near East and the Mediterranean: from the Sumerians, Assyrians, Hittites, and Babylonians, to the Persian Empire, Alexander the Great, and the Imperium Romanum. In each of these cultures, individuals competed to assert their identities within a shared system of meaning embedded in their art and architecture as well as their texts and social hierarchies.

Second Summer Session July 2, 2019 to August 9, 2019

CLS 0075-B Classical Mythology ONLINE (SSB):
Matthew Harrington
We will explore the world ancient mythology and its intersections with art, ideology, and ritual, from the creation of the universe to the foundation of Rome and the mytho-historical divinizations of Julius Caesar and Augustus. Stories of the gods and heroes were more than simply entertainment; they were cognitive tools for interrogating the essential questions of being human: justice and morality, fate and identity, humor and heroism, suffering and triumph - the meaning of life. For this reason, ancient myth has remained a powerful source of inspiration for millennia, informing the art and narratives of the Renaissance to the present. In their constant retelling and re-adaptation, these stories serve as a template for the concerns of every age: humor and heroism, suffering and triumph. This course will closely examine the nature of Greco-Roman myth, its essential human meaning, and its intersections with ancient art and ritual.
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 level, 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
  o Anthropology 39 (may substitute ANTH 20 or 27)
  o Archaeology 27 (co-listed as FAH 19 and CLS 27)
  o Archaeology 30 (co-listed as ANTH 50)
  o Earth & Ocean Sciences 2
- Seven elective courses from History, Natural Science, and Art
  o 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
  o 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
- 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. Musiès 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: Tyrrenian 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 above 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 above for minor requirements.)
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.

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

Foundation and Distribution Requirements

Foundation

Foreign Language Requirement
Completing LAT 1, 2, and 3 (through placement exam or passing courses) satisfies the first part of the language requirement. Taking two more LAT courses above the intermediate level (LAT 21 & LAT 22, for example), satisfies the second part of the language requirement.

Completing GRK 1, 2, and 3 (through placement exam or passing courses) satisfies the first part of the language requirement. Taking two more courses above the GRK 3 level satisfies the second part of the 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.