increased importance of public spectacles and entertainments. We will also look at emperors from the period and will discuss the rise of a celebrity culture and the slide into autocracy. We will examine the characters and policies of Augustus the first emperor, 27BCE--14CE. But it was only after Augustus' death that the consequences of his reforms became apparent. Rome suffered a turbulent century under a succession of emperors, variously represented as mad, bad, and dangerous to know. In this course we will study the period through contemporary or near-contemporary texts in an attempt to analyze the demoralization of the traditional Roman ruling classes and the slide into autocracy. We will examine the characters and policies of emperors from the period and will discuss the rise of a celebrity culture and the increased importance of public spectacles and entertainments. We will also look at modern portrayals of the period in visual media (e.g., art, TV, movies).
CCIV204 Approaches to Archaeology
Archeology is the study of the past through its material remains. This course will introduce students to a range of approaches that archaeologists use to interrogate material culture (artifacts and other physical remains) and, in some cases, written records, to present interpretive reconstructions of past human history, societies, cultures, and practices. The course includes archaeological approaches to prehistoric cultures through to ancient, medieval, and early modern societies.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ARCP
Identical With: ANTH204, ARCP204, ARHA201
Prereq: None

CCIV205 Myths, Monsters, and Misogyny: An Introduction to Greek and Roman Mythology
In this class we will read literary versions of myths from Greece and Rome and look at representations in ancient and later art. Starting with myths of the creation, we will move on to look at the individual gods and goddesses, their powers, and their place in ancient religion, then to the often perilous interactions of humans and gods. In the second half of the semester, we will concentrate on the heroes and heroines of mythology, ending with the Trojan War and its aftermath. The course aims to give a basic grounding in the stories and the images—creating mythologically literate students. As that analogy implies, we will also analyze myth as a system of communication and consider how these myths portray the world, the divine, and the place of men and women in relation to the gods, to nature, and to society.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

CCIV212 Politics and Piety in Early Christianities
The first four centuries of the Christian era will illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. This course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender; experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI215, MDST215
Prereq: None

CCIV214 Survey of Greek Archaeology
This course introduces the art and archaeology of Greek civilization from Mycenaean palaces of the Bronze Age, to tombs of warriors and battlefields of Marathon, through the theatrical and political centers of democratic Athens. Throughout the semester we will survey the major archaeological sites (civic and cultic) for each period and study development of sculpture, painting, ceramics, and architectural trends in light of political (propaganda!) and social changes. More than a tour of monuments and mosaics, however, this course will show students how to interpret and apply literature, material science, anthropology, and art history to address archaeological questions, and to consider the relationship (ancient and modern) between social trends and material evidence.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: ARHA203, ARCP214
Prereq: None

CCIV217 Philosophical Classics I: Ancient Western Philosophy
This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: PHIL201, COL359
Prereq: None

CCIV220 Homer and the Epic
In this course we will read both the Iliad and the Odyssey (in English translation). These two great epics are recognized as the first major texts of the Western literary tradition, and they have had an incalculable influence on everything from literature, to history, to the visual arts. Through a close reading of both epics, we will consider issues such as Homeric composition and poetic practice, heroes and the heroic code, the relation between humans and gods, the role of fate, and the structure of Homeric society (e.g., the status of women; clan and community). We will also read a number of contemporary critical essays to help us frame our discussions.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: ENGL219
Prereq: None

CCIV223 Survey of Roman Archaeology and Art
This course begins with the art, archaeology, and culture of the Etruscans and their important contributions to the early history of Rome. After a brief examination of the influences of Hellenistic culture on Rome, the course surveys the archaeological evidence illustrating the principal architectural and artistic achievements of the Romans down to the reign of Constantine the Great.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARCP223, ARHA207
Prereq: None

CCIV227 Ancient Laughter
Are we hard-wired to laugh? Could we have told a joke to an ancient Roman? Did the ancient Greeks think the same things were funny? Would they scoff at a “dirty” joke? Are puns universal, and universally terrible? This course will seek...
Offering:

classical antiquity still so compelling today? interpretations reshape our understanding of the ancient material? And why is material to be deemed "acceptable" by scholars and enthusiasts? How do these and inspiration? How closely must modern interpretations cleave to the ancient characterize modern film characters? What is the difference between adaptation sorceress, noble enslaved man, old philosopher, and debauched aristocrat help themes are pervasive? How do ancient archetypes like the seductive queen, evil in modern film: why do directors continue to revisit classical antiquity? What on spectacle and society in contemporary America.

Aristophanes' Lysistrata in gang-ravaged Chicago. The Star Wars (1977-83) and world and drops it into Depression-era Southern America. Chi-raq resituates Brother Where Art Thou? (2001) takes the Odyssey from Homer's Mediterranean there are other modern films that draw less obviously on classical material. O Pompeii (2014), and the 2016 remake of Ben Hur. But beyond these obviously Classical material in film regained popularity in the 2000s: Gladiator (2000), Troy (2004), Alexander (2004), 300 (2006), Clash of the Titans (2010), and Pompeii (2014), and the 2016 remake of Ben Hur. But beyond these obviously classically-inspired films, situated as they are in a version of classical antiquity, there are other modern films that draw less obviously on classical material. O Brother Where Art Thou? (2001) takes the Odyssey from Homer's Mediterranean world and drops it into Depression-era Southern America. Chi-raq resitutates Aristophanes' Lysistrata in gang-ravaged Chicago. The Star Wars (1977-83) and Hunger Games (2012-15) trilogies use a reimagined Roman Empire to comment on spectacle and society in contemporary America.

We will study these films and others to analyze the trajectory of classical allusion in modern film: why do directors continue to revisit classical antiquity? What themes are pervasive? How do ancient archetypes like the seductive queen, evil sorceress, noble enslaved man, old philosopher, and debauched aristocrat help characterize modern film characters? What is the difference between adaptation and inspiration? How closely must modern interpretations cleave to the ancient material to be deemed "acceptable" by scholars and enthusiasts? How do these interpretations reshape our understanding of the ancient material? And why is classical antiquity still so compelling today?

Offering: Host

Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

CCIV229 Ancient Monuments: Landscape, History, and Memory

In this course, we will examine some of the most renowned sites from Greek and Roman antiquity, such as the Parthenon and the other monuments on and near the Athenian Acropolis, the Colosseum and Forum in Rome, and Pompeii. The aim is to get a broad understanding of their significance, and so the sources will include ancient texts, modern scholarship and travel narrative, and visual representations such as drawings and photographs. Because the course is connected to a theme of "shifting landscapes," we will pay particular attention to the ways in which the ancient sites interact with their surroundings.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENV5
Identical With: ENVS229
Prereq: None

CCIV231 Greek History

Using primary sources wherever possible, this course will examine the development of Greek civilization from Mycenaean times through the death of Alexander the Great. Special attention will be given to the connection between political events and cultural and intellectual trends. No prior acquaintance with ancient history is required.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CLAS
Identical With: HIST204
Prereq: None

CCIV232 Roman History

This course traces the history of Rome from its foundation, through its rise as an Italic and Mediterranean power, up to the transfer of the empire to Constantinople. It focuses on the political, military, and social achievements of the Roman people and the contributions of its principal historical figures, from the legendary kings of the regal period, to Republican leaders such as Marius, Sulla, Pompey, and Caesar, through Augustus and the establishment of the principate and subsequent emperors such as Vespasian, Hadrian, and Diocletian.

Offering: Host

Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CLAS
Identical With: HIST205
Prereq: None

CCIV234 Art and Society in Ancient Pompeii

This seminar surveys the art, architecture, and material remains of the cities buried by the eruption of Mt. Vesuvius in 79 CE. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the social and political life of a small Roman city and examine the unique evidence for reconstructing the private life of Roman citizens, from their participation in local politics and government, to their religious beliefs and lives, to the interior decoration of their homes and their burial customs.

Offering: Host

Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: ARHA225, ARCP234
Prereq: None
CCIV244 Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt
This course explores the archaeology of death and burial in Egypt and Greece, from the royal burials in the pyramids at Giza, to the cremated remains of warriors in Lefkandi, Greece, to the humble burials of infants under house floors. Drawing upon a blend of archaeological, art historical, and mythological evidence, we will examine how the funerary practices and the very notions of the soul, the body, and the afterlife compare in these two societies. We will also explore how social class, gender, and ethnicity influenced those ideas. The course will also provide an introduction to archaeological theory and the interpretive strategies employed by archaeologists, art historians, and historians in the reconstruction of ancient societies.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: ARHA219, ARCP244
Prereq: None

CCIV257 Plato's REPUBLIC
"The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." This declaration, famously made by Alfred North Whitehead in the early 20th century, seems especially true of Plato's Republic. No other work in the Western tradition can lay claim to setting the tone so influentially for the development of philosophy as a discipline. Almost every branch of philosophical thought we are familiar with today—on matters of ethics, politics, moral psychology, epistemology, metaphysics, and aesthetics—receives a major formulation in this text. This seminar will be devoted to a close reading of each of the 10 books of The Republic alongside various perspectives that have been taken on this magisterial work in contemporary philosophy, journalism, and literature. We will focus on The Republic primarily as a work of moral psychology by investigating the topical question of the dialogue: Why is it better to live justly rather than unjustly? For Plato, a just life is one governed by the pursuit of wisdom or learning, and this he believes will also be a psychologically healthy one. By contrast, a life governed by the indiscriminate pursuit of power—the life of a tyrant—is psychologically corrupted. These are bold claims. What is Plato's argument for them? In raising this question, we will consider the political project Plato embarks upon in the Republic in constructing a just society, as well as connected issues he raises in the dialogue concerning the nature of human motivation, the distinction between belief and knowledge, the distinction between appearance and reality, the importance of a proper education to the human good, and the role of art and beauty in furthering the common good. Alongside Plato, we will read various works of secondary literature, journalistic pieces, and works of fiction this semester, all inspired by The Republic.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: COL341, PHIL303
Prereq: None

CCIV281 Gender and Sexuality in Ancient Greek Culture
In this course we will examine the construction of gender roles in ancient Greece and approach gender as an organizing principle of private and public life in ancient Greek society. Using literary, scientific, historical, and philosophical sources as well as material evidence, we will address issues including the creation of woman, conceptions of the male and female body, the legal status of men and women, what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution, adultery); and ideas regarding desire, masculinity and femininity, and their cultivation in social, political, and ritual contexts such as rituals of initiation, marriage, drinking parties, the law court, and the theater. How ancient approaches to gender and sexuality are in dialogue or have informed recent debates will be a question throughout the course. We will end by looking at how ideas about sexuality in classical antiquity were used in ROMER V. EVANS, otherwise known as the 1993 Colorado Gay Rights Case.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: FGSS281
Prereq: None

CCIV283 Off with its Pedestal! The Greek Vase as Art and Artifact
This course explores the dual role of the Greek vase—as objet d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating!) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: ARCP285, ARHA204
Prereq: None

CCIV304 Medieval Archaeology
This course will serve as an introduction to the archaeology of medieval Europe. Emphasis will be on methods and theory and on recent trends in the field. Material will be drawn mainly from North European secular and ecclesiastical sites. Students interested in participating in the Wesleyan summer archaeological program in France are strongly urged to take this course.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARCP304, MDST304, ARHA218
Prereq: None

CCIV305 Medieval Archaeology
This course will serve as an introduction to the archaeology of medieval Europe. Emphasis will be on methods and theory and on recent trends in the field. Material will be drawn mainly from North European secular and ecclesiastical sites. Students interested in participating in the Wesleyan summer archaeological program in France are strongly urged to take this course.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARCP304, MDST304, ARHA218
Prereq: None

CCIV306 Medieval Archaeology
This course will serve as an introduction to the archaeology of medieval Europe. Emphasis will be on methods and theory and on recent trends in the field. Material will be drawn mainly from North European secular and ecclesiastical sites. Students interested in participating in the Wesleyan summer archaeological program in France are strongly urged to take this course.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARCP304, MDST304, ARHA218
Prereq: None

CCIV307 Medieval Archaeology
This course will serve as an introduction to the archaeology of medieval Europe. Emphasis will be on methods and theory and on recent trends in the field. Material will be drawn mainly from North European secular and ecclesiastical sites. Students interested in participating in the Wesleyan summer archaeological program in France are strongly urged to take this course.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARCP304, MDST304, ARHA218
Prereq: None

CCIV308 Medieval Archaeology
This course will serve as an introduction to the archaeology of medieval Europe. Emphasis will be on methods and theory and on recent trends in the field. Material will be drawn mainly from North European secular and ecclesiastical sites. Students interested in participating in the Wesleyan summer archaeological program in France are strongly urged to take this course.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARCP304, MDST304, ARHA218
Prereq: None
CCIV324 Tales of Hope or States of Delusion? Utopias, Past and Present

Utopias are imaginary places that promise freedom, equality, and happiness. In this course, we will look at different visions of utopian living: What kinds of longing and impulses do these utopias fulfill? What kind of social critique do they imply? How can they offer freedom and happiness, while built on strict programs of biological, psychological, and social engineering? When does one’s utopia become another’s dystopia?

We will start with ancient Greek poetry and philosophy—Homer, tragedy, Aristophanic comedy, and Plato—to trace the beginnings of utopian thinking and the promises that it makes. In the last part of the semester, we will look at how these early seeds of utopia are recast and developed in later and contemporary literature, theory, and film including Thomas More’s UTOPIA, Yevgeny Zamyatin’s WE, and Emily St. John Mandel STATION ELEVEN; selections from T. Adorno, E. Bloch, and F. Jameson; films such as Gattaca, and Her, and select episodes from Black Mirror.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

CCIV329 Roman Villa Life

This seminar will explore life in the Roman countryside, from the luxurious suburban villas near major urban centers to working estates in Italy and the Roman provinces. The course will begin with a general survey of Roman villa life and then move to a more focused inquiry into specific topics including art and architecture, production, slave life, and transportation. Readings will be drawn from ancient literary sources, inscriptions, and modern social and archaeological studies. The course is intended for students from a variety of disciplines and backgrounds, but some knowledge of the Roman world is recommended.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: ARCP329
Prereq: None

CCIV330 Classical Studies Today: Writing for a General Audience

This will be a seminar for junior and senior departmental majors, offered in association with the Calderwood Seminars in Public Writing. The purpose of the class is to have students write about scholarly issues in a way that makes them accessible to broad non-specialist audiences. This practice is what one scholar has called "responsible popularization." The course will concentrate on writing and public presentations, and each week the students will take alternating roles as writers and editors. The work load consists of reading scholarly articles or book chapters, on academic topics from Classical Studies, and re-work them in compact genres like personal essays, op-eds, blog posts, and reviews. For the final project, the students will form teams of two, each of which will interview an eminent Classical scholar of their choice and produce a brief profile.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

CCIV341 Visualizing the Classical

This project-based learning course integrates archaeology, classical texts, and the technologies of virtual construction to rebuild the material remains of the ancient world. Student teams will draw upon theories of urban design, engineering, and performance theory to create a material or virtual reconstruction of a classical built environment or object. Through the reconstruction of such spaces, we will explore how the ancient builders and craftsmen—through landscape, sound, light, functionality/monumentality, and spatial relationships—shaped the experience of the ancient viewer.

The course is divided into three modules. The first module will use case studies to survey the principles of archaeological reconstruction and explore the concepts and language of design and planning used by archaeologists and design specialists. These case studies will range from Greek and Roman temples, to city blocks and houses, to public spaces for entertainment or governance. In the second module, a series of technology workshops and in-class projects will give students hands-on training in the analytical mapping, modeling, interpretive, and reconstructive approaches such as ArcGIS, CAD, Sketchup and 3D printing. This practical training will form the foundation for the third module, during which student teams will apply these technologies to collaborate on the reconstruction of an ancient built environment or object. During this section of the course, students will discuss and collectively troubleshoot the problems of design and reconstruction they encounter as they go. Students will present their work at the end of the course, and discussion will focus on the insight that the process of reconstruction has offered into principles of ancient design and the values of ancient communities.

This seminar will be of interest to students with experience in classical studies, archaeology, studio arts, and digital design.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: ARHA205, ARCP341
Prereq: None

CCIV393 Reading Theories

In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts—language, identity, subjectivity, gender, power, and knowledge—and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

CCIV401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

CCIV402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

CCIV403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: Host
Grading: A-F

CCIV404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: Host
Grading: A-F

CCIV407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

**CCIV408 Senior Tutorial (downgraded thesis)**
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

**CCIV409 Senior Thesis Tutorial**
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

**CCIV410 Senior Thesis Tutorial**
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

**CCIV411 Group Tutorial, Undergraduate**
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

**CCIV412 Group Tutorial, Undergraduate**
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

**CCIV420 Student Forum**
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

**CCIV465 Education in the Field, Undergraduate**
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT

**CCIV466 Education in the Field, Undergraduate**
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT

**CCIV491 Teaching Apprentice Tutorial**
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT

**CCIV492 Teaching Apprentice Tutorial**
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT