CCIV112 Three Great Myths: Prometheus, Persephone, and Dionysus
This course is a detailed analysis of three important myths from classical antiquity, the stories of Prometheus, Persephone, and Dionysus. We will examine both literary and visual representations from antiquity. We will also consider how these myths live on in the Western tradition.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS
Prereq: None

CCIV118 The Fall of Rome and Other Stories
The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this "fall"—one of the most persistent stories in history—using the very texts in which it was first articulated. We will work with a range of authors—Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea—to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-COL, HA-COL, HA-COL, HA-COL
Identical With: COL118, COL118, COL118, COL118, COL118, COL118, COL118, COL118, COL118, COL118, COL118, COL118, COL118, COL118, COL118, COL118
Prereq: None

CCIV122 Alexander the Great: History and Legend
Alexander the Great, king of Macedon (356-323 BCE), is one of the most famous, and complex, figures of Greek antiquity. Bringing under his rule virtually all of Greece as well as the continent of Asia from the Aegean coast to the Indus River in modern Pakistan, the power he achieved in his 13-year reign was unrivaled, and the world left behind him was dramatically altered. In the process of creating his vast empire, he fought, bargained, drank, and talked with Greeks, Macedonians, Egyptians, Persians, Jews, and Indians. In this course we shall read the ancient Greek accounts of his life, death, and deification; toward the end of the semester, we shall turn our attention to three medieval versions of Alexander’s life, part of the tradition known as the "Alexander Romance," written by a Persian, a Jewish, and a French author, respectively. In this tradition Alexander explores Africa and visits the very gates of the Garden of Eden, becomes a deep-sea diver, and a cosmonaut. We shall consider history, biography, portraiture, myth, and fiction as many different modes of recording and thinking about the past and explore the ways in which Alexander’s brief imperial reign affected the lore and memory of numerous non-Greek peoples more than a millennium after it had drawn to a close. No previous knowledge of ancient history is assumed. The course has three main goals: to study in-depth the history of Alexander’s life and accomplishments; to analyze the generic distinctions among history, biography, myth, and fiction and to think about the different needs they serve; and, finally, to develop the ability to read and compare sources with a critical eye.

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

CCIV124 The Roman Family
What images do you associate with the phrase “traditional family”? The Roman family probably aligns in many ways with the model you have in mind, but it departs from it as well. The father of the Roman family (paterfamilias), for instance, was granted an extraordinary degree of control over his descendants, not just while they were children, but for their entire lives. In this class we will look at the makeup and dynamics of the Roman household, considering issues such as the architecture of the Roman house, marriage, divorce, funerary ritual, discipline of children, adultery, procreation, adoption, the status of women, and the all-important role of the father of the family in these matters.

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

CCIV128 Medicine in Ancient Greece & Rome
This course will examine Greek and Roman medical theories (450 BCE–300 CE), as well as other aspects of health and healing in antiquity, including the patient-practitioner relationship, epidemic and endemic diseases, and unhealthy urban living conditions. Alongside the evidence for the development of “rational” medicine, we will consider non-rational approaches, including magical healing spells, native folk remedies, polytheistic healing rituals, and early Christian beliefs.

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

CCIV150 Ancient Rome: From Hut Village to Imperial Capital
This course will survey the development of the ancient city of Rome from its mythical foundation and its legendary heroes through the historical figures of the Republic and Empire who contributed to the physical growth of the city and the establishment of its religious, political, and civic institutions. Our study will be based on readings in primary literary sources and inscriptions, close examination of Rome’s principal monuments, and analysis of modern archaeological and sociological studies.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CLAS, HA-CLAS, SBS-CLAS, HA-CLAS, HA-CLAS, SBS-CLAS
Identical With: CCIV250, ARCP253, ARHA250, CCIV250, ARCP253, ARHA250, CCIV250, ARCP253, ARHA250, CCIV250, ARCP253, ARHA250, CCIV250, ARCP253, ARHA250, CCIV250, ARCP253, ARHA250
Prereq: None

CCIV153 Single Combat in the Ancient World
This course celebrates the clash of warriors in warfare, sport, and spectacle in the classical world. Using primary sources and archaeological evidence, the class will survey traditions of combat in ancient art, literature, and society, beginning with Greek and Near Eastern epic; the ancient Olympic combat sports of boxing, wrestling, and pankration; and, finally, Roman gladiator spectacle. We will examine the role of violent sport in Greek and Roman society, the reception of the competitors, and the use of these events for political or nationalistic ends. Throughout the course we will explore the flexibility of concepts such as military ethics, “western” warfare, violence, honor, and excellence, both in the classical world and in our modern lives.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS, HA-CLAS, HA-CLAS
CCIV202 Greek Drama: Passions and Politics on the Athenian and Modern Stage
This course will introduce students to Greek drama as produced in its original setting and adapted in modern times. Most of our readings will be drawn from classical material: tragedies by Aeschylus, Sophocles, Euripides, and comedies by Aristophanes along with selections from Aristotle’s Poetics and Plato’s Republic. We will consider issues such as: How does theater as an artistic medium reflect the personal, social, religious, and political life of the Athenians? Is there a connection between the development of Greek drama and the growth of the first democracy? What are the emotions of tragedy for the characters and for the audience and why have we been talking about catharsis for centuries? What is the relationship among the emotions, politics, and justice? We will finish the course by turning to adaptations of Greek tragedy in the 20th and 21st centuries—by Jean-Paul Sartre, Bertolt Brecht, and Yael Farber—to examine how the emotions and dilemmas of tragedy are replayed and revised in response to the Second World War and the South African Truth and Reconciliation Commission.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS
Prereq: None

CCIV205 Introduction to Classical 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—to make you mythologically literate. 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, HA-CLAS, HA-CLAS
Prereq: None

CCIV170 Rome and the Caesars
The Roman world changed irrevocably with the establishment of the Augustan principate (i.e., when Augustus became first emperor, 27BC-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 (art, TV, movies).
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS
Prereq: None

CCIV190 Beware the Ides, Beware the Hemlock: Roleplaying Crisis in Ancient Greece and Rome
The Thirty Tyrants have at long last been expelled from Athens, and now it is up to you and your closest friends and enemies to determine the future of the greatest city-state in the Mediterranean. The conspiracy of Catiline has been uncovered, and the fate of the conspirators and of Rome rests in your hands. Two decades later, the dictator Julius Caesar has been assassinated, and it falls upon you to negotiate the Senate to decide what the People of Rome should do. Students will play in a number of “Reacting to the Past” scenarios set in ancient Greece and Rome—becoming stakeholders in these world-changing crises as they fight, speak, study, sweet-talk, and coerce their way power over their classmates, be they allies or adversaries. This course is suitable for students of all interests and backgrounds and will offer opportunities to develop writing, public-speaking, critical thinking, and persuasion skills.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

CCIV201 Art and Archaeology of the Bronze Age Mediterranean
This course is an introduction to the history, art, and archaeology of the Bronze Age Mediterranean. Throughout the semester we explore the development of civilization and high society in the Aegean world (mainland Greece, the islands, Cyprus, and Crete), the rise of Minoan and Mycenaean palace power, the origin of the biblical Philistines, and, of course, the historical evidence for the Trojan War. We also look at the contemporary Near Eastern cultures with which these societies interacted, exploring the reciprocal exchange between the Aegean world and Egypt, Syria, and the Hittite kingdoms. For each period we will survey the major archaeological sites (civic and cultic), examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS
Prereq: None

CCIV204 Introduction to Archaeology
Archaeology is the study of the past through its physical traces. This course will introduce how archaeologists use material culture (artifacts and other physical remains) and, in some cases, documentary materials, to reconstruct past human history and societies, cultures, and practices.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ARCP, SBS-ARCP, SBS-ARCP
Prereq: None

CCIV205 Introduction to Classical 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—to make you mythologically literate. 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, HA-CLAS, HA-CLAS
Prereq: None
organizations, interpretations of sexuality and the roles of women, the rise of gnosticism, and the formation of the Christian Bible.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI, SBS-RELI, SBS-RELI

CCIV214 Survey of Greek Archaeology
This course introduces the art and archaeology of Greek civilization from the end of the Bronze Age through the early Hellenistic period. Throughout the semester we'll survey the major archaeological sites (civic and cultic) for each period, examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes. In addition, we'll explore some of the tools archaeologists use to reconstruct ancient societies and the techniques that art historians apply to the study of art.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS, HA-CLAS
Identical With: ARHA203, ARCP214, ARHA203, ARCP214, ARHA203, ARCP214, ARHA203, ARCP214, ARHA203, ARCP214
Prereq: None

CCIV227 Ancient Laughter
This course seeks to offer an overview of the development of ancient Greek and Roman philosophy, from its inception with Thales to Plato, Aristotle, and the Hellenistic philosophers. 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. The focus will be on close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and often perplexing.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL, HA-PHIL
Identical With: PHIL201, COL359, PHIL201, COL359, PHIL201, COL359, PHIL201, COL359
Prereq: None

CCIV221 Roman Law
In this course, students will learn how law operates as a discipline and will develop their own analytical abilities through the study of legal texts from the Roman Empire. Class time will be devoted to discussing actual cases from the Empire and to introducing students to the process of "thinking like a lawyer.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA207, ARCP223
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: ARHA207, ARCP223
Prereq: None

CCIV225 Medicine and Health in Antiquity
What does the Hippocratic Oath reveal about the ethics of ancient medical practitioners? What were the tensions between religious and "rational" models of disease and healing in Greece and Rome? How was the body of the female patient interpreted by the male physician? We will address these questions and others in this course as we trace the development, organization, and influence of ancient medical thought and practice. Texts from classical Greece, Hellenistic Alexandria, imperial Rome, and medieval Islam will be considered.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS, HA-CLAS
Identical With: SISP225, SISP225, HIST282, SISP225, SISP225, SISP225, SISP225, SISP225, SISP225, SISP225, SISP225, SISP225, SISP225
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 their debt to theirs. Comedic literature will also offer us a unique look at Greek and Roman world. What we will discover in this course is that many of the modes, topics, techniques, and aims of comedy most familiar to us were employed by the ancient Greeks and Romans; often our own version owes a substantial debt to theirs. Comedic literature will also offer us a unique look at Greek and Roman culture, set as it is- much like our own comedy and satire- in a skewed version of everyday "reality." This course will be organized into three main units, structured around three main modes of ancient comic literature: dramatic comedy (the precursor to modern situation comedy), satire (a forerunner of stand-up comedy), and comic narrative (the Wellspring of the comic novel). At the end of the course, we will return to three masterpieces in each mode: Aristophanes- Frogs, Juvenals- Satires, and Petronius- Satyricon- and apply the critical tools we have developed to a richer analysis of the interaction between these texts and the society of readers and authors that produced them.

Offering: Host
Grading: A-F
Credits: 1.00
CCIV229 Ancient Monuments: Landscape, History, 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 like 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-CLAS, HA-CLAS
Identical With: ENVS229, ENVS229, ENVS229, 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 Romans.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CLAS, SBS-CLAS, SBS-CLAS, SBS-CLAS
Identical With: HIST205, HIST205, HIST205, HIST205, HIST205, HIST205, HIST205, HIST205, HIST205
Prereq: None

CCIV234 Art and Society in Ancient Pompeii
This seminar will survey the art, architecture, and material remains of the cities buried by the eruption of Mt. Vesuvius in 79 CE. Through readings, class discussions, and 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 the interior decoration of their homes, to their religious lives, their participation in local politics and government, and their burial customs.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS
Identical With: ARHA225, ARCP234, ARHA225, ARCP234, ARHA225, ARCP234, 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 archaeological, art historical, and mythological evidence, we'll examine how the funerary practices and the very notions of death, the soul, and 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, HA-CLAS, HA-CLAS
Identical With: ARCP244, ARHA219, ARCP244, ARHA219, ARCP244, ARHA219, ARCP244, ARHA219, ARCP244, ARHA219, ARCP244, ARHA219
Prereq: None

CCIV245 Archaeology of Greek Cult
This course examines the archaeological evidence for Greek cult activity and the role of material culture in understanding the ritual activities of the Greeks. Much of the course will be devoted to the development and function of Greek sanctuaries, using several major sites and festivals as focal points (Delphi, Olympia, Athenian Akropolis). We will also study smaller sites and will pay particular attention to cults of Artemis, Demeter, and Asklepios. Material considered will include architecture, votive offerings, inscriptions, sacred laws, and literary texts relevant to Greek religious practices.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS
Identical With: ARCP290, ARHA217, ARCP290, ARHA217
Prereq: None

CCIV250 Ancient Rome: From Hut Village to Imperial Capital
This course will survey the development of the ancient city of Rome from its mythical foundation and its legendary heroes through the historical figures of the Republic and Empire who contributed to the physical growth of the city and the establishment of its religious, political, and civic institutions. Our study will be based on readings in primary literary sources and inscriptions, close examination of Rome’s principal monuments, and analysis of modern archaeological and sociological studies.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CLAS, HA-CLAS, SBS-CLAS, HA-CLAS, SBS-CLAS
Identical With: ARCP253, ARHA250, ARCP253, ARHA250, CCIV150, ARCP253, ARHA250, ARCP253, ARHA250, CCIV150
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 further development of philosophy as a discipline. Almost every branch of philosophical thought we are familiar with today—on matters of metaphysics, epistemology, ethics, moral psychology, politics, 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 relevant secondary literature on the dialogue and various perspectives
that have been taken on this magisterial work in contemporary philosophy and
literature.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL, SBS-PHIL, SBS-PHIL, SBS-PHIL, SBS-PHIL
Identical With: PHIL303, COL341, PHIL303, COL341, PHIL303, PHIL303,
PHIL303, COL341, PHIL303, COL341, PHIL303, COL341, PHIL303,
PHIL303, COL341, PHIL303, COL341, PHIL303, COL341, PHIL303,
PHIL303, COL341, PHIL303, COL341, PHIL303, COL341, PHIL303
Prereq: [PHIL201 or COL359 or CCIV217] OR [PHIL201 or COL359 or CCIV217] OR
PHIL217 OR GOVT159
CCIV277 Training Citizens? Aesthetics and Ideology in Greek Drama
This course will explore how the first plays in the history of theater connect with
the development of the first democracy. The Athenian dramatists confront social
and political issues such as warfare, gender relations, assessment of guilt, and
justice. How do the plays engage their audiences intellectually and emotionally,
aesthetically and ideologically? How do ancient poets and philosophers assess
these responses, and what is the role they reserve for drama in their (ideal)
states?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS, HA-CLAS, HA-CLAS
Identical With: CCIV327, CCIV327, CCIV327, CCIV327, CCIV327,
CCIV327, CCIV327, CCIV327, CCIV327, CCIV327
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); 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. We will end the course 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: SBS-CLAS, HA-CLAS, HA-CLAS, SBS-CLAS, HA-CLAS, SBS-CLAS
Identical With: FGSS281, FGSS281, FGSS281, FGSS281, FGSS281, FGSS281,
FGSS281, FGSS281
Prereq: None
CCIV283 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'll look at rip-offs, knock-
offs, how much Attic pottery was really worth, and evaluate the use of pottery as
an indicator of immigration or cultural imitation.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS, HA-CLAS
Identical With: ARCP285, ARHA204, ARCP285, ARHA204, ARCP285,
ARHA204, ARCP285, ARHA204, ARCP285, ARCP285, ARHA204, ARCP285
Prereq: None
CCIV290 Beware the Ides, Beware the Hemlock: Roleplaying Crisis in Ancient
Greece and Rome
The Thirty Tyrants have at long last been expelled from Athens, and now it is
up to you and your closest friends and enemies to determine the future of the
greatest city-state in the Mediterranean. The conspiracy of Catiline has been
uncovered, and the fate of the conspirators and of Rome rests in your hands.
Two decades later, the dictator Julius Caesar has been assassinated, and it falls
upon you to negotiate the Senate to decide what the People of Rome should do.
Students will play in a number of “Reacting to the Past” scenarios set in ancient
Greece and Rome—becoming stakeholders in these world-changing crises as
they fight, speak, study, sweet-talk, and coerce their way to power over their
classmates, be they allies or adversaries. This course is suitable for students of all
interests and backgrounds and will offer opportunities to develop writing public-
speaking, critical thinking, and persuasion skills.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS, HA-CLAS
Identical With: CCIV327, CCIV327, CCIV327, CCIV327, CCIV327,
CCIV327, CCIV327, CCIV327, CCIV327, CCIV327
Prereq: None
CCIV224 Romans and Christians: The World of Late Antiquity
The emperor Diocletian's administrative and financial reforms, closely followed
by the conversion of Constantine to Christianity, mark a watershed in the
history of the late Roman Empire. From AD 284 (accession of Diocletian) until
the establishment of the Germanic successor kingdoms (roughly in the 6th
century)—the period known as late antiquity—the Roman West presents a
fascinating picture of cultural change. In this course we will study the period (4th
to 6th century) from three different perspectives: the conversion of Romans to
Christians and of Christians to "Romans"; the material world of late antiquity—
especially the changes to the city of Rome—and the art, architecture, and
literature of the period; and the rise of the cult of the saints and of monasticism
and the lives of the holy men and women. The course will conclude with an
epilogue pursuing these themes in Ostrogothic Italy and Merovingian Gaul.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS, HA-CLAS
Identical With: RELI274, HIST250, MDST275, RELI274, HIST250, MDST275,
RELI274, HIST250, MDST275, RELI274, HIST250, MDST275, RELI274, HIST250,
MDST275, RELI274, HIST250, MDST275, RELI274, HIST250, MDST275
Prereq: None
CCIV275 Romans and Christians: The World of Late Antiquity
The emperor Diocletian's administrative and financial reforms, closely followed
by the conversion of Constantine to Christianity, mark a watershed in the
history of the late Roman Empire. From AD 284 (accession of Diocletian) until
the establishment of the Germanic successor kingdoms (roughly in the 6th
century)—the period known as late antiquity—the Roman West presents a
fascinating picture of cultural change. In this course we will study the period (4th
to 6th century) from three different perspectives: the conversion of Romans to
Christians and of Christians to "Romans"; the material world of late antiquity—
especially the changes to the city of Rome—and the art, architecture, and
literature of the period; and the rise of the cult of the saints and of monasticism
and the lives of the holy men and women. The course will conclude with an
epilogue pursuing these themes in Ostrogothic Italy and Merovingian Gaul.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS, HA-CLAS
Identical With: RELI274, HIST250, MDST275, RELI274, HIST250, MDST275,
RELI274, HIST250, MDST275, RELI274, HIST250, MDST275, RELI274, HIST250,
MDST275, RELI274, HIST250, MDST275
Prereq: None
CCIV277 Training Citizens? Aesthetics and Ideology in Greek Drama
This course will explore how the first plays in the history of theater connect with
the development of the first democracy. The Athenian dramatists confront social
and political issues such as warfare, gender relations, assessment of guilt, and
justice. How do the plays engage their audiences intellectually and emotionally,
aesthetically and ideologically? How do ancient poets and philosophers assess
these responses, and what is the role they reserve for drama in their (ideal)
states?
CCIV301 History of Religion
A study of the history of the academic study of religion, using critical themes (e.g., myth, ritual) as points of entry into the discipline.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI, SBS-RELI
Identical With: RELI301, RELI301, RELI301, RELI301, RELI301, RELI301
Offering: 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: ARHA218, MDST304, ARCP304
Offering: None

CCIV324 Tales of Hope or States of Delusion? Utopias, Past and Present
Utopias are imaginary places that offer freedom, equality, and happiness—or so they promise. 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, if they are built on strict programs of biological, psychological, and social engineering? When does one person’s utopia become another’s dystopia?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS
Identical With: CCIV277, CCIV277, CCIV277, CCIV277
Offering: None

CCIV328 Roman Urban Life
What was it like to live in an ancient Roman city, whether it be a large metropolis like Rome or a small village in one of the provinces? What were the dangers and the amenities? To what degree is the quality of life reflected in art and literature? After an initial survey of life in the city of Rome, with readings drawn from ancient and modern sources, students will examine a number of separate topics on Roman urban life and will compare and contrast this with the evidence from cities around the Roman Empire. Topics will include crime, prostitution, medicine, entertainment, and slavery. Particular emphasis will be placed on the differences in the urban experiences of the various social classes, ethnic groups, and genders. The course is intended for students from a variety of disciplines, but some knowledge of the Roman world is strongly recommended.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, HA-CLAS
Identical With: HIST249, ARCP328, HIST249, ARCP328, HIST249, ARCP328, HIST249, ARCP328
Offering: 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 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, HA-CLAS, HA-CLAS, HA-CLAS
Identical With: ARCP329, ARCP329, ARCP329, ARCP329, ARCP329, ARCP329
Offering: None

CCIV331 Visualizing the Classical
This course is a project-based learning course that 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 and monumentality, 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, HA-CLAS, HA-CLAS

Identical With: ARCP341, ARHA205, ARCP341, ARHA205, ARCP341, ARHA205, ARCP341, ARHA205, ARCP341, ARHA205, ARCP341, ARHA205, ARCP341, ARHA205

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, knowledge, and cultural institutions—and on key figures 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, HA-ENGL, HA-ENGL, HA-ENGL


Prereq: None

CCIV401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT