CLASSICAL STUDIES

The Department of Classical Studies is dedicated to the interdisciplinary study of the societies of ancient Greece and Rome. Our faculty offer a wide array of courses in language and literature, art and archaeology, history, science, mythology, and religion. Courses in classical civilization require no knowledge of Latin and Greek and range from introductory lecture courses to smaller seminars that consider critical approaches and scholarship central to the study of the ancient world. Recent courses have covered diverse topics including gender and sexuality, Roman law, death and the afterlife in Greece and Egypt, Rome and the Caesars, Alexander the Great, and the archaeology of Pompeii. Latin and Greek are offered at all levels, so students can either start the languages at Wesleyan or build on high school preparation. Introductory courses enable students to begin reading original texts by the second semester, and advanced courses engage with both ancient texts and critical approaches to those texts in modern scholarship. Many of our majors choose to complement their coursework at Wesleyan with a summer or semester spent in Greece or Italy.

Studying classical antiquity is not only rewarding in itself; it is also excellent preparation for many academic and professional pursuits. The department has sent recent majors to top graduate programs in classics, classical archaeology, and ancient history. Our alumni have also gone on to successful careers in such varied areas as law, medicine, business, journalism, music, arts administration and museum work, and education at all levels, both as teachers and administrators.

Classical civilization courses fall into four categories:

- **100–199**: First Year Seminars (FYS) are small, topical seminars reserved for first- or first- and second-year students.
- **200–275**: Survey courses provide an introductory overview of one aspect of the ancient world. These courses generally have high enrollment limits and have no prerequisites.
- **276–299**: Lower-level seminars are smaller courses that focus on special aspects of the ancient world and provide opportunity for discussion and specialized research but do not require any previous knowledge of classical civilization and thus have no prerequisites.
- **300–399**: Advanced seminars are small courses that explore special aspects of the ancient world and provide opportunity for discussion and specialized research. These courses may have prerequisites or may require permission of instructor.

Courses in Greek and Latin fall into three categories:

- **101–102**: First-year language courses that are intended for those with little or no prior training in the languages provide basic training in Latin and Greek and some exposure to the culture of the ancient world.
- **201–202**: Second-year, or intermediate, courses, intended for those with a year of college training or the equivalent high school training (typically four years), introduce students to selected texts in their literary and historical contexts and provide an introduction to critical approaches to classical literature.
- **203–299**: Advanced language and literature seminars focus on a rotating set of authors, genres, or periods and provide greater opportunity for discussion and specialized research.

Students unsure of what level of language course to take should consult with a member of the department.

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FACULTY

**Abderrahman Aissa**  
BA, University of Colorado Boulder; MA, University of Colorado Boulder  
Adjunct Assistant Professor of Arabic

**Kate Birney**  
BA, Yale University; MT, Harvard University; PHD, Harvard University  
Associate Professor of Classical Studies; Associate Professor, Archaeology; Associate Professor, Art History

**Christopher Parslow**  
BA, Grinnell College; MA, University of Iowa; PHD, Duke University  
Robert Rich Professor of Latin; Professor of Classical Studies; Chair, Archaeology; Professor, Archaeology; Professor, Art History

**Andrew Szegedy-Maszak**  
BA, University of Michigan; MA, Princeton University; MAA, Wesleyan University; PHD, Princeton University  
Jane A. Seney Professor of Greek; Professor of Classical Studies; Professor, Environmental Studies

**Serena S. Witzke**  
BA, University of Crete; MPHIL, Cambridge University; PHD, Stanford University  
Associate Professor of Classical Studies; Chair, Classical Studies

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AFFILIATED FACULTY

**Elizabeth A. Bobrick**  
BA, Marlboro College; MA, Johns Hopkins University; PHD, Johns Hopkins University  
Writing Consultant; Visiting Assistant Professor of Letters; Visiting Scholar in Classical Studies

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VISITING FACULTY

**Serena S. Witzke**  
BA, McMaster University; MA, McMaster University; PHD, University of North Carolina at Chapel Hill  
Visiting Assistant Professor of Classical Studies

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EMERITI

**Marilyn A. Katz**  
BS, Columbia University; MA, Yale University; MAA, Wesleyan University; PHD, Yale University  
Professor of Classical Studies, Emerita

**Michael J. Roberts**  
BA, Cambridge University; MA, Cambridge University; MA, University of Illinois Urbana; MAA, Wesleyan University; PHD, University of Illinois Urbana  
Robert Rich Professor of Latin, Emeritus
DEPARTMENTAL ADVISING EXPERTS

Kate Birney, Greek Archaeology; Christopher Parslow, Roman Archaeology, Latin, History; Andrew Szegedy-Maszak, Classical Civilization, Greek History; Eirene Visvardi, Greek

+ Undergraduate Classical Civilization Major (catalog.wesleyan.edu/departments/clas/ugrd-cciv)
+ Undergraduate Classics Major (catalog.wesleyan.edu/departments/clas/ugrd-clas)

ARABIC

ARAB101 Elementary Arabic I
This course is a first-year elementary I course in modern standard Arabic (MSA) that will introduce students to the basic skills of reading, writing, speaking, and listening. In this level, the class will focus on speaking as an effective way of learning (speak it to learn it). Students will learn Arabic letters and their sounds, write and create basic words and sentences, and be able to converse basic dialogues comfortably in the target language. Oral drills and speaking activities will be done in the classroom, and the class will be conducted primarily in Arabic.
Offering: Host
Grading: Amp Graded
Credits: 1.50
Gen Ed Area: HA-LANG
Prereq: None

ARAB102 Elementary Arabic II
This course is a second-semester course in modern standard Arabic (MSA) that will continue to stress the basic skills of reading, writing, speaking, and listening. The course will focus on speaking as an effective way of learning (speak it to learn it). Students will continue to learn MSA grammar, write and create paragraphs, and begin to converse comfortably in the target language. Students are expected to develop better listening, speaking, reading, and writing skills in Arabic and to become familiar with Arabic culture. Oral drills and speaking activities will be done in the classroom, and the class will be conducted primarily in Arabic.
Offering: Host
Grading: A-F
Credits: 1.50
Gen Ed Area: HA-LANG
Prereq: ARAB101

ARAB201 Intermediate Arabic I
This course is a second-year, lower intermediate course in modern standard Arabic (MSA) that will continue to focus on the four basic skills of reading, writing, speaking, and listening. In this level, students will be able to speak enough Arabic to communicate at a basic level with a native speaker on a variety of topics. Students should be able to write simple texts on everyday themes and read uncomplicated authentic texts, such as a newspaper article on a familiar topic and storybooks. Students will continue to be familiarized with aspects of contemporary life and culture in the Arab world. Oral drills and speaking activities will be done in the classroom, and the class will be conducted primarily in Arabic.
Offering: Host
Grading: Amp Graded
Credits: 1.00
Gen Ed Area: HA-LANG
Prereq: ARAB101 AND ARAB102

ARAB202 Intermediate Arabic II
This course is a second-year, upper intermediate course in modern standard Arabic (MSA) that will continue to focus on the four basic skills of reading, writing, speaking, and listening. In this level, students will be able to speak Arabic comfortably enough to communicate with a native speaker on a variety of topics. Students should be able to write simple texts on everyday themes and read uncomplicated authentic texts on familiar or concrete topics, as well as newspaper articles and storybooks. Culture will continue to be integrated in the classroom. The class will be conducted primarily in Arabic.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-LANG
Prereq: ARAB101 AND (ARAB102 OR ARAB201)

ARAB301 Advanced Arabic I
This first semester of third-year Arabic will continue to emphasize the four skills in language learning: reading, writing, speaking, and listening. In addition to the Kalila Wa Dimma fables, students will also read children’s stories, literature, and media articles from the Arab world.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-LANG
Prereq: None

ARAB311 Introduction to Colloquial Levantine Arabic I
This course offers students an introduction to the spoken Arabic of the Levant (Syria, Lebanon, Jordan, Israel, and the Palestinian territories). One of the difficulties facing nonnative speakers trying to master Arabic is that very few Arabs can carry on a conversation in modern standard Arabic, so students must be familiar with a colloquial dialect as well as the standard literary language to communicate effectively in Arabic. Although Levantine Arabic is not as widely spoken as the Egyptian dialect, it provides a useful entry for English speakers into colloquial Arabic, as it is about halfway between the Egyptian dialect and that spoken in Iraq and offers a useful bridge to mastering either dialect. The text for this course uses the Arabic alphabet. Students need to have a thorough knowledge of the Arabic alphabet and writing conventions to take this course. As much of the vocabulary used by the speakers of the Levantine dialect is derived from standard Arabic, this course will help build students’ knowledge of basic Arabic vocabulary.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-LANG
Prereq: ARAB201

ARAB401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

ARAB402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CLASSICAL CIVILIZATION

CCIV112F Three Great Myths: Prometheus, Persephone, and Dionysus (FYS)
This course is a detailed analysis of three important myths from classical antiquity: the stories of Prometheus, Persephone, and Dionysus. Students will
examine literary and visual representations from antiquity and also consider how these myths live on in the Western tradition.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: 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: Cf/U
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: HIST247, COL247
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 modes of warfare in Greek society; ancient Olympic combat sports; 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
Identical With: ARHA202, ARCP201
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, 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).
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: 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 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
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 will 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
Identical With: ARHA202, ARCP201
Prereq: None

CCIV202 Greek Drama: Theater and Social Justice, Ancient and Modern
This course introduces students to Greek drama as produced in its original setting in ancient Athens and then adapted in modern times. The majority of our readings will be drawn from classical material: tragedies by Aeschylus, Sophocles, and Euripides, comedies by Aristophanes, and selections from Aristotle’s Poetics and Plato’s Republic. We will look at production practices, acting and audience experience, and the role of theater in shaping cultural values. Questions will include: How does theater as art reflect the personal, social, and political life of the Athenians? What is the connection between the development of Greek drama and the growth of the first democracy? What are the emotions of tragedy for its mythic characters and for its real audience? And why have we been talking about catharsis for centuries? What is the relationship between emotions, drama, and social justice? For the last part of the semester, we will turn to adaptations of Greek tragedy in the 20th and 21st centuries by Jean-Paul Sartre, Bertolt Brecht, Sarah Kane, and Yael Farber. We will discuss how the dilemmas and emotions of tragedy are replayed in response to World War II, the South African Truth and Reconciliation Commission, PTSD, and consumer culture, among others.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: THEA202
Prereq: None
CCIV204 Approaches to Archaeology
Archaeology 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: ARCP204, ANTH204, 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 Christians
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

CCIV220 Homer and the Epic
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 to examine the basis for Greek and Roman humor through a close examination of its humorous texts and the contextualizing voice of scholars on the Greco-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 attitudes towards not only the gods, but also toward the divine, and the place of men and women in relation to the divine, the world, the place of men and women in relation to the divine, the world, and the place of men and women in relation to the divine.
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, THE 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
Gen Ed Area: HA-CLAS
Prereq: None

CCIV228 Classical Allusions in Film
This course surveys the influence of classical antiquity on Western filmmaking from the late 1970s to the present day, with an emphasis on exploring the ways in which filmmakers allude to and encounter classical themes, settings, characters, history, and literature in their works. Classical mythology and history have been a source of fascination for filmmakers since the beginning of filmmaking itself. Ben Hur (1907), Quo Vadis (1913), and Cabiria (1914) were all silent but ambitious films depicting aspects of classical antiquity on an epic scale that would have a profound impact on the classical blockbusters of the 1950s and 1960s. Cecil B. DeMille reintroduced the classical model with Ten Commandments (1956), and the epically expensive Ben-Hur (1959), Spartacus (1960), and Cleopatra (1963) would follow under other directors. These films can be analyzed for their interpretation of ancient material; their contemporary political subtexts and attitudes towards race, ethnicity, and gender; and their influence on the way 20th century Western cultures viewed Greco-Roman antiquity. Other films Classics depicted an ancient world that ranged from dreamlike (Fellini's Satyricon [1969]) to pornographic (Caligula [1979]), to fantastical (Clash of the Titans [1981]). We will briefly examine these films as a springboard for looking at late-20th and early-21st century adaptations of classical material.

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 resituates 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-ENVS
Identical With: ENV5229
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 Ironic 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

CCIV271 Roman Self-Fashioning: Poets and Philosophers, Lovers and Friends  
With the descent into chaos of the Roman Republic and the emergence of the emperor as autocratic ruler at the head of the state, Roman social order and its system of personal relationships experienced a crisis. These circumstances are reflected in the literature of the period, which shows a fascination with unconventional styles of life and codes of behavior and a constant recourse to those situations in public and private life where the individual’s relationship to the social order was negotiated and exhibited. Among the topics we will examine in the writings of some of the major authors of the period will be the literature of love and the role of the lover; parasites, patronage, and friendship; banquets and dining; the good life and personal contentment (and discontent); and the struggle for individual integrity.

Offering: Host  
Grading: A-F  
Credits: 1.00

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: SBS-CLAS, HA-CLAS  
Identical With: FG5281  
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: ARHA204, ARCP285  
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

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, Yevedny 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
Identical With: ARCP329
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, 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
This course is an introduction to the rich and beautiful language of ancient Greek, the language of Homer, Plato, and Euripides. In the first semester students will begin to learn the grammar and syntax of the language and start developing the vocabulary necessary to appreciate and understand Greek with the goal of reading as soon as possible. Throughout the semester we will also explore some inscriptions and dip our toes into both Herodotus and biblical Greek. This course is a prerequisite for GRK102.
GRK367 The Great Greek Creation Myth: Hesiod's Theogony
In this seminar, we will read Hesiod's Theogony, the Greek creation myth, in the original ancient Greek and examine this fabulous work in light of other creation stories of the ancient Near East, Egyptian, and Hittite cultures by which it was influenced. Through examination of structural themes and motifs (how the universe was created and ordered, the role of violence, the origins of an application of justice, the creation of mankind, the shaping of women), we will discuss whether and how the Theogony diverges from other creation myths to establish or reflect values that can be said to be uniquely Greek. Discussion will be supplemented by passages from Hesiod's Works and Days, along with other creation myths and secondary scholarship.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

GRK411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

GRK412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

GRK424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

GRK491 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

GRK492 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

LAT101 First-Year Latin: Semester I
Conquer Latin in less than two semesters! Acquire a basic vocabulary and build your skills with essential grammar as you develop your ability to read passages in Latin from the principal classical authors--including Cicero, Vergil, and Ovid. This first semester covers two-thirds of the Wheelock textbook. In the second semester (LAT 102), you will complete the text by spring break and then read a Latin novel.
Offering: Host
Grading: OPT
Credits: 1.50
Gen Ed Area: HA-CLAS
Prereq: None

LAT102 First-Year Latin: Semester II
Continue your conquest of Latin by completing your acquisition of a basic vocabulary and essential grammar. After completing the final third of the Wheelock textbook, you will begin reading a Latin novel featuring shipwrecks, pirates, broken hearts, and true love while refining your skill with Latin and increasing your speed with comprehension.
Offering: Host
Grading: OPT
Credits: 1.50
Gen Ed Area: HA-CLAS
Prereq: LAT101

LAT104 Intensive Introductory Latin
Learn Latin in a semester with this intensive introduction to grammar and syntax. Readings in original authors help illustrate and reinforce the fundamental principles of the language in preparation for more advanced reading at the intermediate level. Recommended for students wanting accelerated Latin acquisition or those with some background wanting a quick review.
Offering: Host
Grading: OPT
Credits: 1.50
Gen Ed Area: HA-CLAS
Prereq: None

LAT201 Catullus and Cicero: Love and Life in Republican Rome
A selection of the poems of Catullus and portions of Cicero’s Pro Caelio as a reflection of life in late Republican Rome, with a particular emphasis on the intersection between the lives of Catullus, the young Caelius, and their mutual love-interest Lesbia/Clodia. This course is intended for students with one year of college Latin or the equivalent (normally three to four years of high school Latin) includes a thorough review of Latin grammar and syntax.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

LAT202 Ovid: METAMORPHOSES
Students will read in Latin selected stories from the METAMORPHOSES, Ovid’s great un-epic epic, in which he recounts myths of shape-changers from the creation of the world down to his own time and that of the emperor Augustus. Ovid’s stories inspire humor, pathos, and horror and may be grotesque or sentimental, sometimes both at the same time. They deal with issues such as divinity, power, love, rape, order, and identity, all in classic versions of famous myths influential throughout the centuries, told with the poet’s distinctive wit and sense of incongruity. The class will focus on close reading of the Latin text and on Ovid’s treatment of the myths and the distinctive approach he brings to the ever-shifting world he describes. The course will include an introduction to Latin meter, and class discussion will address modern critical approaches to Ovid.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

LAT244 Apuleius: THE GOLDEN ASS
Fast-paced, magical, sexy, and bizarre, Apuleius’ GOLDEN ASS, or METAMORPHOSES, contains more than enough rowdy episodes to keep us entertained for a semester. The novel tells the story of the feckless Lucius, the man-turned-ass whose encounters with the residents of Thessaly range from the vulgar to the weird to the sublime. Our goals, in addition to reading and understanding the Latin, include tracing prominent themes and becoming acquainted with recent relevant scholarship.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

LAT281 Roman Satire: Juvenal
Roman satire, as practiced by Lucilius, Horace, Persius, and Juvenal is a strange hybrid: it combines social criticism, literary parody, philosophical rumination, and obscene burlesque, a self-consciously “humble” genre set in the framework of dactylic hexameter, the meter of high-flown Homeric and Vergilian epic. It is among a small minority of ancient literature which directly addresses itself to the humber aspects of the everyday lives of Roman citizens. This course on Roman satire will focus on Juvenal, the last practitioner of Roman verse satire. We will begin the course with a selection of short readings from each of the four Roman satirists in order to orient ourselves with standard topics of Roman satire (including dining, country vs. urban life, the body, sex, and gender roles) and differentiate the approaches. We will spend the rest of the semester exploring Juvena’s seminal works: his first and second book of Satires, wherein he situates himself as a figure marginalized by a new order of foreign interlopers, powerful gender deviants, and tyrannical patrons and emperors, as well as Satire 10, his caustically philosophical take on the “Vanity of Human Wishes.”
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

LAT270 Catullus
The poetry of Catullus often has an immediate appeal to contemporary readers. In Tom Stoppard’s play THE INVENTION OF LOVE, the claim is made that he invented love as we think of it. But in addition to his love poetry, Catullus is also the writer of a mini-mythological epic (an epyllion), an account of the strange story of the self-castration of Attis, wedding hymns, translations from Greek lyric, inventive, and elegy. In this course, we will read an extensive selection of Catullus’ poetry and discuss the critical issues they raise in the light of selected readings from modern scholarship.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

LAT232 Lucretius
"Imagine there’s no heaven..." This course offers close reading in Latin of extensive selections of the DE RERUM NATURA, the remarkable poem in which Lucretius argues that the world is made up of atoms, that the soul dies with the body, that the gods need help or punish human beings, and that mortals should live their lives in search of the peace of mind of Epicurean philosophy. We will try to understand Lucretius’ Latin, which we will hope to read with increasing ease and accuracy to relate fully to his rhetorical and poetic techniques and to the literary, philosophical, historical, and cultural background of this unusual and fascinating poem.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Vergil's Aeneid book 2 is almost cinematic in its tragic, poignant, and frenetic depiction of the fall of Troy, from looming threat of the Trojan Horse to the firing of the city, rooftop battles, and the violent loss of loved ones while the gods manipulate events with petty disdain for human life. Students will read book 2 in its entirety in Latin, and the rest of the work in English. The purpose of this course is to continue to develop skills in reading Latin poetry and to continue the study of Latin grammar with close reading and critical analysis.

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

Reading selections from Livy's ab Urbe Condita, Sallust's Bellum Catilinae, and Tacitus' Annales we will consider these historians' depictions of tyrants and demagogues (e.g., the Tarquins, Catiline, Tiberius, Nero) throughout Rome's political history, their views on the interactions between these controversial figures and the Senate and people of Rome, and their narratives describing the circumstances behind their rise and fall. At the same time, we will explore the role of fact vs. fiction, propaganda, and bias in the writing of Roman history through comparative analysis with contemporary sources and inscriptive evidence.

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

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

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

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

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT