CLASSICAL STUDIES

Under Construction

FACULTY

Kate Birney
BA, Yale University; MT, Harvard University; PHD, Harvard University
Associate Professor of Classical Studies; Chair, Archaeology; 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; 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; Chair, Classical Studies; Professor, Environmental Studies

Eirene Visvardi
BA, University of Crete; MPhil, Cambridge University; PHD, Stanford University
Associate Professor of Classical Studies; Associated Professor, Letters

VISITING FACULTY

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

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

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

Under Construction

CLASSICAL STUDIES

CLST112F 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

CLST115F Crafting (Un)Ideal States: Utopias and Games of the Mind, Past and Present (FYS)
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 hope, 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 television shows, including Thomas More’s “Utopia” and Emily St. John Mandel’s “Station Eleven”; selections from T. Adorno, E. Bloch, and F. Jameson; and select episodes from “Black Mirror.”
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

CLST118 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 selections from a range of authors—Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea and many others—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: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL247, HIST247
Prereq: None

CLST120F From Democracy to Autocracy: Demagogues, Tyrants, and Popular Media in Ancient Greece and Rome (FYS)
Although different, the political systems of Greece and Rome, many of which serve as a model for our own government, were carefully designed to balance military, social, and political participation and empowerment, and to defend against the consolidation of power by any single citizen or group. Eventually, both Greek democracy and the Roman Republic failed. Why? This course examines in depth the political and legal structures of two ancient societies...
which began with participatory or representative governments and slid toward
totalitarianism. Drawing on a range of sources in translation (historical, legal, poetic),
we will explore the emergence and evolution of political systems, from the
rise of democracy in Greece to its lapse into oligarchy, and from the Roman
Republic to its subversion by charismatic leaders and the advent of empire. Along
the way, we will discuss the rise of a celebrity culture and the impact of the
increasing importance of public spectacles and entertainments as a vehicle for
the demoralization of citizens and the slide into autocracy. Where did they go
wrong?

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

CLST129F Ancient Monuments: Landscape, History, and Memory (FYS)
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. We will pay particular
attention to the ways in which the ancient sites interact with their surroundings.

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

CLST130F Looking Back, Moving Forward: Identities, Politics, and Truth-Making
in Classical Antiquity (FYS)
The world of classical antiquity has been both celebrated and reviled for its
role in shaping historical notions of who and what matters, and whose truths
are passed into posterity. From politics and media to social identities and the
creation of canon, this course will explore constructions of authority, power, and
truth-making in the classical world and their echoes in modern life. How does
democracy enfranchise some and marginalize others? Who has the “authority”
to decide what is natural law, scientific truth, divine right? Is there a difference
between truth-telling and truth-making in the stories we tell, the information we
share, the art that we make?

This course will turn to a variety of materials from the ancient Greek and Roman
world—including myth, literature, medicine, law, drama, archaeological sites,
and monuments—to address these questions. Class, status, race, ethnicity,
the marginalized “other,” religion, civic identity, and the writing of history and
science will emerge as central to ancient thinking and offer critical perspectives
for reconsidering intersectional identities today. By looking systematically
at different facets of the ancient world, we may come to a more nuanced
understanding of injustices, inequities, and constructions of modernity through
their ancient origins, and look critically at our current practices and perspectives.

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

CLST153F Single Combat in the Ancient World (FYS)
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: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: ARCP153F
Prereq: None

CLST175F Hold My Wine: Drinking Culture in Ancient Greece (FYS)
Wine. Politics. Poetry. The potential for destructive behavior. All of these went
hand-in-hand with the ancient Greek “symposium,” or drinking party. In this
course we will study this custom and the roles it played in Ancient Greek society
and art, as an institution that regulated membership in elite society, a source
of political and social unrest, a religious practice, an arena for the contestation
of philosophical ideas, and a venue for the performance of music and poetry. In
addition to the symposium itself, we will also consider related institutions, such as
Spartan military feasting.

In this course, the symposium will be viewed through a variety of lenses. We will
survey Greek literature from Homer down through Athenian drama and
Plato. We will also study the archaeological record, with units on Greek vases and
drinkware, and on the architecture of public and private drinking spaces. But the
Greek symposium will itself be a lens through which we consider drinking culture
in our own society, and its representation, for instance, in music and film.

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

CLST190F Beware the Ides, Beware the Hemlock: Roleplaying Crisis in Ancient
Greece and Rome (FYS)
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

CLST201 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
and heroines of mythology, ending with the Trojan War and its aftermath. The second half of the semester will concentrate on the heroes and heroines of mythology, 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 myths 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: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: ARHA202, ARCP201
Prereq: None

CLST202 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 Aristotel’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: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: THEA202
Prereq: None

CLST205 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 myths 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: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: ARHA203, ARCP214
Prereq: None

CLST214 Survey of Greek Archaeology and Art
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.

This course counts toward the archaeology/archaeology science track.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: THEA202
Prereq: None

CLST215 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

CLST217 Political 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

CLST225 Political Classics II: 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

CLST227 Political Classics III: 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

ACRT120 Critical Reading and Writing
This course is an introduction to critical reading and writing. It will cover basic principles of critical thinking and communication, including the nature of argument, the role of evidence, and the importance of style and organization. Students will learn to read and write critically, and to construct and evaluate arguments. The course will also cover research methods, including how to find and evaluate sources, and how to avoid plagiarism.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: GM-CLAS, HA-CLAS
Identical With: THEA120
Prereq: None

ACRT120 Critical Reading and Writing
This course is an introduction to critical reading and writing. It will cover basic principles of critical thinking and communication, including the nature of argument, the role of evidence, and the importance of style and organization. Students will learn to read and write critically, and to construct and evaluate arguments. The course will also cover research methods, including how to find and evaluate sources, and how to avoid plagiarism.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: GM-CLAS, HA-CLAS
Identical With: THEA120
Prereq: None
CLST220 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

CLST220Z Homer and the Epic
IN-PERSON COURSE: 10:00am-noon and 1:00pm-3:00pm, Monday through Friday. Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings.

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.

Syllabi for Winter Session courses will be posted to https://www.wesleyan.edu/wintersession/courses.html as soon as they are available.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: ENGL219Z
Prereq: None

CLST221 Law, Politics, and Order in the Ancient World
Legal texts--law codes, decrees, and edicts, juristic discussions, law court cases--help us understand the history of legal thinking and strategy, and the construction of constitutional frameworks. Yet Greek legal sources offer something more than a history: Although these texts in many ways served as the foundation for European legal systems, they nonetheless offer radically different ways of thinking about concepts such as private and public, rights versus responsibilities, and the possibility of freedom and happiness--some more progressive than our own. In an era when many of our institutions and conventions appear open to challenge, the classical sources offer alternate legal and social ways of thinking, and new tools for understanding our own time.

This course will provide an introduction to legal thinking in classical antiquity and, drawing from a range of sources, will speak to the intersection of constitutional frameworks with political theory. Through narratives and case studies, we will examine Greek and Roman approaches to thorny legal issues that are still contested today: women's rights, wartime codes, the right to trial, torture, capital punishment, and immigration and citizenship, among others. The ancient sources will be brought into dialogue with current cases and debates. We will also explore the construction of constitutional frameworks and see how these are deployed alongside religious beliefs and collective mores to cultivate "civic thinking." For CLST Major requirements and for Classics/CCIV Major requirements, this course falls under the History, Politics, and Social Justice track.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: COL264
Prereq: None

CLST221Z Whose Rights? Law, Personhood, and Democracy, Ancient & Modern
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

Legal texts--law codes, decrees, and edicts, juristic discussions, law court cases--help us understand the history of legal thinking and strategy, and the construction of constitutional frameworks. Yet Greek legal sources offer something more than a history: Although these texts in many ways served as the foundation for European legal systems, they nonetheless offer radically different ways of thinking about concepts such as private and public, rights versus responsibilities, and the possibility of freedom and happiness--some more progressive than our own. In an era when many of our institutions and conventions appear open to challenge, the classical sources offer alternate legal and social ways of thinking, and new tools for understanding our own time.

This course will provide an introduction to legal thinking in classical antiquity and, drawing from a range of sources, will speak to the intersection of constitutional frameworks with political theory. Through laws, narratives, and case studies, we will examine Greek approaches to thorny legal issues that are still contested today: the right to trial, women's rights, democratic (dis)enfranchisement, torture and confession, imprisonment, capital punishment, immigration and citizenship, and the "equity" of law, among others. The ancient sources will be brought into dialogue with current cases and debates. We will also explore the construction of constitutional frameworks and see how these are deployed alongside religious beliefs and collective mores to cultivate "civic thinking."

On the last day of the course we will hold a mock trial.

For Classics/CCIV Major requirements, this course falls under the History/Social Justice track

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None
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 epic(ally 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 film 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. Oliver Stone’s Alexander (2004) and The Bible (2003) are two examples of films that use classical elements as a backdrop for modern storylines. Other films, such as the 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
Prereq: None

CLST244 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: ARCP244, ARHA201
Prereq: None

Clst248 Language Matters: Etymology and the Roots of Social Injustice
Etymology is a course designed to prepare students for disciplines outside what is traditionally considered “classics.” The course will provide a strategic presentation of key Latin and Greek roots, constructions, and linguistic frameworks, which pervade the terminology of numerous fields and disciplines: law, medicine, biology, ecology, sociology, religion, and many more.
This course is a history of words: how they are formed, what they mean, and how they change and change us. In addition to teaching how to deconstruct terminology, the course will explore the origins and evolution of many of the commonly used modern terms in their original historical contexts, providing a glimpse into the rich background that gave rise to their use and meaning today.
Each week we will focus on a specific modern discipline, our “unit.” Mondays and Wednesdays will be devoted to the workings of the language itself. We will examine how Greek and Latin roots make up the technical language of that discipline, so that students learn to identify, break down, and understand such terminology and its uses. 2020 is an important year: social justice and how we talk about it, language itself, is a political issue as we come to the presidential election. On Fridays we will explore a divisive issue confronting each discipline today and investigate the roots of the problem in antiquity. Topics include: biological race, abortion, debt slavery, climate crisis, extinction, deforestation, the First Amendment, and many others. By thinking about the roots and words that shaped and expressed Greek and Roman ideas, as well as how they negotiated important social, political, legal, medical, and environmental issues, we can understand better the crucial issues facing our own language and society.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

CLST249 Classics Beyond Whiteness
This course offers a vision of “classics” that decenters the white, elite, and masculine in favor of a more egalitarian approach to the discipline. Students will interrogate misconceptions that ancient Greeks and Romans were white, race and ethnicity in Graeco-Roman societies, the role of classics in modern racial politics, the name of “classics” itself, and non-white approaches to classics. This course considers race as social construct; white supremacy, fragility, and privilege; and critical-race theoretical study of ancient cultures. For CLST Major requirements and for Classics/CCIV Major requirements, this course falls under the History, Politics, and Social Justice track
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

CLST255 Democracy and its Discontents
Today we are confronting enormous questions about democracy: how it is defined, how it is practiced, and, in some places, whether it can survive. Such questions, however, are not new. From its inception in ancient Athens through centuries of political development, democracy has drawn both fervent support and intense criticism. In this class we will read a selection of ancient and modern sources as a basis for our discussion of fundamental issues such as participation vs. representation, citizenship and civic responsibility, and the tension between private and public interests.
Readings will include selections from ancient sources such as Herodotus, Thucydides, Plato and Aristotle and modern scholars such as Paul Cartledge, Melissa Lane, Josiah Ober and Kurt Raaflaub.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

CLST257 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 old 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: PHIL303, COL341
Prereq: None
CLST260 The Archaeology of Identities in the Ancient Mediterranean and Beyond

Human beings all hold a wide range of socially constructed and physically lived identities, expressed and experienced sometimes continuously and simultaneously, and sometimes only occasionally under specific circumstances. These identities might include, but are not limited to, race, ethnicity, gender, sexuality, social status, occupation, and health. Many of these identities, expressed and experienced in various tangible and intangible ways in our lived reality, can only be accessed indirectly through the physical proxy of the archaeological record when it comes to people living in the past. This course will explore a variety of archaeological methodologies for accessing the social identities of past lives, as well as the sometimes problematic role that archaeology has played in this type of research over the course of the 20th and 21st centuries (is ancient DNA bringing us back full circle to scientific racism?).

The primary focus of the course will be on the ancient Mediterranean, with additional case studies drawn from other parts of the world serving to illustrate the cross-regional applicability of approaches to past identities.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ARCP
Identical With: ARCP255
Prereq: None

CLST280 Social Justice Warriors: Inequality, Injustice, and Activism from Antiquity to Today

We tend to think of social justice as a modern preoccupation, but many Greek and Roman politicians, thinkers, and activists identified and attempted to alleviate issues of inequality, unequal distribution of power, and access to resources. Each week we will explore a divisive issue confronting America today and investigate its roots in antiquity. Topics include political representation, land rights, biological race and slavery, abortion, debt, climate crisis, extinction, deforestation, free speech, and many others.

Through a mixture of historical research and academic roleplaying of moments of political crisis, we will explore the roots of these issues and how ancient societies attempted to navigate them.

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

CLST283 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.

The course falls under the Archaeology/Archaeological Science track of the Classics/CCIV Major requirements.

Offering: Host
Grading: A-F
Credits: 1.00

Gen Ed Area: HA-CLAS
Identical With: ARCP285, ARHA204
Prereq: None

CLST324 Tales of Hope or States of Delusion? Utopias, Past and Present

Utopias are imaginary places that promise freedom, happiness, and justice. In this course, we will look at different visions of utopian living: What kinds of longing and impulses do different 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? What makes for the distinction between utopia and dystopia?

We will start with ancient Greek poetry, drama, and philosophy—Homer, tragedy, Aristophanic comedy, and Plato—to trace the beginnings of utopian thinking, its promises and failures. 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 shows, including Thomas More’s “Utopia,” and Emily St. John Mandel “Station Eleven”; selections from T. Adorno, E. Bloch, J. Rawls, R. Nozick, and F. Jameson; and episodes from Black Mirror.

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

CLST327 Dangerous Acts: Theater, Transgression, and Social Justice, Ancient and Modern

The first plays in the history of theater feature transgressive acts: murder, illicit sex, violence, and torture. Action-packed, gory, and heart-wrenching, these spectacles of mass entertainment were also staged specifically to "train" citizens to be thoughtful legislators, jurists, and policy makers. They were deliberately crafted to make audiences grapple with demanding questions—legal, ethical, and moral: the "laws" of war; discrimination (based on gender, class, ethnic background); privacy and political participation; confession, guilt, and punishment; anger and sympathy in decision-making, and much more.

In this course, we will read a selection of Greek plays, ancient and modern critical works, and modern adaptations to consider the role of theater in politics, aesthetics, and social and emotional engineering.

Readings from antiquity will include plays by Aeschylus, Sophocles, Euripides, and Aristophanes and readings from Plato and Aristotle. Modern works will include plays and writings by Jean-Paul Sartre, Bertolt Brecht, Sarah Kane, Yael Farber, and movie adaptations.

This course will fall under the Poetry & Performance and History/Social Justice tracks.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: THEA327
Prereq: None

CLST329 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

CLST330 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

CLST340 Daemons, Enigmas, and the Cosmic Image: Classical and Modern Allegory
Allegories are everywhere—from novels, art, and philosophy to news, political rhetoric and the law. They confront us as something strange, as overly baroque or disappointingly simplistic, as a symbolic mystery that becomes blandly prosaic once the proper interpretive key has been found. Allegories can be abstract and ethereal (e.g., Dante traveling through the heavenly spheres), but they can also make abstract ideas concrete: the idea of justice becomes the Roman goddess Iustitia, blindfolded, holding a sword and a set of scales, a statue in front of a courthouse. They try to explain life’s complexities, but the stories they tell are much stranger than the lives that we live: the insatiable longing for our significant other is really the search for our other true half, since once we were round creatures rolling happily around but were cut in half by Zeus for our transgressions. What are these allegorical texts doing for us, and why are they doing it in such bewildering ways?

This course looks at the persistence of allegory. We will inquire into its origins in the Classical world, and we will try to understand how it has been found (or made) useful by writers and literary theorists in the 20th and 21st centuries.

Prereq: None
CLST341 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: ARCP341, ARHA205

Prereq: None

CLST352 Ancient Medicine: Potions, Poisons, and Phytochemistry in the Ancient Mediterranean
This course brings a blend of ethnographic, environmental, philological, and scientific frameworks to the study of ancient medicine. For the first half of the class, students will explore the theories and concepts of medicine and the body in classical antiquity from Hippocrates to Galen. Students will tackle case studies (e.g., treatment of war wounds, epilepsy, gynecological ailments) and suggest appropriate treatments. The second half of the course will focus on medicinal plants as discussed in Dioscorides, considering their ecology, archaeology, and phytochemistry, with hands-on lab modules in which students will learn how to extract and analyze bioactive compounds of medicinal plant species. In final group-based projects, students will present a "plant biography," tracking the arc of the medicinal and cultural uses of a particular species from the ancient Mediterranean to the present day.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: ARCP352
Prereq: None
CLST363 Body Politics: Desire, Sexualities, and Gender, Past and Present
Sexuality as a category to define, construct, and control the “self” has been seen as a product of the 18th and 19th c. This course turns to ancient Greek society to look at body politics before sexuality and to examine the different ways in which sex and gender are experienced and constructed.

We will approach sex and gender roles as organizing principles of private and public life. Using literary, scientific, historical, legal, 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, self-control, masculinity and femininity, and their cultivation in social and political contexts. How ancient approaches to gender and sexuality are in dialogue or have informed recent debates will be a question throughout the course by looking at theoretical approaches and contemporary movements and debates. 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.

For CLST Major requirements, this course counts toward the concentrations of Literature and Performance and History, Politics, and Social Justice.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, SBS-CLAS
Identical With: FGSS363
Prereq: None

CLST390 Making Rome: Monuments of Life in Ancient Rome
The Colosseum, the Circus Maximus, and the Forum are just the most famous monuments to adorn the ancient city of Rome: its streets and temples were cluttered with honorific statues, dedications, and inscriptions; monumental fountains marked the terminus of the great aqueducts supplying the city and its public baths; shops and markets jostled with shrines and workshops in the public plazas; and public works like harbors and warehouses ensured a steady flow of food, wine, and materials into the city. Through in-depth research into the literary and archaeological record of Rome students will examine these monuments in the context of their original urban spaces and reconstruct them digitally or through other visual and written media.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, SBS-CLAS
Identical With: ARCP390, ARHA301
Prereq: None

CLST393 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, Berlant, Moten, postmodernism, and U.S. feminism.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Prereq: None

CLST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CLST402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CLST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

CLST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

CLST407 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

CLST408 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

CLST409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CLST410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CLST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CLST412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CLST420 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

CLST465 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

CLST466 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.
and burial in Egypt and Greece. It examines how the funerary practices and the fall by Kate Birney. The parent course explores the archaeology of death at the center of how the ancient Greeks thought not only of mortality but also of the good life itself. This CLAC course is connected to the Classical Civilization Performance track and the History, Politics, and Social Justice track.

GRK101 Introduction to Ancient Greek: Semester I
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.

Offering: Host
Grading: A-F
Credits: 1.50
Gen Ed Area: HA-CLAS
Prereq: None

GRK205 Reading Greek Prose: Court Room Dramas, Selections from Athenian Oratory
In classical Athens there were no public prosecutors and no lawyers. Citizens took it on themselves to prosecute their political enemies, their wives’ lovers, and violent offenders against family, friends, and state. Court cases are fascinating for the laws, political dynamics, social beliefs, animosities and gossip they bring to light. In this course, we will focus on selections from two cases in Greek and will also read additional cases in translation.

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

GRK250 Body, Soul, and Afterlife Journeys in Ancient Greece (CLAC.50)
The connection between body and soul and their journey in the afterlife were at the center of how the ancient Greeks thought not only of mortality but also of the good life itself. This CLAC course is connected to the Classical Civilization course titled “Death and Afterlife in Egypt and Greece” that will be taught in the fall by Kate Birney. The parent course explores the archaeology of death and burial in Egypt and Greece. It examines how the funerary practices and the very notions of death, the soul, the body, and the afterlife operated in these societies by drawing upon diverse evidence—archaeological, art historical, and mythological.

In this CLAC course students with some background in ancient Greek will read selections of the surviving evidence on death and the afterlife. Sources will be drawn from diverse genres and periods: historiography, Homeric poetry, Platonic philosophy, and religious tablets. This diversity will offer a unique opportunity to identify different registers and to explore how language itself reflects and in turn shapes the ideas and practices for which it is used. We will thus be looking at: how different media and performances are used to express loss, hope, and heroism in the face of death; how social class, gender, and political ideology are reflected in these media and how they influence ideas about death and the afterlife; and, last, how we are to create adequate methodologies as “readers” of such diverse evidence.

The selection of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Greek.

Offering: Host
Grading: A-F
Credits: 0.50
Gen Ed Area: HA-CLAS
Identical With: CGST250
Prereq: GRK102

GRK290 Truths and Other Fictions
What makes for a good story? What makes for a good argument? Is deception ever beneficial?

In this course we will read selections from ancient Greek works in the original, ranging from Homer, tragedy, love-poetry, law-court speeches, sophist treatises, and Platonic philosophy to explore whose truth prevails, whose story moves, and who is better for it. The precise selection of sources will depend on the composition of the student-group and previous familiarity with Greek texts.

For CLST Major requirements, this course can be used for the Literature and
The textual sources used in the course cover a spectrum of genres: medical texts, Homer, lyric poetry, tragedy, comedy, law-court speeches, and philosophy among others. In the CLAC connected to this course students with some background in ancient Greek will read selections from these genres and will be able to compare different discourses and registers in the original. In the past, even through brief lexical examples—e.g., pointing at the use of ta Aphrodisia (the things/matters related to Aphrodite) in a culture that has no one term/concept for our notion of “sexuality”—students were intrigued by how different terms and discursive media in the original may offer access to perspectives, visions, and values that differ from and can, in turn, inform our own. The CLAC will create an opportunity precisely for this kind of access and a better informed and nuanced conversation.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: CGST291
Prereq: GRK102

This course involves a close reading of selections in Greek from the ODYSSEY on the wanderings of Odysseus, his encounters with Polyphemus, Circe, and Calypso, and his return to Ithaca. In addition, we will discuss major scholarly approaches to the Odyssey and Homeric epic more broadly.

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

Although written down in the 6th century B.C., the Homeric epics offer a literary narrative that captures echoes of a Bronze Age world in transition, an era of globalization reshaped by collapse, migration, and war. Empires fell and pirates plundered. This course recontextualizes the original Greek texts of the "Iliad" and the "Odyssey" in this space.

Reading sections of the "Iliad" and the "Odyssey" in the original Greek, this course introduces students to the literary and linguistic structures of Homer and contemporary Mediterranean texts. We will examine Homeric language and scholarly approaches to structure, narrative, and cultural concepts (kinship, blood sacrifice, piracy, honor) in the context of Bronze Age Indo-European texts, from Hittite historical annals and poems, to Mycenaean Linear B tablets (the earliest-known form of Greek), as well as inscriptions from Archaic-period Greece.

This course will fall under the Poetry & Performance and History/Social Justice tracks.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: GRK201

Euripides is well known for being experimental and controversial, in his own time and beyond. Aristophanes famously accuses him of corrupting his audience by bringing too much of a democratic sentiment to his plays—women and slaves having way too much to say. Nietzsche much later will attribute to him the very death of tragedy. In this course, we will explore this legacy by reading one of his plays in the original along with diverse approaches to his work. The selection of the play will be determined by the composition of the student-group and previous exposure to Greek drama.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Identical With: THEA365
Prereq: None

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

This topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

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

GRK408 Senior Thesis 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
**LATIN**

**LAT101 First-Year Latin: Semester I**
Conquer Latin in 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 half the textbook. In the second semester (LAT 102), you will complete the textbook.

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.

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

**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/Cloidia. This course is intended for students with one year of college Latin or the equivalent (normally three to four years of high school Latin) and includes a thorough review of Latin grammar and syntax.

This course will fall under the Literature and Performance track.

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

**LAT202 Latin Lyric Poetry**
In this intermediate-level Latin course, students will continue to develop their facility with the Latin language and their understanding of Roman literary history through a reading of selections of Latin lyric and elegiac poetry, two corpora that are both heavily influenced by earlier Greek models and show a remarkable degree of Roman ingenuity. The work of Horace and Catullus will provide an entry point into this fascinating material. We will then turn to work by the elegists Propertius and Tibullus, as well as shorter poems by Ovid. Throughout the course, we will also be investigating a number of questions. What is lyric poetry, and to what extent must Latin lyric poetry be read as a continuation of the Greek lyric tradition? How do Roman authors take Greek models and rework them to address the interests of their contemporary audience? How and for whom were these poems performed, and how does this affect the way we read this corpus? To facilitate our discussion we will be reading translations of a number of Greek lyric songs and of Latin lyric poetry by Seneca and Statius, some examples of modern lyric, and scholarly literature. In addition to our daily reading in Latin, we will undertake a careful review of Latin grammar, as well as long-term translation and commentary assignments.

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

**LAT203 Latin Prose: Roman Letters**
An introduction to the reading of classical Latin prose, the course will include a review of Latin grammar and syntax. Students will read selections from the letters of Seneca the Younger and Pliny the Younger. Seneca, a distinguished philosopher and statesman of the Neronian period, uses his experiences in contemporary Rome as texts from which to derive simple philosophical messages. Pliny recounts events from the life of an Italian aristocrat of the first century CE, including an eyewitness account of the eruption of Vesuvius. The course will begin slowly, with the aim of gradually acclimatizing students to the rhythms and stylistic and syntactical patterns of Latin prose. The emphasis will be on understanding and translating the Latin, but we will consider the social and cultural background to the texts we read.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None
LAT221 Roman Comedy
It has long been recognized that Plautus and Terence displayed widely different comic styles: Terence was an artist; Plautus, an untutored genius. We shall examine this difference through a critical reading of selected plays in their divergent literary and historical contexts.

This course will fall under the Poetry & Performance and History/Social Justice tracks.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

LAT230 Love and Suffering in Ancient Rome (CLAC.50)
In this CLAC course students with some background in ancient Latin will read selections of the extant sources on love and suffering in Roman myth, history, and thought. The sources that we will cover will be drawn from diverse genres and periods: historiography, epic poetry, lyric poetry, and comedy. This diversity will offer a unique opportunity to students to identify and analyze the intersections of age, class, status, gender, and ethnicity and the way they shaped Roman ideology on "love." We will be looking at how cultural practice shapes language, how ideology shapes law, and how literature challenged cultural norms of love and marriage, all the while unpacking and interrogating the Roman belief that love had no place in the citizen life dedicated to serving the state: love produces suffering. In turn, we will reflect on the ideological shift in the last 150 years that has come to dominate "western" beliefs on love and marriage, that is, "all you need is love," over family, friends, and society, despite the obstacles: suffering produces love.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Latin.
Offering: Host
Grading: A-F
Credits: 0.50
Gen Ed Area: HA-CLAS
Identical With: CGST231
Prereq: LAT102

LAT251 The Age of Nero
Nero: artist or monster (or both)? This course will focus on the personality and politics of the emperor and the reaction he evoked in contemporary and subsequent accounts of his reign, concentrating especially on the powerful picture of Nero and the Neronian regime painted by the Roman historian Tacitus in his "Annals," with supplementary evidence from Suetonius's "Life of Nero," imperial inscriptions, and visual propaganda. Topics discussed will include Tacitus as a historian, public and private life in Neronian Rome, how to die well, and whether Nero really sang of the Fall of Troy while Rome burned.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: LAT102

LAT254 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 Lucullus, 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 humbler 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 Juvenal'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

LAT301 Petronius
Follow the down-and-out Roman Encolpius as he embarks on a titillating tour of the Mediterranean, persecuted (with impotence!) by the phallic god Priapus. Join him as he attends the longest dinner party in Latin literature, a class-crossing affair including nouveaux riches, citizens, slaves, freedmen, and foreigners. In addition to reading the Latin, we will examine issues of scholarship, from the title (Satyrica? Satyricon?), to the genre, to sexuality, to class and status.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS
Prereq: None

LAT330 Love and Suffering in Ancient Rome (CLAC.50)
In this CLAC course, students with some background in ancient Latin will read selections of the extant sources on love and suffering in Roman myth, history, and thought. The sources that we will cover will be drawn from diverse genres and periods: historiography, epic poetry, lyric poetry, and comedy. This diversity will offer a unique opportunity to students to identify and analyze the intersections of age, class, status, gender, and ethnicity and the way they shaped Roman ideology on "love." We will be looking at how cultural practice shapes language, how ideology shapes law, and how literature challenged cultural norms of love and marriage, all the while unpacking and interrogating the Roman belief that love had no place in the citizen life dedicated to serving the state: love produces suffering. In turn, we will reflect on the ideological shift in the last 150 years that has come to dominate "western" beliefs on love and marriage, that is, "all you need is love," over family, friends, and society, despite the obstacles: suffering produces love.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the
level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Latin.

Offering: Host
Grading: A-F
Credits: 0.50
Gen Ed Area: HA-CLAS
Identical With: CGST331
Prereq: LAT102

LAT331 Vergil: AENEID 2
Vergil’s Aeneid book 2 is almost cinematic in its tragic, poigniant, 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: LAT102

LAT335 Martial
This half-credit course will explore a variety of themes in Martial’s “Epigrams.” Underappreciated today, the “Epigrams” depict friendships, rivalries, sexualities, ethnicities, violence, gender roles, professions, aspirations, and failures in a sharp social commentary on the imperial Roman world. In addition to weekly translation, we will survey the latest scholarly literature on Martial’s corpus.

Offering: Host
Grading: A-F
Credits: 0.50
Gen Ed Area: HA-CLAS
Prereq: None

LAT351 The Age of Nero
Nero: artist or monster (or both)? This course will focus on the personality and politics of the emperor and the reaction he evoked in contemporary and subsequent accounts of his reign, concentrating especially on the powerful picture of Nero and the Neronian regime painted by the Roman historian Tacitus in his “Annals,” with an additional theme “Life of Nero,” imperial inscriptions, and visual propaganda. Topics discussed will include Tacitus as a historian, public and private life in Neronian Rome, how to die well, and whether Nero really sang of the Fall of Troy while Rome burned.

For CLST Major requirements, this course can be used for the Literature and Performance track.

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

LAT353 Demagogues and Tyrants in the Roman Historians
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

LAT360 Constructing Masculinity and Identity in Roman Elegy
This course will explore the ways in which Roman elegists used the genre of their poetry to construct a literary alternative to Roman masculinity and mores. Propertius, Tibullus, and Ovid each developed a masculine persona that rejected career politics and militarism in favor of the battlefields of love, creating a culture war between the status quo and a new Roman masculinity. The course will include weekly translation and secondary readings.

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

LAT375 Set in Stone: Reading Roman Life through Inscriptions
Inscriptions are our tweets from the ancient Romans. From the alphabets scrawled by school children on wax tablets to the curse tablets of scorned lovers and the biographical epitaphs on funerary monuments lining the roads leading into Roman cities they provide an intimate view of daily life in the ancient world, while public inscriptions document the political, religious, and social workings of the Roman state. This course will survey a representative sampling of the Latin inscriptive record from the earliest period through the Empire, including examples of laws, decrees, and religious dedications, Augustus’ Res Gestae, and the methods employed in inscribing objects.

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

LAT401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

LAT402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

LAT407 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

LAT408 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

LAT409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

LAT410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.

Offering: Host
Grading: OPT
LAT411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

LAT412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

LAT424 Advanced Research Seminar, Undergraduate
Advanced research tutorial; project to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

LAT491 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

LAT492 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