DEPARTMENT OF CLASSICAL STUDIES

FALL 2020 COURSE CATALOGUE
CLS 0149 A Roman Gaul: Gauls, Greeks and Romans and the Shaping of French Identity
Bruce Hitchner 3 SHU
Course Description The historical identity of France owes much to the contact, interaction and accommodation that took place between the peoples of ancient Gaul, the Greeks who settled along its Mediterranean shore, and the Romans who conquered and ruled Gaul for almost five hundred years. This course will explore this rich process of cultural creation and identity formation through an exploration of the following questions: Who were the Gauls? How did they express their identity culturally, ecologically politically, socially in cult and ritual, and in material culture and productivity? Why did the Greeks migrate to and settle in southern Gaul? What did it mean to be a Greek in Gaul? How were the Greek poleis or city-states different if it all from those in Greece, southern Italy and Sicily, and Asia Minor? How did Greeks and Gauls interact and find a middle ground? How did the Romans become involved in Gaul? How did they engage with the Greeks and Gauls? Who were the Romans in Gaul? Why did Rome eventually conquer all of Gaul? And how did Roman, Greek, and Gallic culture combine to shape the early identity and cultural legacy of France? To answer these many questions, the course will draw on the richness of recent archaeological discoveries, the diverse accounts of ancient writers and the exciting new
research and analyses of modern historians and archaeologists. The course will begin with an overview of the history of the Ancient Mediterranean and the Roman Republic and Empire.

**Readings Books:**
Christopher Kelly, The Roman Empire. A Short Introduction (Oxford)  
Greg Woolf, Becoming Roman. The Origins of Provincial Civilization in Gaul (Cambridge)  
Tacitus, The Agricola and Germania (Penguin)

Additional Readings posted on Canvas. (This will include readings, some not yet posted, including chapters from Andrew C. Johnston, The Sons of Remus. Identity in Roman Gaul and Spain, 2017)

**Evaluation:** There will be three equally weighted essay exams based and equally weighted (20% each). Class participation counts (20%). In addition, I would like you to produce a blog/journal (20%). The blog or journal should record your reflections in writing, images, etc. on the readings and lectures, in particular what you are learning, how it is changing your thinking about history, ancient Gaul, France, your experience in France and Talloires. I will ask you to submit your blog/journal electronically at various intervals of my choosing. What I am most interested in is your thinking. I may also call on you to read from your blog/journal in class. You can also use the blog/journal to describe ancient sites you may visit elsewhere in France or Europe during your time at Talloires. You don’t need to set up blog on a website, but if you find that more amenable, please feel free to do so.

**Lectures and Discussions**

1. An Overview of the Roman Empire Kelly, Chs 1-2  
2. Pre-Roman Europe/the Celts Tacitus, Germania, Wells, Peoples of Temp. Europe, Witt, Ch 26, The Celts (Class Discussion)  
3. Roman War and Conquest Tacitus, Agricola (Class Discussion)  
4. **First Examination**  
5. Roman-ness and The Gauls Woolf, Preface, Chapters 1-3  
6. Mapping Cultural Change in Gaul Woolf, chapters 4  
7. An alternative Understanding Johnson, The Sons of Remus (to be assigned)  
8. Making Roman towns Woolf, Chapter 5
9. Rural life and production Roman Europe Chapter 6
   Woolf, Chapter 6, Roman Europe Chapter 6
10. A Consumer Culture Woolf, Chapter 7
    Kelly Ch 6
11. **Second Examination**
12. Religion in Roman Gaul Roman Europe Chapter 7, Woolf Chapter 8
13. The Late Roman Empire Roman Europe 9-10
14. Gaul in the Late Roman Empire Woolf, Ch 9, Kelly Ch. 4
15. Christian Gaul TOUR of ROMAN VIENNE
16. The life of A Gallic Saint SULPICIUS SEVERUS ON THE LIFE OF ST. MARTIN
17. The End of Roman Gaul Gregory of Tours, Desiderius of Cahors, Geary, Before France and Germany
18. **Final Examination**

**ARCH 0026 A Ancient Egypt**
**J. Matthew Harrington**
**Cross listed with CLS 0026 A & HIST 0076 A** 4 SHU

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

CLS 0077 A Sport Entertainment in Greece and Rome
J. Matthew Harrington
Taught On Line 3 SHU

Sport was inseparable from the civic and religious life of the ancient world; at the same time, the spectacle of the competition comprised a major element of public entertainment and daily life. This course will introduce students to the complex systems of local, regional, and "international" sports and entertainment in the ancient world, and it will explore the radically different ideas of the Greeks and Romans concerning sport and entertainment. At the same time as they served to train citizen children for the rigors of competition and war, gymnasia like the Academe of Plato or the Lyceum of Aristotle were centers of political life and philosophical discussion. Greek athletic competition linked the local gymnasia with the great Panhellenic games at Olympia, Delphi, Isthmia, and Nemea, where victory brought glory to the individual and to their city. Chariots raced in the Circus Maximus, gladiators fought in the amphitheatra, and actors performed on the many stages to honor the Roman gods - and to gain votes for the sponsors of the games. Like NASCAR or ultimate fighting, Roman sport could be deadly, but gladiators and charioteers were skilled athletes with wide popularity among the people. Since sport and entertainment were viewed as crucial political, religious, and moral issues by the ancient Greeks and Romans, they reveal much about how these ancient cultures viewed themselves and the question of what made a good citizen.

Fulfills the Humanities Distribution Requirement. Fulfills the Classical Culture Area.
CLS 0075 B Classical Mythology
J. Matthew Harrington
Taught On Line 3 SHU
We will explore the world ancient mythology and its intersections with art, ideology, and ritual, from the creation of the universe to the foundation of Rome and the mytho-historical divinization’s of Julius Caesar and Augustus. Stories of the gods and heroes were more than simply entertainment; they were cognitive tools for interrogating the essential questions of being human: justice and morality, fate and identity, humor and heroism, suffering and triumph - the meaning of life. For this reason, ancient myth has remained a powerful source of inspiration for millennia, informing the art and narratives of the Renaissance to the present. In their constant retelling and re-adaptation, these stories serve as a template for the concerns of every age: humor and heroism, suffering and triumph. This course will closely examine the nature of Greco-Roman myth, its essential human meaning, and its intersections with ancient art and ritual. Fulfills the Humanities Distribution Requirement. Fulfills the Classical Culture Area.
# FALL 2020 COURSES

**ARCH 0026 01/CLS 0026 01/HIST0076 01 Ancient Egypt**  
M. Harrington  
K+ MW 4:30-5:45 Cross-listed with: HIST 76 3 SHU

**CLS 0031 01 Classics of Greece**  
A. Mahoney  
D M 9:30-10:20 T&R 10:30-11:20 3 SHU

**CLS 0034 01/HIST 0086-34 Rome of Augustus**  
A. Rossi  
D+ TR 10:30-11:45 Cross-listed with: HIST 86-34 3 SHU

**CLS 0037 01/CLS 0291 02/HIST0050 01 History of Ancient Greece**  
B. Hitchner  
G+ MW 1:30-2:45 Cross-listed with: HIST 50 3 SHU  
**CLS 0037 RA Mandatory Recitation** AR R 9:30-10:20  
**CLS 0037 RB Mandatory Recitation** DR R 10:30-11:20

**CLS 0040 01/PHIL0040 01 Paradoxes & Dilemmas**  
R. Strobino  
F+TR TR 12 noon-1:15 Cross-listed with: PHIL 40 3 SHU

**CLS 0075 01 Classical Mythology**  
M. Harrington  
L+ TR 4:30-5:45 3 SHU

**CLS 0091 & 0191 01/PHIL0091 01 History & Philosophy of Emotions**  
R. Strobino  
J+ TR 3:00-4:15 Cross-listed with: PHIL 91 3 SHU  
Course counts toward the related fields’ requirement in PSY (or Clinical PSY) in Fall 2020.

**CLS 0146 01/HIST0150 01 History of Ancient Greek & Roman Medicine**  
J. Phillips  
E+ MW 10:30-11:45 Cross-listed with: HIST 150 3 SHU
CLS 0160 01 Computational Methods for the Humanities
M-C. Beaulieu & A. Bucci Cross-listed with: COMP 5
A+ MW 8:05-9:20 3 SHU

CLS 0160 LA Mandatory Lab D+T 10:30-11:45

CLS 0291 01 Graduate Seminar
M-C. Beaulieu
7 W 1:30-4:00 3 SHU

GRK 0001 01 Elementary Ancient Greek I
S. Hirsch
F+ TR 12 noon – 1:15 3 SHU

GRK 0003 01 Intermediate Ancient Greek
A. Mahoney
C TWF 9:30-10:20 3 SHU

GRK 0120 01 Review and Readings
A. Mahoney
C TWF 9:30-10:20 3 SHU

GRK 0102 01 Greek Drama
A. Mahoney
E MWF 10:30-11:20 3 SHU

LAT 0001 01 Elementary Latin I
A. Rossi
H+ TR 1:30-2:45 3 SHU

LAT 0001 02 Elementary Latin I
A. Rossi
K+ MW 4:30-5:45 3 SHU

LAT 0003 01 Intermediate Latin
A. Rossi
G+ MW 1:30-2:45 3 SHU

LAT 0003 02 Intermediate Latin
S. Setnik
E+ MW 10:30-11:45 3 SHU
LAT 0021 01/LAT 0120 01 Latin Prose: Cicero First Catilinarian
J. Phillips
G+ MW 1:30-2:45 3 SHU

LAT 0132 01 Survey of Latin Literature
M. Harrington
H+ TR 1:30-2:45 3 SHU

LAT 0181 01 Age of Nero
S. Hirsch
J+ TR 3:00-4:15 3 SHU

FACULTY
FACULTY ADMINISTRATORS
R. Bruce Hitchner, Department Chair, Director, Archaeology Program
Marie-Claire Beaulieu, Director of Graduate Studies
CLASSICAL STUDIES FACULTY

Marie-Claire Beaulieu, Associate Professor, Director of Graduate Studies; Greek Religion, Epigraphy, Medieval Latin

Gregory R. Crane, Professor; Editor-in-Chief, Perseus Project; Winnick Family Chair of Technology and Entrepreneurship; Greek & Latin Language, Digital Humanities

J. Matthew Harrington, Senior Lecturer; Greco-Roman space and architecture, Post-Augustan Latin Literature, Satire, Comparative Greek and Latin Grammar (PIE Linguistics)

Steven W. Hirsch, Associate Professor; Transfer of Credit - Archaeology; Greek, Roman, and Near Eastern history

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

Anne Mahoney, Senior Lecturer; Classical tradition and reception; linguistics; ancient drama; ancient mathematics; Latin, Greek, and Sanskrit language and literature

Joanne H. Phillips, Associate Professor; Minor Advisor, Transfer of Credit - Greek and Latin Languages, Ancient Greek and Roman Medicine, Lucretius

Andreola Rossi, Lecturer; Greek & Roman epic, Greek & Roman historiography, the history and culture of the Augustan period

Susan E. Setnik, Lecturer; Greek & Latin literature, pedagogical theory & practice

Riccardo Strobino, Mellon Bridge Assistant Professor in the Greek, Latin, and Arabic Traditions

AFFILIATED FACULTY

Ioannis D. Evrigenis, Professor, Political Science; Greek and Roman Political Thought

Jennifer Eyl, Assistant Professor, Religion; Early Christianity, Gender and sexuality in antiquity, Hellenistic philosophies

Christiana Olfert, Assistant Professor, Philosophy

David J. Proctor, Senior Lecturer, History

ARCHAEOLOGY FACULTY

R. Bruce Hitchner, Director, Professor Classics; Roman history, archaeology and International Relations
J. Matthew Harrington, Senior Lecturer, Classics; Greco-Roman space and architecture, Post-Augustan Latin Literature, Satire, Comparative Greek and Latin Grammar (PIE Linguistics)

Steven Hirsch, Associate Professor Classics; Greek and Near Eastern History

Professor Jack Ridge, Professor, Geology; Environmental Geology; Geomorphology

Lauren Sullivan, Lecturer, Anthropology; Mesoamerican Archaeology

David J. Proctor, Adjunct Lecturer, History & Classics; Medieval Western Europe, Southeastern Europe, Byzantium, church-state relations
ARCH 0026 01/CLS 0026 01/HIST0076 01 Ancient Egypt: Civilizations of the Nile and the Ancient Near East
M. Harrington
K+ MW 4:30-5:45 Cross-listed with: HIST 76 3 SHU
This course is an exploration the civilizations of Ancient Egypt and the Near East, examining their art, architecture, and history. We will examine the close interplay between the religion of the Egyptians and their funerary practices, including the development of the pyramid tombs and the practice of mumification. The king served as an incarnate link between the eternal gods and the world of mortals; icons of the king's victories and virtues covered the temples, but the tombs of ordinary Egyptians were filled with images and texts asserting their own aspirations for eternal life. Hieroglyphic texts recorded diplomacy and sacred ritual, as well as literature and science while dynasties rose and fell, just as cuneiform texts did in Mesopotamia and beyond. We will examine the internal and external relations of Egypt in the context of a world system that included the kingdoms and empires of the Near East and the Mediterranean: from the Sumerians, Assyrians, Hittites, and Babylonians, to the Persian Empire, Alexander the Great, and the Imperium Romanum. In each of these cultures, individuals competed to assert their identities within a shared system of meaning embedded in their art and architecture as well as their texts and social hierarchies.
Fulfills the Arts, the Humanities, and the Social Sciences Distribution Requirements. Fulfills the African Culture and Diasporas, Classical Culture, Middle Eastern Culture, and African Culture Region of Origin Culture Areas. Fulfills the World Civilization Requirement.
This is a big-picture overview of Ancient Greek literature. You will read a lot and write a lot, so you can grapple with the texts yourself and get better at scholarly writing. You will meet Achilles, Agamemnon, Athena, heros and anti-heros, gods and goddesses, leaders and losers, whose undying fame comes from the poets who sang about them. You will witness the very beginning of Western literature and the birth of many of the stories, story patterns, and literary genres we now take for granted.

The class is designed for first-year students. It has no pre-requisites and assumes no prior knowledge of Ancient Greek history, literature, culture, or mythology, or of the Ancient Greek language. It's not a lecture course: you'll be discussing, engaging, and analyzing on your own and with your classmates. The readings will be in English, and we'll talk about the difficulties of reading a translation. The course sets a foundation for later work, whether in classics or in other departments, in which you may meet some of the same texts again.

This is a foundational course for classics majors (and required in the Classics and Greek tracks). It counts for Humanities distribution for Liberal Arts, for HASS-Humanities for engineering; it can also count towards majors in IR and ILVS. No prerequisites

“I found Rome a city of bricks, and I leave it clothed in marble.” These are the words of Augustus (63 B.C.-14 A.D.), the principal architect and first ruler of what we know as the Roman Empire. The Rome of Augustus, was an age of complex contradictions, nuanced evolutions, and ongoing experimentation in culture and politics. It was marked by domestic harmony, economic growth, and government sponsored cultural excellence in the arts; it was also a time of imperial conquests, book burnings, and the brutal repression of political opponents. This class approaches the Rome of Augustus from several directions, considering history, literature, art, architecture, religion, the economy, and politics as we investigate the various ways in which Rome's first emperor sought to repair and redirect a society fragmented by years of civil war -- -- and the various ways in which the citizens of Rome
reacted to the Augustan reforms: after 500 years of representative democracy, why were Roman citizens prepared to accept autocracy? Did they jump, or were they pushed? Special attention is also given to the reception of the age as we explore the many ways in which the “Rome of Augustus” becomes a key ideological construct constantly reinterpreted and readapted in modern Western history. Readings are drawn largely from primary texts, including Augustus' own account of his rule (the Res Gestae); selections from the works of Vergil, Ovid, Horace, and other Augustan writers; Suetonius' Life of Augustus; and numerous inscriptions illustrating various aspects of life in Rome as well as in the provinces. *No Prerequisites, Satisfies the Humanities or, the Social Sciences Distribution Requirement and the Classical Culture Area*

**CLS 0037 01/CLS 0291 02/HIST0050 01 History of Ancient Greece**
B. Hitchner G+  MW 1:30–2:45 Cross-listed with: HIST 50 3 SHU  
CLS 0037 RA Mandatory Recitation AR R 9:30-10:20  
CLS 0037 RB Mandatory Recitation DR R 10:30-11:20  

In the first millennium BCE, a few million people, scattered around the Mediterranean Sea, speaking a common language and honoring similar goods created a culture and society which asked critical questions: how do we know and understand the world? And how do we order the communities in which we reside? In the process of answering these questions, they developed history-writing, rational philosophy, innovative art, social hierarchies ranging aristocrats to citizens to slaves, cities, states, alliances with different systems of governance, including democracy, oligarchy, kingship and tyranny---all in fierce and often violent competition with one another, and with ancient empires. In this course we will follow story of the ancient Greek world focusing on the interplay between these developments through the optics of culture, economics, politics, and war. The scope of the course will extend as far back as the Bronze Age and end with the emergence of the Roman Empire. There are no prerequisites. The course comprises two weekly lectures and a recitation. *Satisfies the Humanities or the Social Sciences Distribution Requirement and the Classical Culture Area*
Paradoxes and dilemmas are problematic cases, conundrums or puzzles that force us to accept counterintuitive conclusions from apparently acceptable premises or to choose among equally plausible (and oftentimes undesirable) outcomes without an apparent justification. The course will introduce students to an array of famous cases in the history of Western thought from Antiquity to the present. Themes under discussion include Zeno’s paradoxes (space, time, motion, and the infinite), the liar paradox (truth), the heap (vagueness), the ship of Theseus (identity), Russell’s paradox (sets), the Gettier problem (knowledge), moral luck, deterrence, the lottery paradox, the voting paradox and the prisoner’s dilemma (action). The course indirectly provides an introduction to various fundamental themes in logic, epistemology, metaphysics, and value theory. It satisfies the requirements for the Classics, Philosophy, and Science, Technology and Society majors as well as the humanities distribution requirement.

Stories of the gods and heroes were more than simply entertainment; they were cognitive tools for interrogating the essential questions of being human: justice and morality, fate and identity, humor and heroism, suffering and triumph - the meaning of life. For this reason, ancient myth has remained a powerful source of inspiration for millennia, informing the art and narratives not just of the ancient world but also those of the Renaissance and the present interconnected world. We will explore ancient myth and its intersections with art, ideology, and ritual, investigating the evolution of Greek and Roman narrative systems within the broader contexts of the already ancient Egyptian and Mesopotamian myths and the contemporary religion of the Etruscans. We will follow the contested narrative threads from the creation of the universe to the foundation of Rome and the mytho-historical divinizations of Julius Caesar and Augustus. In their constant retelling and re-adaptation, these stories serve as a mirror for the concerns of every age and culture. Since images of the gods and their myths filled everything from civic space to drinking cups across the Greco-Roman world, visual culture and text were equally central to the propagation and function of myth, and so this course will examine relevant ancient objects during lectures and at the Museum of Fine Arts,
CLS 0091 & 0191 01/PHIL0091 01 History & Philosophy of Emotions
R. Strobino
Cross-listed with: PHIL 91 J+ TR 3:00-4:15 3 SHU
Anger and pride, fear and anxiety, joy and sadness: emotions are an essential dimension of human experience. The course explores different ways in which emotions have been discussed, conceptualized, and represented in literature and philosophy from antiquity to the 17th century, with occasional forays into the territory of visual arts. Readings in English translation include major authors in the Western canon (Homer, Euripides, Plato, Aristotle, Lucretius, Seneca, Galen, Augustine, Spinoza) and beyond, including materials from the Arabic-Islamic philosophical and medical tradition. The course satisfies the requirements for the Philosophy and the Classics major and the Humanities distribution requirement. Course counts toward the related fields’ requirement in PSY (or Clinical PSY) in Fall 2020.

CLS 0146 01/HIST0150 01 Ancient Greek & Roman Medicine
J. Phillips
Cross-listed with: HIST 150 3 SHU
E+ MW 10:30-11:45 AM
Pre-requisite: Sophomore standing. The historical development of ancient Greek and Roman medicine with emphasis on methodology and sources, as well as the assessment of the influence of ancient medicine on the development of modern Western clinical medicine. Topics covered include ancient theory and practices with regard to anatomy, physiology, surgery, pharmacology, etiology of disease, and medical deontology. Satisfies the Classics Culture area and the Humanities or Social Sciences Distribution requirements.

CLS 0160 01 Computational Methods for the Humanities
M-C. Beaulieu & A. Bucci
Cross-listed with: COMP 5 A+MW 8:05-9:20
Mandatory Lab D+T 10:30-11:45 3 SHU
This course aims to equip Humanities students with the means to produce and evaluate data claims, a skill that is particularly crucial in today’s information age. To achieve this goal, the class is constructed as a joint effort between a Humanist and a Computer Scientist, and data science techniques are taught in order to answer Humanities questions.
with Humanities data. Modules include data cleanup, visualisation, statistics, and machine learning.

**CLS 0291 01 Graduate Seminar**  
**M-C. Beaulieu**  
*7 W 1:30-4:00 3 SHU*

**GREEK**

**GRK 0001 01 Elementary Ancient Greek I**  
**S. Hirsch**  
*F+ TR 12 noon – 1:15 3 SHU*

Everyone knows that the ancient Greeks laid the foundations for Western Civilization, including alphabetic writing, democracy, history, philosophy, science, theater, higher education, and much, much more. You may have read in translation selections from great works of Greek literature, like Homer’s *Odyssey*, the love poems of Sappho, Sophocles’ *Oedipus the King*, Herodotus’s report on the courageous stand of the 300 Spartans at Thermopylae, Aristophanes’ riotously funny send-up of the Athenian spirit in *The Birds*, Plato’s moving account of the death of Socrates, or the *New Testament*. Can you imagine the excitement and satisfaction of reading these in the original Greek, and communing directly with the minds of the greatest literary artists and thinkers of the ancient world! Within days you will be comfortable with the Greek alphabet, within weeks you will be starting to read bits of original Greek, and by the end of Greek 2 you will be reading a complete, unadapted text. Greek 1 is a rigorous introduction to the ancient Greek language, covering grammar and vocabulary, with an emphasis on learning to read fluently. Along the way you will also learn about the history, culture and values of ancient Greek civilization.  
*No Prerequisite.*
This is the third-semester course in Ancient Greek. You will work on reading Greek fluently, without translating into English. We will review Greek grammar systematically, giving you a linguistically-oriented overview and a synthesis of all the rules you've seen one by one in earlier classes. You will also learn a systematic method for preparing a text you will be discussing in class.

Lysias (ca. 459--375) was an orator and λογογράφος. Although ancient sources claim that he produced hundreds of speeches, only about thirty survive, some fragmentary. We will read a selection from these speeches, from court cases of various types including murder trials and political actions.

You will have nightly written assignments in which you practice both reading and grammar, and frequent quizzes to measure your progress. You will write several short papers, to get you started on the kind of literary work you'll do in more advanced classes.

Pre-requisite is Greek 2, or an equivalent result on the department's placement exam. First-year students who've done Ancient Greek in high school are particularly welcome. Successful completion of this class counts for one part of the foreign language requirement.
Close reading of Sophocles' Electra, Euripides' Electra, and Aeschylus' Libation Bearers, with emphasis on reading fluency. Introduction to Greek meter and the formal conventions of drama. We will use Greek actively in this class (reading, listening, writing, and speaking), and not translating into English. You will write a major paper, which could become the nucleus of a senior honors thesis (or, for graduate students, a qualifying paper); you will also have several short papers on specific technical points, and occasional other assignments. There will be periodic short quizzes so you can assess your progress in reading. Students intending to take this course are encouraged to pre-read the plays in Greek over the summer. 

*Pre-requisite is GRK 3 or placement.*
LATIN

LAT 0001 01 Elementary Latin I
A. Rossi
H+ TR 1:30-2:45 3 SHU
The course introduces students to the language, culture, and influence of the ancient Romans. Learning Latin helps in understanding English and other languages and literatures better and provides a framework for understanding Western civilization from the time of the Romans to the modern scientific revolution. Emphasis in the class is placed upon learning the vocabulary and grammar necessary to read Latin texts from any period. In addition, there will be considerable opportunity to learn mythology, literature, history, government, and culture of the ancient Romans. NO PREREQUISITES

LAT 0001 02 Elementary Latin I
A. Rossi K+ MW 4:30-5:45 3 SHU
The course introduces students to the language, culture, and influence of the ancient Romans. Learning Latin helps in understanding English and other languages and literatures better and provides a framework for understanding Western civilization from the time of the Romans to the modern scientific revolution. Emphasis in the class is placed upon learning the vocabulary and grammar necessary to read Latin texts from any period. In addition, there will be considerable opportunity to learn mythology, literature, history, government, and culture of the ancient Romans. NO PREREQUISITES

LAT 0003 01 Intermediate Latin
A. Rossi G+ MW 1:30-2:45 3 SHU
This course aims to establish reading proficiency in Latin. We will begin with an extensive review of Latin grammar and syntax covered in Latin 001 and 002 (or equivalent courses) and by reading some inscriptions from Pompeii and other Roman towns. The second part of the semester will be devoted to the reading of a selection of lively and un-adapted Latin texts from a variety of well-known Classical Roman authors. Completion of this class counts for one part of the foreign language requirement.
LAT 0003 02 Intermediate Latin 3
Susan Setnik E+ MW 10:30-11:45 AM 3 SHU
This course aims to establish reading proficiency in Latin. We will begin with an extensive review of Latin grammar and syntax covered in Latin 001 and 002 (or equivalent courses) and by reading some inscriptions from Pompeii and other Roman towns. The second part of the semester will be devoted to the reading of a selection of lively and un-adapted Latin texts from a variety of well-known Classical Roman authors. Completion of this class counts for one part of the foreign language requirement.

LAT 0021 01/LAT 0120 01 Latin Prose: Cicero First Catilinarian
J. Phillips G+ MW 1:30-2:45 PM 3 SHU
Pre-requisite: LAT 0003 or Latin 22 or placement or consent; for undergraduates only. (Cross-listed as LAT 0120-01 which meets with Latin 21 and is only for first-year graduate students based on placement exam.) A close reading of Cicero’s First Catilinarian as a reflection of Roman culture and society in the first century B.C. with emphasis on building confidence and competence in translating Latin prose, as well as the review of morphology and syntax.

LAT 0132 01 Survey of Latin Literature
M. Harrington H+ TR 1:30-2:45 3 SHU
Latin literature is like an intricate and often discordant conversation crossing centuries and interweaving the many transformations in the Roman sense of identity, while a Latin-speaking city became a pan-Mediterranean state. Each author was immersed in this conversation and expected that their audience brought a similar education, with the result that no text stands on its own; each text draws meaning from its place within that larger, intertextual system. We will examine the history of Latin literature, closely reading selections from crucial milestones in the development of the many genres of Latin writing. We will explore how authors engaged with literary precedent and their own social context to draw their audiences into contemplation of the tensions and contradictions of the Roman discourses on gender, politics, social status, ethics, the mytho-historical past – in sum, what it was to be Roman, what it meant to be alive. We will work toward the ability to join that larger conversation by developing a wider and deeper awareness of Latin literature – to read Latin text more like a Roman. Fulfills the Humanities Distribution Requirement.
The mid-1st century AD was a dynamic epoch at Rome. The institutions of the Principate established by Augustus had largely taken root, though there was still resistance among certain elements of the Senatorial elite. The empire, no longer expanding, was consolidating its hold on vast territories and diverse subject peoples. Relative peace and stability promoted commerce, prosperity, and the Romanization of the provinces. The ethnically diverse descendants of prisoners of the wars of conquest were gaining their freedom and altering Italian society and culture.

Against this backdrop of diversity, vitality, and change, this course will primarily explore the writings of two unconventional individuals—Petronius and Seneca—who played important roles in developments at the court of the equally unconventional emperor Nero. Through our reading of selections and discussion of the content of Petronius’s novelistic Satyricon and Seneca’s drama Thyestes, these authors will be revealed as both products and shapers of this strange, turbulent, and (perhaps for these very reasons) highly creative era.

Prerequisite: Latin 21/91
Additional information may be found on our Department of Classical Studies web site at https://ase.tufts.edu/classics/default.aspx