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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Schedule</th>
<th>Credits</th>
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<tr>
<td>CLS 0015 01</td>
<td>Mathematics In Antiquity</td>
<td>Anne Mahoney</td>
<td>E MWF - 10:30AM-11:20AM</td>
<td>3 SHU</td>
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<tr>
<td>CLS 0032 01</td>
<td>Classics Of Rome</td>
<td>Andreola Rossi</td>
<td>G+ MW - 01:30PM-02:45PM</td>
<td>3 SHU</td>
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<tr>
<td>CLS 0038 01</td>
<td>History Ancient Rome</td>
<td>R. Bruce Hitchner</td>
<td>G+ MW - 01:30PM-02:45PM</td>
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<td>CLS 0038 RA</td>
<td>RCT: History Ancient Rome</td>
<td>R. Bruce Hitchner</td>
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<td>R. Bruce Hitchner</td>
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<td>RCT: History Ancient Rome</td>
<td>R. Bruce Hitchner</td>
<td>FR R - 12:00PM-12:50PM</td>
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<td>CLS 0055 01</td>
<td>Greek And Roman Tragedy: The Theban Story</td>
<td>Anne Mahoney</td>
<td>H TR - 01:30PM-02:20PM, F - 02:30PM-03:20PM</td>
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<td>CLS 0071 01</td>
<td>Historical Linguistics</td>
<td>Anne Mahoney</td>
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<td>CLS 0158 01</td>
<td>Women Greek Mythology</td>
<td>Marie-Claire Beaulieu</td>
<td>E+MW MW - 10:30AM-11:45AM</td>
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<tr>
<td>CLS 0176 01</td>
<td>Ancient Medicine Seminar: Advanced Research</td>
<td>J.H. Phillips</td>
<td>E+MW MW - 10:30AM-11:45AM</td>
<td>3 SHU</td>
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<td>CLS 0176 02</td>
<td>Ancient Medicine Seminar: Adv Rsch Topics</td>
<td>J.H. Phillip</td>
<td>Arranged - Specify Days/Times</td>
<td>3 SHU</td>
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<td>CLS 0185 01</td>
<td>Seminar Ancient History: Oligarchy in the Ancient World</td>
<td>Steve Hirsch</td>
<td>F+TR</td>
<td>12:00PM-01:15PM</td>
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<td>CLS 0292 01</td>
<td>Seminar: Pre-Thesis Seminar</td>
<td>M-C Beaulieu</td>
<td>13+ R</td>
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<tr>
<td>GRK 0001 01</td>
<td>Elem Ancient Greek I: A Pragmatic Introduction</td>
<td>Greg Crane</td>
<td>E+MW</td>
<td>10:30AM-11:45AM</td>
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<td>GRK 0091 01</td>
<td>Special Topics: Introduction to Verse</td>
<td>Anne Mahoney</td>
<td>C TWF</td>
<td>09:30AM-10:20AM</td>
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<td>GRK 0103 01</td>
<td>Greek Historians: Herodotus, Thucydides</td>
<td>Steve Hirsch</td>
<td>J+</td>
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<tr>
<td>GRK 0191 01</td>
<td>Greek Seminar: Epictetus &amp; Marcus Aurelius</td>
<td>Greg Crane</td>
<td>ARR</td>
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<tr>
<td>LAT 0001 01</td>
<td>Elementary Latin I</td>
<td>Andreola Rossi</td>
<td>E+MW</td>
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<td>LAT 0002 01</td>
<td>Elementary Latin II</td>
<td>Susan Setnik</td>
<td>E+MW</td>
<td>10:30AM-11:45AM</td>
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<tr>
<td>LAT 0022 01</td>
<td>Latin Poetry: Vergil’s Aeneid: Epos and Empire</td>
<td>Andreola Rossi</td>
<td>D+</td>
<td>10:30AM-11:45AM</td>
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<tr>
<td>LAT 0026 01</td>
<td>Prose, Poetry, Roman Medicine</td>
<td>J.H. Phillips</td>
<td>G+</td>
<td>01:30PM-02:45PM</td>
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<tr>
<td>LAT 0181 01</td>
<td>Latin Seminars: Citizens of Discord. Narratives of Civil Wars in Roman Literature</td>
<td>Andreola Rossi</td>
<td>K+</td>
<td>04:30PM-05:45PM</td>
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SUMMER 2020

Summer Session I, May 22 thru June 28, 2020

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

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

Summer Session II, July 2 thru August 9, 2020

CLS 0075 B Classical Mythology
Taught On Line
J. Matthew Harrington
3 SHU
Faculty

Faculty Administrators
R. Bruce Hitchner, Department Chair & Director, Archaeology Program

Classics 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**
David J. Proctor, Senior Lecturer, History

Ioannis D. Evrigenis, Professor, Political Science

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

Christiana Olfert, Assistant Professor, Philosophy

**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

David J. Proctor, Adjunct Lecturer, History & Classics; Medieval Western Europe, Southeastern Europe, Byzantium, church-state relations

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

Lauren Sullivan, Lecturer, Anthropology; Mesoamerican Archaeology
CLS 0015 01 Mathematics In Antiquity  
Anne Mahoney  
Cross listed with MATH 0015  
3 SHU  
E MWF - 10:30AM-11:20AM  
What is mathematics? Why do people do it? Is it only because it's useful? Who does mathematics? And what kinds of mathematics do they choose to do? Each culture --- including our own --- answers those questions differently. Very roughly, many ancient Greek thinkers were particularly interested in mathematics for its own sake (though they didn't exclude practical applications), while other ancient cultures were more concerned with useful math (though not unaware of its aesthetic appeal). But the real contribution of Greek writers such as Euclid was their effort to work out the logical foundation for mathematics, starting with first principles and rigorously proving every statement you wish to make.

In our own time, elementary mathematics seems to be the study of numbers, as students learn about addition and subtraction, fractions, special kinds of numbers like primes or squares, and, later on, irrational, transcendental, and complex numbers. Much ancient mathematics, on the other hand, is expressed in terms of geometry and shape, though of course counting and basic arithmetic are also important. Different ways of looking at mathematics lead to different ideas about what's fundamental: as you learn to see mathematics through Babylonian eyes, or Greek eyes, you'll gain a new appreciation for long-familiar ideas.
You will have a textbook as a basic skeleton for the course, and you will read selected primary sources — ancient mathematical documents — in English translation. Students who know relevant languages (particularly Sanskrit, ancient Greek, or Latin) will be encouraged to read excerpts in the original language. There will be weekly problem sets and a final exam.

This course has no pre-requisites. It counts for majors in classics or STS; it does not count toward majors in mathematics or applied mathematics, and engineering students cannot take it for credit. It counts for mathematics distribution for Liberal Arts students.

**CLS 0032 01 Classics Of Rome**  
Andreola Rossi  
G+ MW - 01:30PM-02:45PM  
3 SHU

What is literature? What is it for? Can it serve political goals? Should it try? How does it help develop a national identity, or a feeling of community? If free speech is curtailed, can imaginative literature flourish? All of these were live issues for Roman authors of the classical period. In this course, we will survey classical Roman literature from the late second century BC down to the beginning of the second century AD, with particular attention to how literature helps define what it means to be "Roman" and what it means to be human. We will also consider how authors respond to each other, how literary genres and styles evolve, and how fiction and fact interact. The class has no pre-requisites and assumes no prior knowledge of Roman history, literature, or culture, or of the Latin language.

**CLS 0038 01 History Ancient Rome: Imperialism and Empire**  
R. Bruce Hitchner  
G+ MW - 01:30PM-02:45PM  
Cross listed with HIST0051  
4 SHU

The Roman Republic and Empire extended over an area now encompassing 36 nation states and lasted for more than a millennium. This course will introduce students to the great questions of Roman history: How did the city of Rome evolve from a small monarchic community to a powerful Republic and ultimately the most significant
empire in the West prior to the modern period? How did Roman identity, institutions, structures and values sustain the Empire for half a millennium? Was the Roman Empire an early globalization? What caused the Empire to break up in the West and why did it last, as the East Roman or Byzantine Empire, until the 15th century? How do we explain the end of paganism and the rise of Christianity?

**CLS 0055 01 Greek and Roman Tragedy: The Theban Story**

H TR - 01:30PM-02:20PM, F - 02:30PM-03:20PM  Anne Mahoney
Cross listed with TPS 0028  3 SHU

Oedipus kills his father and marries his mother. He curses his two sons, who tear the city apart with a civil war. The cycle of stories around this family, and their city, Thebes, was material for poets, musicians, and visual artists for centuries. In this course we will read the surviving Greek tragedies dramatizing the Matter of Thebes: the disasters that befall several generations of the family of Labdacus. These include *Oedipus the King*, *Antigone*, *Seven against Thebes*, and others. We will also read several modern adaptations of the plays, including an opera on Oedipus and a version of Antigone set in Nazi-occupied France. During this course, you will learn to compare different versions of the same story --- ancient Greek myths are multi-form and have many different versions, all equally correct. You will learn about the performance practices of fifth-century Athenian drama, and you will think about staging a play under the constraints of the tragic competition. Finally, you will learn to read translations critically, and you will see how different translations of the same text can produce significantly different effects on a reader.

This is a general-education course for beginners in the classics, cross-listed with the drama department. Advanced classics majors are welcome, but may not be adequately challenged, as the main focus of the course is on non-specialists. All readings are in English translation; knowledge of Ancient Greek is neither required nor assumed, though students who can, including those currently taking Greek 2, will be encouraged to read as much as possible in the original language. No pre-requisites; counts for arts distribution, and toward majors in classics and drama.
Languages change. Sometimes they die out, sometimes new ones are created. In this course we will discuss how languages change, and how we can find out about languages of the past, even those that were never written down.

You will learn the basic ideas of historical linguistics, the branch of linguistics that is concerned with reconstruction of the history of a language. Examples will come from Indo-European, the large language family that includes English; from Algonquian, the family of languages spoken by in this area before Europeans arrived, including Massachusett; and from other language families.

This is an introductory course with no pre-requisites. Background in (general) linguistics is useful, but not required: we will fill in whatever you need to know. Knowledge of specific ancient or modern languages is not required for this course. There will be weekly problem sets and a take-home final exam.

This course counts towards the minor in linguistics and towards all classics major tracks; it counts for either humanities or social science distribution in Arts and Sciences, and for HASS humanities or social science in Engineering.
CLS 0176 01 Ancient Medicine Seminar: Topics in Ancient Medicine and its Transmission
J.H. Phillips
E+MW MW - 10:30AM-11:45AM 3 SHU
Ranging from the Hippocratic Oath to modern medical ethics, from leeches to laser surgery, a seminar on historical developments and events in Western medicine from Antiquity to the twenty-first century with emphasis on issues, discoveries, and controversies that have beset and characterized medical progress.
Short weekly presentations, two formal presentations (seminar lecture and short summary), and a seminar paper. Satisfies the Humanities Distribution Area and Classics Culture Area; especially recommended for pre-medical, pre-dental, pre-veterinary, and Community Health Program students. Prerequisite: CLS 146 and consent.

CLS 0176 02 Ancient Medicine Seminar: Advanced Research Topics
Arranged - Specify Days/Times J.H. Phillips
3 SHU
Bi-weekly meeting for discussion and guidance on a research topic, two formal presentations (seminar lecture and short summary), and a seminar paper. Satisfies the Humanities Distribution Area and Classics Culture Area; especially recommended for pre-medical, pre-dental, pre-veterinary, and Community Health Program students. Prerequisite: CLS 176 01 and consent.

CLS 0185 01 Seminar Ancient History: Oligarchy in the Ancient World
F+TR TR - 12:00PM-01:15PM 3 SHU Steve Hirsch
“Oligarchy,” an Ancient Greek word meaning “the rule of the few,” has been with us since the earliest written records and can be embedded in many political structures. The main goal of the Oligarchs is the protection of their wealth, and political scientists have traced the stages of development of oligarchic rule (or, at least, considerable influence). In this course we will be looking closely at Oligarchy in Ancient Greece, from the Homeric warlords, through the development of the polis (city-state) and the friction between advocates of Oligarchy and Democracy, and the new elites of the Hellenistic world; Oligarchy in Ancient Rome, from the early Republic and Conflict of the Orders to the Civil Wars and the new order of the Principate; and Oligarchy in pre-imperial China. The course will conclude with consideration of how the study of Ancient Oligarchy illuminates the role of Oligarchy in contemporary American society.
CLS 292 01 Seminar: Pre-Thesis Seminar
Marie-Claire Beaulieu
13+ R 6:00 – 9:00 pm
3 SHU
Research methods and writing instruction for graduate students as they prepare to write theses and qualifying papers. Student’s current writing a thesis or qualifying papers are also welcome to take the class. We will cover bibliographies, the tools of classics (databases, reference works, etc.), the formulation of research questions, and topics in graduate writing such as abstracts, introductions, etc. Students will get to start working on their theses and qualifying papers and will receive feedback on their writing.

GRK 0001 01 Elem Ancient Greek I: A Pragmatic Introduction to
Ancient Greek and Language Hacking
Gregory Crane
E+MW MW - 10:30AM-11:45AM
3 SHU
(Or by separate arrangement remote participation Cross listed CLS 191 via video conferencing is possible)
This course will take a new pragmatic approach to learning Ancient Greek. While it will include an introduction to core elements of Greek grammar, it will also offer an overview of how a highly inflected language such as Greek works and will exploit newly available digital reading aids to engage with actual source texts.
(1) We learn how to understand what particular Greek words really mean -- what does Plato mean by aretê? Is there such a thing as a “tragic flaw” in Greek? By seeing where they appear and then seeing how they are translated -- you will be surprised at how much noise translations introduce and how effectively you can develop your own understanding.
(2) We learn how to assess the relationship between the Ancient Greek source and one or more modern language translations.
(3) We learn how to master particular passages. Sometimes you just want to understand everything you can about one or more sources, either because they are particularly important to your work or because you just find them compelling. If you are in theater, you may even want to be able to perform particular scenes or speeches in the original meter. This course allows you to get farther and faster into the language than was possible in print culture.
This course can serve several groups. You may wish to develop enough understanding of the Greek so that you are not wholly dependent upon translations and can begin to work directly with the original source text. You may wish to acquire a foundation of Greek in a structured setting so
that you can teach yourself more Greek going forward. Or you may wish to get a start on learning Greek in the summer with the plan to do work over the summer so that you can join third semester Greek in the fall.

**GRK 0091 01 Special Topics: Introduction to Verse**  
Anne Mahoney  
C TWF - 09:30AM-10:20AM  
3 SHU  
Introduction to the verse forms of archaic and classical Greek: from drama to drinking songs, from epic to epigram. If all you know of meter is the restricted subset taken over by the Romans (and further restricted), you'll be delighted and challenged by the brilliant variety of metrical forms available to Greek poets. We will read short poems and longer ones in a variety of genres. You will learn how Greek meter works, how meter and syntax interact, how literary genres use stylized dialects, and who the major poets were over the centuries. All readings will be in Greek. You will have daily written assignments, a handful of short papers on specific literary or technical points, periodic quizzes, and a final exam. Pre-requisite is Greek 3; this course counts towards all classics major tracks and for humanities distribution.

**GRK 0103 01 Greek Historians: Herodotus, Thucydides**  
Steve Hirsch  
J+  
TR - 03:00PM-04:15PM  
3 SHU  
History (from a Greek word that originally meant “investigation”) emerges in Greece in the fifth century BCE in the text of Herodotus of Halicarnassus, whose ultimate focus is the military encounters of the Greek city-states with the “superpower” Persian Empire. It is taken to new levels of sophistication in the Athenian Thucydides’s chronicle of the devastating Peloponnesian War between the Athenian and Spartan alliance-systems. In this course, we will read selections from these two texts in Greek (written in two Greek dialects and vastly differing styles), more substantial portions in translation, and other materials to provide historical and cultural context for these works. Students will also research and write a short paper. Pre-requisite: GRK 3

**GRK 0191 01 The Slave and the Emperor: the Greek works of Epictetus and Marcus Aurelius**  
Greg Crane  
ARR Monday 6:00-8:30pm  
3 SHU  
Stoic thought has emerged as a major -- and sometimes controversial -- topic in society beyond the academy, with websites, conferences, popular books and other phenomena catching the attention of a growing body. This new course surveys the Greek writings of two major
figures, each of whom attracts attention today: Epictetus, a former slave, and Marcus Aurelius, emperor of Rome, a figure who learned much from Epictetus and has attracted readers for thousands of years. Taking this course will allow you to explore in the original Greek the ideas that Epictetus and Marcus Aurelius present and will put you in a position to explain to wider audience subtleties of the original text that cannot be conveyed in translation. We will also focus upon the historical context behind each figure and consider how their ideas fit into the time of which they were a part. Students who take this class will have the opportunity to work on digital editions of key selections from these authors that have the potential to reach an immediate broader audience. Pre-requisite: Greek 3 or equivalent.

LAT 0001 01 Elementary Latin I  Andreola Rossi
E+MW  MW - 10:30AM-11:45AM  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 Pre-requisites

LAT 0002 01 Elementary Latin II  Susan Setnik
E+MW  MW - 10:30AM-11:45AM  3 SHU
After a brief review of forms and syntax learned in Latin 1, complex syntax will be introduced using traditional Latin texts and digital resources. Course objectives include: reading/translating authentic Latin, enhancing English vocabulary with Latin derivatives, exposure to diverse cultures in the ancient Mediterranean world, and use of current digital technologies. Students will read short Latin passages from Pliny, Martial, Cicero, Catullus, etc. (adapted and unadapted) and discuss such topics as slavery, superstitions, and love in the Roman Forum. Quizzes, 2 midterms, small project(s), and final exam. Pre-requisite: Latin 0001 at Tufts or equivalent work.
**LAT 0022 01 Latin Poetry: Vergil’s Aeneid: Epos and Empire**

D+ TR - 10:30AM-11:45AM  
Andreola Rossi  
3 SHU

This course provides an opportunity to read, in the original language, from one of the world's greatest works of literature, and to set it against the backdrop of a key period in Roman history. During the semester, we will read Latin selections from Vergil’s Aeneid, with the intention of improving each student’s vocabulary and translation skills, and ability to interpret Latin poetry in its cultural context. Particular attention will be devoted to genre and narratology (what is an epic poem), epic characters (what is an epic hero and antihero) and to the study of Virgil’s epic within the context of the Augustan age (Does the Aeneid embrace or problematize the Augustan ideology?)

Prerequisite: Latin 3 or 21 or permission by the Instructor.

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**LAT 0026 01 Prose, Poetry, Roman Medicine**

J.H. Phillips  
G+ MW - 01:30PM-02:45PM  
3 SHU

A close reading and discussion of short selections of Latin prose and poetry to illustrate the development of prose and poetry, as well as Roman medicine, from the late 3rd century B.C. of the Roman Republic through the 1st century A.D. of the Early Roman Empire. The selected texts will come from works by Cato the Elder, Lucretius, Ovid, and Celsus. Especially recommended for students who wish to build confidence and competence in translation before taking a 100-level Latin course. Two translation exams on the texts read, plus a final presentation. Pre-requisite: Latin 21 and Latin 22 or consent.

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**LAT 0181 01 Latin Seminars: Citizens of Discord. Narratives of Civil Wars in Roman Literature**

Andreola Rossi  
K+ MW - 04:30PM-05:45PM  
3 SHU

Civil wars, more than other wars, sear themselves into the memory of societies that suffer them, and each earlier civil war is present in some fashion in a society's experience of successive conflicts. This is particularly true at Rome, where in a period of 150 years the Romans fought four epochal conflicts against themselves: Marius / Sulla, Caesar / Pompey, Octavian / Antony, Galba / Otho / Vitellius / Vespasian. In this course we explore the many ways Roman authors represented and conceptualized this traumatic experience. In addition we consider the range of strategies the Romans developed to disguise the nature of their internal conflicts (civil conflict recast as foreign conflict, civil wars
seen through the distancing lens of myth, creation of counter-myths) and the way the experience and the memories of civil wars shape Romanness and Roman identity. Authors will include, Livy, Sallust, Caesar, Horace, Propertius, Vergil, and Lucan.

Summer 2020
Course Descriptions
Summer Session I, May 22 thru June 28, 2020

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

Taught On Line - 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.

**CLS 0077 A Sport Entertainment in Greece and Rome**  
_Taught On Line_ J. Matthew Harrington  
_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.

_Summer Session II, July 2 thru August 9, 2020_

**CLS 0075 B Classical Mythology**  
_J. Matthew Harrington_  
_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.

Additional information may be found on our Department of Classical Studies web site at https://as.tufts.edu/classicalstudies/