The Department of Classics introduces students to the culture, life, and legacy of ancient Greece and Rome through courses in the Greek and Latin languages and literatures, in ancient history, archaeology and medicine, and in the visual and material cultures of the ancient Mediterranean world, including the Ancient Near East and Egypt. The department faculty represents a range of academic disciplines and is committed, where appropriate, to an interdisciplinary approach in teaching and research.

The core purpose of the department is to offer the opportunity for study of the ancient classical languages and Akkadian, as a crucial point of entry into the conceptual worlds of Greece, Rome, and the Ancient Near East and Egypt. Students are also exposed to the various facets of antiquity, particularly its mingling of cultures and belief systems, that made the ancient Mediterranean world the progenitor of the modern West and an enduring influence on global culture. The different subdisciplines and methodologies represented in the department involve multiple ways of exploring and understanding antiquity. Our students explore the philological, literary, historical, social, and philosophical dimensions of ancient texts, and they engage with material and visual culture and city form through archaeology, epigraphy, and art and architectural history.

Knowledge of antiquity constitutes the backbone of a liberal education and is useful for further professional training in whatever field a student may ultimately pursue. It also provides an excellent basis for informed engagement with the political, social, and cultural issues of our turbulent times, as well as for the appreciation and enjoyment of artistic and cultural achievement. A major or minor in Classics or a minor in the Ancient Near East and Egypt may be profitably combined with programs aimed toward law, medicine, management, diplomatic service, banking, journalism, library science, or politics; religious, philosophic, literary, or historical studies; careers in the fine arts (visual or performing); or museum and archival work.

Department Faculty

Paul A. Iversen, PhD
(The Ohio State University)
Assistant Professor and Chair
Greek and Latin epigraphy; Hellenistic history and culture; Greek and Roman New Comedy

Evelyn Adkins, PhD
(University of Michigan)
Assistant Professor
Latin literature; the ancient novel; gender and sexuality; Roman social history

Peter E. Knox, PhD
(Harvard University)
Eric and Jane Nord Family Professor
Greek poetry of the Hellenistic period; Latin poetry; Roman culture; ancient epic and classical reception

Maddalena Rumor, PhD
(Freie Universität, Berlin)
Assistant Professor
Akkadian medicine and science

Rachel Sternberg, PhD
(Bryn Mawr College)
Associate Professor
Greek language and literature; Greek social history; history of emotion; reception of the classical tradition in the age of Jefferson

Timothy Wutrich, PhD
(Tufts University)
Senior Instructor
Greek and Roman drama; Vergil; the Classical Tradition in literature and the arts

Cooperating Faculty

Maggie L. Popkin, PhD
(Institute of Fine Arts, New York University)
Robson Junior Professor; Associate Professor, Department of Art History and Art
Ancient Roman art and archaeology

Deepak Sarma, PhD
(University of Chicago)
Professor, Department of Religious Studies
Hinduism; Indian philosophy; method and theory in the study of religion

Post-Doctorate

Vivian Laughlin, PhD
(Andrews University)
HILLS Post-Doctoral Fellow
Reception of Egyptian religion at Rome

Adjunct Faculty

Mark Hammond, PhD
(University of Missouri)
Adjunct Assistant Professor
Greek and Roman Art and Archaeology; Late Antiquity; Ceramics; Post-Classical Greece

Karen Laurence, PhD
(University of Michigan)
Assistant Director of Faculty and Alumni Engagement; Adjunct Assistant Professor
Greek sanctuaries and games under Roman rule

Meghan Strong, PhD
(Cambridge University)
Adjunct Assistant Professor
Ancient Egyptian art and archaeology
Emeriti

Jenifer Neils, PhD
(Bryn Mawr)
Professor Emerita
Greek art history

Major

The core of the Classics major is the study of the languages and literatures of ancient Greece and Rome and the societies that spoke Greek and Latin until the end of the ancient world (usually taken as the 5th century of the Common Era). The major uniquely offers exposure to a range of approaches: literary, philological, historical, archaeological, art historical, philosophical, and anthropological. In addition, we now offer several courses on the Ancient Near East and Egypt for a wider perspective on the ancient world.

Major Concentrations

There are two separate concentrations in the Classics major. Philology (Concentration A) is devoted to ancient languages and their associated literatures in the original languages (Greek, Latin, or Greek and Latin). Classical Civilization (Concentration B) focuses on ancient history, literature in translation, and archaeology. Please note that for Concentration B, students must complete study of either Greek or Latin to at least the intermediate level.

Each track requires 10 courses (30 hours), and at least two of these courses must be at the 300 level. For students who elect to complete their junior and senior year SAGES requirements in Classics, two additional courses (6 hours) are required, CLSC 320 Alexander the Great: Materials and Methods and CLSC 381 Classics Senior Capstone. (CLSC 320 may count as one of the Classics 300-level courses, provided the student takes his or her junior SAGES requirements outside of classics.)

In the Philology Concentration (A), students can earn one of three degrees: BA in Classics: Greek; BA in Classics: Latin; or BA in Classics: Greek and Latin. Students in Concentration A are required to take CLSC 231 Athens to Alexandria: The World of Ancient Greece and CLSC 232 Gods and Gladiators: The World of Ancient Rome, then any combination of eight GREK or LATN courses, at least two of which (6 hours) must be at the 300-level. To receive the BA in Classics: Greek and Latin, students must complete at least one year of their second language.

In the Classical Civilization Concentration (B), students are required to take CLSC 231 Athens to Alexandria: The World of Ancient Greece and CLSC 232 Gods and Gladiators: The World of Ancient Rome, then any combination of three other CLSC, GREK, or LATN courses, at least one of which (3 hours) must be at the 300-level.

The Minor

Our minors in Classics, Greek, and Latin are designed to acquaint the student with aspects of the ancient civilizations of Greece and Rome or the Greek and Latin languages by means of 5 courses (15 credit hours).

There are three separate concentrations for the classics minor. The minor in Classical Civilization (Concentration A) focuses on ancient history, literature (in translation or in the original languages), and archaeology. The minor in Greek (Concentration B) is devoted to the ancient Greek language and its associated literature in the original language, as well as Greek civilization and history. The minor in Latin (Concentration C) is devoted to the Latin language and its associated literature in the original language, as well as Roman civilization and history.

Minor Concentrations

In the Classical Civilization Concentration (A), students are required to take CLSC 231 Athens to Alexandria: The World of Ancient Greece and CLSC 232 Gods and Gladiators: The World of Ancient Rome, then any combination of three other CLSC, GREK, or LATN courses, at least one of which must be at the 300 level.

In the Greek Concentration (B), students are required to take CLSC 231 Athens to Alexandria: The World of Ancient Greece and four other GREK courses, at least one of which must be at the 300 level.

In the Latin Concentration (C), students are required to take CLSC 232 Gods and Gladiators: The World of Ancient Rome and four other LATN courses, at least one of which must be at the 300 level.

Students can also design their own minor with a course of study in the Ancient Near East and Egypt that requires 5 courses, at least one of which must be at the 300 level.

Graduate Programs

The MA programs in Classical Studies and in Classical and Medieval Studies teach students to critically analyze texts and material culture by using various theoretical approaches. They also stress ethical use of sources and material artifacts, which requires providing proper citations and obtaining permission to publish.

The programs offer a broad selection of courses categorized by era (Archaic, Classical, Hellenistic, Republican, Imperial, and Medieval) and genre (epic, tragedy, comedy, history, satire, elegiac) as well as material culture courses in art history, archaeology, and epigraphy.

Curriculum Requirements

Students are to maintain a GPA of 3.0 of higher throughout the programs. Full-time students should complete their degrees within two years, part-time students within five years.

MA in Classical Studies

Required Courses

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CLSC 420</td>
<td>Alexander the Great: Materials and Methods</td>
<td>3</td>
</tr>
<tr>
<td>CLSC 651</td>
<td>Thesis M.A.</td>
<td>1 - 6</td>
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Elective Courses

6 credit hours (2 courses) of Classics courses at the 400-level

Study in Related Fields

Each student completing the Classics major is strongly advised to choose a related minor, selected in consultation with and approved by the departmental advisor, in such closely related fields as Ancient Near East and Egypt, anthropology, art history, philosophy, comparative literature, history, theater, or English.

Departmental Honors

Departmental honors are given to students who earn the grade of A for their senior dissertation in CLSC 382 Senior Honors Thesis and maintain a GPA in the major of 3.5.
15 credit hours (5 courses) of any combination of Greek or Latin at the 400-level

**Thesis**

Students are required to write a substantial (at least 12,000-13,000 words or approximately 50 pages), carefully argued, original piece of scholarship that is critically documented with both primary and secondary sources on a topic in Classics, under the direction of a faculty advisor. They are also required to give an oral presentation and defense. As the culminating learning experience, the thesis gives students an opportunity to demonstrate expertise in their chosen area of research.

**MA in Classical Studies: Medieval Track**

**Required Courses**

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<tr>
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</tr>
<tr>
<td>CLSC 651</td>
<td>Thesis M.A.</td>
<td>1 - 6</td>
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</tbody>
</table>

**Elective Courses**

15 credit hours (five courses) of any combination of Greek and Latin courses, one of which must be LATN 409 Medieval Latin

6 credit hours (2 courses) on any subject in Medieval Studies at the 400-level and above

**Thesis**

Students must write a substantial (at least 12,000-13,000 words or approximately 50 pages), carefully argued, original piece of scholarship that is critically documented with primary and secondary sources on a topic in Medieval Studies, under the direction of a faculty advisor. They are also required to give an oral presentation and defense.

**How to Apply**

Interested individuals can apply to the programs through the School of Graduate Studies (https://case.edu/gradstudies/) and are admitted under Plan A (Master’s Thesis).

**Application Requirements**

- Transcripts
- GPA: 3.5 or higher recommended
- 2 years of college-level Greek or Latin
- GRE scores
- Two letters of recommendation
- Statement of purpose

**Application Deadlines**

For fall semester enrollment: May 1

For spring semester enrollment: November 1 (for applicants seeking both admission and financial aid)

**Graduate Certificate Program/Post-Baccalaureate**

The purpose of a graduate certificate program in Classics, known in our wider discipline as a post-baccalaureate certificate—or “post-bac” for short—is to prepare students who started “late” with Greek and Latin (i.e., after high school) for graduate work in classics and related fields such as philosophy, art history, and medieval studies. As a rule, such students need to solidify their language skills and gain experience in reading large quantities of Greek and/or Latin at an advanced speed. Students planning graduate study will have a way to prepare themselves without impossible pressures and time constraints. It takes many years of patient study to master Greek and Latin; one must devote hours to the project every single day. Few people are able to progress satisfactorily in ancient languages on their own, without instruction and without peers.

Our one-year program provides a bridge to full-fledged graduate study, although some individuals may choose to pursue our certificate simply as a means of enriching their lives.

We give post-bac students training in Greek and Latin, and the guidance they need to gain admittance into MA and PhD programs in classics and other humanities disciplines. Here at CWRU, our post-bac students regularly interact not only with our advanced undergraduate Classics majors but also with graduate students in history, English, and art history, among other fields. This blending furnishes them with useful perspectives on the realities of doctoral studies in the humanities.

**AKKD Courses**

**AKKD 101. Beginning Akkadian I. 3 Units.**

This course is the first of a sequence of two courses intended to cover the fundamentals of Akkadian grammar and a large number of the most common cuneiform signs encountered. A sample of texts (tablets) from the most important genres of cuneiform literature will be read. Counts for CAS Global & Cultural Diversity Requirement.

**AKKD 102. Beginning Akkadian II. 3 Units.**

This course, the second in a two-semester sequence, completes the introduction to the grammar of Akkadian and the most common cuneiform signs. Via grammar and exercises, we will continue to familiarize ourselves with some of the more important genres of Akkadian writing as well as the history and culture of Mesopotamian civilization. Counts for CAS Global & Cultural Diversity Requirement. Prereq: AKKD 101.

**AKKD 205. Readings from the Epic of Gilgamesh. 3 Units.**

In this course, we will read the entire Standard Babylonian recension of the Epic of Gilgamesh, considered the first great work of literature, from the original Akkadian text. While the primary goal of the course will be to become proficient readers of Akkadian, we will take some excursus on topics such as Babylonian religion, whether Gilgamesh was a historical figure or not, how the text was put together, and its possible influence on later heroic traditions such as the Greco-Roman. Offered as AKKD 205, AKKD 405, WLIT 205 and WLIT 405. Counts for CAS Global & Cultural Diversity Requirement. Prereq: AKKD 101 and AKKD 102.

**AKKD 395. Advanced Topics in Akkadian Literature. 3 Units.**

Directed readings in selected Akkadian texts in the cuneiform script either of the Old Babylonian or the Neo-Assyrian periods to serve the individual interests and needs of students (texts may be drawn from a variety of text genres: mythological, historical, scientific, medical, correspondence, religious, etc.). Offered as AKKD 395, AKKD 495, WLIT 395 and WLIT 495. Counts for CAS Global & Cultural Diversity Requirement. Prereq: AKKD 101 and AKKD 102.
AKKD 405. Readings from the Epic of Gilgamesh. 3 Units.
In this course, we will read the entire Standard Babylonian recension of the Epic of Gilgamesh, considered the first great work of literature, from the original Akkadian text. While the primary goal of the course will be to become proficient readers of Akkadian, we will take some excursus on topics such as Babylonian religion, whether Gilgamesh was a historical figure or not, how the text was put together, and its possible influence on later heroic traditions such as the Greco-Roman. Offered as AKKD 205, AKKD 405, WLIT 205 and WLIT 405. Counts for CAS Global & Cultural Diversity Requirement. Prereq: AKKD 101 and AKKD 102.

AKKD 495. Advanced Topics in Akkadian Literature. 3 Units.
Directed readings in selected Akkadian texts in the cuneiform script either of the Old Babylonian or the Neo-Assyrian periods to serve the individual interests and needs of students (texts may be drawn from a variety of text genres: mythological, historical, scientific, medical, correspondence, religious, etc.). Offered as AKKD 395, AKKD 495, WLIT 395 and WLIT 495. Counts for CAS Global & Cultural Diversity Requirement. Prereq: AKKD 101 and AKKD 102.

ANEE Courses

ANEE 107. Introduction to the Ancient Near East and Egypt. 3 Units.
This is an introduction to the history and culture of the Ancient Near East and Egypt, a land spanning from modern Iraq to Egypt that was home to the earliest known societies in written history. In this course we will learn about the relatively recent discoveries of these ancient civilizations, the first deciphering of their scripts, about the political, social, and cultural history of the peoples who gave rise to the Babylonian, Assyrian, and Egyptian empires (besides other Levantine and Anatolian powers and smaller nations such as Israel). Various aspects of the literary/scientific production of these societies will also be discussed, while reflecting upon their cultural legacy. Offered as ANEE 107 and HSTY 107. Counts for CAS Global & Cultural Diversity Requirement.

ANEE 194. Catapults and Cavalry: Warfare in the Ancient Mediterranean. 3 Units.
This course examines the development of warfare in the ancient Mediterranean, including the debated origins of war in prehistory, the rise of the great armies of Assyria and Egypt, the heyday of hoplite infantry in Greece, Alexander the Great’s vast conquests, and the domination of the Mediterranean by the legions of the Roman Empire. Using written, visual, and archaeological evidence from the ancient Near East, Egypt, Greece, and Rome, we will focus on three main topics: 1) warfare and ancient Mediterranean geopolitics; 2) warfare and innovation, including developments in strategy, tactics, and technology; and 3) the perception and experience of ancient Mediterranean warfare, including social, literary, and artistic responses to violent, interstate conflict. Class sessions will consist primarily of lecture with regular discussion of assigned readings. For the final project, students may either write a traditional research paper or complete a creative project such as building a working scale model of a catapult, reconstructing a historic battle in a video game platform, or creating an educational website or short documentary. All readings are in English. Offered as ANEE 194, CLSC 194, and HSTY 194. Counts for CAS Global & Cultural Diversity Requirement.

ANEE 201. Ancient Near Eastern and Egyptian Literature. 3 Units.
This course offers a broad survey of Ancient Near Eastern and Egyptian literature. We will explore the rich heritage of narrative and mythological compositions through which the Mesopotamians and Egyptians tried to explain the natural phenomena, the religious beliefs and the history of the world around them. Examples of this include myths of creation, stories about gods, the great Flood, the Epic of Gilgamesh, the story of Sinuhe and many others. Other genre of literature will be explored such as the most ancient Legal Codes in history, Pyramid Texts, Wisdom Literature and Proverbs, Love Poetry and Humoristic compositions. Finally, some time will be devoted to the relation of these literatures with the texts that were composed in the Levant, where the alphabet was envisioned, and with the Bible, which grew within this Near Eastern context. All the texts will be read in English translation. Offered as ANEE 210 and CLSC 210.

ANEE 229. Introduction to Egyptology. 3 Units.
Have you marveled at how the pyramids were built? Ever wanted to read the Book of the Dead? Or were you always fascinated by mummies, expansive temples and Egyptian gods and goddesses? This course will cover all these topics, and many more, through an exploration of the writings, art, and architecture of the ancient Egyptians. In addition to examining the archaeological remains of Egyptian civilization, the course will incorporate an introduction to translation of hieroglyphs—the written form of the ancient Egyptian language.

ANEE 315. Art and Architecture of Ancient Egypt and Mesopotamia. 3 Units.
The golden mask of Tutankhamun, the imposing Ishtar Gate, delicately carved ivories, and expertly chiseled stone sculpture; the art and architecture of Ancient Egypt and Mesopotamia are some of the most captivating examples of visual culture from the ancient world. This course will emphasize the examination of art and architecture of Egypt and Mesopotamia in context, focusing on material from prehistory through the 6th century BC. We will explore the deep connection between art, religion, and the worldview of Ancient Egypt and Mesopotamia, in addition to the meaning and audience for art, the principles which guided art production, trends in media and themes over time, and the relationship of writing and art. We will also consider the interaction between Egyptian and Mesopotamian art, museums and the modern artistic and political landscapes. Offered as ANEE 315, ANEE 415, ARTH 315 and ARTH 415.

ANEE 320. Gods and Demons in the Ancient Near East and Egypt. 3 Units.
The roots of many modern religious, literary, social, and political notions reach deep into the fertile soil of Ancient Near Eastern and Egyptian cultures, which developed as early as the fourth millennium BCE and flourished until the Hellenistic period. In this course we will examine various components of the religious, divinatory and magical systems of these cultures, and reflect upon their relationship with the stories that are found in the Hebrew Bible. We will learn (through a critical analysis of a selection of ancient texts) about ancient Mesopotamian and Egyptian deities, demons, myths, and magical rituals. We will also explore notions of creation, cosmic order, the human condition, death, afterlife, divine favor, and a wide variety of beliefs that, while often contradictory to modern ways of thinking, combined into unified religious systems. Offered as ANEE 320, RLGN 320 and RLGN 420.
ANEE 337. Ancient Medicine. 3 Units.
This course offers a general survey of the history of medicine from its origins in pre-historical times to Galen (2nd c. CE) with a view to gaining a better understanding of the path that eventually lead to modern medical practice. The various medical systems considered, including the ancient Babylonian, Egyptian, Jewish, Chinese, Ayurvedic, Greek and Roman traditions, will be examined through the study of primary and secondary sources, while key conceptual developments and practices are identified within their cultural and social context. Special issues, such as epidemics, women's medicine, and surgery, are also explored and discussed. Offered as ANEE 337, CLSC 337, CLSC 437, HSTY 337, and HSTY 437. Counts for CAS Global & Cultural Diversity Requirement.

ANEE 344. Archaeology of the Ancient Mediterranean. 3 Units.
This course examines the ancient Mediterranean through the material cultures of Egypt, Greece and Rome. Each of these great civilizations will be individually explored, but also examined within a broader historical context. Particular focus will be placed on the social, political and economic ideas that were exchanged across the Mediterranean Sea and the influence this interconnectivity had on eastern Mediterranean societies. Offered as ANEE 344, ANEE 444, ANTH 344, ANTH 444, ARTH 344, ARTH 444, CLSC 344 and CLSC 444.

ANEE 415. Art and Architecture of Ancient Egypt and Mesopotamia. 3 Units.
The golden mask of Tutankhamun, the imposing Ishtar Gate, delicately carved ivories, and expertly chiseled stone sculpture; the art and architecture of Ancient Egypt and Mesopotamia are some of the most captivating examples of visual culture from the ancient world. This course will emphasize the examination of art and architecture of Egypt and Mesopotamia in context, focusing on material from prehistory through the 6th century BC. We will explore the deep connection between art, religion, and the worldview of Ancient Egypt and Mesopotamia, in addition to the meaning and audience for art, the principles which guided art production, trends in media and themes over time, and the relationship of writing and art. We will also consider the interaction between Egyptian and Mesopotamian art, museums and the modern artistic and political landscapes. Offered as ANEE 315, ANEE 415, ARTH 315 and ARTH 415.

ANEE 444. Archaeology of the Ancient Mediterranean. 3 Units.
This course examines the ancient Mediterranean through the material cultures of Egypt, Greece and Rome. Each of these great civilizations will be individually explored, but also examined within a broader historical context. Particular focus will be placed on the social, political and economic ideas that were exchanged across the Mediterranean Sea and the influence this interconnectivity had on eastern Mediterranean societies. Offered as ANEE 344, ANEE 444, ANTH 344, ANTH 444, ARTH 344, ARTH 444, CLSC 344 and CLSC 444.

CLSC Courses

CLSC 102. Introduction to Byzantine History, 500-1500. 3 Units.
Development of the Byzantine empire from the emperor Constantine's conversion to Christianity and founding of the eastern capital at Constantinople to the fall of Constantinople to Turkish forces in 1453. Offered as CLSC 102 and HSTY 102. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 193. The Ancient World. 3 Units.
Ancient Western history from the origins of civilization in Mesopotamia to the dissolution of the Roman Empire in the West. Offered as CLSC 193 and HSTY 193. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 194. Catapults and Cavalry: Warfare in the Ancient Mediterranean. 3 Units.
This course examines the development of warfare in the ancient Mediterranean, including the debated origins of war in prehistory, the rise of the great armies of Assyria and Egypt, the heyday of hoplite infantry in Greece, Alexander the Great's vast conquests, and the domination of the Mediterranean by the legions of the Roman Empire. Using written, visual, and archaeological evidence from the ancient Near East, Egypt, Greece, and Rome, we will focus on three main topics: 1) warfare and ancient Mediterranean geopolitics; 2) warfare and innovation, including developments in strategy, tactics, and technology; and 3) the perception and experience of ancient Mediterranean warfare, including social, literary, and artistic responses to violent, interstate conflict. Class sessions will consist primarily of lecture with regular discussion of assigned readings. For the final project, students may either write a traditional research paper or complete a creative project such as building a working scale model of a catapult, reconstructing a historic battle in a video game platform, or creating an educational website or short documentary. All readings are in English. Offered as ANEE 194, CLSC 194, and HSTY 194. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 199. Athens: In Search of Socrates. 3 Units.
Students selected for their strong background or interest in Greek Civilization spend Spring Break in Athens, Greece (thanks to a collaboration between CWRU's Department of Classics and the Athens Centre). They follow an intensive seven-day itinerary of travel, visiting major monuments and museums including the Acropolis, Delphi, Epidaurus, and Aegina. Two class sessions of instruction in modern Greek help them to interact with people they meet; but the overwhelming emphasis lies on Classical Athens, the historical-cultural setting for the emergence of Western moral philosophy. The focus of this mini-course is on the figure of Socrates and the agenda of moral philosophy that the Athenian sage established. Readings from Plato, Aristophanes, and Aristotle. Via the Socratic method, students will also study Aristotle’s Ethics and test the applicability of that foundational text to their own lives. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 202. Classical Mythology. 3 Units.

CLSC 203. Gods and Heroes in Greek Literature. 3 Units.
This course examines major works of Greek literature and sets them in their historical and cultural context. Constant themes are war, wandering, tyranny, freedom, community, family, and the role of men and women within the household and the ancient city-state. Parallels with modern life and politics will be explored. Lectures and discussions. Offered as CLSC 203 and WLIT 203. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 204. Heroes and Hustlers in Roman Literature. 3 Units.
This course constitutes the second half of a sequence on Classical literature. Its main themes are heroism vs. self-promotion, love vs. lust, and the struggle between democracy and tyranny. These topics are traced in a variety of literary genres from the period of the Roman republic well into the empire. Parallels with modern life and politics will be drawn. Offered as CLSC 204 and WLIT 204. Counts for CAS Global & Cultural Diversity Requirement.
CLSC 206. Ancient and Medieval Spain: Prehistory to 1492. 3 Units.
This course focuses on the history of the Iberian peninsula from before the Roman conquest from the Iberians, Greek, and Carthaginian settlements, through Roman, Visigothic, and Muslim rule to the conquest of Ferdinand and Isabella of the last non-Christian territory on the peninsula in 1492. The issues of conquest, frontier, cultural diversity, and change, tolerance, and intolerance will be examined. Offered as CLSC 206 and HSTY 206. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 224. Sword and Sandal: The Classics in Film. 3 Units.
Gladiator. Alexander. The 300. Contemporary society's continuing fascination with putting the ancient world on the big screen is undeniable; and yet the causes underlying this phenomenon are not quite so readily apparent. In this course we will watch and discuss a number of movies about the ancient world, running the gamut from Hollywood classics such as Ben-Hur and Spartacus to more recent treatments (the aforementioned 300 and Gladiator, for starters), and from the mainstream and conventional (Clash of the Titans, Disney's Hercules) to the far-out and avant-garde (Fellini's Satyricon, anyone?). As we do so we'll learn quite a bit about the art and economics of film, on one hand, and the ancient world, on the other. And yet what we'll keep coming back to are the big questions: what does our fascination with the ancient Mediterranean tell us about ourselves as a society? Why do such movies get made, and what kinds of agendas do they serve? To what extent can we recapture the past accurately? And if we can't, are we doomed to just endlessly projecting our own concerns and desires onto a screen, and dressing them in togas? No knowledge of ancient languages is required for this course. Offered as CLSC 224 and WLIT 224.

CLSC 226. Greek and Roman Sculpture. 3 Units.
This survey course explores the history of sculpture in ancient Greece and Rome, from the Mycenaean period through the reign of Constantine (A.D. 306-337). Students learn how to analyze works of sculpture in terms of form, function, and iconography. Particular emphasis is placed on situating sculptures within the changing historical, cultural, political, and religious contexts of the classical world, including the Greek city-state, the Hellenistic kingdoms that followed Alexander the Great, the Roman Republic, and the Roman Empire. Students will study a variety of sculptures—such as statues, reliefs, and carved gems—from across the Greek and Roman worlds. As we study sculptures from the classical world, we will consider questions of design, patronage, artistic agency, viewer reception, and cultural identity. We will also consider the cultural interaction between ancient Greece and Rome and what impact this had on the production and appearance of sculpture. Offered as ARTH 226 and CLSC 226. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 231. Athens to Alexandria: The World of Ancient Greece. 3 Units.
This course constitutes the first half of a year-long sequence on classical civilization. It examines the enduring significance of the Greeks studied through their history, literature, art, and philosophy. Lectures and discussion. (For the second course in the sequence, see CLSC 232 and HSTY 232.) Offered as CLSC 231 and HSTY 231. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 232. Gods and Gladiators: The World of Ancient Rome. 3 Units.
The enduring significance of the Romans studied through their history, literature, art, and philosophy. Lectures and discussion. Offered as CLSC 232 and HSTY 232. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 295. Medical Terminology. 3 Units.
A self-paced, computer-assisted course on the classical foundations (etymology) of modern English as well as the basic principles on which roots, prefixes, and suffixes combine to give precise meanings to composite words, which is then applied toward learning medical, biomedical and scientific terminology.

CLSC 301. Ancient Philosophy. 3 Units.
Western philosophy from the early Greeks to the Skeptics. Emphasis on the pre-Socratics, Plato and Aristotle. Recommended preparation: PHIL 101 and consent of department. Offered as CLSC 301 and PHIL 301.

CLSC 302. Ancient Greece: Archaic, Classical, and Hellenistic Periods. 3 Units.
The rise of Hellenic thought and institutions from the eighth to the third centuries B.C., the rise of the polis, the evolution of democracy at Athens, the crises of the Persian and Peloponnesian Wars, fifth-century historiography, the growth of individualism, and the revival of monarchy in the Hellenistic period. Offered as CLSC 302 and HSTY 302. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 304. Ancient Rome: Republic and Empire. 3 Units.
Growth and development of the Roman state from the unification of Italy in the early third century B.C. to the establishment of the oriental despotism under Diocletian and Constantine. The growth of empire in the Punic Wars, the uncertain steps toward an eastern hegemony, the crisis in the Republic from the Gracchi to Caesar, the new regime of Augustus, the transformation of the leadership class in the early Empire, and the increasing dominance of the military over the civil structure. Offered as CLSC 304 and HSTY 304. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 312. Women in the Ancient World. 3 Units.
The course offers a chronological survey of women's lives in Greece, Hellenistic Egypt, and Rome. It focuses on primary sources as well as scholarly interpretations of the ancient record with a view to defining the construction of gender and sexuality according to the Greco-Roman model. Additionally, the course aims to demonstrate how various methodological approaches have yielded significant insights into our own perception of sex and gender. Specific topics include matriarchy and patriarchy; the antagonism between male and female in myth; the legal, social, economic, and political status of women; the ancient family; women's role in religion and cult; ancient theories of medicine regarding women; pederasty and homosexuality. Offered as CLSC 312 and WGST 312. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 318. Archaeological & Epigraphical Field School. 3 Units.
This interdisciplinary course takes place in situ in the Mediterranean and will be attached to an active archaeological project. Students will learn the methodological principles of archaeological and epigraphical fieldwork by participating in activities such as surveying, excavation, museum work, geophysical survey, artifact analysis, and other scientific techniques. In addition to work in the field and museum, students will receive an introduction to the history Greco-Roman culture through visits to major archaeological sites in the region. Examples of active archaeological projects may vary, depending on the year. Offered as CLSC 318 and CLSC 418.
CLSC 319. Greek Tragedy: Plays and Performance in Ancient Athens. 3 Units.
This course provides students the opportunity to read a significant number of ancient Greek tragedies in modern English translations. We read, study, and discuss selected works by Aeschylus, Sophocles, and Euripides, as well as selected criticism, ancient and modern, of these plays. All semester we read the plays as literature composed for performance. We study literary elements within the plays and theatrical possibilities inherent in the texts. As we read the plays, we pay close attention to the historical context and look for what each play can tell us about myth, religion, ethics, and society in ancient Athens. Finally, we give attention to the way these tragic dramas and the theater in which they were performed have continued to inspire literature and theater for thousands of years. Lectures provide historical background on the playwrights, the plays, the mythic and historical background, and possible interpretation of the texts as literature and as performance pieces. Students discuss the plays that they read in class. The course has three examinations and a final project that includes writing an essay and staging a monologue or scene from one of the tragedies. Offered as CLSC 319, CLSC 419, THTR 319, THTR 419, WLIT 319, and WLIT 419. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 320. Alexander the Great: Materials and Methods. 3 Units.
This course is the Classics Departmental Seminar in the SAGES sequence (normally taken in the Spring semester of a major’s Junior year), though it can also be taken for regular credit in Classics or History by both undergraduate and graduate students. The seminar offers students a firm grounding in the discipline of Classics with an emphasis on the diverse materials (particularly primary source material), methods and approaches that can be brought to bear on the study of Greco-Roman antiquity. Students will read and discuss the ancient sources and contemporary scholarship on the enigmatic Alexander the Great drawn from various fields of classics, including history, archaeology, art history, philosophy, gender studies, epigraphy, numismatics, and the reception of Alexander. Based upon this, they will then write a research paper that employs conventions found in the field of Classics. Much of this training, however, will also be transferable to other fields and periods. Because the scope of the seminar moves (along with Alexander himself) beyond Europe and examines the historical foundations of the antagonism between East and West, this course qualifies as a Global and Cultural Diversity course. Offered as CLSC 320, CLSC 420, HSTY 320 and HSTY 420. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 322. Theater in Ancient Rome. 3 Units.
This course is designed as a continuation of and companion to CLSC/THTR/WLIT 319/419 Greek Tragedy: Plays and Performance in Ancient Athens, although it may be taken without having taken, or before having taken, that course. Students in Theater in Ancient Rome will read a significant number of ancient Roman plays in modern English translation and study non-literary theatrical entertainment of the Roman Republic and Empire, that may include mime and pantomime, gladiatorial shows, political speeches, courtroom drama, and various other spectacles. The dramatic texts that we shall study include the fragments of early Latin drama, selected comedies by Plautus and Terence, and the tragedies of Seneca. We shall also consider Greek and Roman literature that comments on Roman theatrical practices. These works will be read for their literary merits and theatrical possibilities, while at the same time examining them for what they can tell us about Roman civilization. Similarly, when studying the non-literary theatrical works we shall examine historical and theatrical context including archaeological evidence from theaters and amphitheaters and material remains (masks, depictions of actors and gladiators on vases, terra cotta lamps, mosaics, etc.). Finally, while the majority of the course focuses on drama originally written in Latin and theatrical entertainments performed in ancient Rome, the course may include a brief survey of selected post-classical works indebted to the tradition of Roman drama and theater. Authors that may be studied include Hotvshtva, Marlowe, Shakespeare, Racine, Molière, and the legacy of Roman drama and theater in contemporary stage and cinema such as Sondheim’s A Funny Thing Happened on the Way to the Forum. Thus a secondary concern will be to consider how and in what ways the legacy of Roman drama and theater has continued to shape the dramatic arts since antiquity. Offered as CLSC 322, CLSC 422, THTR 322, THTR 422, WLIT 322, and WLIT 422. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 325. Art at the Crossroads of Religion: Polytheistic, Christian, and Islamic Art in Antiquity. 3 Units.
People often single out the reign of Constantine (A.D. 306-337) as the point in history when Rome transformed from a polytheistic empire to a Christian empire. This course questions the strict divide between the categories of “pagan” and “Christian” in Rome in the imperial period and beyond. Through a close examination of the artistic and architectural record, students will come to understand that this dichotomy is a modern invention; for people living in the Roman Empire, religious identities were extraordinarily fluid. Indeed, traditional polytheistic religion and Christianity remained closely intertwined for centuries after Constantine “Christianized” the Empire. Moreover, religious pluralism had been a fundamental part of Roman culture since the founding of ancient Rome. We will survey a range of material culture, including public statuary, sarcophagi, silver hordes, and temples and churches. We will also examine sites such as the border city of Dura-Europos in Syria to explore how religious identities in the Roman Empire (including Judaism, early Christianity, and so-called mystery cults) intertwined even when Rome was still supposedly a “pagan” Empire. The course pays particular attention to the art and architecture produced under Constantine, whom people today often remember as Rome’s first Christian emperor but who represents, in fact, a complex amalgam of polytheistic and monotheistic practices and identities. We will also explore how Christian art slowly but ultimately became the predominant visual culture in the Roman Empire. Finally, we will examine how Early Islamic art and architecture exploited the Greco-Roman visual tradition to the ends of this new religion. Offered as ARTH 325, ARTH 425 and CLSC 325. Counts for CAS Global & Cultural Diversity Requirement.
CLSC 326. Rome on Site: The Archaeology of the Eternal City. 3 Units.
This course offers the opportunity to examine firsthand Roman remains spanning 500 years of the city’s history. For three weeks we will explore all sections of Rome and discover how different spheres of Roman life, such as religion, politics, leisure, and death, combined to shape one of the most renowned cityscapes of the ancient Mediterranean world. The course constitutes a mix of museum and site visits to expose us to the artifacts that help us interpret the Roman world, including art and other types of material culture, and the monumental architecture dominating much of Rome to this day. We will also explore important sites outside of the city, including Rome’s remarkably well-preserved port at Ostia, the Emperor Hadrian’s magnificent villa at Tivoli, and an optional visit to Pompeii and Herculaneum during an extended weekend. Some of the questions we will be asking when visiting the sites include: How did the expansion of the Roman Empire influence the stylistic repertories of the capital’s artists and architects? How did the changing political environment shape the topography of the city from Republic to Empire? How can we read political messages and propaganda in the ancient structures? How did (and does) Rome live among, use, and reuse ancient remains? Students will be expected to be active participants in the daily tours. All students will be presenting on various structures as we come to them (topics to be assigned in advance of the trip). Graduate students are responsible for leading a day tour (with my assistance) - to create the itinerary and develop the thematic framework. Grades will be based on participation on site, presentations, and a paper. Offered as CLSC 326 and CLSC 426. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 329. Marvels of Rome: Monuments and Their Decoration in the Roman Empire. 3 Units.
This course examines some of the most famous monuments of the Roman Empire, including Nero’s Golden House, the Colosseum, the Pantheon, Hadrian’s Villa at Tivoli, and the lavish villa of Piazza Armerina in Sicily. We will study each monument in depth, delving into the architecture, paintings, sculptures, mosaics, and social functions of each monument. Students will learn how to analyze artistic and archaeological evidence, ancient textual evidence (poems, prose, and inscriptions), and secondary scholarship to reconstruct the visual appearances and historical and cultural contexts of the monuments in questions. Throughout the course, students will gain a new appreciation and deeper understanding of some of the most iconic buildings of the classical tradition. Offered as ARTH 329, ARTH 429, and CLSC 329. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 333. Greek and Roman Painting. 3 Units.
Greek vase painting, Etruscan tomb painting and Roman wall painting. The development of monumental painting in antiquity. Offered as ARTH 333, CLSC 333, and ARTH 433.

CLSC 336. Representations of War in Ancient Rome. 3 Units.
Few societies in history have been as militaristic as ancient Rome— or as proud of their warrior culture. This course examines the many ways that Romans constructed and contested their conceptions of war from the founding of the Roman Republic in 509 B.C.E. to the reign of Constantine (306–337 C.E.). Why did Romans choose to represent war in certain ways, and how did these artistic representations shape Romans’ military values? What can the visual record tell us about how different groups (soldiers, women, slaves) experienced war in the Roman world? We will explore major public monuments in the city of Rome (including triumphal arches and the Colosseum) and private objects (such as silver drinking vessels) to observe how Roman militarism pervaded different walks of life. We will also examine monuments on the edges of Rome’s empire, such as the towering trophies in modern France and Romania, to explore how works of art and architecture mediated the relationship between Romans and the peoples they conquered. Students will be encouraged to think about how art and architecture contributed to the construction of militarism as a chief Roman value, but also about how visual representations provided an important means to debate the value of Rome’s military efforts, to subvert Rome’s rigidly hierarchical social order, and to grapple with what it meant to "be Roman" as wars transformed Rome from a small city in Italy to a massive, pan-Mediterranean empire. After exploring Romans’ conceptions of war and victory, students also may ask whether the common comparison between the Roman Empire and modern America is appropriate. Offered as ARTH 336, ARTH 436, CLSC 336 and CLSC 436. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 337. Ancient Medicine. 3 Units.
This course offers a general survey of the history of medicine from its origins in pre-historical times to Galen (2nd c. CE) with a view to gaining a better understanding of the path that eventually lead to modern medical practice. The various medical systems considered, including the ancient Babylonian, Egyptian, Jewish, Chinese, Ayurvedic, Greek and Roman traditions, will be examined through the study of primary and secondary sources, while key conceptual developments and practices are identified within their cultural and social context. Special issues, such as epidemics, women’s medicine, and surgery, are also explored and discussed. Offered as ANEE 337, CLSC 337, CLSC 437, HSTY 337, and HSTY 437. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 344. Archaeology of the Ancient Mediterranean. 3 Units.
This course examines the ancient Mediterranean through the material cultures of Egypt, Greece and Rome. Each of these great civilizations will be individually explored, but also examined within a broader historical context. Particular focus will be placed on the social, political and economic ideas that were exchanged across the Mediterranean Sea and the influence this interconnectedness had on eastern Mediterranean societies. Offered as ANEE 344, ANEE 444, ANTH 344, ANTH 444, ARTH 344, ARTH 444, CLSC 344 and CLSC 444.
CLSC 381. Classics Senior Capstone. 3 Units.
The capstone is the final requirement of the SAGES program and
is normally taken in the fall semester of senior year. It involves an
independent study paper resulting from exploration of a topic chosen
in consultation with the student's capstone advisor, who will regularly
review progress on the project. In the capstone students employ,
integrate, and demonstrate analytical, rhetorical, and practical skills
developed and honed through the SAGES curriculum as well as their
major or minor studies. The Capstone Project has both a written
and an oral component: oral presentation and argumentation will be
stressed. The product of the capstone may take different forms: there
will always be a written component, but other forms of expression are
also encouraged, such as a webpage or poster for a poster session. As
for the kind of project that might be done: students interested in literature
might work on an annotated translation of a classical text; archaeology
students might produce a virtual exhibit centered on a specific site or
problem. Counts as SAGES Senior Capstone. Prereq: CLSC 231 and
CLSC 232, plus courses prescribed for each track of the major.

CLSC 382. Senior Honors Thesis. 3 Units.
A course of independent study and research culminating in the
preparation of a thesis on a topic approved by the supervising faculty
member. Enrollment in this course must be approved by the Chair of the
Department. Prereq: CLSC 381.

CLSC 395. Directed Readings. 1 - 3 Units.
Readings in English on a topic of interest to the student and acceptable
to the instructor. Designed and completed under the supervision of the
instructor with whom the student wishes to work.

CLSC 418. Archaeological & Epigraphical Field School. 3 Units.
This interdisciplinary course takes place in situ in the Mediterranean
and will be attached to an active archaeological project. Students will
learn the methodological principles of archaeological and epigraphical
fieldwork by participating in activities such as surveying, excavation,
museum work, geophysical survey, artifact analysis, and other scientific
techniques. In addition to work in the field and museum, students will
receive an introduction to the history Greco-Roman culture through
visits to major archaeological sites in the region. Examples of active
archaeological projects may vary, depending on the year. Offered as
CLSC 318 and CLSC 418.

CLSC 419. Greek Tragedy: Plays and Performance in Ancient Athens. 3 Units.
This course provides students the opportunity to read a significant
number of ancient Greek tragedies in modern English translations.
We read, study, and discuss selected works by Aeschylus, Sophocles,
and Euripides, as well as selected criticism, ancient and modern, of
these plays. All semester we read the plays as literature composed for
performance. We study literary elements within the plays and theatrical
possibilities inherent in the texts. As we read the plays, we pay close
attention to the historical context and look for what each play can tell
us about myth, religion, ethics, and society in ancient Athens. Finally,
we give attention to the way these tragic dramas and the theater in
which they were performed have continued to inspire literature and
theater for thousands of years. Lectures provide historical background
on the playwrights, the plays, the mythic and historical background, and
possible interpretation of the texts as literature and as performance
pieces. Students discuss the plays they read in class. The course
has three examinations and a final project that includes writing an essay
and staging a monologue or scene from one of the tragedies. Offered
as CLSC 319, CLSC 419, THTR 319, THTR 419, WLIT 319, and WLIT 419.
Counts for CAS Global & Cultural Diversity Requirement.

CLSC 420. Alexander the Great: Materials and Methods. 3 Units.
This course is the Classics Departmental Seminar in the SAGES sequence
(normally taken in the Spring semester of a major's Junior year), though
it can also be taken for regular credit in Classics or History by both
undergraduate and graduate students. The seminar offers students a firm
grounding in the discipline of Classics with an emphasis on the diverse
materials (particularly primary source material), methods and approaches
that can be brought to bear on the study of Greco-Roman antiquity.
Students will read and discuss the ancient sources and contemporary
scholarship on the enigmatic Alexander the Great drawn from various
fields of classics, including history, archaeology, art history, philosophy,
gender studies, epigraphy, numismatics, and the reception of Alexander.
Based upon this, they will then write a research paper that employs
conventions found in the field of Classics. Much of this training, however,
will also be transferable to other fields and periods. Because the scope
of the seminar moves (along with Alexander himself) beyond Europe and
examines the historical foundations of the antagonism between East
and West, this course qualifies as a Global and Cultural Diversity course.
Offered as CLSC 320, CLSC 420, HSTY 320 and HSTY 420. Counts as
SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity
Requirement.

CLSC 422. Theater in Ancient Rome. 3 Units.
This course is designed as a continuation of and companion to CLSC/ THTR/WLIT 319/419 Greek Tragedy. Plays and Performance in Ancient
Athens, although it may be taken without having taken, or before having
taken, that course. Students in Theater in Ancient Rome will read a
significant number of ancient Roman plays in modern English translation
and study non-literary theatrical entertainment of the Roman Republic
and Empire, that may include mime and pantomime, gladiatorial shows,
political speeches, courtroom drama, and various other spectacles. The
dramatic texts that we shall study include the fragments of early Latin
drama, selected comedies by Plautus and Terence, and the tragedies
of Seneca. We shall also consider Greek and Roman literature that
comments on Roman theatrical practices. These works will be read for
their literary merits and theatrical possibilities, while at the same
time examining them for what they can tell us about Roman civilization.
Similarly, when studying the non-literary theatrical works we shall
examine historical and theatrical context including archaeological
evidence from theaters and amphitheaters and material remains (masks,
depictions of actors and gladiators on vases, terra cotta lamps, mosaics,
etc.). Finally, while the majority of the course focuses on drama originally
written in Latin and theatrical entertainments performed in ancient Rome,
the course may include a brief survey of selected post-classical works
invented to the tradition of Roman drama and theater. Authors that may
be studied include Hrotsvitha, Marlowe, Shakespeare, Racine, Molière,
and the legacy of Roman drama and theater in contemporary stage and
cinema such as Sondheim's A Funny Thing Happened on the Way to
the Forum. Thus a secondary concern will be to consider how and in what
ways the legacy of Roman drama and theater has continued to shape the
dramatic arts since antiquity. Offered as CLSC 322, CLSC 422, THTR 322,
THTR 422, WLIT 322, and WLIT 422. Counts for CAS Global & Cultural Diversity Requirement.
CLSC 426. Rome on Site: The Archaeology of the Eternal City. 3 Units.
This course offers the opportunity to examine firsthand Roman remains stretching 500 years of the city's history. For three weeks we will explore all sections of Rome and discover how different spheres of Roman life, such as religion, politics, leisure, and death, combined to shape one of the most renowned cityscapes of the ancient Mediterranean world. The course constitutes a mix of museum and site visits to expose us to the artifacts that help us interpret the Roman world, including art and other types of material culture, and the monumental architecture dominating much of Rome to this day. We will also explore important sites outside of the city, including Rome's remarkably well-preserved port at Ostia, the Emperor Hadrian's magnificent villa at Tivoli, and an optional visit to Pompeii and Herculaneum during an extended weekend. Some of the questions we will be asking when visiting the sites include: How did the expansion of the Roman Empire influence the stylistic repertoires of the capital's artists and architects? How did the changing political environment shape the topography of the city from Republic to Empire? How can we read political messages and propaganda in the ancient structures? How did (and does) Rome live among, use, and reuse ancient remains? Students will be expected to be active participants in the daily tours. All students will be presenting on various structures as we come to them (topics to be assigned in advance of the trip). Graduate students are responsible for leading a day tour (with my assistance) - to create the itinerary and develop the thematic framework. Grades will be based on participation on site, presentations, and a paper. Offered as CLSC 326 and CLSC 426. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 436. Representations of War in Ancient Rome. 3 Units.
Few societies in history have been as militaristic as ancient Rome—or as proud of their warrior culture. This course examines the many ways that Romans constructed and contested their conceptions of war from the founding of the Roman Republic in 509 B.C.E. to the reign of Constantine (306-337 C.E.). Why did Romans choose to represent war in certain ways, and how did these artistic representations shape Romans’ military values? What can the visual record tell us about how different groups (soldiers, women, slaves) experienced war in the Roman world? We will explore major public monuments in the city of Rome (including triumphal arches and the Colosseum) and private objects (such as silver drinking vessels) to observe how Roman militarism pervaded different walks of life. We will also examine monuments on the edges of Rome’s empire, such as the towering trophies in modern France and Romania, to explore how works of art and architecture mediated the relationship between Romans and the peoples they conquered. Students will be encouraged to think about how art and architecture contributed to the construction of militarism as a chief Roman value, but also about how visual representations provided an important means to debate the value of Rome’s military efforts, to subvert Rome’s rigidly hierarchical social order, and to grapple with what it meant to “be Roman” as wars transformed Rome from a small city in Italy to a massive, pan-Mediterranean empire. After exploring Romans’ conceptions of war and victory, students also may ask whether the common comparison between the Roman Empire and modern America is appropriate. Offered as ARTH 336, ARTH 436, CLSC 336 and CLSC 436. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 437. Ancient Medicine. 3 Units.
This course offers a general survey of the history of medicine from its origins in pre-historical times to Galen (2nd c. CE) with a view to gaining a better understanding of the path that eventually lead to modern medical practice. The various medical systems considered, including the ancient Babylonian, Egyptian, Jewish, Chinese, Ayurvedic, Greek and Roman traditions, will be examined through the study of primary and secondary sources, while key conceptual developments and practices are identified within their cultural and social context. Special issues, such as epidemics, women’s medicine, and surgery, are also explored and discussed. Offered as ANEE 337, CLSC 337, CLSC 437, HSTY 337, and HSTY 437. Counts for CAS Global & Cultural Diversity Requirement.

CLSC 444. Archaeology of the Ancient Mediterranean. 3 Units.
This course examines the ancient Mediterranean through the material cultures of Egypt, Greece and Rome. Each of these great civilizations will be individually explored, but also examined within a broader historical context. Particular focus will be placed on the social, political and economic ideas that were exchanged across the Mediterranean Sea and the influence this interconnectivity had on eastern Mediterranean societies. Offered as ANEE 344, ANEE 444, ANTH 344, ANTH 444, ARTH 344, ARTH 444, CLSC 344 and CLSC 444.

CLSC 481. Special Studies. 1 - 6 Units.
Subject matter varies according to need.

CLSC 492. Graduate Certificate Thesis. 3 Units.
This course will be focused on the independent writing of a substantial term paper under the supervision of an advisor. It is required for the completion of the Graduate Certificate.

CLSC 493. Graduate Certificate Presentation. 1 Unit.
This course will involve the presentation of the term paper completed and refined during CLSC 492. Prereq: CLSC 492.

CLSC 651. Thesis M.A.. 1 - 6 Units.
This course will be focused on the independent writing of a substantial term paper under the supervision of an advisor. It is required for the completion of the Graduate Certificate.

CLSC 492. Graduate Certificate Thesis. 3 Units.
This course will be focused on the independent writing of a substantial term paper under the supervision of an advisor. It is required for the completion of the Graduate Certificate.

CLSC 493. Graduate Certificate Presentation. 1 Unit.
This course will involve the presentation of the term paper completed and refined during CLSC 492. Prereq: CLSC 492.

CLSC 651. Thesis M.A.. 1 - 6 Units.
Limited to M.A. candidates actively engaged in the research and writing of their theses. Credit as arranged.

GREK Courses

GREK 101. Elementary Greek I. 3 Units.
Beginning course in Greek language, covering grammar (forms and syntax) and the reading of elementary selections from ancient sources. Makes a start toward reading Greek authors.

GREK 102. Elementary Greek II. 3 Units.
Beginning course in Greek language, covering grammar (forms and syntax) and the reading of elementary selections from ancient sources. Makes a start toward reading Greek authors. Prereq: GREK 101 or equivalent.

GREK 201. Greek Prose Authors. 3 Units.
Readings from authors such as Plato, Lysias, Xenophon, and Herodotus. Offered as GREK 201, GREK 401, WLIT 201 and WLIT 401.

GREK 202. Introduction to Greek Poetry. 3 Units.
Primarily readings from Homer, Hesiod, and Theocritus. Selections from Greek lyric may be introduced at the instructor’s discretion. Offered as GREK 202, GREK 402, WLIT 202, and WLIT 402. Prereq: GREK 102 or equivalent.

GREK 305. Readings in Ancient Philosophy: Plato. 3 Units.
Reading and interpretation of selected dialogues by Plato or other philosophical works. Offered as GREK 305 and GREK 405. Prereq: GREK 202 or equivalent.
GREK 306. Tragedy. 3 Units.
Reading and interpretation of selected plays of Aeschylus, Euripides, and Sophocles. Offered as GREK 306, GREK 406, WLIT 306, and WLIT 406. Prereq: 200-level GREK or equivalent.

GREK 307. History. 3 Units.
Extensive reading in Thucydides' History of the Peloponnesian War, especially Books VI and VII, the expedition against Syracuse. Offered as GREK 307, GREK 407, WLIT 307 and WLIT 407. Prereq: GREK 202 or equivalent.

GREK 308. Comedy. 3 Units.
Origin, ambiance, and development of Greek Old Comedy and persisting characteristics of the genre. Translation of selected plays from Greek into English. Offered as GREK 308, GREK 408, WLIT 318, and WLIT 418. Prereq: 200-level GREK or equivalent.

GREK 311. Homer. 3 Units.
Reading and translation of extensive selections from the Odyssey. Introduction to epic meter, to Homeric Greek, and to the poet's style. Consideration of evidences of oral composition and discussion of the heroic tradition. Offered as GREK 311, GREK 411, WLIT 311 and WLIT 411. Prereq: 200-level GREK or equivalent.

GREK 370. Greek Prose Composition. 3 Units.
This course introduces students to the principles and practice of composing continuous passages of Greek prose. It is designed to review and to strengthen students' command of Attic forms while becoming more aware of the ways Greek syntax was employed to express thought. Via practice at writing Greek prose, the ultimate goal is for the students to become more proficient and sensitive readers of ancient Greek. Offered as GREK 370, GREK 470, WLIT 370 and WLIT 470. Prereq: 200-level GREK or equivalent.

GREK 380. Advanced Topics in Greek Literature. 3 Units.
Study and discussion of important authors, works, and topics not covered regularly. Content will reflect particular interests of students and faculty and timeliness of the topics. Offered as GREK 380 and GREK 480. Prereq: 200-level GREK or equivalent.

GREK 395. Directed Readings. 1 - 3 Units.
Readings in Greek of authors selected to serve the individual interests and needs of undergraduate students. Each program planned and completed under the supervision of the instructor with whom the student wishes to work. Offered as GREK 395 and GREK 495.

GREK 401. Greek Prose Authors. 3 Units.
Readings from authors such as Plato, Lysias, Xenophon, and Herodotus. Offered as GREK 401, WLIT 201 and WLIT 401.

GREK 402. Introduction to Greek Poetry. 3 Units.
Primarily readings from Homer, Hesiod, and Theocritus. Selections from Greek lyric may be introduced at the instructor’s discretion. Offered as GREK 202, GREK 402, WLIT 202, and WLIT 402.

GREK 405. Readings in Ancient Philosophy: Plato. 3 Units.
Reading and interpretation of selected dialogues by Plato or other philosophical works. Offered as GREK 305 and GREK 405.

GREK 406. Tragedy. 3 Units.
Reading and interpretation of selected plays of Aeschylus, Euripides, and Sophocles. Offered as GREK 306, GREK 406, WLIT 306, and WLIT 406.

GREK 407. History. 3 Units.
Extensive reading in Thucydides’ History of the Peloponnesian War, especially Books VI and VII, the expedition against Syracuse. Offered as GREK 307, GREK 407, WLIT 307 and WLIT 407.

GREK 408. Comedy. 3 Units.
Origin, ambiance, and development of Greek Old Comedy and persisting characteristics of the genre. Translation of selected plays from Greek into English. Offered as GREK 308, GREK 408, WLIT 318, and WLIT 418.

GREK 411. Homer. 3 Units.
Reading and translation of extensive selections from the Odyssey. Introduction to epic meter, to Homeric Greek, and to the poet’s style. Consideration of evidences of oral composition and discussion of the heroic tradition. Offered as GREK 311, GREK 411, WLIT 311 and WLIT 411.

GREK 470. Greek Prose Composition. 3 Units.
This course introduces students to the principles and practice of composing continuous passages of Greek prose. It is designed to review and to strengthen students' command of Attic forms while becoming more aware of the ways Greek syntax was employed to express thought. Via practice at writing Greek prose, the ultimate goal is for the students to become more proficient and sensitive readers of ancient Greek. Offered as GREK 370, GREK 470, WLIT 370 and WLIT 470.

GREK 480. Advanced Topics in Greek Literature. 3 Units.
Study and discussion of important authors, works, and topics not covered regularly. Content will reflect particular interests of students and faculty and timeliness of the topics. Offered as GREK 380 and GREK 480.

GREK 495. Directed Readings. 1 - 3 Units.
Readings in Greek of authors selected to serve the individual interests and needs of undergraduate students. Each program planned and completed under the supervision of the instructor with whom the student wishes to work. Offered as GREK 395 and GREK 495.

LATN Courses

LATN 101. Elementary Latin I. 3 Units.
An introduction to the elements of Latin: pronunciation, forms, syntax, vocabulary, and reading.

LATN 102. Elementary Latin II. 3 Units.
An introduction to the elements of Latin: pronunciation, forms, syntax, vocabulary, and reading. Prereq: LATN 101 or equivalent.

LATN 201. Latin Prose Authors. 3 Units.
Reading and discussion of such prose authors as Cicero, Caesar, Livy or Pliny. Offered as LATN 201, LATN 401, WLIT 241 and WLIT 441. Prereq: LATN 102 or equivalent.

LATN 202. Vergil. 3 Units.
Primarily readings from The Aeneid; selections from Vergil's other work may be introduced at instructor's discretion. Recommended preparation: LATN 201 or equivalent. Offered as LATN 202, LATN 402, WLIT 232 and WLIT 432.

LATN 305. Literature of the Republic. 3 Units.
A reading course in prose and poetry of the Roman Republic. Extensive selections from Cicero and Catullus, and one comedy of Terence. Offered as LATN 305, LATN 405, WLIT 334, and WLIT 434. Prereq: 200-level LATN or equivalent.

LATN 307. Livy. 3 Units.
Readings in Books I and XXI, with other selections from this major Augustan historian. Offered as LATN 307, LATN 407, WLIT 347, and WLIT 447. Prereq: 200-level LATN or equivalent.

LATN 308. Horace: Odes and Epodes. 3 Units.
Readings and discussion of extensive selections from the poetry of Horace; consideration of Horace as exemplifying the spirit of the Augustan Age. Offered as LATN 308, LATN 408, WLIT 348, and WLIT 448. Prereq: 200-level LATN or equivalent.
LATN 309. Medieval Latin. 3 Units.
Reading and interpretation of Latin texts from the Middle Ages. Material selected according to the needs and interests of students. Offered as LATN 309, LATN 409, WLIT 349, and WLIT 449. Prereq: 200-level LATN or equivalent.

LATN 351. Latin Didactic Literature. 3 Units.
Readings from didactic poetry such as Lucretius and Vergil’s Georgics. Parodies like Ovid’s Ars Amatoria or prose treatises may also be introduced. Offered as LATN 351, LATN 451, WLIT 351, and WLIT 451. Prereq: 200-level LATN or equivalent.

LATN 352. History. 3 Units.
Works of the Roman historian Cornelius Tacitus; his Annals I–VI dealing with his portrait of Emperor Tiberius and the Empire after the death of Augustus. Offered as LATN 352, LATN 452, WLIT 352, and WLIT 452. Prereq: 200-level LATN or equivalent.

LATN 354. Drama. 3 Units.
Reading of at least one play each by Plautus and Terence. Attention to the history of Latin and Greek New Comedy, and the contrasting styles of the two authors. Offered as LATN 354, LATN 454, WLIT 354, and WLIT 454. Prereq: 200-level LATN or equivalent.

LATN 355. The Roman Novel. 3 Units.
Readings from the two surviving Roman novels, Petronius’ Satyricon and Apuleius’ Metamorphoses or Golden Ass. There will also be discussion of the major themes and approaches to the Roman novel. Recommended preparation: LATN 200 level course or equivalent. Offered as LATN 355 and LATN 455.

LATN 356. Elegiac Poetry. 3 Units.
In this course we shall translate and interpret selected elegies by Catullus, Tibullus, Propertius, and Ovid. We will also devote considerable class time to the reading and in-depth analysis of the major secondary literature, starting with the introductory pieces in the newest companions published by Brill and Cambridge, and moving on to fundamental articles and perhaps even a full scholarly monograph. Offered as LATN 356, LATN 456, WLIT 356, and WLIT 456. Prereq: 200-level LATN or equivalent.

LATN 380. Advanced Topics in Latin Literature. 3 Units.
Study and discussion of important authors, works, and topics not covered regularly. Content will reflect particular interests of students and faculty and timeliness of topics. Offered as LATN 380 and LATN 480. Prereq: 200-level LATN or equivalent.

LATN 395. Directed Readings. 1 - 3 Units.
Directed readings in Latin of authors selected to serve the individual interests and needs of undergraduate students. Each program planned and completed under the supervision of the instructor with whom the student wishes to work. Offered as LATN 395 and LATN 495.

LATN 401. Latin Prose Authors. 3 Units.
Reading and discussion of such prose authors as Cicero, Caesar, Livy or Pliny. Offered as LATN 201, LATN 401, WLIT 241 and WLIT 441.

LATN 402. Vergil. 3 Units.
Primarily readings from The Aeneid; selections from Vergil’s other work may be introduced at instructor’s discretion. Recommended preparation: LATN 201 or equivalent. Offered as LATN 202, LATN 402, WLIT 232 and WLIT 432.

LATN 405. Literature of the Republic. 3 Units.
A reading course in prose and poetry of the Roman Republic. Extensive selections from Cicero and Catullus, and one comedy of Terence. Offered as LATN 305, LATN 405, WLIT 334, and WLIT 434.

LATN 407. Livy. 3 Units.
Readings in Books I and XXI, with other selections from this major Augustan historian. Offered as LATN 307, LATN 407, WLIT 347, and WLIT 447.

LATN 408. Horace: Odes and Epodes. 3 Units.
Readings and discussion of extensive selections from the poetry of Horace; consideration of Horace as exemplifying the spirit of the Augustan Age. Offered as LATN 308, LATN 408, WLIT 348, and WLIT 448.

LATN 409. Medieval Latin. 3 Units.
Reading and interpretation of Latin texts from the Middle Ages. Material selected according to the needs and interests of students. Offered as LATN 309, LATN 409, WLIT 349, and WLIT 449.

LATN 451. Latin Didactic Literature. 3 Units.
Readings from didactic poetry such as Lucretius and Vergil’s Georgics. Parodies like Ovid’s Ars Amatoria or prose treatises may also be introduced. Offered as LATN 351, LATN 451, WLIT 351, and WLIT 451.

LATN 452. History. 3 Units.
Works of the Roman historian Cornelius Tacitus; his Annals I–VI dealing with his portrait of Emperor Tiberius and the Empire after the death of Augustus. Offered as LATN 352, LATN 452, WLIT 352, and WLIT 452.

LATN 454. Drama. 3 Units.
Reading of at least one play each by Plautus and Terence. Attention to the history of Latin and Greek New Comedy, and the contrasting styles of the two authors. Offered as LATN 354, LATN 454, WLIT 354, and WLIT 454.

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Readings from the two surviving Roman novels, Petronius’ Satyricon and Apuleius’ Metamorphoses or Golden Ass. There will also be discussion of the major themes and approaches to the Roman novel. Recommended preparation: LATN 200 level course or equivalent. Offered as LATN 355 and LATN 455.

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LATN 480. Advanced Topics in Latin Literature. 3 Units.
Study and discussion of important authors, works, and topics not covered regularly. Content will reflect particular interests of students and faculty and timeliness of topics. Offered as LATN 380 and LATN 480.

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