The Classics Department offers courses listed in this catalogue under “Ancient History,” “Classics,” “Greek,” and “Latin.”

The Department of Classics encourages the study of the civilizations of Greece and Rome. The study of classics and classical civilization is an interdisciplinary endeavor based on courses in languages, literature, history, archaeology, philosophy, political science, religion, and art. Classics and classical civilization hold an important place at the heart of a liberal education by examining humanistic values of the ancient world and their impact on the premodern and modern ages. Students find the study of the classics beneficial in developing methodological and analytical thinking and most advantageous in pursuing careers in higher education, law, management, medicine, government, art, teaching, and other fields. We are committed to enhancing our students’ abilities to speak persuasively, write convincingly, and think analytically.

The department offers majors and minors in classics and classical civilization, as well as majors in classics-English, classical civilization-English, and classical civilization-anthropology.

Students majoring in classics may concentrate in one of the following: Greek literature, Latin literature, or a combination of both.

Requirements for the Major in Classics

A student majoring in classics may concentrate in either Greek or Latin. It is recommended, however, that students planning to pursue the study of classics in graduate school study both Greek and Latin, electing a schedule of courses approved by the department.

The major consists of at least 10 courses, at least six courses in language including three courses numbered 200 or higher in Greek and/or Latin and four additional courses selected from at least two of the following categories:
1. Additional courses in either language.
2. One course in ancient history.
3. Courses elected from those offered by the Classics and other departments that require no knowledge of Greek or Latin: Courses in ancient history offered by the department, Classics 133, 138, 145, 171, 197, 234, 236, 240, 242, 244, 297, 341, 398; Philosophy 231; or equivalent courses selected in consultation with the major advisor.

Requirements for the Major in Classical Civilization

(No knowledge of Latin or Greek is required.)

The major in classical civilization consists of at least 10 courses as follows:
1. Three courses selected from the following: Classics 133, 138, 171, 197, 234, 240, 242, 244.
2. Ancient History 154, 158.
3. One course at the 300 level offered by the Classics Department.
4. Four additional courses selected from the following: Classics 133, 138, 145, 171, 197, 234, 240, 242, 244, 297, 341, 398; Ancient History 342, 351, 356; Greek 111, 112, 131; Latin 111, 112, 131; Philosophy 175, 231 383; Government 271, or equivalent courses selected in consultation with the major advisor.

Requirements for the Major in Classics-English

In classics: six semester courses of Greek or Latin approved by the Classics Department advisor, three of which are numbered 200 or higher.

In English: 172, 271, two period or survey courses, and two electives.

Requirements for the Major in Classical Civilization-English

In classics: six semester courses approved by the Classics Department advisor.

In English: 172, 271, two period or survey courses, and two electives.
Requirements for the Major in Classical Civilization-Anthropology

In classics: either Ancient History 154 or 158; one course selected from Classics 133, 138, 236, or 244; a seminar at the 300 level offered by the Classics Department; and three elective courses selected in consultation with the Classics Department advisor.

In anthropology: Anthropology 112, 313, 333, and three elective seminars selected in consultation with the anthropology advisor, at least two of which should be at the 300 or 400 level.

The point scale for retention of each of the above majors applies to all courses that may be credited toward the major. No requirement for a major may be taken satisfactory/unsatisfactory.

Requirements for the Minor in Classics

The minor consists of seven courses (with at least five in Greek, Latin, or a combination of both): Greek 111, 112, 131, or Latin 111, 112, 131; two courses in Greek or Latin numbered 200 or higher (in the case of a combination of both languages, courses in the other ancient language will be counted towards the requirement, but the minor must include at least one course numbered 200 or higher in either language); two courses selected from the following categories:

1. Additional course numbered 200 or higher in either language.
2. One course in ancient history.
3. One course numbered 200 or higher in the other ancient language.
4. One course selected from courses offered by the Classics Department using English translations of the ancient texts.

The courses are selected in consultation with the advisor.

Requirements for the Minor in Classical Civilization

The minor consists of seven courses: one course each from categories (1) – (4) and three courses from category (5).

No knowledge of Latin or Greek is required.

1. One of the following: Classics 133, 171, 138, 236, 242, or 244.
2. One 200-level course offered by the Classics Department using English translations of the ancient texts.
3. Ancient History 154 or 158.
4. One 300-level course offered by the Classics Department.
5. Three additional courses selected from the following: Greek 111, 112, 131; Latin 111, 112, 131; Classics 133, 138, 145, 171, 197, 234, 236, 240, 242, 244; Ancient History 154, 158; Government 271; Philosophy 231; or equivalent courses selected in consultation with the advisor of the minor.

The point scale for retention of each of the above minors applies to all courses that may be credited toward the minor. No requirement for a minor may be taken satisfactory/unsatisfactory.

Course Offerings

[CL133] Greek Myth and Literature  A survey of the Greek myths, with emphasis on their content and significance in both ancient and modern society; the creation of myths; and the impact of myths on the evolution of our moral and political concepts.  Four credit hours.  L.

[CL138] Heroes of the World  The Greeks, the Romans, the Irish: peoples around the globe have produced their own unique heroes appropriate to the needs and desires of their particular cultures. Nevertheless, these heroes share a variety of traits and experiences. The similarities and differences of the heroes of Ireland, Greece, Rome, and other cultures; why we crave heroes and how that craving has shaped us all.  Three or four credit hours.  L.

CL143  Introduction to Greek and Roman Archaeology  We will focus on the material remains of the ancient Greeks and Romans—the pottery, sculpture, monuments, temples, and other artifacts. From this starting point our inquiry will focus on the construction of identity, the development of religion and myth, the organization of social and political structures, and components of everyday life. Our exploration of the remains of Greek and Roman civilizations from the Trojan War through the fall of Rome will take us from temples in the mountains of Greece to Roman shipwrecks in the deepest trenches of the Mediterranean Sea. The broad range of evidence will also highlight the diverse archaeological methodologies used to uncover and interpret these remains. Previously offered as Classics 197 (2013, 2014).  Three credit hours.  H.  FULTON

[CL145] Between Revolution and Tradition: Julius Caesar and Augustus  How Julius Caesar and Augustus both contributed to the crisis of the Roman republic and tried to resolve it. Topics include conflicts between republican traditions and a monarchical regime, Caesar's dictatorship, his image, the Ides of March, Augustus's attainment of sole power, his relationship with senators, commoners, and
slaves, the Roman games, and society and literature in the Augustan age.  

Two credit hours.

[CL171]  Liar, Liar! Homer’s Odysseus  Through tall tales and bold-faced lies, Odysseus reinvents himself to suit every audience and situation. His adaptability and elastic sense of the truth are the keys to his success and survival. How could a liar like Odysseus become one of the best-known and most admired heroes of the ancient world? Why did the Odyssey become an integral part of ancient literature education? Readings include translations of the Odyssey, the Iliad, and secondary literature on Homeric poetry.  

Three credit hours.  L.  

[CL234]  In Search of a Strong Man: Greece in the Fourth Century  The fourth century BCE was a transition period for the Greeks. They were forced to reassess basic values relevant to their political systems, their ways of life, and their relationship with non-Greeks. They re-examined the role of great individuals in a community that looked at such men with suspicion. The challenges faced by the city-state, the search for a powerful individual as a solution for social and political problems, the phenomenon of mercenaries, and the accomplishments of the kings of Macedonia, Philip II, and Alexander the Great. Open to first-year students.  

Four credit hours.  H.  

CL236s  Roman Legends and Literature  Through reading the works of selected Roman authors in translation, an examination of major concepts in mythology: cosmogony, the hero, the interplay of legend and history, etc. Analyze the great stories of classical myth in Roman epic, tragedy, comedy, and lyric. Open to first-year students.  

Four credit hours.  L.  

[CL240]  The Tragic Hero: The Drama of Sophocles  Aristotle considered Sophocles the most sublime of the great Greek tragedians. The Sophoclean heroes are self-destructive by nature, beset by doubts, constrained by fate, and hobbled by an ambiguous code of honor. Their motives reveal human fragility behind the heroic facade. Among other tragedies, readings include Oedipus the King, Antigone, Ajax, and Electra. Open to first-year students.  

Three credit hours.  L.  

[CL242]  Tragedies of Passion: Euripides  Euripides's tragedies show the effects of passion and reason on human actions. His characters are not only ambiguous about their choices but often act contrary to their professed intentions. Reading from a selection of plays, such as Medea, Hippolytus, Bacchae, Alcestis, Helen, Trojan Women, Hecuba, and Electra, as well as secondary literature on Greek tragedy. Open to first-year students.  

Three credit hours.  L.  

[CL244]  Myth and Archaeology  Is myth fiction or does it have some basis in fact? Since the 19th century, there have been numerous claims that archaeological evidence has been discovered to prove the veracity of myths from the Trojan War to episodes in the Bible. An exploration of the often explosive and controversial intersection between myth and archaeology.  

Three or four credit hours.  L.  

CL297f  The Fall of Rome: The Transitions of Late Antiquity  The fall of the Roman Empire has long been regarded as a decisive event in the history of civilization. Historians seeking to understand the nature and causes of the empire's dissolution have offered a seemingly endless array of often contradictory theories and perspectives, and the spectacle of an ancient superpower's collapse has inspired a centuries-long search for lessons that might help later empires to avoid Rome's fate. We will survey the three eventful centuries preceding the end of Roman power in the West and consider the plausibility of major theories of Roman imperial decline.  

Four credit hours.  H.  

WELSER  

[CL341]  Athenian and American Law and Jurisprudence  Aims to make students familiar with key aspects of Athenian and American law, the meaning of justice in both civilizations, and how Athenian and American trials have been conducted. Students analyze cases of homicide, assault, sexual misconduct, real and personal property, insult and libel in Athenian and American courts and will compare and contrast their legal, social, and ideological underpinnings. Students will also examine the rhetoric of presenting a case in court, constructing mock trials in which they play the roles of prosecutor, defendant, witness, and juror in both systems. Previously offered as Classics 397 (Fall 2011).  

Four credit hours.  S.  

[CL356]  Alexander the Great  A seminar that aims to familiarize the student with major aspects of Alexander the Great's career and its impact on his contemporaries as well as future generations. Focus on the ancient sources' portrayal of Alexander; relations with his father, Philip II, and other members of the royal house; his dealing with Greek states; his military conquests; his interaction with the Persians, the Macedonian masses and elite; his divine aspirations, and other related topics. Students are expected to develop their analytical and interpretative skills through oral presentation and argumentation and by writing an in-depth research paper.  

Four credit hours.  H.  

CL398s  Athenian Democracy as Reality and Idea  The rise of democracy in ancient Athens had radical consequences not only for Athens itself, but for the entire Greek world and the whole course of human history. In this seminar, we will explore what democracy meant to the Athenians and how they sought to realize its ideals. We will examine some of the varied presentations of Athenian democracy in Western political thought and evaluate the extent to which democracy can be held responsible for the Athenians's triumphs and failures. In so doing, we will seek to clarify our own ideas of democracy and assess conventional claims concerning democracy's strengths and weaknesses. Human/Nature theme course. Prerequisite: Sophomore standing.  

Four credit hours.  H.  

WELSER