

# Classics

**Chair:** Professor H.-F. Mueller

**Faculty:** Professors M. Toher; Associate Professor S. Raucci; Assistant Professor T. Wareh; Visiting Assistant Professors T. Gazzarri, J.. Tan

**Staff:** M. Snowden (Administrative Assistant)

**Requirements for the Major:** At least 12 courses in the department following one of these patterns:

1. Eight courses in Latin; four courses in Classics, including Classics 126, 129; and 134; courses in Greek may be substituted for two of the courses in Latin and one of the courses in Classics;
2. Nine courses in Greek and three courses in classics, including Classics 121 and 134; two courses in Latin may be substituted for two of the Greek courses;
3. At least four courses in the ancient languages and eight courses in classics, including Classics 121; 126, 129; 134; and 143 or 178.

All patterns include either a senior thesis (two terms) and an oral examination based on the thesis; or a senior project on a major author or special topic (one term) and a comprehensive field examination. Students are strongly advised to take Philosophy 150 for options 2 and 3. Those students who intend to do graduate work in Classics should consult the department chair for additional requirements.

**Requirements for Interdepartmental Major:** At least eight courses in the department, including at least four courses in one of the ancient languages. All majors must have their program approved by the chair.

**Requirements for Honors:** To be eligible for departmental honors, the student must fulfill the following requirements:

1. a minimum index of 3.35 in departmental courses;  
completion of one language course at the 230-level or higher with a grade of “B plus” or better
2. The student must achieve a grade of at least “A minus” on the senior thesis and present a distinctive performance in an oral examination based on the senior thesis. In addition, the student must satisfy College requirements for departmental honors.

**Requirements for the Minor in Greek or Latin:** Four courses in either Greek or Latin and two additional courses, one of which must be Classics 121 if the language courses are in Greek, or CLS-126 or CLS-129 if the language courses are in Latin. The remaining courses may be either a language or a classics-in-translation course.

**Requirements for the Minor in Classical Civilization:** Six courses in classics; language courses may be counted.

## Course Selection Guidelines

*Course Numbering:* Courses in ancient history, classical literature in translation, and ancient civilization have the prefix “CLS.” These courses, including all reading assignments, are conducted entirely in English, and have no pre-requisites. These courses serve as excellent options for students interested in exploring the ancient world, satisfying GenEd requirements (HUL, LCC, WAC), or building clusters, minors, and majors.

**Language Placement:** Language courses have their own prefixes: Greek: GRK; and Latin: LAT. Because secondary programs vary, the department is happy to assist students find the proper course level. The department grants AP Latin credit if the student has scored a “4” or better. This credit may be counted toward the major or minor. We also consider IB and other transfer credits on a case-by-case basis.

### **Courses in Classics**

**CLS-110. Ancient Egypt: History and Religion.** (Spring; Bedford) This course offers an overview of the history of ancient Egypt from the rise of the state under the first pharaohs (3200 BC) to its incorporation into the Hellenistic and Roman empires. Attention is given to political and social organization, foreign relations, and religion based on a study of relevant ancient texts (in translation) and archaeological evidence. *GenEd: LCC*

**CLS-111. Ancient Iraq: History and Religion.** (Not offered 2011-12) Ancient Iraq is often termed ‘the cradle of civilization’ since it is here that agriculture, urbanism, and writing first occurred. This course examines the early history of Iraq (ancient Mesopotamia) from the development of agriculture and permanent settlements through to the establishment of the first cities and states, down to about 1600 BCE. The class examines the social and economic contexts in which early Mesopotamian culture emerged, and it also gives attention to religious and religio-political ideas. *GenEd: LCC*

**CLS-121. The History of Greece to the Death of Alexander the Great.** (Fall; Toher) Investigation of the circumstances that led to history’s first democracy, the buildings on the Acropolis and the development of Greek literature from Homer to Sophocles and Plato; the invention of the “Western way” of war; the evolution of the Greek *poleis* and the confrontation with the emerging nation-state of Macedonia; the epochal wars of the Greek states with Persia and the disastrous conflict of Athens and Sparta in the Peloponnesian War; and Alexander’s conquest of the “world” from the Mediterranean Sea to the rivers of India in a little over ten years. Readings include Homer’s *Odyssey*, selected lives of Plutarch, and Thucydides. *GenEd: LCC*

**CLS-125. History of Rome.** (Not offered 2011-12) The history of Rome, its rise from earliest times through the Republic and its decline under the Empire to disaster in A.D. 410. *GenEd: LCC*

**CLS-126. The Rise of the Roman Republic.** (Winter; Toher) The rise of Rome from its foundation (traditionally 753 BC) to the assassination of Caesar in 44 BC and the rise of his adopted son Octavian. How did a remote backwater of the Mediterranean rise to imperial power? Why did its constitutional machinery collapse? Was military dictatorship unavoidable? *GenEd: LCC*

**CLS-129. History of the Roman Empire.** (Spring; Molinari) The Roman Empire from the rise of Octavian (later called Augustus) to decline, conversion, and final collapse circa AD 476. Augustus established Roman rule on the basis of his legions, a monarchy cloaked as republican government, and religious innovations that included formal worship of the emperor as a god on Earth. This system endured for centuries, but faced increasingly violent threats both from outside (Germanic tribes, Persians, Parthians) and from within (revolts, rebellions, Christians). How did Rome manage to endure as long as it did and why did Rome fail? *GenEd: LCC*

**CLS-132 (232). Religion in the Pagan World.** (Fall; Molinari) An examination of particular cults and the performance of cult in ancient Greek and Roman societies, and consideration of the relationship of the individual and the state to deity in the pre-Christian world. Emphasis on ancient sources. *GenEd: LCC*

**CLS-134. Classical Art and Architecture.** (Cross-listed with AAH-200) (Winter; Tan). An introductory survey of the arts of Greece and Rome, including painting, sculpture, architecture, and decorative arts. Emphasis will be placed upon learning art historical and archaeological terminology and methods, the place of art and architecture in ancient society and culture, and contacts with other cultures, in addition to becoming familiar with the most important monuments, artists, and patrons. *GenEd: LCC*

**CLS-135 (235). In Search of the Past: Greek and Roman Historiography.** (Not offered 2011-12) An introduction to the origins, purpose, and methodology of the writing of history in the classical world. GenEd: LCC

**CLS-137 (237). Greek and Roman Biography.** (Fall; Wareh) A study of the origin and development of the genre of biography from the fourth century B.C. to the second century A.D., with extensive readings (all in English) of Nepos, Suetonius, and Plutarch. GenEd: LCC

**CLS-141T. Classical Greek Archaeology.** (Fall) An introduction to the study of archaeology with field trips to various sites in and near Athens. Four hours per week. Offered only as part of the Term Abroad in Greece. GenEd: LCC

**CLS-142. Special Topics in Classics.** (Not offered 2011-12) GenEd: LCC

**CLS-143. Classical Mythology.** (Not offered 2011-12) Greek and Roman myths, with emphasis on the ancient sources. All readings will be in English. GenEd: LCC

**CLS-146. Sex and Gender in Classical Antiquity.** (Fall; Tan) The representations and realities of sexuality and gender in classical Greece and Rome. Primary focus on how ancient writers formulated the categories of “feminine” and “masculine” in discussions of ethics, nationality, education, politics, and science. This will enable students to think critically about some of the central literary works in the Western tradition through the socially charged categories of gender. Attention will also be directed to how literary representations compare with the actual social experience of ancient women, insofar as we may reconstruct it through the reading of literary, archaeological, and artistic evidence in social, familial, legal, and religious contexts. GenEd: LCC

**CLS-151 (231). The Ancient World in Film and Literature.** (Fall; Raucci) Greco-Roman antiquity has been a favorite topic of Hollywood for years. This fascination continues today, with the recent appearance of major blockbusters as well as TV productions. Why do the Greeks and Romans appeal to a modern audience? This course will consider ancient texts in translation alongside their modern film representations. Our goal will not be to consider where the films went “wrong.” Instead, we will question how these films recast and reinterpret classical texts to reflect modern interests. This course will include an “entrepreneurship module.” We will question what is entrepreneurship and if Hollywood’s commodification of the ancient world is entrepreneurial. GenEd: LCC

**CLS-153 (243). The Environment in the Ancient World.** (Spring; Tan) Students will discover how ancient Mediterranean societies interacted with the natural world, as revealed by history, art and literature, and archaeology. Some of the questions we will investigate include: how did the Mediterranean environment affect and determine everyday life, both in cities and in rural areas? How did ancient societies manage their food supply? What was their view of nature? How did they react to ecological crisis? And, finally, how can we use their outlook on and treatment of the environment to inform our own approach? GenEd: LCC

**CLS-154 (244). Poetry and the Cosmos.** (Not offered 2011-12) An examination of Greek and Roman poets’ attempts to understand the origin and development of the universe, and of human beings’ place in it. Readings (all in English) will include Hesiod, the pre-Socratic philosophers, and Lucretius. GenEd: LCC

**CLS-157 (227). Entrepreneurship in the Ancient World.** (Not offered 2011-12) “Entrepreneurship” (or seizing upon and exploiting opportunity) is a mindset that has existed at various times and places. Through a variety of ancient sources, including legal, historical, and literary works, students will use the ancient world as a laboratory in which to observe and to assess what may or may not have constituted opportunity in the past and to examine strategies employed (as well as opportunities missed) for taking advantage of available resources in a variety of situations: economic, political, and religious. GenEd: LCC

**CLS-158 (248). The Ancient “Other”: Greeks, Romans, and Barbarians.** (Not offered 2011-12) Investigates the concept of the barbarian in ancient Greek and Roman culture, how the image of the barbarian was “constructed” by the Greeks and Romans and in turn defined their identity. The course will look at depictions both literary and visual of the peoples living on the edges of the Greco-Roman world and discuss the ways in which the barbarian came to invert,

reflect, and criticize the Greeks and Romans themselves. Readings in English translation from historians, geographers, poets, philosophers, ancient novelists, and medical writers. *GenEd: LCC*

**CLS-160. The Individual in Ancient Society.** (Not offered 2011-12) A study of the evolving concept of the individual in antiquity and the changing relationship of the individual and the family, state, and nature. Readings in English of major ancient authors. *GenEd: LCC*

**CLS-161. The Heroic Journey: Survey of Ancient Epic.** (Winter; Molinari) An examination of four great epics of classical antiquity: Homer's *Iliad* and *Odyssey*, Virgil's *Aeneid*, and Ovid's *Metamorphoses*. All readings in English. *GenEd: LCC*

**CLS-162. Greek and Roman Tragedy in Translation.** (Not offered 2011-12) Readings in classical Greek tragedy and the tragedies of Seneca and selections from other Roman works. *GenEd: LCC*

**CLS-163. Greek and Roman Comedy in Translation.** (Not offered 2011-12) Readings from the Greek comedies of Aristophanes and Menander, the Roman comedies of Plautus and Terence. *GenEd: LCC*

**CLS-168. Ancient Novel.** (Not offered 2011-12) A survey of the novel and its development in antiquity. Readings include a selection of complete and fragmentary Greek romances by Chariton, Xenophon of Ephesus, Achilles Tatius, Longus, Heliodorus, and Lucian. The Roman comic novels will be Petronius's *Satyricon* and Apuleius's *Metamorphoses*. All readings in English. *GenEd: LCC*

**CLS-178 (278). Ancient World Mythology.** (Spring; Wareh) The myths of Greece, Rome, and the Ancient Near East, Egypt, Sumer, Babylonia, India, et al. reveal surprising similarities and startling differences. A comparative approach illuminates the peculiar characteristics of the various traditions. No culture exists in isolation. These societies were all subject to manifold political (and sometimes even violent) "multicultural" pressures. Rome itself, whose poet Ovid composed the "Bible" of the Western mythological tradition, stood at the head of a vast amalgam of peoples from the cold forests of Northern Europe across the god-infested lands of Greece to the ancient sands of Egypt and beyond. Everywhere we look we will find the interactions and conflicts of differing peoples, traditions, gods. We will listen to their sacred stories, their myths, and, through active comparison and investigation, strive to gain a general overview of the facts, a general understanding of their differing religious conceptions, and perhaps, we may hope, a glimpse into their ancient wisdom. The course will cover broad mythical themes: creation, gods, the underworld, and heroes. Other topics will include the nature of sacrifice and ritual, ancestor-worship, the afterlife, divine kingship, the role of myth in political propaganda, the role of politics and religion in myth, gender issues, and related themes. Given the vast range of the material, our journey will of necessity be selective. Lectures will range, for example, from general presentations of one cultural system to detailed examination of one particular type of god across several cultures. Although much of the focus will be on the ancient myths of Greece, Rome, Egypt, the Near East, and India, we will examine some (relatively) more recent myths from Africa and the Americas as well. *GenEd: LCC*

**CLS-186. Roman Law and Society.** (Winter; Gazzarri) A survey of Roman law with special attention to constitutional history in the context of the conceptual development of civil law. Basic concepts of Rome's civil law include "person" (who qualified and under what conditions?), "property" (at the end of the day, what else was there?), "succession" (i.e., who inherited property when the owner died?), "contract" (the fine print has been important for a long time!), and "delict" (wrong-doing, damages, and remedies or, failing that, punishments). We will look, in other words, at the Roman constitution and its intersections with basic civil rights and the procedures for conducting one's affairs legally. Crimes and their punishments will hold our interest too, as will the influence of Roman legal thinking on European and American jurisprudence. *GenEd: LCC*

**CLS-190. Science and Technology in the Ancient World.** (Spring; Gazzarri) This course is an introduction to the scientific and technological developments during the Greek and Roman periods. Students will deepen their understanding of the scientific method, acquire skills in its application in the evaluation of evidence, and learn about the impact of science and technology on ancient civilization. The time periods covered in this class will stretch from Bronze

Age of Greece to the Late Roman Empire. This course will discuss a broad range of scientific and technological topics. Students will learn about this crucial aspect of antiquity predominantly through the reading of original sources in translation. Because of the diverse nature of the topics, the authors will range greatly, including such authors as Hesiod, Pliny the Elder, and Frontinus. Students will be expected to draw conclusions from the primary source material as well as connect the ancient texts to other scholarly readings. The secondary reading will be drawn from a variety of academic disciplines, including classics and history of science. Ultimately, students will gain a better understanding of the role that ancient technological and scientific developments have had in their own world.

**CLS-230. Judaism and the Origins of Christianity.** (Not offered 2011-12) We know that Jesus of Nazareth was Jewish, so how is it that Christianity and Judaism became separate religions? This course attempts to answer this question by investigating the nature of the relationship between earliest Christianity and Rabbinic Judaism, drawing out their shared roots in the religion and literature of ancient Israel, and exploring the diverse expressions of second temple Judaism among which the two religious traditions emerged. It also explores their distinctive religious teachings and scriptural interpretations with a particular interest in understanding how and why Christianity and Judaism, despite their commonalities, parted ways and became independent religions.

**CLS-242. The Philosophy of Aristotle.** (Cross-listed with PHL-242) (Not offered 2011-12) Students explore the philosophical ideas of Aristotle, perhaps the most celebrated and influential thinker in the history of philosophy. Particular attention will be paid to Aristotle's theory of being, which addresses the organic structure of both living things (plants and animals) and entities whose complex articulation is similarly "organic" (human political communities, works of art and other human artifacts). Readings will be from a variety of Aristotle's writings and may include *Physics*, *Metaphysics*, *On the Soul*, *On the Parts of Animals*, *Politics*, *Poetics*, and Aristotle's writings on logic, ethics, and rhetoric.

**CLS-250. Death in the West.** (Not offered 2011-12) An introduction to the "history of death" that has emerged from the fields of anthropology, archaeology, sociology, and history in the last 25 years. Through readings that present the death rituals of such different societies as eighth century B.C. Greece, the South Pacific islands, medieval Europe, and modern America, the course will examine the problems associated with composing a coherent account of how and why cultures respond to the threat that death presents to the social order, why that response can change over time, and the problems involved in a "history of death" and how this relates to the areas and methods of "traditional" history. *GenEd: LCC*

**CLS-295H-296H. Classics Honors Independent Project 1 & 2.**

**CLS-320. Early Christian Thought.** (Not offered 2011-12) Christianity emerged in the context of late antique Greco-Roman culture with its roots in ancient Judaism. It drew on both of these in developing distinctive teachings regarding Christ, God, salvation, the church, ethics, and society. This course examines how over the period 50-450 CE debates around these topics led to the articulation of the normative Christian tradition.

**CLS-361. Seminar in Classical Studies.** (Not offered 2011-12)

**CLS-490-492. Classics Independent Study.** (Fall, Winter, Spring). Advanced individual study for qualified students. Periodic reports on a period of Greek or Roman history or a problem in Greco-Roman civilization.

Prerequisite: Permission of the chair.

**CLS-497. Classics Senior Project.**

**CLS-498-499. Classics Senior Thesis.** (Fall-Winter or Winter-Spring). Independent reading and thesis in a subject in the field of Greek or Roman history or Greco-Roman civilization. Prerequisite: Permission of the chair.

## Courses in Greek

**GRK-101. Beginning Ancient Greek I.** (Winter; Molinari). Study of elementary Greek grammar with selected readings from classical authors.

**GRK-102. Beginning Ancient Greek II.** (Spring; Molinari). Continuation of GRK-101. Prerequisite: GRK-101 or one year of secondary school Greek.

**GRK-103. Greek Reading.** (Not offered 2011-12). Selected readings from the works of a variety of Greek authors. Prerequisite: GRK-102 or equivalent. *GenEd: LCC*

**GRK-230. Homer: The Iliad.** (Fall; Toher) Readings in the *Iliad*, with relevant secondary readings on Greek epic, its place in the development of Greek literature, and its influence. Prerequisite: GRK-103 or equivalent. *GenEd: LCC*

**GRK-231. Homer: The Odyssey.** (Not offered 2011-12) A study of several books of the *Odyssey*, with relevant secondary readings on Greek epic, its place in the development of Greek literature, and its influence. Prerequisite: GRK-103 or equivalent. *GenEd: LCC*

**GRK-235. Plato.** (Not offered 2011-12) A study of several of the early dialogues in the original together with readings of others in translation. May be repeated with change in texts. Prerequisite: GRK-103 or equivalent. *GenEd: LCC*

**GRK-243. New Testament Greek.** (Not offered 2011-12) The foundational text of Christianity, the *New Testament* also represents a fascinating social and historical document, and, as such, offers an unparalleled glimpse into provincial life under the early Roman empire. A survey of the gospels, Acts, and the letters of Paul in light of these contexts. Prerequisite: GRK-103 or equivalent. *GenEd: LCC*

**GRK-320. Attic Prose.** (Winter; Gazzarri) Readings from the major prose authors of Athens. May be repeated with change in author. Prerequisite: GRK-103 or equivalent. *GenEd: LCC*

**GRK-331. Herodotus and Thucydides.** (Not offered 2011-12) A study of several books of Herodotus and Thucydides with relevant secondary readings. Prerequisite: GRK-103 or equivalent. *GenEd: LCC*

**GRK-333. Greek Tragedy.** (Not offered 2011-12) Tragedies chosen from the works of the three great tragic poets of Athens, with relevant secondary readings. May be repeated with change in author or texts. Prerequisite: GRK-103 or equivalent. *GenEd: LCC*

**GRK-337. Greek Oratory.** (Not offered 2011-12) Readings of various Athenian orators, with secondary reading on Greek legal practice and rhetorical style. Prerequisite: GRK-103 or equivalent. *GenEd: LCC*

**GRK-338. Greek Lyric and Elegiac Poetry.** (Spring; Wareh) Readings from Sappho, Archilochus, Solon, Pindar, and others. The traditions, evolution of the genre, social context and role of the poet will be considered. Prerequisite: GRK-103 or equivalent. *GenEd: LCC*

**GRK-339. Greek Comedy.** (Not offered 2011-12) Readings in the plays of Aristophanes. The criticism and theory, history, and social context of the comedies will be studied. Prerequisite: GRK-103 or equivalent. *GenEd: LCC*

**GRK-490-492. Greek Independent Study.** (Fall, Winter, Spring) Advanced individual study of a special author or subject, or of Greek prose composition. Prerequisite: Six courses in Greek or the equivalent.

**GRK-498-499. Greek Senior Thesis.** (Fall-Winter or Winter-Spring) Independent reading and thesis in the field of Greek language and/or literature. Prerequisite: Permission of the chair.

#### **Courses in Biblical Hebrew**

**HBR-111. Biblical Hebrew I.** (Not offered 2011-12) Study of elementary Biblical Hebrew grammar with selected readings from the Hebrew Bible.

**HBR-112. Biblical Hebrew II.** (Not offered 2011-12) Continuing study of elementary Biblical Hebrew grammar with selected readings from the Hebrew Bible.

**HBR-113. Biblical Hebrew III.** (Not offered 2011-12) Completion of the study of elementary Biblical Hebrew grammar with selected readings from the Hebrew Bible. *GenEd: LCC*

#### **Courses in Latin**

**LAT-101. Beginning Latin I.** (Fall; Gazzarri; Winter; Wareh, Tan) An elementary course introducing all major forms and syntax, with some easy reading from classical authors.

**LAT-102. Beginning Latin II.** (Winter; Tan; Spring; Gazzarri) Continuation of Latin 101. Prerequisite: LAT-101 or one year of secondary school Latin.

**LAT-103. Latin Reading.** (Fall; Raucci; Spring; Tan) Reading in a wide variety of classical Latin poetry and prose. Prerequisite: LAT-102 or its equivalent. *GenEd: LCC*

**LAT-230. Catullus and Horace.** (Not offered 2011-12) Readings in Catullus and Horace, emphasizing vocabulary and syntax review. Traditions and social context of lyric poetry are also studied. Prerequisite: LAT-103 or two years of secondary school Latin. *GenEd: LCC*

**LAT-237. Latin Epic.** (Not offered 2011-12) Readings in Ovid's *Metamorphoses*, Lucan, and others. May be repeated with change in author. The genre, its development and history will be studied. Prerequisite: LAT-103 or two years of secondary school Latin. *GenEd: LCC*

**LAT-240 Vergil's Aeneid.** (Not offered 2011-12) The purpose of this course is twofold. Our first objective will be to obtain greater proficiency in reading Latin. Through primary readings in their original Latin, students will increase their knowledge of vocabulary, grammar, and syntax. Our second objective will be to read Vergil's Aeneid with a critical eye. What is epic? What is Rome's answer to Homer trying to accomplish? We will consider the political implications of the Aeneid. In addition to close study of selections in Latin, we will read the entire work in English. Prerequisite: LAT-103 or two years of secondary school Latin. *GenEd: LCC*

**LAT-338. Lyric and Elegiac Poetry.** (Fall; Wareh) Extensive readings from the poems of Catullus, Horace, Propertius, Tibullus, and Ovid. May be repeated with change in author. Prerequisite: LAT-103 or two years of secondary school Latin. *GenEd: LCC*

**LAT-339. Roman Satire.** (Not offered 2011-12) Readings in Horace, Petronius, and Juvenal. The origins and development of the genre will also be studied. May be repeated with change in author. Prerequisite: LAT-103 or two years of secondary school Latin. *GenEd: LCC*

**LAT-341. Roman Historiography.** (Not offered 2011-12) Readings in Sallust, Livy, Tacitus, and others. to accompany study of the origins and development of Roman historiographical literature. May be repeated with change in author. Prerequisite: LAT-103 or two years of secondary school Latin. *GenEd: LCC*

**LAT-343. Roman Drama.** (Winter; Toher) Readings in Plautus and Terence along with selections from Seneca. May be repeated with change in author or texts. Prerequisite: LAT-103 or two years of secondary school Latin. *GenEd: LCC*

**LAT-345. Cicero.** (Spring; Tan) A selection from Cicero's massive literary output, with emphasis on his speeches and letters. May be repeated with changes in texts. Prerequisite: LAT-103 or two years of secondary school Latin. *GenEd: LCC*

**LAT-358. Mediaeval Latin Literature and Culture.** (Not offered 2011-12) Latin in the Middle Ages was Western Europe's international language of ideas, politics, and literature. It was the language not only of the Bible and the Church, but also of satirists and historians, heretics and mystics, poets and storytellers. Their writings are the vital link between Classical antiquity and the modern literatures of Europe. Students sample this vast literature through readings in the original and become acquainted with the social, intellectual, and cultural climate that produced it. Throughout the course, students develop their Latin reading skills (with attention to the differences between Classical and later Latin). Readings cover a range of authors from St. Augustine to the Arch-poet and may include autobiography, letters, history, visionary literature, philosophy, lyric poetry, hymns, drinking songs, Bible texts and interpretations, legends, encyclopedias, allegorical poetry, and political theory. Prerequisite: LAT-103 or two years of secondary school Latin. *GenEd: LCC*

**LAT-371. Reading Rome: Textual Approaches to the City.** (Not offered 2011-12) The purpose of this course is twofold. Our first objective will be to obtain greater proficiency in reading Latin. Through primary readings in their original Latin, you will increase your knowledge of vocabulary, grammar, and syntax. The second objective will be to study the literary topography of ancient Rome. We will consider Rome as a palimpsest, tracing the city's changes. Through our examination of sites-in-ink, we will consider how Roman identity and power relations are constructed through the city and its monuments. *GenEd: LCC*

**LAT-447. Latin Prose Composition.** (Not offered 2011-12) Practice in composing Latin prose, based on classical authors, and the study of prose style through a wide variety of texts from archaic to vulgar Latin. Prerequisite: At least one Latin course above 103, four years of secondary school Latin, or permission of the instructor. *GenEd: LCC*

**LAT-490-492. Latin Independent Study.** (Fall, Winter, Spring) Advanced individual study of a special author or subject, or of Latin prose composition. Prerequisite: Six courses in Latin or the equivalent.

**LAT-498-499. Latin Senior Thesis.** (Fall-Winter or Winter-Spring) Independent reading and thesis in the field of Latin language and/or literature. Prerequisite: Permission of the chair.