CLASS 1332  Elementary Sanskrit II  X-List: LING 1132, SANSK 1132
351267 Class #: 5316  4 credits.  MTRF 9:05-9:55  Clary, T.  Room GSH 124
Prerequisite: CLASS 1331. Sanskrit /Linguistics 1131 or equivalent.
An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.

CLASS 1531  FWS: Greek Myth  X-List:
361732 Class #: 17702  3 credits.  MWF 11:15-12:05  Alley, D.  Room BAL 3343
This course will focus on the stories about the gods and heroes of the Greeks as they appear in ancient literature and art. We will examine the relationship between myths and the cultural, religious, and political conditions of the society in which they took shape. Beginning with theories of myth and proceeding to the analysis of individual stories and cycles, the material will serve as a vehicle for improving your written communication skills. Assignments include preparatory writing and six essays focusing on readings and discussions in class.

CLASS 1632  Ancient Theater Performance  X-List:
367198 Class #: 17989  2 credits.  TBA  Gallagher, D.  Room
This course is preparation for a performance of ancient theater in Latin at the end of the semester. It will involve background reading about the play, learning and acting the lines, and preparing the costuming, programming and sets. The play will be selected after auditions among the members of the class are held. All those who receive credits will be acting in the play.

CLASS 1704  Statues and Public Life  X-List: ARTH 1704
369955 Class #: 16253  3 credits.  TR 11:40-12:55  Platt, V/Sansom, S.  Room RCK 105
Why do so many societies create statues, and why do they set them up in prominent spaces within their communities? How and why do statues loom so large in the public imagination? Looking both to the cultures of Ancient Greece and Rome and to the modern West, this course examines the social, political, religious, and erotic power attributed to statues across diverse periods and contexts. Drawing on dynamic "Active Learning" methods, we will explore topics including the foundational role of statues for political states (from the Athenian Tyrannicides to the Statue of Liberty), the destruction of statues (from Christian iconoclasm to Confederate monuments), creative "statue-hacks" (from Rome’s Pasquino to Wall Street's "Fearless Girl") and objects of cult (from Olympian Zeus to weeping Madonnas). The course will encourage active engagement with statues relevant to students themselves, including the Cornell cast collection, statues on campus, and those in your own home town.

CLASS 2352  Intermediate Sanskrit II  X-List: LING 2252/SANSK 2252
357709 Class #: 7547  3 credits.  TBA  Akepiyapornchai, M.  Room
Prerequisite: CLASS 1332 or equivalent.
Satisfies Option 1.
Review of grammar and reading of selections from Sanskrit epic poetry and narrative prose.

CLASS 2636  Intro to Christian History  X-List: NES/JWST/RELST 2695
358369 Class #: 16361  3 credits.  TR 1:25-2:40  Kaden, D.  Room RCK 122
This course offers an introduction to the history of Christianity from the first century through the seventeenth and perhaps a bit beyond. Our emphasis will be on the diversity of Christian traditions, beliefs, and practices throughout history. We will explore the origins of Christianity within the eastern Mediterranean world, the spread of Christianity, the development of ecclesiastical institutions, the rise and establishment of monasticism, and the various controversies that occupied the church throughout its history. Throughout the course, we will supplement our reading of primary texts with art, archaeology, music, and manuscripts.
The Art of Math

Symmetry and harmony are central aesthetic concepts built on a long history of mathematical exploration, not just in the European mathematical tradition but also in mathematical texts from China, India, and the Islamic world. This course will cover theoretical proofs and practical applications from geometrical, harmonic, and astronomical traditions ranging from ancient Greek geometry to early modern science. Topics include geometrical proofs, calculating systems, astronomical models, ratios and proportions, and scales and temperaments. Satisfies MQR requirement.

War and Peace in Greece and Rome

In ancient Greece and Rome, government did little besides wage war and raise taxes, culture focused on war, warriors gloried in battle, and civilians tried to get out of the way. This course surveys the impact of war and the rarity of peace in the ancient world. Topics include: “why war?”; the face of battle; leadership; strategy, operations, and tactics; women and war; intelligence and information-gathering; diplomacy and peacemaking; militarism; war and slavery; the archaeology of warfare. Readings in translation include selections from Homer, Herodotus, Thucydides, Xenophon, Caesar, Livy, Tacitus, Josephus, and Ammianus Marcellinus.

Archaeology/Roman Private Life

What was it like to live in the Roman world? What did that world look, taste and smell like? How did Romans raise their families, entertain themselves, understand death, and interact with their government? What were Roman values and how did they differ from our own? This course takes as its subject the everyday lives of individuals and explores those lives using the combined tools of archaeology, architecture and art, as well as some primary source readings. In doing so, it seeks to integrate those monuments into a world of real people, and to use archaeology to narrate a story about ancient lives and life habits. Some of the topics explored will include the Roman house; the Roman family, children and slaves; bathing and hygiene; food; gardens, agriculture and animals.

Roman Law: Slavery, Crime & Gender

This course studies foundational texts of the history of western law. The course will primarily focus on three main areas of law: slavery; women and children (the law of persons); and crime (the law of delict “culpable harm”). Through an examination of the legal sources (in translation) and the reasoning of the Roman jurists, this course will examine the evolution of jurisprudence: the development of the laws concerning power over slaves and women, and changes in the laws concerning penalties for crimes. No specific prior knowledge needed.

Advanced Sanskrit II

Selected readings in Sanskrit literary and philosophical texts.

Aristotle

We will study several of Aristotle’s major works, including theCategories, Physics, Posterior Analytics, Metaphysics, and Nicomachean Ethics. Topics include nature and change, form and matter, the nature of happiness, the nature of the soul, and knowledge and first principles.

Introduction to Indian Philosophy

This course will survey the rich and sophisticated tradition of Indian philosophical thought from its beginnings in the speculations of Upanishads, surveying debates between Hindus, Buddhists, Jains and materialistic philosophers about the existence and nature of God and of the human soul, the nature of knowledge, and the theory of language.
In this class, we will consider two basic questions: did the ancient Greeks and Romans have a concept of race or racial identity? If not, what were the dominant collective identities they used to classify themselves and others? We will explore the causes and conditions that gave rise to collective identities that can be described as ethnic and (in some cases) possibly as ‘racial’ and how these identities worked in their given cultural and political contexts. We will start with Greek identity in the 6th and 5th centuries BCE, then moving to Macedonian identity and the conquests of Alexander the Great, and finally, to the Roman world, where we will explore the question of race and ethnicity within the context of inclusive citizenship. In each of these cultural contexts, we will briefly focus on slavery, examining whether slave identity was at all racialized.

It is often said that there was no color prejudice in classical antiquity; however, the absence does not mean that there was no racial prejudice. It only suggests that the ancient Greeks and Romans arranged their collective identities in a different way. Accordingly, we will consider the relationship between physical appearance and collective identity in different contexts including what has been called an ancient “passing” novel (Heliodorus' Ethiopian Romance) alongside ethnographies of ancient Egyptians, Britons, and Germanic tribes, and in a medical context.
Some of our very best evidence for Roman art survives in the form of frescoes in Rome, Ostia and the Bay of Naples. Exploring imperial palaces, rural villas, town houses, shops, baths, tombs, taverns and gardens, we will examine the visual dynamics and socio-cultural significance of wall-paintings within their original archaeological contexts. The study of frescoes offers an exciting means of tackling important questions relating to Roman social history alongside the complexities of representation within the Greco-Roman visual tradition, including the relationship between art and nature, the use of myth, the spatial dynamics of interior decorative schemes, visual-verbal relations, and concepts of ornament, medium, and abstraction. This course will be taught as a Traveling Seminar, which will include a trip to Rome and Bay of Naples over spring break. As spaces are limited, please apply for the course by sending an email to Professor Platt (vjp33) explaining your interest and listing relevant courses you have taken.

This seminar course aims to provide students with a review of, and encounter with, a key selection of the main methods and techniques used in current archaeological work, and to develop an understanding of the current practice of archaeology. Topics included are: (i) methods and practice in field archaeology (prospection, archaeological excavation and stratigraphy, survey archaeology and landscape), (ii) investigation of the climate and environmental context of the past, (iii) relative and absolute dating methods in archaeology, (iv) artifact analysis in archaeology (ceramics, stone, metals, etc.) and the role of the object in the discipline, and (v) approaches and issues in the analysis and interpretation of archaeological evidence (what questions to ask, and how to ask them).
**GREEK 6102  Adv. Readings in Greek Literature**

Prerequisite: two semesters of 3000-level Greek

Topic: Archaic and early Classical Greek poetry.

The readings will comprise:

- Hesiod, *Theogony*
- Greek Lyric (selections from F. Budelmann, *Greek Lyric: a selection* and D. A. Campbell, *Greek Lyric Poetry*)
- Pindar (as on grad reading list)
- Aeschylus, *Agamemnon*

**GREEK 7161  Greek Philosophical Texts**

Reading and translation of Greek philosophical texts.

**LATIN 1202  Elementary Latin II**

A continuation of LATIN 1201, using readings from various authors. Prepares students for LATIN 1205.

SEM 101 (Class #5325) MTRF, 9:05-9:55, URH 254, Matthieu Real

SEM 102 (Class #6179) MTRF, 12:20-1:10, URH 301, Belisarius Welgan

**LATIN 1205  Intermediate Latin I**

Prerequisites: LATIN 1202, 1204, or placement by departmental exam.

Satisfies Option 2. Introduces students to reading a literary Latin text (Ovid: *Amores and Metamorphoses*). The course covers complex syntax and reviews the grammar presented in LATIN 1202 and 1204.

**LATIN 2205  Virgil**

Prerequisite: LATIN 1205.

Satisfies Option 1.

Students in this course will read selections from Virgil’s three great works – Eclogues, Georgics, and Aeneid – in Latin.

**LATIN 2210  Conversational Latin II**

Prerequisite: LATIN 2207 or placement by departmental exam.

Satisfies Option 1. This course allows students to practice and perfect the active skills learned in Conversational Latin I (although sufficiently advanced students may enroll without having taken that course) in order to increase reading, speaking, and writing fluency. The main text we will read, talk about, and even perform in Latin is Seneca’s *The Trojan Women*.

**LATIN 3203  Roman Poetry**

Satisfies Option 1.

Prerequisite: One term of 2000-level Latin or permission of instructor.

Topic: The Art of Drinking (De Arte Bibendi).

Is there an art to drinking alcohol? In 1536, the German humanist Vincent Obsopoeus published a three-book poem titled *De Arte Bibendi*. Written in graceful classical Latin and shot through with classical allusions, it purports to teach college-age students everything from how to drink wine responsibly and with sophistication to how to win drinking contests. In this seminar we’ll read selections from all three books.
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<td><strong>LATIN 6202</strong></td>
<td>Advanced Readings in Latin Literature</td>
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<td>MW</td>
<td>8:40-9:55</td>
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<td><strong>LATIN 7272</strong></td>
<td>Graduate Seminar in Latin</td>
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Prerequisite: two semesters of 3000-level Latin.

Topic: Cicero’s and Seneca’s Letters & Lucretius De Rerum Natura III.

This course examines and models the teaching and learning of Latin as a “living” language; i.e., the various ways of incorporating oral and written exercises to achieve Latin fluency especially in reading comprehension. Particular attention is given to the Foster method and how it compares with other Latin pedagogies.

Pre-requisite: Knowledge of Latin and permission of instructor

Reading of Latin philosophical texts in the original.

When we think of science in the Roman world (if we think of it at all), it is most often in the context of the Second Sophistic, when Galen and Ptolemy dominated the scene with scientific work written in Greek. But in fact, a closer look at the population of known “scientific” authors reveals a peak during the first century CE, especially for literature in Latin. Though many of these authors have not survived in text, they are partially preserved through a wealth of references and analyses from their more familiar literary contemporaries.

During this course, we’ll spend 2-3 weeks on each of five main authors (Pliny the Elder, Celsus, Manilius, Seneca, and Columella), combining close readings of their work in Latin with discussion of relevant secondary literature. We’ll look at questions of what makes a text “scientific,” the content and organizational schemes of these works, and the various ways of putting a scientific book to use, alongside more wide-ranging questions from history and philosophy of science. Strong emphasis will be placed on methodological connections between the study of scientific and other kinds of literature, and sharing ideas across interdisciplinary borders will be very much encouraged. Evaluation will thus be based on weekly participation in class and preparing and participating in a workshop of final papers.