**Consult ConnectCarolina for scheduling information**

CLASSICAL ARCHAEOLOGY
Department of Classics
Fall 2018

CLAR 120 – Ancient Cities
This course is an introduction to Mediterranean archaeology, surveying archaeological sites from the Neolithic period (ca. 9000 B.C.) to Late Antiquity (ca. 600 A.D.). The sites, geographic and cultural areas, and chronological periods of study vary depending on instructor. This does not satisfy classical archaeology major requirements. This course satisfies the following General Education Categories: Historical Analysis (HS); and World before 1750 (WB).
Melanie Godsey | mego0901@live.unc.edu & Brandon Baker | brabaker@live.unc.edu

CLAR 242 – Archaeology of Egypt
This course is an introductory survey of the archaeology, art and architecture of ancient Egypt, ranging in time from the prehistoric cultures of the Nile Valley through the New Kingdom. While the course will examine famous features and characters of ancient Egypt it will also provide a wide-ranging review of the archaeology of this remarkable land as well as the method and theories used to understand ancient Egypt. Attention will be placed on how major sites and artifacts contribute to our understanding of the Egyptian world-view and its visual expression. Students will also have the opportunity to examine ancient Egyptian objects first-hand through in-class activities and visits to local museums. This course satisfies the following General Education Categories: World before 1750 (WB); and Beyond the North Atlantic World (BN) in the General College (GC). Prerequisites: none.
Prof. Jennifer Gates-Foster | jgatesfoster@unc.edu

CLAR 244 – Greek Archaeology
The objective of the course is to introduce students to the archaeology of ancient Greece through a chronological and historical survey of sites, contexts, artifacts, monuments and assemblages that comprise our understanding of Greek material culture from the Bronze Age until the end of the Classical period (ca. 1700-300 B.C.).
Prof. Donald Haggis | dchaggis@email.unc.edu

CLAR/ARTH 476 – Roman Painting
Survey of painting from the Roman world from 2nd century BC to 4th century AD. This includes topics, meaning, and interpretation of figured paintings; dependence of Roman painters on Greek prototypes; existence of painting-programs; the functional (public, domestic, funerary), social, cultural, and political context of paintings; ancient literary texts on paintings; and current scholarly debates and trends in the study of Roman painting. Lectures, discussions, presentations by students.
Prof. Hérica Valladares | hericav@email.unc.edu
CLAR 910 – Method and Theory in Classical Archaeology
The goal of this course is to provide graduate students in Classics with a close look at the history of Classical Archaeology as a discipline, the nature of its evidence, its assumptions, and at the way in which it has shaped and been shaped by developments in other branches of archaeology. It will begin with a historical overview of Classical Archaeology as a discipline including the major stages of its theoretical and methodological development through the mid-20th century. Later sessions will be devoted to the main theoretical currents in the larger archaeological world of the 20th and 21st centuries.

Prof. Jennifer Gates-Foster | jgatesfoster@unc.edu
CLAS 067 – FYS: Helen of Troy: From Homer to Hollywood
Helen of Troy is said to have been the most beautiful woman in the world, yet we have no evidence of what she really looked like. This missing piece has worked in her favor, as authors and artists have tried to “fill in the blank” ever since. For over two millennia, her story has inspired countless creative responses, from Homer’s Iliad to Hollywood’s Troy. Helen makes us think about issues that still resonate today: how do we define beauty? What is worth fighting for? How far should one go for love? In this course, we will study the story of Helen in multiple retellings, asking questions about the value of beauty, the risks of desire, and the consequences for society when individuals place love above all else. Students will read ancient and modern sources, analyze and debate them, and write about the issues. The course requires no prior knowledge of the material.
Prof. Patricia Rosenmeyer | patanne@email.unc.edu

CLAS 073H – FYS: Ancient Pompeii
Ancient Pompeii, the city whose life was snuffed out by a volcanic eruption almost 2000 years ago, has captured the imagination of multitudes since its rediscovery in the late 18th century. In this seminar we will explore the history and archaeology of this ancient city with the goal of better understanding daily life in the early Roman Empire. How did ancient Pompeians spend their days? What were their houses like? Who ran the city and how were they elected? How did Pompeians cope with the various challenges of city life, such as sanitation and traffic jams? The course proceeds topically, moving from an exploration of the city’s public spaces to an analysis of more private domains—Pompeian houses, gardens and tombs. Although the city’s material remains will be the primary focus of our study, we will also consider evidence from literature, epigraphy and 18th and 19th-century publications. The impact of the rediscovery of Pompeii in the 18th century on the development of archaeology as a discipline will be one of our final topics of discussion. We will also consider the reception of Pompeii in contemporary popular culture.
Prof. Hérica Valladares | hericav@email.unc.edu
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**CLAS 122 – The Romans**
The aim of this course is to introduce students to some peculiar features of Roman civilization. Within a broadly historical framework we will look at various aspects of Roman society and address questions like, who were the Romans? How similar were they to us? What was it like be a Roman aristocrat, soldier, slave or woman? To respond to these questions, we will read ancient sources dealing with politics, literature, religion, technology, social institutions, spectacles and war.

**Staff**

**CLAS 131/H – Classical Mythology**
The purpose of this course is to introduce students to the myths of the ancient Greeks, the stories about gods, goddesses, and heroes that were told and retold over a period of centuries. The emphasis will be not simply on learning these stories, but on studying them in their historical context. How were they transmitted? What roles did they play in Greek culture? What can we learn from them about the way that the ancient Greeks understood the world around them? In our explorations we will concentrate on literary texts, especially epic and tragedy, but will also consider visual sources, especially vase painting and sculpture.

**Prof. James Rives | jbrives@email.unc.edu**

**CLAS 257 – Age of Augustus**
An introduction to classical civilization through study of the literature, history, and art of one of the most crucial periods in Roman history. Lectures and discussion.

**Staff**

**CLAS 263/H – Athletics in the Greek and Roman World**
Today and in antiquity, to talk about sport is to talk about society. This course inspects the cultures of Greece and Rome, from the age of Homer to the end of the (Western) Roman Empire, through the lens of athletics. We will scrutinize the mechanics and logistics of ancient athletic events while taking up larger issues of interpretation, placing sport within its religious, cultural, and political contexts. We will consider questions such as: How do the ideals embodied in Greek and Roman sport relate to the myths and cultural practices of these societies? How were competitors, whether amateur and professional, regarded and rewarded by their societies? What ethical dilemmas did athletes and audiences face? Why were animals, slaves, and religious minorities subjected to blood-sport in Roman amphitheaters? Why did others freely volunteer to face the same fate? In sum, what legacies and lessons have ancient athletics left for the modern world? To address these and other questions, students will work with a variety of evidence, including literary texts, historical inscriptions, plastic and pictorial art, as well as physically re-enacting aspects of the ancient events. Students in the supplemental Honors recitation, will closely discuss the extensive battery of theoretical approaches—anthropological, sociological, aesthetic, etc.—that have been applied to sports ancient and modern. No knowledge of the ancient Mediterranean is assumed; all necessary historical and cultural background will be provided in readings and lectures. Course requirements include short writing assignments, map quiz, midterm, group projects, and a final exam.

**Prof. Al Duncan | acduncan@email.unc.edu**
CLAS 362H – Greek Tragedy
Classical Greek tragedy “ended” well over two thousand years ago but still captivates audiences today. This discussion-focused course will explore why that is. What are the central questions of the genre? We will read ten Greek tragedies – some familiar (Agamemnon, Antigone), others less so (Euripides' Electra) – followed by Aristophanes' Frogs, a no-holds-barred comedy in which a battle of wits & words is waged in the underworld between the ghosts of Aeschylus and Euripides. As well as paying close attention to the original performance context, and comparing some modern film adaptations, we will examine the ways in which these tragedies tackle difficult and compelling questions about agency, responsibility, the relations between individuals and their families and societies, politics, gender, the divine, the nature of human fate, and responses to war.

Prof. Emily Baragwanath | ebaragwanath@unc.edu

CLAS 747 – Approaches to Women in Antiquity
Using literary, historical, and visual materials, this course offers an intensive interdisciplinary introduction to women in antiquity. Prerequisites: instructor approval; restricted to graduate students and senior classics majors.

Prof. Sharon James | slijames@email.unc.edu
GREEK
Department of Classics
Fall 2018

GREK 101 – Elementary Greek I
Together with its continuation, Greek 2, this course aims to help the student acquire a thorough grounding in the grammar and syntax of classical Greek, as preparation for reading—for example, Plato, Xenophon, Herodotus, or New Testament. Class meetings will include lecture, oral drills, recitation by students, and written exercises. There will be a brief quiz each week, two one-hour tests, and a final exam.
Prof. Janet Downie | jdownie@email.unc.edu

GREK 203 – Intermediate Classical Greek II
Review of fundamentals; reading in selected classical texts, such as Xenophon, Plato, Euripides, or others.
Prof. Suzanne Lye

GREK 221/351 – Advanced Greek I/Classical Greek Prose
This class will study Aristophanes’ Frogs, a remarkable comedy reflecting a remarkable century of Attic drama. In dramatizing the eminent mythical and historical figures as Dionysus, Heracles, Aeschylus, and Euripides, the comedy offers unparalleled perspective from which to consider fifth-century Athenian arts and culture. Students will read the play in its entirety, engaging closely with vocabulary, style, poetic meter, and relevant Attic history and prosopography along the way. Higher expectations will be held for students enrolled at the 300-level, who will be asked, additionally, to present work on issues of textual transmission, scholia, and select secondary scholarship. The class will not be entirely bookish, however. Practical aspects of the theater too—acting, blocking, costume, and more—will be considered through creative and critical performance.
All students will be evaluated on the basis of daily preparedness, biweekly quizzes, two midterm exams, metrical analyses, one short argumentative paper, and a final translation exam with essay component. Students enrolled at the 300-level will also have: additional passages (some unseen) to translate; extended paper requirements; select (and brief) projects and presentations on Aristophanic lexicography, textual transmission, and scholia.
Prof. Al Duncan | acduncan@email.unc.edu

GREK 765 – Thucydides
Dionysius of Halicarnassus expressed his fear that readers would censure him for daring to critique ‘Thucydides, the greatest of all historians’ (On Thucydides 2). This course is designed to develop confidence in reading and interpreting Thucydides. We will focus on selections from book 1, book 2 (with Jeffrey Rusten’s Green and Yellow commentary), and book 6 (with Dover’s commentary supplemented by the Marincola/Pelling Green and Yellow in-progress), together
with the rest of the *History* in translation. We will examine Thucydides’ narrative techniques, language and style, and discuss among other things his philosophy of history, his depiction of human nature and psychology, his intellectual and cultural milieu, and the paradoxes of imperialism and war. Students will be responsible for oral presentations, a mid-semester translation test, a final examination, and a research paper.

**Prof. Emily Baragwanath | ebaragwanath@unc.edu**

**GREK 771 – Hellenistic Poetry**
This course will introduce you to the main poets of the Hellenistic period: Callimachus, Theocritus, Apollonius Rhodius, and Moschus, as collected in Neil Hopkinson’s *Green & Yellow anthology*. You will gain familiarity with a variety of dialects and genres, and recognize innovation and textuality as critical elements of this particular period. Required books: N. Hopkinson, *A Hellenistic Anthology* (Cambridge UP, 1989) and K. Gutzwiller, *A Guide to Hellenistic Literature* (Blackwell, 2007).

**Prof. Patricia Rosenmeyer | patanne@email.unc.edu**

**GREK 901 – Seminar: The Greek Novel in its Imperial Context**
This course explores the world of the Greek novel, one of the most distinctive literary innovations of the Roman Imperial period. We will read substantial selections from several novels and novelistic texts in Greek (e.g. Chariton’s *Chaereas and Callirhoe*, Longus’ *Daphnis and Chloe*, Lucian’s *True Histories*, Achilles Tatius’ *Leucippe and Cleitophon*) – narratives of romance and adventure that are sophisticated, playful, and closely engaged with earlier epic, lyric, and pastoral poetry. We will also read widely in translation and in modern criticism, aiming to situate these Imperial texts within their literary and social matrices and to understand the major trajectories in scholarship on the ancient novel and on Imperial literature more broadly.

**Prof. Janet Downie | jdownie@email.unc.edu**
LATIN
Department of Classics
Fall 2018

LATN 101 – Elementary Latin I
The objectives of this course are to cover the basic elements of Latin grammar, to give some practice in reading and writing Latin, and to introduce students to Roman civilization through a study of the language of the Romans.
Staff

LATN 102 – Elementary Latin II
The objectives of this course are (a) to complete the study of Latin grammar begun in Latin 1 and (b) to look at some of the social and cultural ideas of the Romans as these are reflected in Latin passages read in class.
Staff

LATN 203 – Intermediate Latin I
Latin 203 focuses on reading, translation, and regular grammar review. Readings will come primarily from Sallust’s Bellum Catilinae.
Staff

LATN 221 – Vergil
Latin 221 is primarily a literature course; our goal is to learn to read in Latin and appreciate selections from Vergil’s fascinating epic, the Aeneid. We will, however, often review grammar as we study the poem, especially in the earlier part of the course. We will read two books of the poem in Latin (in FA 18 Books 2 and 8), and the whole in English. Short translation quizzes, two hour-exams and a final, a lot of discussion of Vergil’s Latin style (including meter) and the many issues the poem raises, brief secondary readings and class reports, and ten pages of writing including a paper.
Prof. Suzanne Lye

LATN 223 – Ovid
Latin 223 studies one of the masterpieces of Latin poetry, Ovid’s Metamorphoses, an epic from the Augustan age, which tells hundreds of myths about fantastical transformations. We will read the equivalent of two books of the poem in Latin, and the whole in English, incorporating grammar review as we go; we will also study the reception of Ovid’s tales in modern literature and art.
Prof. Robert Babcock | rbabcock@email.unc.edu
LATN 333 – Lyric Poetry
Readings in Latin of the several different types of poems written by one of Rome’s most brilliant poets: the witty poems in many meters (polymetrics) that sparkle with love, hatred, joy, and a new definition of elegance; the epigrams that use a traditional Roman form for insults, jokes, and fierce reflections on love and hate; and the longer poems that experiment with mythological mini-epic (64, the “epyllion”), extended elegy (68), wild meters (63) etc. We will work to understand Catullus’ Latin; his poetic technique including meter, metaphor, and rhetoric; the uncertain manuscript foundation of his text; and his place in the history both of Latin poetry and of all first-person poetry in the West.
Prof. Jim O’Hara | jimohara@unc.edu

LATN 730 – Readings in Medieval Latin
Latin 730 is designed as a first introduction to Medieval Latin for advanced Latin students. In 2018 the readings will focus on the poems and plays of Hrotsvitha of Gandersheim, a tenth-century Saxon nun, and the first Latin playwright after Terence whose work survives. The participants will be introduced to lexicographical and syntactical features of Medieval Latin and to basic bibliography and research methodology in the field. A particular concentration of the class will be on producing editions and translations of Latin works.
Prof. Robert Babcock | rbabcock@email.unc.edu

LATN 774 – Vergil
We will read the whole of the AENEID in Latin, with special attention paid to the War in Italy in the less familiar second half of the poem. So that we may consider both halves of the poem throughout the term, we will read books in zig-zag order: 1, 7, 2, 8, 3 etc. We'll concern ourselves with a variety of topics: style and language; allusion, intertextuality, and the poem's relationship to various texts or traditions; the blending or clash or voices and genres, and possible ways of responding to perceived inconsistencies; and critical debates about the poem's attitude toward war, heroism, the recent civil wars and accession to power of Augustus, and the strengths and weaknesses of the Roman state and people. Requirements will include regular readings in secondary literature, take-home e-mail translation quizzes, class reports, a final exam, and a term paper. Anyone who plans to take the course should read the first book of the AENEID in Latin before the first day of class.
Prof. Jim O’Hara | jimohara@unc.edu