

****Consult ConnectCarolina for scheduling information****

CLASSICAL ARCHAEOLOGY

Department of Classics

Spring 2019

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 | meo0901@live.unc.edu & Brandon Baker | brabaker@live.unc.edu

CLAR/ARTH 200 – Art and Fashion from Rome to Timbuktu

In the Roman Empire and in modern and contemporary Africa, people use clothing to express complicated ideas that are based on local symbolic systems and global trade networks. Because Ancient Rome is, in our popular imagination, an idealized, distant source of Western culture, and Africa (past and present) evokes a generalized, “exotic,” and distant place, the study of fashion from these two cultures offers an opportunity to complicate and even to contradict such generalized conceptions. This course uses fashion as a window onto the political and economic systems, religious beliefs, hierarchies of status, and creativity of people in these ostensibly different worlds. Over the course of this semester we will explore how a seemingly frivolous art form—changing dress styles—actually reveals the complexity and sophistication of both cultural worlds.

General Education Categories: Visual and Performing Arts (VP); and World before 1750 (WB)

Prof. Hérica Valladares | hericav@email.unc.edu & Prof. Victoria Rovine | vrovine@unc.edu

CLAR 247 – Roman Archaeology

This course is an introduction to the art, architecture, and archaeology of the ancient Romans from the beginnings of the city of Rome in the early Iron Age to late antiquity, including both Italy and the Roman provinces. It focuses on major developments in Roman material culture, particularly sculpture, painting, monuments, buildings, and cities. Material will be presented chronologically and students will see and evaluate artifacts in light of their cultural precedents. Students will acquire the analytical skills necessary to interpret Roman material culture and learn how to use archaeological remains to reconstruct various aspects of ancient Roman society.

General Education Categories: Visual and Performing Arts (VP); and World before 1750 (WB)

Prof. Jennifer Gates-Foster | jgatesfoster@unc.edu

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CLAR 480 – Egypt after the Pharaohs

The vibrant history of Egypt did not end when it was conquered by Alexander the Great in 332 BCE. Rather, the rich traditions of Pharaonic Egypt came together with the customs and culture of her Greek and, later, Roman conquerors to create a complex and lively society that incorporated the religious, economic, and personal practices of both native Egyptian and Mediterranean peoples. In this course, we will explore the archaeological and historical evidence for life in Egypt between 332 BCE and 324 CE when the transformation of the Roman Empire ushered in the Late Antique era, marking significant changes in Egypt, as in the rest of the Roman Empire. Using primary documents, mainly papyri, and archaeological sites and objects, we will examine the role of Egypt's new rulers and the religious beliefs, daily life, and burial practices of everyday people, including women and children. In doing so, we will explore the ways that Egypt's rich Pharaonic heritage persisted in the face of foreign rule and the new forms of art and architecture that emerged from sustained contact between Egypt and the culture of her new rulers.

Prof. Jennifer Gates-Foster | jgatesfoster@unc.edu

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CLASSICAL CIVILIZATION

Department of Classics

Spring 2019

CLAS 051H – FYS: Greek Drama on Page and Stage

Taking a participatory approach to ancient Greek drama, this seminar links readings in translation from three celebrated playwrights with performance-oriented activities. Through probing the dual nature of drama as embodied performance and verbal script, this course provides a historical overview of the extraordinary Athenian fifth century (BCE) while drawing connections between ancient plays and their modern reception in Africa, the Americas, and elsewhere. Greek drama becomes a rich and multi-vocal case study through which to consider the ways art informs and interacts with politics and society. Weekly theatrical and improvisational exercises; group dramatic performances; short writing assignments; guided exploration of campus resources such as Davis Library, BeAM spaces, and the Forest Theatre. General Education Categories: Literary Analysis (LA); Communication Intensive (CI); and World before 1750 (WB)

Prof. Al Duncan | acduncan@email.unc.edu

CLAS 061H – FYS: Writing the Past

The intersection of history-writing, cinema and fiction will be our focus as we engage with the greatest Greek historians – Herodotus, Thucydides, Polybius – against the backdrop of modern renditions of the past and of war in cinema (including Peter Weir’s *Gallipoli* (1981), Wolfgang Petersen’s *Troy* (2004) and Zack Snyder’s *300* (2007)), documentaries (including Tolga Ornek’s *Gallipoli* (2005)), news footage and short stories. We will examine the strategies of each of our ancient writers in confronting challenges that remain pressing for directors, journalists and historians today. These include difficulties of conflicting perspectives, biased evidence, and the limitations of memory, as well as broader questions about the nature of historical representation. Should it present the ‘warts and all’ truth, or commemorate and memorialize? What balance should it strive for between informing and educating us, and providing our entertainment? Where lies the border between history and fiction? Homer’s portrayal of the legendary past will supply a further touchstone. The aim is for students to engage in critical and informed analysis of the strategies of our three ancient historians in ‘writing the past’, and to draw appropriate comparisons and contrasts with the challenges that confront modern counterparts.

General Education Categories: Literary Arts (LA); Communication Intensive (CI); and World before 1750 (WB)

Prof. Emily Baragwanath | ebaragwanath@unc.edu

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CLAS 089 – FYS: Ancient Magic & Religion

Bindings and curses, love charms and healing potions, amulets and talismans – from simple spells to complex group rituals, ancient societies made use of both magic and religion to try to influence the world around them. In this course, we shall examine the roles of magic and religion in the ancient Greek and Roman worlds, paying special attention to their local contexts and to the myths and actual techniques ancient practitioners used to serve their clientele.

In this class, we examine descriptions of religious and magical practices in the multicultural contexts of ancient Greece and Rome. Our sources include literary accounts, legal documents, and material objects, such as inscriptions, amulets, tablets, magical images, and papyri.

Prof. Suzanne Lye | slye@unc.edu

CLAR 126 – Medical Word Formation and Etymology

Systematic study of the formation of scientific and medical terms from Greek and Latin roots, to build vocabulary and recognition.

Andrew Ficklin | aficklin@live.unc.edu

CLAS 131 – 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. Assessment will be based on quizzes, two papers, a midterm, and a final exam. This course satisfies the following General Education Categories: Literary Arts (LA).

Hannah Sorscher | hर्सorsch@live.unc.edu

CLAS 253 – Age of Pericles

An introduction to ancient Greek culture and society through the study of what it arguably its most illustrious and tumultuous period and place: Athens in the fifth century BCE. Through primary sources in translation, students draw connections between the history, politics, literature, philosophy, and art and architecture of this so-called “golden age” while interrogating its continued cultural relevance across time and place. Reading selections from the works of Herodotus, Aeschylus, Thucydides, Euripides, Aristophanes, and Plato complement visual studies of Athenian vases and sculpture. Classes integrate lecture and discussion. Assignments include: map quizzes; reading précises; creative project; essay; midterm and final exams.

General Education Categories: Literary Analysis (LA); and World Before 1750 (WB)

Prof. Al Duncan | acduncan@email.unc.edu

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CLAS 363H – Greek and Latin Lyric Poetry in Translation

This class will introduce you to the lyric poetry of ancient Greece and Rome, with an additional unit on the *Song of Songs* from the Hebrew Bible. Our theme will be love poetry. Ideas of love and desire are culturally determined, reflecting assumptions often very different from our own. We will read a variety of poems in the context of their socio-historical settings, and address a range of issues including physical vs. spiritual love, cultural ideals of beauty, literary representations of gender roles and sexual preferences, the dynamics of tradition and imitation in literature, and conventions of literary form. This course will be taught as a seminar, allowing for discussion and in-depth analysis of the poetry. Students will write a total of 20 pages during the semester, including an interpretative project and a final research paper. There are no prerequisites, but students may find that a basic knowledge of ancient Greek and Roman civilizations will be helpful to them in the class.

General Education Categories: Literary Analysis (LA); North Atlantic World (NA); and World Before 1750 (WB)

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

CLAS 391 – Junior Seminar

This seminar is an interdisciplinary exploration of Ancient Delphi as Greco-Roman topographical and cultural location, designed to draw together Classics majors in exploring Delphi through the lenses of literature, history, art and archaeology, from the sanctuary's early development through Roman times and beyond. We will examine Delphi and its oracle in history and representation, as a focus of religion, cult, and Games, and as an archaeological site; and we will also address larger questions of prophesy, divine determination, and belief. What does Delphi in all its aspects represent? What did it mean to the Greeks and Romans, and how can it enrich us as Classicists? The course centers upon student presentations and class discussion.

Prof. Emily Baragwanath | ebaragwanath@unc.edu

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GREEK
Department of Classics
Spring 2019

GREK 102 – Elementary Classical Greek II

This course – the continuation of GREK 101 – aims to help the student acquire a thorough grounding in the grammar and syntax of classical Greek, as preparation for reading texts such as Plato, Xenophon, Herodotus, or the New Testament. Class meetings will include lecture, oral drills, recitation by students, and written exercises. There will be a brief quiz each week, two or three one-hour tests, and a final exam.

Prof. Janet Downie | jdownie@email.unc.edu

GREK 205 – Greek New Testament

Greek New Testament and related texts, with particular attention to grammar and syntax and consideration of their literary and cultural context. The main text for Spring 2019 will be the Gospel of Mark.

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

GREK 222/351 – Advanced Greek II/Classical Greek Prose

Readings in Herodotus, Thucydides, Plato or other authors, with attention to their style and cultural/historical context.

Prof. Suzanne Lye | slye@unc.edu

GREK 710 – Greek Prose Composition

The aim of this course is for participants to improve their understanding of Greek through active engagement with the language. We will review the basics of Greek morphology and syntax through exercises of analysis and composition, oral and written, using Eleanor Dickey's *An Introduction to the Composition and Analysis of Greek Prose*. We will also spend time on stylistics: analysis, imitation, and free composition. There will be regular homework assignments, quizzes and tests. Students will be asked to articulate their own goals for the class and to develop independent projects, particularly in the second part of the course.

Prof. Janet Downie | jdownie@email.unc.edu

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LATIN
Department of Classics
Spring 2019

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. One section.

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. Three sections.

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*. Two sections.

Staff

LATN 205 – Medieval Latin

This course is an elementary introduction to Latin of the Late Antique and Medieval periods. Emphasis is on improving the students' knowledge of grammar and syntax, their ability to translate Latin texts, and their facility with reading aloud. Beginning with the early Christian writers, the class will read a variety of Latin works, both prose and poetry, including passages from the Vulgate Bible. The readings particularly focus on history, drama, lyric, and epic poetry.

Prof. Robert Babcock | rbabcock@email.unc.edu

LATN 334 – Augustan Poetry

Books 7-12 of the *Aeneid* describe the arrival in Italy of Aeneas and the Trojans, and the war they must fight against the rugged peoples occupying the land that they have been told is fated to be theirs. We will do close reading of selections from these books in Latin (with the goal of improving each student's ability to read Latin quickly and with accuracy), and of the whole poem, and a bit of Vergil's *Georgics*, in English. By looking critically at the poem in its historical and literary context, we will try to determine what suggestions Vergil is making about war, heroism, the recent civil wars and accession to power of Augustus, and the strengths and weaknesses of the Roman state and people.

Prof. James O'Hara | jimohara@unc.edu

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LATN 354 – Tacitus and Pliny’s Letters

The goals of this course are to introduce students to two of the preeminent writers of the early Roman Empire, to help students continue to improve in the reading and analysis of Latin literature, and to sharpen their appreciation of Latin style. We will read selections from the *Annales* of Tacitus, including the passages on the rise of Tiberius, Claudius’ speech regarding extension of citizenship, Nero’s murder of his mother, the rebellion of Boudicea, the great fire of A.D. 64, and the punishment of the Christians. We will also read a selection of Pliny’s Letters, including those on the eruption of Vesuvius and on the treatment of the Christians. Oral reports, two midterms and a final examination.

Prof. Robert Babcock | rbabcock@email.unc.edu

LATN 901 – Vergil: Georgics

We shall read and do close analysis of the four books of Vergil’s *Georgics*, with special attention to style, intertextuality, Alexandrian poetics, the poem’s place both in the didactic tradition and in Vergil’s career, and the hotly disputed issues of interpretation of the poem in its historical context. The ease with which the Latin of the *Georgics* can be read in one semester means that we can read it twice, and do extensive readings in the secondary literature, including both ancient and modern commentaries, as well as selections from other Greek or Latin texts as background or comparanda.

Prof. James O’Hara | jimohara@unc.edu