**UNC DEPARTMENT OF CLASSICS**

**COURSE OFFERINGS**

**FALL 2022**

**CLASSICAL ARCHAEOLOGY • CLASSICS • GREEK • LATIN**

**IDEAS, INFORMATION, AND INQUIRY (III)**

**IDST 190 - Borders and Boundaries**

What is a border? Have they always existed? How do they come into being and how have conceptualizations of borders changed throughout human history? What agency do people have when borders impinge on their lives? These are some of the questions we will address in Borders and Boundaries, particularly through case studies anchored in the ancient and modern Middle East. We will consider ancient theories of borders and the body, the materiality of borders, and the role of borders in cultural formation and identity, and as aspects of ancient states. We will juxtapose this study of the ancient world with a critical examination of the cultural and political meaning of borders today with particular attention to the role of borders and boundaries in producing difference in both contexts. Throughout the course our study of specific historical and political cases will be supplemented with analysis of imaginative works (literature, films, and art) that arise directly out of bordering practices and their effects. As we study this material, we will be addressing the question “What can imaginative and representative works do to enforce, process, mitigate or undermine bordering practices?” This interdisciplinary framework will encourage students to consider borders from different scalar perspectives: at the level of the theoretical construct as well as the lived experiences of specific communities and individuals both in the past and in the present.

**Prof. Jennifer Gates-Foster |** [**jgatesfoster@unc.edu**](mailto:jgatesfoster@unc.edu)

**Prof. Nadia Yaqub |** [**yaqub@email.unc.edu**](mailto:yaqub@email.unc.edu)

**Prof. Banu Gökarıksel |** [**banug@email.unc.edu**](mailto:banug@email.unc.edu)

**CLASSICAL ARCHAEOLOGY (CLAR)**

**CLAR 120 – Ancient Cities**

The course is an introductory survey of the archaeology of early settlements, polities and urban centers of the ancient Near East and Egypt; and the Bronze Age, Early Iron Age and Archaic-Classical Greek Aegean. We will begin with the earliest known settlements in the Near East, ca. 9000 B.C., and trace patterns of urbanization as far as the Greek cities of the Aegean in the 5th and 4th centuries B.C. The purpose of the course is to examine the characteristics of urbanism, and the archeological evidence for settlement structure, urbanization and state-formation in diverse cultures of the ancient Mediterranean world.

This course does not satisfy classical archaeology major requirements.

IDEAs in Action Gen Ed: FC-AESTH or FC-PAST.

Making Connections Gen Ed: HS, WB.

**Amanda Ball |** **[acball@live.unc.edu](mailto:acball@live.unc.edu)**

**Alex Claman |** **[aclaman@unc.edu](mailto:aclaman@unc.edu)**

**Allison Davis |** [**allison.davis@unc.edu**](mailto:allison.davis@unc.edu)

**CLAR 243.**  **Minoans and Mycenaeans: The Archaeology of Bronze Age Greece.**  **3 Credits.**

A survey of the material culture of Greece, the Cyclades, and Crete from the Paleolithic period (ca. 50,000 years ago) until the end of the Bronze Age (ca. 1200 BCE). Primary focus will be the urbanized palatial centers that emerged in mainland Greece (Mycenaean) and the island of Crete (Minoan).

IDEAs in Action Gen Ed: FC-AESTH or FC-PAST.

Making Connections Gen Ed: HS, WB.

**Prof. Donald Haggis |** **[dchaggis@email.unc.edu](mailto:dchaggis@email.unc.edu)**

**CLAR 380 – Life in Ancient Pompeii (from CIM)**

In this course we will explore the history and archaeology of Pompeii with the goal of better understanding daily life in the early Roman empire. The course proceeds topically, moving from an exploration of the city's public spaces to an analysis of more private domains--houses, gardens, and tombs. We will also consider evidence from ancient literature and epigraphy. Students may not receive credit for both CLAR 380 and CLAS 73.

IDEAs in Action Gen Ed: FC-AESTH or FC-PAST.

Making Connections Gen Ed: HS, WB.

**Rebecca Gaborek |** **[rmgab@email.unc.edu](mailto:rmgab@email.unc.edu)**

**Cole Warlick |** **[cwarlick@live.unc.edu](mailto:cwarlick@live.unc.edu)**

**CLAR 910 – Deserts and Seas**

This seminar focuses on connectivity, communication and transportation in the ancient Mediterranean and North Africa, with forays further east to Asia and the Indian Ocean. We will focus in particular on desert and aqueous landscapes, considering environment and economy as well as theoretical models that examine the nature of connectivity and the meaning of long-distance exchange of goods over extended distances. Our approach and case studies will not be exclusively material, but will also consider these topics from the perspective of historical geography and travel writing, as well as ancient (and modern) tourism.

**Prof. Jennifer Gates-Foster |** [**gatesfos@email.unc.edu**](mailto:gatesfos@email.unc.edu)

**CLASSICS (CLAS)**

**CLAS 51H. First-Year Seminar: Greek Drama from Page to Stage**

This seminar takes a participatory approach to ancient Greek theater, exploring the dual nature of drama as performance and script. It provides a historical overview of the extraordinary Athenian fifth century (BCE), emphasizing ways theater interacts with art, law, myth, and politics. Theatrical exercises and performances complement several writing assignments.

IDEAs in Action Gen Ed: FY-SEMINAR.

Making Connections Gen Ed: LA, CI, WB.

**Prof. Alexander Duncan |** [**acduncan@email.unc.edu**](mailto:acduncan@email.unc.edu)

**CLAS 57H – FYS: Dead and Deadly Women; Greek Tragic Heroines from Aeschylus to Eliot**

We will study the heroines of Greek tragedy and the way they appear in later art, drama, music, and film. How and why do these women appeal to the artistic imagination?

IDEAs in Action Gen Ed: FY-SEMINAR.

Making Connections Gen Ed: LA, NA.

**Prof. Sharon James |** [**sljames@email.unc.edu**](mailto:sljames@email.unc.edu)

**CLAS 59.  First-Year Seminar: Ancient Magic and Religion**

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.

Making Connections Gen Ed: CI, EE- Mentored Research, WB.

**Prof. Suzanne Lye |** [**sclye@email.unc.edu**](mailto:sclye@email.unc.edu)

**CLAS 122 – The Romans**

The aim of this course is to introduce students to some aspects of Roman civilization; we will study the Romans through reading in their historical context some of the most interesting and influential works of Roman literature (lyric, elegy, epic, history, novel), with lectures on the religions and philosophies of Rome, art & architecture, Roman women, ancient sexuality, Roman law, the class system, the shift from a Republic to one-man rule, race and ethnicity, slavery, Pompeii, and the legacy of the Romans.

IDEAs in Action Gen Ed: FC-AESTH or FC-PAST.

Making Connections Gen Ed: HS, NA, WB.

**Prof. James O’Hara |** [**jimohara@unc.edu**](mailto:jimohara@unc.edu)

**Valerie Sydorenko |** **[vsydorenko@unc.edu](mailto:vsydorenko@unc.edu)**

**David Harris |** **[davidmh@live.unc.edu](mailto:davidmh@live.unc.edu)**

**CLAS 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.

**Matthew Sherry |** **[msherry@live.unc.edu](mailto:msherry@live.unc.edu)**

**Elizabeth Wuellner |** [**wuellner@unc.edu**](mailto:wuellner@unc.edu)

**Ashley Walker |** [**awalker3@unc.edu**](mailto:awalker3@unc.edu)

**CLAS 131/131H – Classical Mythology**

The purpose of this course is to introduce students to the myths of the ancient Greeks and Romans, 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 and Roman culture? What can we learn from them about the way that the ancient Greeks and Romans 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.

IDEAs in Action Gen Ed: FC-AESTH or FC-KNOWING.

Making Connections Gen Ed: LA, WB.

**Prof. James Rives |** [**jbrives@email.unc.edu**](mailto:jbrives@email.unc.edu)

**Olivia DuCharme |**

**Kyle Cornman |**

**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.

Making Connections Gen Ed: LA, WB.

**Melanie Godsey |** **[mego0901@live.unc.edu](mailto:mego0901@live.unc.edu)**

**CLAS 362H – Greek Tragedy**

Classical Greek tragedy “ended” well over two thousand years ago but still captivates audiences today. This literature in translation course will explore why that is. 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 and words is waged in the underworld between the ghosts of Aeschylus and Euripides. As well as paying close attention to the plays’ socio-historical setting and original performance context, we will examine the multiple and varied ways in which these literary works tackle difficult and compelling questions of continuing relevance about agency, responsibility, the relations between individuals and their families and societies, politics, gender, the divine, the nature of human fate, and (a particular focus this year) responses to war. The course includes a research component on modern reception in works of Anne Carson and Kamila Shamsie to help students think deeply about these questions across time.

IDEAs in Action Gen Ed: FC-AESTH or FC-VALUES.

Making Connections Gen Ed: LA, WB.

**Prof. Emily Baragwanath |** **[ebaragwanath@unc.edu](mailto:ebaragwanath@unc.edu)**

**CLAS 710 – Proseminar in Pedagogy**

This course is an introduction to skills and practices that play a key part in the professional lives of classicists and classical archaeologists working in post-secondary educational institutions.

**Prof. James Rives |** [**jbrives@email.unc.edu**](mailto:jbrives@email.unc.edu)

**GREEK (GREK)**

**GREK 101 – Elementary Classical Greek I**

Comprehensive coverage of basic grammar and syntax in two semesters, preparing students for reading Plato or Xenophon in GREK 203 (and with the instructor's permission, New Testament Greek in GREK 205).

Making Connections Gen Ed: FL.

**Prof. Alexander Duncan |** **[acduncan@email.unc.edu](mailto:acduncan@email.unc.edu)**

**GREK 203 – Intermediate Greek I**

Review of fundamentals; reading primarily in selected prose texts, such as Xenophon, Plato, Lysias, or others.

Making Connections Gen Ed: FL.

IDEAs in Action Gen Ed: GLBL-LANG.

**Prof. Suzanne Lye |** [**sclye@email.unc.edu**](mailto:sclye@email.unc.edu)

**GREK 221/352 – Advanced Greek I/Greek Poetry**

GREK 221/352 – Advanced Greek I/Greek Poetry

This combined class aims to serve two similar undergraduate audiences. GREK 221 is designed for those with moderate experience reading ancient Greek texts in the original language who seek to develop their reading facility and comprehension skills. GREK 352, while broadly sharing this mission, expects greater experience and competence from enrolled students, who are expected to go deeper in their linguistic and literary analyses. Both levels provide students with the tools and confidence to read and analyze Greek poetry. The text for this semester is Homer's Iliad, and we will read selections from Books 1, 6, 9, and 24, time permitting. Course Prerequisites: GREK 221: Successful completion of work equivalent to 2 years of college-level Greek (e.g., GREK 203/4). GREK 352: Successful completion of work equivalent to 3 years of college-level Greek (e.g., GREK 221/2), or by instructor approval.

Making Connections Gen Ed: LA, WB (for both)

**Prof. Patricia Rosenmeyer |** **[patanne@email.unc.edu](mailto:patanne@email.unc.edu)**

**GREK 901 – Seminar: Herodotus**

This semester we will read and interpret the Histories of Herodotus—τὸν πεζὸν ἐν ἱστορίαισιν Ὅμηρον (‘the prose Homer in the realm of history’), as he is celebrated in an inscription from Halicarnassus—paying special attention to Books 1, 3 and 8. Topics discussed will include Herodotus’ persona, construction of authority, and historiographical methods; language and style; poetic antecedents; intellectual and cultural milieu; causation and explanation; ethnicity and ethnography; space, geography, and empire; kingship and tyranny; rhetoric and semiotics; divinity and history; and ancient receptions.

**Prof. Emily Baragwanath |** **[ebaragwanath@unc.edu](mailto:ebaragwanath@unc.edu)**

**LATIN (LATN)**

**LATN 101 – Elementary Latin I**

The basic elements of Latin grammar, practice in reading and writing Latin, introduction to Roman civilization through a study of the language of the Romans. Three sections.

Making Connections Gen Ed: FL.

**Aidan Mahoney (Section 001) |** **[armahoney@unc.edu](mailto:armahoney@unc.edu)**

**Brandon Baker (Section 002) |** **[brabaker@live.unc.edu](mailto:brabaker@live.unc.edu)**

**Sean Moorman (Section 003) |** **[seanalla@email.unc.edu](mailto:seanalla@email.unc.edu)**

**LATN 102 – Elementary Latin II**

Continuation of LATN 101. The basic elements of Latin grammar, practice in reading and writing Latin, introduction to Roman civilization through a study of the language of the Romans. One section.

Making Connections Gen Ed: FL.

**Nicholas Bolig |** [**nbolig@live.unc.edu**](mailto:nbolig@live.unc.edu)

**LATN 203 – Intermediate Latin I**

Review of fundamentals. Reading in selected texts such as Catullus, Ovid, Cicero, or others. Three sections.

Making Connections Gen Ed: FL.

IDEAs in Action Gen Ed: GLBL-LANG.

**Katelin McCullough (Section 001) |** **[kdm956@email.unc.edu](mailto:kdm956@email.unc.edu)**

**Elizabeth Needham (Section 002) |** **[sen15@live.unc.edu](mailto:sen15@live.unc.edu)**

**Ryan Baldwin (Section 003) |** **[rmasato@live.unc.edu](mailto:rmasato@live.unc.edu)**

**LATN 221 – Vergil**

Systematic review of Latin grammar. Reading in Vergil's *Aeneid*, normally two books in Latin, and the remainder in translation.

Making Connections Gen Ed: LA.

Requisites: Prerequisite, LATN 204 or 205; permission of the instructor for students lacking the prerequisite.

**Prof. James Rives |** [**jbrives@email.unc.edu**](mailto:jbrives@email.unc.edu)

**LATN 335 – Roman Elegy**

This course studies Ovid, Propertius, and Tibullus, focusing on themes such as love, male-female relations, politics, war, Roman culture, and poetry itself.

Requisites: Prerequisite, any LATN course numbered 220 or higher; permission of the instructor for students lacking the prerequisite.

**Prof. Sharon James |** [**sljames@email.unc.edu**](mailto:sljames@email.unc.edu)

**LATN 774 – Vergil: Aeneid**

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, 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](mailto:jimohara@unc.edu)**