**UNC DEPARTMENT OF CLASSICS**

**COURSE OFFERINGS**

**SPRING 2023**

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

**CLASSICAL ARCHAEOLOGY (CLAR)**

**CLAR/RELI/JWST 110 – The Archaeology of Palestine in the New Testament Period**

This course surveys the archaeology of Palestine (modern Israel and Jordan) from the Persian period (ca. 586 BCE) to the Muslim conquest (640 CE).

**Prof. Jodi Magness |** [**magness@email.unc.edu**](mailto:magness@email.unc.edu)

**CLAR 120 – Ancient Cities**

This course is an introduction to Mediterranean archaeology, surveying archaeological sites from the Neolithic period (ca. 9000 BCE) to Late Antiquity (ca. 400 CE). We will begin with the earliest known settlements in the Near East and trace urbanization throughout the Mediterranean basin, including Egypt and Mesopotamia, into Imperial and Late Antique Rome, exploring the origins of cities and states, and the diverse trajectories and development of complex societies. What are the historical origins of cities? What sparked the urbanization process? How were ancient cities organized, and how were they different from the urban centers today?

This course does not satisfy classical archaeology major requirements.

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

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

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

**CLAR/ARTH 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 fulfills General Education requirements: Historical Analysis (HS); Beyond the North Atlantic (BN); and World Before 1750 (WB).

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

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

**Allison Davis |** [**mego0901@live.unc.edu**](mailto:mego0901@live.unc.edu)

**CLAR 244 – Greek Archaeology**

The objective of the course is to introduce students to the archaeology of the Greek Aegean through a chronological and historical survey of sites, contexts, artifacts, monuments and assemblages that comprise ancient Greek material culture from the Bronze Age until the end of the Classical period (ca. 3000-300 B.C.).

This course fulfills General Education requirements: Historical Analysis (HS); North Atlantic World (NA); and World Before 1750 (WB).

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

**CLAR/ARTH 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); North Atlantic World (NA); and World Before 1750 (WB).

**Prof. Hérica Valladares |** [**hericav@email.unc.edu**](mailto:hericav@email.unc.edu)

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

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

**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.

This course fulfills General Education requirements: Beyond the North Atlantic (BN); World Before 1750 (WB).

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

**CLAR 910 – Seminar in Archaeology**

**Prof. Hérica Valladares |** [**hericav@email.unc.edu**](mailto:hericav@email.unc.edu)

**CLASSICS (CLAS)**

**CLAS 67 – FYS: Helen of Troy**

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 sources in translation (Homer, Sappho, Euripides, Plato, Ovid); view modern film adaptations; analyze and debate major course themes; and write short responses and a 6-page final paper. The course requires no prior knowledge of the material.

This course fulfills General Education requirements: Literary Arts (LA); World Before 1750 (WB).

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

**CLAS 131 – 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. Assessment will be based on regular quizzes, two papers, a midterm, and a final exam.

General Education Categories: Literary Arts (LA); World Before 1750 (WB).

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

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

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

**CLAS/WGST 240/H – Women in Ancient Greek Art and Literature**

Study of law, religion, medicine, social practices, and ideologies in the lives of women in ancient Greece, from Homer to Hellenistic Egypt, using literature, art, epigraphy.

This course fulfills General Education requirements: Literary Arts (LA); North Atlantic World (NA); and World Before 1750 (WB).

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

**Carolyn Dorey |** [**cdorey@unc.edu**](mailto:cdorey@unc.edu) **Olivia DuCharme |** [**ducol@unc.edu**](mailto:ducol@unc.edu)

**CLAS 243 – Race and Ethnicity in the Ancient Mediterranean**

This course examines constructions of race and ethnicity in the ancient Mediterranean through the art, literature, and archaeology of ancient Greece and Rome, as well as that of other select cultural groups, including Egypt. Students gain a background in the history and culture of the classical world that grounds critical analysis of the primary source evidence, both textual and material. By engaging with modern scholarship on ancient ideas about race and ethnic identity, students also learn to evaluate and critique secondary source material in their original contexts. From classical antiquity to its modern reception, race and ethnicity emerge as dynamic and historically situated social constructs that have been deployed for a multitude of reasons, including political and social control as well as narratives of belonging and exclusion.

General Education Categories: Literary Arts (LA); World Before 1750 (WB).

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

**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.

This course fulfills General Education requirements: North Atlantic World (NA); World Before 1750 (WB).

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

**Kyle Cornman |** [**kcornman@unc.edu**](mailto:kcornman@unc.edu)

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

**CLAS 391 – Junior Seminar – Animal Sacrifice**

The ritual of animal sacrifice played an important part in shaping the Greek and Roman experience of the world. It intersected with and informed virtually all the aspects of the Graeco-Roman world that we study in the field of Classics, although as a performance we cannot directly study it in itself. The goal of this seminar is to explore the potential of sacrifice as a focus for thinking about Graeco-Roman culture. In the first part of the course we will consider the primary categories of evidence, both material and textual, both Greek and Roman, and survey some of the major modern theories about sacrificial ritual. The second half will focus on more specific topics, culminating in student research projects. The overarching goal is for the participants to share with each other their various approaches and methodologies and to expand their views of the Graeco-Roman world and the sorts of questions we can ask about it, while developing skills in communication and argument, in critical thinking, and in the formulation and execution of a research project.

General Education Categories: Historical Analysis (HS); World Before 1750 (WB).

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

**CLAS 409 – Greek and Roman Historical Literature**

This course will provide an overview of the historiographical tradition in classical Greece and Rome and will explore in detail the surviving texts of the most important ancient historians. We will read select English translations from Herodotus, Thucydides, Polybius, Sallust, Livy, and Tacitus, considering their literary qualities and engagement with the historiographical tradition. Students will become familiar with the major ancient historians, engage in critical and informed analyses of their strategies in representing the past, and gain insight into how a culture uses and interprets its own past.

This course fulfills General Education requirements: Literary Arts (LA); North Atlantic World (NA); and World Before 1750 (WB).

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

**GREEK (GREK)**

**GREK 102 – Elementary Classical Greek II**

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

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

**GREK 205 – Introductory New Testament Greek**

Readings from the 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 2021 will be the Gospel of Mark.

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

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

This course focuses on reading Classical Greek prose and developing the skills necessary to approach different types of Greek texts. The course focuses on Attic Greek Oratory, and we will read three speeches in their entirety, each representing one of the major types of ancient oratory. As part of the study of these texts, you will review the basics of ancient Greek, including vocabulary, syntactical structures, and rhetorical style, and also begin to think about these texts in their historical contexts. In addition to gaining greater comfort and fluency in reading Greek prose, you will also learn study habits and strategies that will help you succeed in this and other classes. By the end of this course, you will have a strong foundation in reading and analyzing original Greek prose texts as well as a better understanding of Greek language and culture during the height of Athenian power in the 5th and 4th centuries B.C.E.

This is a split-level class. Although most assignments will be the same, students in GREK 351 will be required to do additional assignments, including a research paper to reflect their more advanced knowledge of ancient Greek.

General Education Categories: Literary Arts (LA); North Atlantic World (NA).

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

**LATIN (LATN)**

**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.

**Sarah Hilker |** [**slhilker@live.unc.edu**](mailto:slhilker@live.unc.edu)

**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.

**Sean Moorman (Section 001) |** [**seanalla@email.unc.edu**](mailto:seanalla@email.unc.edu)

**Cole Warlick (Section 002) |** [**cwarlick@live.unc.edu**](mailto:cwarlick@live.unc.edu)

**David Harris (Section 003) |** [**davidmh@live.unc.edu**](mailto:davidmh@live.unc.edu)

**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.

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

**Matthew Sherry (Section 002) |** [**msherry@live.unc.edu**](mailto:msherry@live.unc.edu)

**LATN 204 – Intermediate Latin II (2202)**

The purpose of Latin 204 is to strengthen the students’ command of Latin grammar, syntax, sight-reading, and scansion. We will fulfill this purpose by reading a selection of Latin classical poetry (e.g. Catullus, Horace, Ovid, and others). We will discuss the poetics and concerns of these authors. Requirements include weekly quizzes, two midterms, small projects, and a final exam. Assignments will focus on reading in Latin with an eye to improving students’ ability to read Latin poetry at sight.

This course fulfills the General Education Foreign Language requirement if successfully completed.

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

**LATN 222 – Cicero: The Man and His Times**

This class will read and examine some of Cicero’s greatest works, including oratory, letters and dialogues. Cicero was a most prominent statesman, speaker and writer, and, in spite of himself, he played a key role in the fall of the Roman Republic. In addition to reading original texts in Latin and discussing the style and thought of the work, we will also look at the historical and political context in which Cicero lived and wrote.

This course fulfills General Education requirements: Literary Arts (LA).

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

**LATN 353 – Satire: Juvenal**

This course will read selected satires by Juvenal, Horace, and Persius in Latin, and others in English. We will also examine English satires inspired by Juvenal. The goals of the course are to introduce students to Roman satire; to gain, through close reading of the texts, an understanding of the form, purpose, themes, and methods of Roman satire and how these differ from modern concepts of satire and the satiric; and to improve reading, scanning, and translating skills in Latin. Through reading of scholarly articles and class discussion, students will acquire a greater familiarity with the social history, literature, culture, and morals of early Imperial Rome.

This course fulfills General Education requirements: Literary Arts (LA); North Atlantic World (NA); and World Before 1750 (WB).

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

**LATN 901 – Roman Comedy**

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