

Department of Classics - Summer School 2020

Course No.	Name	Instructor	Session	Days met	Times
CLAR/ARTH 242	Archaeology of Egypt	Gates-Foster	Maymester	M-F	9:00 am – 12:15 pm
CLAR 245	Archaeology of Italy	Godsey	Summer Session I	M-F	9:45 am – 11:15 am
CLAS/WGST 241	Women in Ancient Rome	Tardio	Summer Session I	M-F	1:15 pm – 2:45 pm
CLAS 126	Medical Word Formation and Etymology	Baker	Summer Session II	M-Th	3:00 – 5:00 pm
CLAS 131	Classical Mythology	Harris	Summer Session II	M-F	11:30 am – 1:00 pm
CLAS 263	Athletics of Greek and Roman World	Bolig	Summer Session II	M-F	1:15 pm – 2:45 PM

FIRST SESSION, 2020

CLAR/ARTH 242 Archaeology of Egypt (3). Gates-Foster. 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.

CLAR 245 Archaeology of Italy (3). Godsey. A survey of the archaeology of Italy from the Iron Age (ninth century BC) up to the end of the Western Roman Empire (fifth century AD). Particular emphasis will be placed on the processes of urbanization, state formation, and imperial expansion and collapse. Additionally, special attention will be given to the contributions of non-Roman cultures to the aforementioned processes, focusing specifically on the Etruscan civilization. The course will offer an overview of Italy's exceptionally rich archaeological record, which includes highlights such as Etruscan tombs, Roman monumental architecture, and multicultural cities. Archaeological and historical evidence will be combined to reconstruct the long-term development of culture, society, economy, and religion within the geographical context of the Italian peninsula. The majority of the instruction and assessment are asynchronous.

CLAS/WGS 241 Women in Ancient Rome (3). Tardio. In this course, we will study the lives of women in ancient Rome, from the beginnings of the organized community in Rome through the early Empire, a period of about 900 years. We will focus on the treatment, both legal and social, of women in the city of Rome as well as the Roman provinces, by examining visual depictions of women, women's lives, and literary evidence. Throughout, we will study theories, laws, and social practices, looking at different gender ideologies for women of different social classes, occupations for women, women's roles in public life, the influence of women in private life, women's religious practices, how ideologies about women evolve over time, and how women are depicted in both art and literature.

SECOND SESSION, 2020

CLAS 126 Medical Word Formation and Etymology (3). Baker. Systematic study of the formation of medical terms from Greek and Latin roots, to build vocabulary and recognition.

CLAS 131 Classical Mythology (3). Harris. The purpose of this course is to introduce students to the mythology of the ancient Greeks and Romans, stories of gods, goddesses, heroes and magical events. Reading and discussion will emphasize not only the stories themselves, but also the historical and cultural contexts in which they were created and perpetuated. How were myths transmitted in ancient times? What roles did these stories play in ancient Mediterranean cultures? What can they tell us about how 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 examine the art and material culture from different cultural contexts, reflecting different myths. We will also discuss modern retellings of Greco-Roman myths in film, art and literature. In addition to daily class discussion, this course will include visits to the Ackland Art Museum and a scavenger hunt for mythological symbolism on campus.

CLAS 263 Athletics in the Greek and Roman World (3) Lang. This course examines the athletic cultures of Greece and Rome from the age of Homer to the end of the (Western) Roman Empire. Students consider the mechanics and logistics of ancient events, taking up larger questions of cultural interpretation by situating ancient athletic practice within religious, social, and political contexts. By pursuing a variety of theoretical approaches (anthropological, economic, semiotic, sociological, etc.), students gain insight into many distinctive features of organized sport across time. Questions to be considered include: What legacies and lessons have ancient athletics left for the modern world? How did the ideals embodied in Greek and Roman sport relate to the myths and cultural practices of those eras? In what ways—if at all—were Greek and Roman athletic ideals exceptional? What differences existed between professional and amateur athletes, and how does this inform modern debates? How were competitors rewarded and regarded by their societies? In short: What can we learn about a society from its sports?