Ancient
Medieval
Early Modern

Undergraduate and
Graduate Courses
Fall 2018
Ancient, Medieval, and Early Modern Studies are an area of particular strength at Syracuse University. We encourage you to sample widely from these courses: learn Latin or Greek, study Renaissance Art History, analyze early modern English plays. Learning about the past allows our present moment to come into clearer focus. Religious conflicts are not new. Political strife is not new. Aesthetically marvelous art, music, and architecture was created centuries ago.

For those who wish to study these areas in greater depth, we offer a variety of Majors and Minors: Classics (which emphasizes the study of Greek and Latin languages); Classical Civilization (which emphasizes the cultural and historical aspects of Greco-Roman Antiquity); and the Minor in Medieval and Renaissance Studies (emphasizing European culture and history from the end of Antiquity to the beginnings of the Modern era).

If you have already taken several courses in these fields, check the requirements for our Majors and Minors. You might just be one or two courses short of adding another Minor to your degree!

Please note: since last year there is an Ancient/Medieval/Renaissance Student Club: The Dionysian Society. Everyone is welcome to join! If you are interested, contact Prof. Matthieu van der Meer (mhvander@syr.edu).

Prof. Jeffrey S. Carnes,
Program Coordinator, Classics and Classical Civilization

Prof. Albrecht Diem,
Director of Medieval and Renaissance Studies
THE ANCIENT WORLD

REL/JSP 114 The Bible in History, Culture and Religion
James Watts

The Bible is among the world’s most widely read literature and has influenced art, literature, law and politics as well as religious traditions. This survey of Jewish and Christian scriptures in will pay particular attention to the function of the Torah, the Gospels, and the Bible as ancient and modern scripture, as well as their literary contents, their composition, and their role in the development of Western religions and cultures. (May count towards the Major in Medieval and Renaissance Studies by petition.)

JSP/REL 135 Judaism
Zachary Braiterman

The course provides a broad (but selective) survey of Jewish religious thought and practice from the biblical period through the modern. Readings focus on the way diverse Jewish thinkers have reshaped Jewish identity by reconfiguring the way in which they understand ritual life. We pay particular attention to how Jewish interpreters have constructed a changing textual tradition as an integral part of that process. This class introduces students to the Hebrew Bible, Talmud and Midrash, medieval philosophy and mysticism, and to German Jewish existentialism and American Jewish feminism in the 20th century. Special note is paid to the modern period and the role of women. (May count towards the Major in Medieval and Renaissance Studies by petition.)

ANT 141 Introduction to Archaeology and Prehistory
Christopher DeCorse

Survey of the prehistoric past spanning the origins of humankind through the rise of complex societies. Class activities and field trip provide a hands-on introduction to archaeological interpretation. (Counts towards the Classical Civilization Major and Minor.)

REL 156 Christianity
Marcia Robinson

This course covers Christianity’s institutional forms, sacred writings, ideas and beliefs, worship practices, cultural and creative expressions, and ethical and political roles in society, from antiquity to the present. In covering these things, this course basically asks what Christianity has to do with being human. That is, how does Christianity address human needs, concerns, and desires? What are some of the problems that Christianity has caused believers and non-believers? And, why, in spite of its problems, does it remain appealing and viable to a broad array of people over centuries and across cultures? (May count towards the Major in Medieval and Renaissance Studies by petition.)
HST 210 The Ancient World
Albrecht Diem

This course surveys the history of the ancient Mediterranean and Near East, and explores the classical roots of modern civilization. We will begin with the first civilizations of ancient Egypt and Mesopotamia, the roots of western religion in ancient Israel; then proceed through Bronze Age, archaic and classical Greece, the Persian wars, the trial of Socrates, the conquests of Alexander the Great, the Hellenistic world, the rise of Rome, and end with the fall of the Roman Empire and the coming of Christianity. The course will treat political, social, cultural, religious and intellectual history. We will focus on issues that the ancients themselves considered important – good and bad government, the duties of citizens and the powers of kings and tyrants – but we will also examine those who were marginalized by the Greeks and Romans: women, slaves, so-called "barbarians." The course will emphasize reading and discussion of primary sources, in order to provide a window into the thought-worlds and value systems of past societies. (Counts towards the Classical Civilization Major and Minor.)

LIT 211 Greek and Roman Drama in Translation
Jeff Carnes

Introduction to the dramatic literature of Greece and Rome, with primary emphasis on Greek Tragedy (Aeschylus, Sophocles, Euripides) and Old Comedy (Aristophanes). Readings will include about fifteen plays, along with a number of readings from modern and ancient critics. Plays will be read as works of literature, but also as drama, with an examination of the conditions of performance in the ancient theater, and the ways in which seeing or imagining performance affects our interpretation of the plays. (Counts towards the Classical Civilization Major and Minor.)

HST 300 Democracy: Ancient and Modern
Craigie Champion
(Counts towards the Classical Civilization Major and Minor.)

HOA 302: Greek Art and Architecture
Matilde Mateo

In this class you will learn to appreciate Greek art in its own context and from a historical perspective. You will gain a good understanding about how art works were used, what they meant, what was valued about them in Greek times, and also why we hold them in such high esteem today. Besides learning about styles and techniques, this course will also introduce you to many fascinating aspects of the interaction between art and politics, religion, gender representation and philosophical ideals. Special attention will be given to consecrated masterpieces such as the Doryphoros, the Parthenon or the Cnidian Aphrodite. It is expected that by the end of this course, you will be able to think, talk and write about Greek art with a critical and informed mind. Depending on your background, you may also find many of your assumptions about art and the classical world challenged. The course will cover painting, sculpture and, in a lesser degree, architecture. The time span will be from the 8th BC to 1st BC. (Counts towards the Classical Civilization Major and Minor.)
HST 352 History of Ancient Greece  
Craige Champion  
Survey of ancient Greek political, economic, social and cultural history based on interpretation of primary sources, both literary and archaeological, from the Bronze Age through Alexander the Great.  
(Counts towards the Classical Civilization Major and Minor.)

PHI 391 History of Ethics  
Chris Noble  
Ethical writings of such philosophers as Aristotle, Epictetus, Aurelius, Hume, Butler, Kant, Mill, Sidgwick, Nietzsche, Bradley.

MEDIEVAL/RENAISSANCE/EARLY MODERN

HOA 105 Arts and Ideas I  
Sally Cornelison  
Visual arts in relation to broader cultural, historical, and intellectual contexts. The course surveys the ancient world to the High Renaissance.  
(Counts towards the Classical Civilization Major and Minor and the Minor in Medieval and Renaissance Studies.)

HST 111 Early Modern Europe: 1350 to 1815  
Chis Kyle  
This course covers the history of Europe from the Black Death, which marked the end of the Middle Ages, to the French Revolution – the beginning of the modern world. While it will cover the major events of the period – the Renaissance, the Reformation, the English, French and scientific revolutions, the rise and fall of Napoleon, the growth of the modern state – the emphasis will be on changes in the lives of ordinary men and women. There will be a midsemester, a final, and two short (c. 5 page) papers.  
(Counts towards the Minor in Medieval and Renaissance Studies.)

HST 121 Global History to 1750  
George Kallander  
This course introduces students to global history from the thirteenth century through 1750 by focusing on social, economic, political, intellectual, and religious developments in major regions of the world: Asia, the Middle East, Africa, and the Americas. Beginning with the Mongol’s Eurasian empire, their transformation of the continent, and the spread of Islamic empires from Central Asia to the Atlantic, it traces the historical patterns of different world regions in the fifteenth century through the trans-Atlantic slave trade and European imperialism. What types of exchanges were facilitated by maritime trade and trade diasporas? How were human interactions with their environment circumscribed by climate change and disease? The latter part of the course looks at global connections and local particularities facilitated by the spread of Christianity, Islam, and Buddhism. Course themes include empire, disease, environment, slavery, religion, state-formation,
and the rise of global trade. Topics will be covered thematically in general chronological order. Lectures will be supplemented by maps, visual materials, music, documentaries and films. All students are required to attend lectures and one discussion a week. (Counts towards the Minor in Medieval and Renaissance Studies.)

ETS 121 Introduction to Shakespeare
Dympna Callaghan

This course offers an intensive introduction to the life and language of arguably the world’s greatest writer, William Shakespeare. This class will focus on two key issues: first, the relation between Shakespeare’s life and his work, and secondly, on the language of his plays and poems. We will become familiar with Shakespeare’s biography, and we will read one work from every dramatic genre in which he wrote—comedy, tragedy, history and romance—, and also perhaps some of the poetry. No previous familiarity with Shakespeare is required, but you do need to be committed to careful and sustained critical reading and analysis as well as active participation in Friday discussion sections. The main goals of this class are to help you read and enjoy Shakespeare, to foster rigorous intellectual engagement his work, and to allow you develop your own critical writing skills. We will emphasize understanding and engagement with Shakespeare’s language rather than simply its “translation” or the rehearsal of plotlines. Since Shakespeare’s language is what most distinguishes him from his rivals and collaborators—as well as what most embeds him in his own historical moment—this class will take language to be the very heart of Shakespeare’s literary achievement rather than as an obstacle to be circumvented by the reader or audience. (Counts towards the Minor in Medieval and Renaissance Studies.)

REL 126 Ecstasy, Transgression, Religion
William Robert
(May count towards the Minor in Medieval and Renaissance Studies by petition.)

REL/MES/SAS 165 Discovering Islam
Ahmed Abdel Meguid

This course is a basic introduction to Islam, the faith of over one-fifth of the world’s population. Topics will include: the life and times of Islam’s founder, Prophet Muhammad; central themes in the Qur’an, the sacred scripture of Muslims; the remembered customs and traditions of the prophet; the basics of Islamic rituals and law; the veil and status of Muslim women; and the differences between the three main interpretations of Islam – Sunni, Shi’a and Sufi. (May count towards the Minor in Medieval and Renaissance Studies by petition.)
HST 208 Middle East Since the Rise of Islam
Amy Kallander
This course is an introductory survey of Middle East history from the rise of Islam in the seventh century to 1900. It discusses major empires in Middle East covering topics such as culture and society, science and technology, and women and politics. We will approach the Middle East through the theme of exchange, considering the connections between Southwest Asia and North Africa and neighboring regions, as the crossroads of Asia and Europe. Other prominent themes include multiculturalism, reform, and modernization. (Counts towards the Minor in Medieval and Renaissance Studies by petition.)

HST 213 Africa: Ancient Times to 1800
Martin Shanguhya
This course is a survey of pre-modern African history, presenting an overview of the main themes and chronology of the development of African culture and society. It provides an exposition of the regional and continental diversity and unity in African political, economic, social and cultural histories with special emphasis on major African civilizations, processes of state formation, encounters with the Euro-Asia world, Africa’s role in the international Trans-Saharan, Indian Ocean and Atlantic trades, ecology, and urbanization. (Counts towards the Minor in Medieval and Renaissance Studies.)

HOM 267 - European Music before 1800
Amanda Winkler
Our culture has repurposed the music of the past to serve our own very modern needs. Star producers have transformed chant into New Age soundscapes and even electronic dance music. Bach has been used in multiple film soundtracks to signify evil genius. But what did these musics mean to people when they were originally composed? This course seeks to answer this question through extensive listening, targeted readings, musical analysis, and performance. (Counts towards the Minor in Medieval and Renaissance Studies.)

ITA/LIT 300 Machiavelli and Modernity
Stefano Selenu
(Counts towards the Minor in Medieval and Renaissance Studies by petition.)

HST 300 Food in Pre-Modern Europe
Samantha Herrick
What did people eat in pre-modern Europe? Then as now, food was more than fuel for the body. It was also a way to celebrate and socialize, to show status and taste, to assert power, and to honor God. By studying how food was grown, bought, cooked, served, and eaten (or thrown away), we will gain insight into the daily life, politics, economy, culture, religion, and tastes of pre-modern Europeans and how these things changed over time. Each week will feature a combination of lecture and discussion. Grades are based on in-class exams, written assignments, and discussion. (Counts towards the Minor in Medieval and Renaissance Studies by petition.)
HST 300 Leonardo Da Vinci's World
Brian Brege

As the ideal-type Renaissance man, Leonardo da Vinci offers a window into the intellectual, artistic, and cultural ferment of the Renaissance. How did Leonardo transform himself into a living legend? This course traces Leonardo’s path-breaking work in painting, engineering, architecture, anatomy, geology, geometry, and physics in the context of Renaissance politics and society. How did the world of the Renaissance enable this illegitimate son of a notary from the small town of Vinci to become a famous and honored polymath? What spurred Leonardo’s creativity and inventiveness? Leonardo learned from or influenced a generation of artists and intellectuals, from Verrocchio and Bramante to Raphael, even as he worked with Machiavelli and rivaled Michelangelo. The inventor from Vinci spent his whole career at the center of power. How did he successfully navigate the politics of the Italian Wars, which toppled so many princes and kings, prioritizing his curiosity all the while?
(Counts towards the Minor in Medieval and Renaissance Studies by petition.)

HST 301 Practicum
Albrecht Diem

What is History? How do scholars “do” history? This seminar introduces history majors to the methods and goals of historical study, and to the skills needed to conduct independent historical research. The first part of the course will be spent discussing what exactly history is and has been. We will then move on to discussing the kinds of history that have developed across the century in the American Historical profession. Finally, students will spend a large portion of the course familiarizing themselves with the analytical and practical skills needed to develop their own research projects.
(May count towards the Minor in Medieval and Renaissance Studies by petition.)

HST 311 Medieval Civilization
Samantha Herrick

This course investigates European civilization from about 800 to about 1200. We will study kings, saints, and villains; faith and violence, love and hatred; ideas and beliefs. Our questions include how did these people make sense of their world? How did they respond to crisis and opportunity? How did their civilization work? What was life like in medieval Europe? To answer these questions, we will read mainly primary sources that show us what medieval people themselves had to say about their world. Our goal will be to understand the past on its own term. We will also emphasize skills: close reading, strong argumentation, and clear expression of ideas.
(Counts towards the Minor in Medieval and Renaissance Studies.)
HST 313 French Revolution: Sun King to the Guillotine
Junko Takeda

What caused the French Revolution? How did an absolutist regime transform into the First Republic? How did the ideals of democracy, equality and liberty lead to Terror? How did Napoleon rise out of the ashes of the French Revolution? The class will examine the social and cultural foundations of the Old Regime, the contradictions of the French state, and the grievances of various social groups. It will then study radical transformations in French society, politics and culture generated in the age and movement known as the Enlightenment. How did Enlightenment thinkers redefine concepts such as reason, nature, civilization and sociability? How did Enlightenment ideals regarding universalism and human rights impact politics, state, and culture? Commerce and the market? The arts, morals, and manners? How did they lay the groundwork for reform while also creating a new vocabulary for the exclusion of others? The final segment of the class will study the transition from reform to revolution. What political languages were in play at the start of the revolution? How did women and slaves participate in revolutionary upheaval? The class will examine the development of the Terror, Robespierre’s Republic of Virtue, and the rise of Napoleon. What was the impact and legacy of the Revolution on nineteenth century conservatism and romanticism? On future revolutions, socialism, totalitarianism? On the present? Course documents will include novels, political treatises, images, plays and operas. Authors include Voltaire, Diderot, Montesquieu, Beaumarchais, Tocqueville, Robespierre, and others.
(Counts towards the Minor in Medieval and Renaissance Studies.)

HST 320 Traditional China
Norman Kutcher

In this course we will survey Chinese history from earliest times to the end of the Ming dynasty in 1644. This seemingly remote time witnessed the formation of a complex government and society whose influence extended to much of East Asia. Ranging over the centuries, the class will explore some of the main currents in Chinese political, cultural, social, and intellectual history. These include: Confucianism, Buddhism, Daoism, and Legalism as competing and sometimes intersecting philosophies; the imperial system and major changes in its form over time; the changing roles of women in society; popular rebellion and heterodox religion; and the place of science and technology in the Chinese past.
We will read a variety of texts in addition to a concise textbook.
(Counts towards the Minor in Medieval and Renaissance Studies.)

ETS 321 - Authors before 1900: Chaucer and Contemporaries
Patricia Moody

This course will provide a substantial background for understanding the literature of the late middle ages. The fourteenth century is a vital period, marked by significant changes in major institutions of the time: the court, the church, and the very social structure of late-medieval England. This setting of stress was also the environment in which three remarkable writers, in whose works one can see attempts at creating order in literary, moral, and social senses. Examining the ways in which Chaucer, Gower, and Langland focus their attention on order and decay in the England of their day, the course includes
readings representing a wide range of genres from all three writers, as well as from that most prolific of all writers, Anonymous.
(Counts towards the Minor in Medieval and Renaissance Studies by petition.)

**REL 323 Christianity and Sexuality**
Virginia Burrus

This course explores the highly contested terrain of Christian understandings of sexuality, with emphasis on the role of the Bible, doctrinal tradition, and the entry of new voices into the conversation.
(Counts towards the Minor in Medieval and Renaissance Studies by petition.)

**HST/SAS 328 Ancient and Medieval India**
Radha Kumar

This course surveys the history of the Indian subcontinent from 2000 BCE, when an urban civilization was thriving in the Indus Valley, to the seventeenth century, when the Great Mughals ruled over one of the most powerful empires in the contemporary world. While covering this vast time period, we will focus on specific topics pertaining to ancient and medieval Indian politics, economy, religion, society, and culture. Selected readings will examine forms of kingship, the rise of Hinduism, Buddhism, and Islam, the position of women in society, the role of temples as social and political centres, the importance of overseas trade, and the Indian Ocean world.
Did the Aryans invade India? Was the Ramayana a central text for all Hindus? Was the Gupta Empire truly a golden age? What was the impact of the Mughal conquest of Delhi? Through primary and secondary texts, lectures, and class discussions, students will find answers to these questions, and gain a fresh understanding of the Indian past and present.
(Counts towards the Minor in Medieval and Renaissance Studies.)

**ARC 331/ HOA 396 Art and Architecture of India**
Romita Ray Kapoor

Art and architecture of the Indian subcontinent from the Indus Valley Civilization to the present.
(Counts towards the Minor in Medieval and Renaissance Studies by petition.)

**ETS 406 Advanced Critical Writing in ETS: The History of the Book**
Patricia Roylance

This course is designed as an introduction to the field known most commonly as “the history of the book.” We will investigate what difference it makes to consider the materiality of a text when interpreting it. How do a text’s material form (its actual paper, ink, binding, etc.) and the modes of its production, circulation and reception affect our sense of its content? We will cover a wide range of texts and topics, from medieval manuscripts and Shakespeare to romance novels and e-readers. We will sometimes meet at Bird Library, to examine archival materials in Special Collections related to our course topics. A research project will require you to work with Special Collections archival material, on an aspect of book history of particular interest to you. This Advanced Critical
Writing course will help you to hone your research and writing skills and engage in deep and sustained critical inquiry.
(Counts towards the Minor in Medieval and Renaissance Studies by petition.)

**HOA 410 Art and Ideology in Medieval Spain**
Matilde Mateo

Medieval Spain provides one of the most exciting contexts of cultural interaction between Christians, Muslims and Jews, since they shared the land for eight centuries. This complex multicultural scenario provides an excellent opportunity to explore the relationship between architecture/art and ideology. Rather than focusing on how architecture and art reflect this fascinating multiculturalism, this interdisciplinary course will address how architecture and art works helped to legitimate an ever changing power structure, how they could shape cultural/or religious identities, and how they contributed to model spiritual ideals and to implement religious practices. There will be an emphasis on architecture, but other media will also be included such as ivory, metalwork, stone sculpture, wall painting, and book illustration.

There is a great number of styles to be dealt with in this course, some traditional medieval Christian ones (Romanesque, Gothic), other typically Islamic (Ummayad, Taifa, Almohad, Nasrid), and some others that are typically Spanish, such as Visigothic and Asturian, or the hybrid styles of Christian and Islamic exemplified by the Mozarabic and the Mudejar. The chronological frame is from the 6th to the 16th centuries, and the geographical one is what constitutes present-day Spain. The format will be lectures, encouraging discussions whenever possible.
(Counts towards the Minor in Medieval and Renaissance Studies.)

**FRE 411 Moliere**
Amy Wyngaard

Study of the playwright’s major works in light of contemporary political, social, and cultural trends. Conducted in French. Additional work required of graduate students.
(Counts towards the Minor in Medieval and Renaissance Studies.)

**HOA 420: Fifteenth-Century Italian Art: Inventing the Renaissance**
Sally Cornelison

This course explores themes in the history, meaning, and style of Italian painting, sculpture, and architecture from 1400 to 1500. Lectures, assigned readings, writing assignments, and class discussion will give each student an appreciation and understanding of Italian Renaissance art, its diverse styles and functions, and the artists and patrons who produced it. Special emphasis will be placed on the geographical, social, devotional, political, and domestic contexts in which works of art and architecture were made during this seminal period in the history of Western art.
(Counts towards the Classical Civilization Major and Minor by petition.)
ETS 421 Shakespeare & Natural World
Stephanie Shirilan

Global virus epidemics, drought, flood, deforestation, toxic water and air, food-insecurity: these are but a few of the effects of climate-change brought on or accelerated by human agents, and Shakespeare has much to say about them. His plays witness and reflect on a period of radical transformation of deep-set ideas and the social and cultural institutions (gender, church, city, state, family, market, etc.) that housed them. Reading a selection of Shakespeare’s plays and poetry, we will explore ways that meditations on the natural world shape his reflections on these social and political transformations, and vice versa. Our investigations will be guided by attention to the relationship between form and matter in Shakespeare’s work and in the early modern period. To that end, our reading of the plays will emphasize dramatic technique and foreground aspects of theatrical performance, which we will consider through experiments in staging and performance wherever possible. Together, we will learn to read, observe, and listen for the ways that live, embodied, multisensory theatrical experience shapes our capacity to observe and imagine the dynamism of Shakespeare’s natural worlds. This course will address the interests of students in the sciences and theater/literary studies alike. No prior Shakespeare experience required. Pre-1900 Class.
(Counts towards the Minor in Medieval and Renaissance Studies by petition.)

ETS 440 Milton and the English Revolution
Crystal Bartolovich

Paradise Lost is widely considered to be one of the most influential poems ever written. This course offers an in-depth reading of John Milton’s great epic, along with his shorter poetry and prose, in the context of the political, religious and social ferment of seventeenth century England. Because Milton was a propagandist for—as well as a critic of—the revolutionary government of his time, his writing provides an intriguing case study for examining the relation of poetry to politics. Paradise Lost raises questions that are still with us very urgently today: what does freedom of religion, the press, speech, franchise, the individual mean? How do we achieve a good society? What role does education play in forming a desirable and sustainable Republic? Why is it so difficult to make justice prevail in a “fallen” world? To what extent do people make their own histories? Through slow and thoughtful reading, we will consider the special contribution that poetry can make to addressing such questions.
(Counts towards the Minor in Medieval and Renaissance Studies by petition.)

HOA 620: The Art of Devotion in Late Renaissance Italy.
Sally Cornelison

Commissions for public and private devotional paintings, burial chapels decorated with frescoes and altarpieces, and monastic and confraternal spaces whose walls visually recounted sacred narratives remained robust in Italy in the age of the Protestant Reformation and Council of Trent. To date, the scholarly literature on sacred art in late Renaissance Italy primarily concerns the ways in which it relates to the Catholic Reformation. This seminar, however, seeks to expand our understanding of the period and the artists who produced religious works and spaces by relating them more closely to issues of patronage, the local religious and artistic traditions that informed them, and
the styles and personalities of artists such as Michelangelo, Agnolo Bronzino, Francesco Salviati, Giorgio Vasari and his associates, and Giambologna.

REL 630 Textual Bodies in the Study of Religion  
Virginia Burrus

**LANGUAGES**

**ARB 101 Arabic I**  
TBA

**ARB 201 Arabic III**  
Manar Shabouk

**ARB 301 Arabic V**  
Manar Shabouk

**ARB 426/LIN 426/626 Structure of Standard Arabic**  
Rania Habib

This course offers a description of the structure of Standard Arabic. It deals with the phonology (sounds and letters), morphology (word parts/constituents), and syntax (sentence structure: how words form sentences) of Standard Arabic. Semantics (meaning of words, parts of words, and sentences) will be touched on when discussing the other three main aspects of the language. It also touches on social and historical issues related to the development of the Arabic language. Knowledge of Arabic is not a requirement.

**GRE 101 Ancient Greek I**  
Jeff Carnes

Greek 101 is a beginning course whose goal is the acquisition of reading knowledge of Ancient Greek. By the end of the year students will have mastered the basic grammatical structures of the language and will have a vocabulary of several hundred words. Since Ancient Greek is no longer a "living" language (i.e., there are no native speakers), the emphasis in the course is necessarily on reading. We do, however, make extensive use of oral and written exercises as an aid to the acquisition of reading knowledge. In addition, we devote time to the study of Greek culture (social, historical, and literary) via supplemental readings of both primary and secondary sources.  
(Counts towards the Classical Civilization Major and Minor.)

**GRE 310 Greek Prose Authors**  
Jeff Carnes  
(Counts towards the Classical Civilization Major and Minor.)

**GRE 620 - Language Training in Preparation for Research Using Greek**  
Jeff Carnes
HEB 101 Hebrew I
Michael Downie

HEB 201 Hebrew III
Erella Brown Sofer

HEB 301 Advanced Hebrew
Ken Frieden

LAT 101 Latin I
Matthieu van der Meer

Introduction to a language that served a tiny village on the Tiber River in Italy, then a massive empire that reached from the Atlantic to the Persian Gulf, from Scotland and Germany to Morocco and Sudan. Long after it ceased to be spoken, it served Europe as the international language of diplomacy, education, and professional skills, such as law, medicine, science, and theology into modern times. The Latin language will open your eyes to elements of world culture and history, increase your social, philosophical, and artistic understanding, and reveal the roots of language itself, including your own native language, whatever that may be.
(Counts towards the Classical Civilization Major and Minor and the Minor in Medieval and Renaissance Studies.)

LAT 201 Latin III
Matthieu van der Meer

This course will continue your introduction to a language that served a tiny village on the Tiber River in Italy, then a massive empire that reached from the Atlantic to the Persian Gulf, from Scotland and Germany to Morocco and Sudan. After the disappearance of the Roman Empire, it continued to serve Europe as the international language of diplomacy, education, and professional skills, such as law, medicine, science, and theology into modern times. The Latin language will open your eyes to elements of world culture and history, social, philosophical, and artistic understanding, and the roots of language itself, including your own native language, whatever that may be. In this course we’ll conclude our tour through Oerberg’s ‘Lingua Latina per se illustrata’ and move from there into selected readings (original or adapted) from various classical Roman authors (Caesar, Livy, Virgil). Our classes will for a significant part be conducted in Latin. The primary goal of this class is to enable you to actively use Latin, more than remaining a passive recipient.
(Counts towards the Classical Civilization Major and Minor and the Minor in Medieval and Renaissance Studies.)
LAT 310 Latin Prose Authors
Matthieu van der Meer

Acquisition of the skill to independently read and understand the classical Latin prose authors. Focus on the Catilinarian revolt as found in Sallust and Cicero. Training in ability to recognize their individual styles and rhetorical techniques. (Counts towards the Classical Civilization Major and Minor and the Minor in Medieval and Renaissance Studies by petition.)

Classical Civilization Major and Minor

Coordinator: Jeffrey S. Carnes, Associate Professor
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Since Classical Studies have traditionally played a central role in education they have left an indelible mark on the intellectual, political, and artistic development of Western Civilization. Countless authors, as diverse in time and place as Dante and Derek Walcott, have looked for inspiration to the classical tradition; political theorists and statesmen, including Thomas Jefferson and Alexander Hamilton, developed their political ideals through a close reading of ancient historians such as Polybius and Thucydides. Understanding the reception of classical texts and the ways subsequent generations adapted and modified classical ideals will grant students a greater degree of proficiency in civic and cultural history, and help them better understand the cultural politics of their own world.

Curriculum Requirements
The Minor in Classical Civilization requires 18 credits. At least 12 credits must come from courses numbered 300 and above; in addition, at least two courses must come from among the courses taught within the Classics program (those with the prefixes LAT, GRE, and LIT).

The Major in Classical Civilization requires 27 credits. No more than 9 credits may be selected from any one subject, and no more than 18 credits may be selected from any one department. At least 18 credits must come from courses numbered 300 and above; in addition, at least two courses must come from the courses taught within the Classics program (those with the prefixes LAT, GRE, and LIT).

List of Courses:
Other courses related to the ancient world may be substituted with the approval of the program director. Check this course catalogue.

- GRE 101/102/201/310/320/410/420 Ancient Greek
- LAT 101/102/201/310/320/410/420 Latin
- LIT 101 - Introduction to Classical Literature (Greek)
• LIT 102 - Introduction to Classical Literature (Latin)
• LIT 203 - Greek and Roman Epic in English Translation
• LIT 211 - Greek and Roman Drama in English Translation
• LIT 300.2 A Greek Odyssey (offered in Florence)
• LIT 421 - Classical Mythology
• ANT 141 - Introduction to Archaeology and Prehistory
• ANT 145 - Introduction to Historical Archaeology
• ANT 346 - Gender Through the Ages
• ANT 348 - History of Archaeology
• HST 210 - The Ancient World
• HST 310 - The Early Middle Ages
• HST 352 - History of Ancient Greece
• HST 353 - History of Ancient Rome
• HST 401 - Senior Seminar Roman Imperialism
• HST 401 - Senior Seminar Herodotus and the Persian Wars
• HOA 105 - Arts and Ideas I
• HOA 301 - Origins of Western Art
• HOA 302 - Greek Art and Architecture
• HOA 303 - Etruscans and Romans: Ancient Art and Society in Italy
• HOA 304 - Roman Art & Architecture
• LIN 201 - The Nature and Study of Language
• LIN 202 - Languages of the World
• PHI 111 - Plato's Republic
• PHI 307 - Ancient Philosophy
• PHI 415 - Roots of Western Civilization
• REL 205 - Ancient Greek Religion
• REL 206 - Greco-Roman Religion
• REL 217 - The New Testament
• REL 294 - Mythologies
• REL 309 - Early Christianities
• REL 421 - Classical Mythology (offered in Florence)

**Major and Minor in Classics**

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Why Study Classics?
First, Classics provides students with many fascinating intellectual opportunities. Because the range of Greek and Latin literature is so diverse, students interested in history, drama, poetry, political science, or philosophy, will find ample material to stimulate their curiosity. Moreover, students will develop the ability to read some of the most influential works of western literature in their original languages, and learn about cultures that are radically different from our own, yet at the same time provide the foundation of many modern ideas and institutions.
While not all Classics students wish to become classical scholars, a major in Classics is among the most impressive degrees to have when applying for a job in other fields. The work ethic required for success in the languages, the intellectually challenging nature of the grammar and syntax of Greek and Latin, and the interdisciplinary nature of the field are only a few reasons why Classics majors are highly respected and sought-after job candidates. Furthermore, because of the historical role of Classics in education many terms and concepts in various fields are derived from Greek or Latin. For these reasons, Classics majors often find employment in Law, Medical Sciences, Government/Politics, Writing and Journalism, and Education.

Why study Classics? To find a challenging and immensely rewarding field of study, and to explore the familiar yet foreign country that is our past.

Minor Requirements:
A minor in Classics consists of 18 credits in GRE and LAT courses, with at least 9 credits coming from upper-division courses. Courses from the approved list for Classical Civilization may be substituted up to a total of 3 credits with the approval of the Director.

Major Requirements:
Greek Emphasis
The Major in Classics with Greek Emphasis consists of 27 credits in Greek, with at least 18 credits coming from courses numbered 300 and above. Courses in Latin numbered 300 and above may be substituted up to a total of 6 credits. Courses from the approved list for Classical Civilization may be substituted up to a total of 6 credits with the approval of the Director.

Latin Emphasis
The Major in Classics with Latin Emphasis consists of 27 credits in Latin, with at least 18 credits coming from courses numbered 300 and above. Courses in Greek may be substituted up to a total of 9 credits. Courses from the approved list for Classical Civilization may be substituted up to a total of 6 credits with the approval of the Director.

**Minor in Medieval and Renaissance Studies**

Coordinator: Albrecht Diem, Associate Professor
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315-443-0785
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Office Hours: Tuesday 2:00-4:00 or by appointment

Medieval and Renaissance Studies explores the birth of our own familiar world while introducing students to an often alien and mysterious past. Students will embark an intellectual adventure through coursework that focuses on the advent of science, the voyages of discovery, the birth of democracy, the writings of the great poets from Dante to Shakespeare, the monumental achievements of artists such as Michelangelo and Rembrandt, the birth of print culture and censorship, monastic life, the Reformation, the
beginnings of capitalism and consumerism, as well as the power of city states. The minor is open to all undergraduates university-wide.

Curriculum Requirements
Please note: other courses related to topics in Medieval or Early Modern Studies may count towards the Minor by petition. Check this course catalogue.

I. Two courses (6 credits) from the group of courses listed below:
   - ARC 133 - Introduction to the History of Architecture I
   - ETS 113 - British Literature, Beginnings to 1789
   - ETS 121 - Introduction to Shakespeare
   - HOA 105 - Arts and Ideas I
   - HOM 165 - Understanding Music I
   - HOM 267 - European Music before 1800
   - HST 111 - Early Modern Europe, 1350-1815
   - HST 121 - Global History to 1750
   - HST 208 - Middle East since the rise of Islam
   - HST 211 - Medieval and Renaissance Europe
   - HST 213 - Africa: Ancient Times to 1800
   - HST 231 - English History
   - LAT 101 or LAT 102 or Latin 201
   - LIT 241 - Dante and the Medieval World
   - LIT 242 - Petrarch and the Renaissance World
   - LIT 245/ITA 245 - Florence and Renaissance Civilization
   - MHL 267 - European Music before 1800
   - REL 261: Faith and Reason in Islamic Thought and Civilization
   - REL 292/PHI 241: The Human and Divine in Christian and Muslim Philosophy

II. The remaining 12 credits must be courses at the 300 level or above.

   One upper division history [HST] course (3 credits) on a Medieval and/or Renaissance topic
   Three additional upper division courses (9 credits)
   No more than three courses (9 credits) upper or lower division may be taken in the same discipline.

Current list of Upper Division Courses in Medieval and Renaissance Studies. More courses may count towards the Medieval/Renaissance Minor by petition.
   - ARC 433 - French Architecture, Sixteenth and Seventeenth Centuries
   - FRE 411 - Moliere
   - HOA 312 - Romanesque Art
   - HOA 320 - Italian Renaissance Art
   - HOA 350 - Art in Eighteenth Century Europe
   - HOA 410 - Art and Ideology in Medieval Spain
   - HOA 412 - The Gothic Spell
   - HOA 420 - Fifteenth-Century Italian Art: Inventing the Renaissance
   - HOA 424 - Sixteenth-Century Italian Art and Identity