

## GK 9160B: GREEK ORATORY Athenian Funeral Orations

**Course Location:** Somerville House 3305  
**Course Times:** Th 2:30-5:30pm  
**Instructor:** Dr. Bernd Steinbock  
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**Office:** Lawson Hall 3210  
**Office Hours:** M 12:30-1:30 p.m.  
**Course Website:** owl.uwo.ca



IG I<sup>3</sup> 1162 (EM 10618) Athenian casualty list (Courtesy of the Epigraphical Museum, Athens); ca. 447 BC.

### COURSE DESCRIPTION:

What was it like to be an Athenian? The genre of the *logos epitaphios*, the Athenian funeral oration, delivered over the bones of the war dead by the city's leading statesman, is arguably one of our best sources for the Athenians' view of themselves and their city's past. Our goal is to appreciate this particular literary genre within its wider cultural and historical context. For this reason, the course is organized thematically. Topics discussed will include epideictic rhetoric, the civic and religious aspects of the Athenian state funeral ceremony, the archaeological evidence for the public funeral monuments, the concepts of Athenian democratic ideology and collective memory. Rather than focusing on one specific funeral oration, we will be reading selections from the various funeral orations that have come down to us, i.e. Lysias' *epitaphios* for those who fell during the Corinthian War (c. 391 BC), the spoof funeral oration in Plato's *Menexenus* (c. 386 BC), the fragments of Gorgias' *epitaphios*, Demosthenes' funeral oration for the fallen at Chaeronea (338 BC), Hyperides' funeral oration for the dead of the Lamian War (322 BC)

### LEARNING OUTCOMES:

At the completion of this course successful students

- will be familiar with the genre of the Athenian public funeral orations and their material, cultural and historical context. They will understand the most important scholarly issues and debates surrounding this particular genre of epideictic rhetoric.
- will have practiced and improved their ability to read Greek, gaining familiarity with the stylistic features of the genre of the *logos epitaphios* in particular and Classical Greek oratory in general.
- will have practiced and developed their scholarly research and writing ability, which will be useful not only for future academics, but in a variety of careers.
- will have read, evaluated, and critiqued both primary and secondary sources, communicating their views orally and in writing. In the process students will have developed their critical reading and thinking skills as well as their oral and written communication skills.
- will have practiced public speaking in their presentations, which will be useful for future academics as practice for conference presentations as well as teaching. Public speaking skills are also useful in a variety of other professions.

### REQUIRED BOOKS:

Given the thematic organization of the course and the general lack of suitable texts with commentaries, the primary and secondary readings for each week will be made available on the course website on OWL.

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**RECOMMENDED BOOKS:**

I will scan the assigned passages from each funeral oration and make them available on OWL. For those students who would like to own their own copies, the bookstore has ordered the following:

Rydberg-Cox, Jeffrey A. (ed.), *Lysias: Selected Speeches 1,2,3,4 and 24*. Newburyport: Focus Publishing, 2003 (ISBN 1585100293).

I will also provide the relevant passages from commentaries as far as they are available for each week on OWL.

**EVALUATION:**

Preparation and Participation:	10%
Leading of Discussion Session:	5%
Midterm Test	20% [February 14]
1-Page Abstract:	5% [due on March 7]
Annotated Conference Paper (20 min.):	30% [10% for presentation; 20 % for final version]
Final Exam :	30% [April 11]

**NOTES ON GRADE COMPONENTS:**

1. Students are expected to **prepare** 3-6 pages of Greek text per week, including translation and grammar explanation with the help of the commentaries on Perseus and our course website on OWL. Students will translate in class and discuss questions of morphology and syntax. Even though we will not be able to translate all of the assigned text in class, the entire assignment is eligible for the translation tests.
2. We will concentrate our study of the Athenian funeral orations around a number of special **discussion topics** (see detailed syllabus). The **discussion sessions** are based upon particular passages in the orators and are meant to deepen our understanding of various aspects of the genre of the Athenian funeral orations through selected articles and further ancient sources to be read by every student as part of the weekly reading assignment. **Students** will pick **one** of these discussion topics, **present a critical summary** of the assigned articles (**15 min**), **generate questions** and **function as experts** in the ensuing class discussion.
3. The **Midterm Test** and the **Final Exam** will consist of passages selected from the assigned translations, for translation and commentary, and feature a sight-reading passage (worth 20% of the in-class test and final exam, respectively).
4. As final project each student will prepare a **20 min.-long conference paper** on a topic of his/her own choosing. The paper should be thoroughly researched with proper references and detailed documentation in the footnotes (ca. 1800 words plus footnotes). A **1-page abstract**, outlining the project and detailing its main thesis, is due on March 7. For tips, see <https://classicalstudies.org/annual-meeting/suggestions-authors-abstracts-program-committee> . For the presentation, every student will prepare a short **handout**, which contains the one-page abstract, a short bibliography and the main passages to be discussed in the paper. All translations in the handout and the paper should be your own, but you are allowed to draw on standard published translations. The handout must be made available at least **24 hours before** the presentation (either electronically or by putting a copy into everybody's mailbox). This will stimulate class discussion and improve feedback. The final version of this paper is due on April 17, 2018.
5. **Note:** With 19 students currently enrolled in this course, this will be an unusually large graduate class. Consequently we will have to make several adjustments. Every week we shall have two or three students serving as experts for the readings under discussion. To give everybody a fair share of time for presenting and discussing their 20-minute conference paper, we will be holding three rather than two conference sessions.

**POLICIES AND PROCEDURES:**

1. If you miss an exam due to illness or provable personal crisis, **you must contact the instructor within 48 hours**.
2. Those who miss classes or parts of classes remain responsible for material they have missed. Students are encouraged to form study groups in order to assist each other in preparing for tests and for discussion of assigned readings.
3. There is no extra credit in this course; there will be no re-weighting of the course components.

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**CLASS COMMUNICATION:**

Class will be notified of any class cancellations, room changes and other special announcements via the course website on OWL.

**PLAGIARISM:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

**UWO ACCESSIBILITY POLICY:** Western has many services and programs that support the personal, physical, social and academic needs of students with disabilities. For more information and links to these services: <http://accessibility.uwo.ca/>

**MENTAL HEALTH:** Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

**DEPARTMENTAL ACCOMMODATION POLICY:**

Staying healthy – physically and mentally – is an essential part of achieving your academic goals. There are many resources on campus available to help you maintain your health and wellness (start here: <http://wec.uwo.ca/> and <https://www.uwo.ca/health/>). Please contact the Graduate Chair if you have any concerns about health or wellness interfering with your studies.

If academic accommodation should become necessary at any point, students should contact their course instructor(s) and/or supervisor, as appropriate. Students should also contact the Graduate Chair in most cases, and especially if accommodation is needed for:

- more than one course
- more than one week
- any tests, exams, and/or assignments worth 10% or more of a final grade
- any program milestone (comprehensive exams, thesis, etc.)

In these cases, the Graduate Chair may request that a student work with Student Accessibility Services (<http://www.sdc.uwo.ca/ssd/>) to arrange a plan for accommodation (see SGPS Regulation 14: [http://www.grad.uwo.ca/current\\_students/regulations/14.html](http://www.grad.uwo.ca/current_students/regulations/14.html)).

**STUDENT ACCESSIBILITY SERVICES (SAS):**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

For more information, see <http://www.sdc.uwo.ca/ssd/>

**HOW TO PREPARE FOR CLASS:**

1. Use the grammatical and historical commentaries, provided for each week on OWL, especially:

Flower & Marincola 2002 = Flower, Michael A. & Marincola, John (eds.), *Herodotus, History. Book 9* (Cambridge 2002)

Herrman 2009 = Judson Herrman (ed.), *Hyperides Funeral Oration: Edited with Introduction, Translation, and Commentary* (Oxford 2009).

Hornblower 1991 = S. Hornblower, *A Commentary on Thucydides. Volume I. Books I-III* (Oxford 1991)

Rusten 1989 = J. S. Rusten, *Thucydides The Peloponnesian War Book II* (Cambridge 1989)

Todd 2007 = S. C. Todd, *A Commentary on Lysias, Speeches 1-11* (Oxford 2007)

2. Read the secondary reading for each week's discussion topic

**SYLLABUS:**

**1. Jan. 10: The *epitaphios logos* and the Athenian public funeral ceremony: Introduction**

- a. Lysias 2.1-2 (1 page)
- b. Demosthenes 60.1-2 (1 page)
- c. Thucydides 2.34-35 (1.5 page)
- d. Plato *Menexenus* 234-235 (2.5 pages)
- e. Todd 2007: 210-12
- f. Rusten 1989: 135-141
- g. Hornblower 1991: 292-97
- h. Discussion: Judson Herrman, *The Athenian Funeral Orations: Translation, Introduction and Notes* (Newburyport, MA 2004), 1-9
- i. Discussion: Nicole Loraux, *The Invention of Athens: The Funeral Oration in the Classical City*, trans. A. Sheridan (Cambridge 1986), 1-20, 341-349

**2. Jan. 17: The *epitaphios logos* and epideictic rhetoric: Gorgias**

- a. Gorgias F6 DK (1.5 pages) → use the list of rhetorical figures in Smyth, pp. 671-683, the following Sentence Schema and Pritchett 1975: 98-100 (included) to identify the Gorgianic Rhetorical Figures
- b. Gorgias F6 DK Sentence Schema
- c. Lysias 2.67-71 (1 page)
- d. Todd 2007: 266-272
- e. Arist. *Rh.* 1358b trans. Kennedy
- f. Discussion: Denniston, J. D. *Greek Prose Style* (Oxford 1952), 9-13
- g. Discussion: MacDowell, D. M. (ed.) *Gorgias Encomium of Helen. Edited with Introduction, Notes and Translation* (Bristol 1982), 18-19

**3. Jan. 17: The *epitaphios logos* and democratic ideology: nobility of the demos**

- a. Lysias 2.17-20 (1 page)
- b. Demosthenes 60.3-6 (1 page)
- c. Plato *Menexenus* 237a -239a (2.5 pages)
- d. Thucydides 2.36-37 (1 page)
- e. Todd 2007: 226-230
- f. Rusten 1989: 142-148
- g. Hornblower 1991: 297-303

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- h. Discussion: Rosalind Thomas, *Oral Tradition and Written Record in Classical Athens* (Cambridge, New York 1989), 196-221
- i. Discussion: Nicole Loraux, *The Invention of Athens: The Funeral Oration in the Classical City*, trans. A. Sheridan (Cambridge 1986), 192-202, 419-423
- 4. Jan. 31: The *epitaphios logos* and Athenian social memory I: Marathon as charter myth**
- Lysias 2.20-26 (2 pages)
  - Plato *Menexenus* 239c-240e (2.5 pages)
  - Demosthenes 60.10-12 (1 page)
  - Todd 2007: 230-234
  - Discussion: Gehrke, Hans-Joachim, "Mythos, History, and Collective Identity: Uses of the Past in Ancient Greece and Beyond," in Nino Luraghi (ed.), *The Historian's Craft in the Age of Herodotus* (Oxford 2001), 286-313.
  - Discussion: Walters, K. R. "We fought alone at Marathon': Historical Falsification in the Attic Funeral Oration," *RhM* 124 (1981) 204-211
- 5. Feb. 7: The *epitaphios logos* and Athenian social memory II: the mythical past**
- Lysias 2.3-10 (2 pages)
  - Plato *Menexenus* 239a-c (1 page)
  - Demosthenes 60.6-9 (1 page)
  - Herodotus 9.27 (1 page)
  - Todd 2007: 212-220
  - Flower & Marincola 2002: 152-158
  - Discussion: Proietti, Giorgia, "Beyond the 'Invention of Athens.' The 5<sup>th</sup>-century Athenian 'Tatenkatalog' as example of 'Intentional History.'" *Klio* 97 (2015) 516-538
  - Discussion: Mills, Sophie, "Making Athens Great Again" (forthcoming)
- 6. Feb. 14: Midterm Test**
- 7. Feb. 21: Reading Week**
- 8. Feb. 28: Feb. 7: The *epitaphios logos* in Thuc. 2.35-46: Whose speech is it, Pericles' or Thucydides'? What is its function in Thuc.'s work?**
- Dionysius of Halicarnassus *De Thuc.* 18 (Loeb)
  - Thucydides 2.38-42.2; 45-46 (2.5 pages)
  - Rusten 1989: 148-179
  - Hornblower 1991: 294-316
  - Discussion: Ziolkowski, John E. Thucydides and the Tradition of Funeral Speeches at Athens (New York 1981), 1-12, 57, 174-207
  - Discussion: Bosworth, A. B. "The Historical Context of Thucydides' Funeral Oration," *JHS* 120 (2000) 1-16
- 9. March 7: The ritual and material context of the *epitaphios logos*: public funeral monuments**
- IG I<sup>3</sup>* 1147
  - IG I<sup>3</sup>* 1162
  - IG I<sup>3</sup>* 1163
  - IG I<sup>3</sup>* 1179
  - CEG* 5, 6, 10
  - Lysias 2.58-66 (2 pages)
  - Todd 2007: 257-266

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- h. Bowie, E. "Epigram as Narration," in M. Baumbach, A. Petrovic, I. Petrovic (eds.), *Archaic and Classical Greek Epigram* (Cambridge 2010), 369-372
- i. Discussion: Low, Polly "The Monuments to the War Dead in Classical Athens: Form, Context, Meanings." In P. Low & G. Oliver, eds., *Cultures of Commemoration: War Memorials, Ancient and Modern* (Oxford 2012), 13-40.
- j. Discussion: Arrington, Nathan T., "Inscribing Defeat: The Commemorative Dynamics of the Athenian Casualty Lists," *ClAnt* 30 (2011) 179-212.

**10. March 14: The *epitaphios logos* and the politics of remembrance: creation of a communal memory**

- a. Hyperides 9-19 (2 pages)
- b. Demosthenes 60.15-24, 32-37 (4 pages)
- c. Herrman 2009: 75-85
- d. Herrman 2009: 1-26
- e. Discussion: Shear, Julia L., "'Their Memories Will Never Grow Old': The Politics of Remembrance in the Athenian Funeral Orations," *CQ* 63 (2013) 511-36.

**11. March 21: Conference Paper Presentation I: The *epitaphios logos* as literature**

**12. March 27: Conference Paper Presentation II: The *epitaphios logos* and Athenian history**

**13. April 3: Conference Paper Presentation III: The *epitaphios logos* as socio-political institution**

**14. April 11: Final Exam**

N.B. This syllabus is subject to revision if necessary