



Department of Classical Studies

CS 9000: Core Course III Greek and Roman History

Course Outline

Course Details

The purpose of this course is to introduce students to the major scholarly approaches and questions of the discipline of Classics and to provide a broad perspective on the discipline as a whole, through the examination of selected texts and objects drawn from material culture. Students will be exposed to the theoretical framework for each subject, while engaging in a close scrutiny of selected examples (texts and artifacts).

The subject areas of the course include:

- I. Greek and Roman History**
- II. Greek and Roman Archaeology
- II. Greek and Latin Literature

Contact Details

Instructor: Dr. Debra Nousek
Office: Lawson 3208
Email: dnousek@uwo.ca
Office Hours: TBD

Email is the best way to get in touch with me, but I am sometimes in my office as well; if the door is ajar or open, please feel free to stop by.

Class Meetings

The course meets Wednesdays from 1:30-4:30 p.m. in Lawson 3220. If public health advice or university policy requires the course to switch to a remote mode of delivery, we will use Zoom.

Course Texts and Resources

The material to be studied will be supplied by the faculty member responsible for each module. For the most part, these will be available as pdfs in OWL. Primary sources are readily available in the Loeb Classical Library, to which Western maintains a digital subscription; you can use other translations of the primary sources if you have them, but the Loeb versions will be the ones used on the test. The course will be held for three hours each week. Following each module there will be an examination. There will be no final cumulative examination for the course. **The examination for this section of CS 9000 will take place on November 9, 2022 at 1:30 p.m.).**

Grade Assessment

Students will be evaluated based on the following components:

1. Active class participation: 25%
2. Final exam: 75%

Course Policies

Attendance and Assigned Readings

Attendance for this course is required. If you need to miss class for any reason, please contact me in advance. Not only is attendance important for learning the material of the course, but it also allows you to develop your skills in actively engaging in discussion. Students are expected to have read in advance all materials assigned for a particular class session.

Class Participation

Each week, you should come to class prepared to give a three-to-five-minute presentation on the aspect of the primary or secondary reading you found most interesting. You do not need to have any slides or a handout prepared. Your goal for this component of the course is merely to report to the class on one aspect of the readings that caught your attention. This can be a close reading of a short passage, an idea for a research project, a comparative analysis of something from outside the assignment, an argument for a textual emendation, or any other thing you think will be interesting and relevant. I will call on students in alphabetical order by last name, and the one who goes first will rotate alphabetically each week so that we don't always have the same student going first. I will also prepare something to report, and I'll go last. There will be time for discussion after each presentation, and after everyone, including me, has had a turn, there will be a chance for general discussion as well. Your participation grade will be based on your informal presentations as well as your participation in the discussion of other participants' presentations, and, generally, I will give you full credit if you make a good-faith effort to be engaged in class.

Course Objectives

The overall goal of this course segment is to introduce students to the tools, resources, and fundamental concepts of, and approaches to, ancient history as practiced in the field of Classics. Students will gain an understanding of key texts, both primary and secondary, that are essential for the study of ancient history.

Learning Outcomes

At the end of this course students will be familiar with the basic tools and resources for studying ancient history and historiography. Students in the PhD program, or considering applying to the PhD program at Western will have a basic set of resources to help prepare for the Comprehensive Exams. Students will have developed their skills in reading and critiquing scholarly arguments. Students will have learned how to use the major collections of historical sources for studying ancient history.

Important Policies for all Western Courses

Plagiarism and Academic Dishonesty

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).

Policy on Accommodation for Medical Illness

Students seeking academic accommodation on medical grounds for any missed tests, exams and/or assignments worth 10% or more of their final grade must apply to the Office of the Dean of their home faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

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/students/index.htm>

Schedule of Readings and Seminar Topics

(Note: primary and secondary readings must be completed in advance of each class meeting)

Week 1 (September 14) Introduction to the Core Course; introduction to ancient history

Seminar Topics: introductions; definition of history; history of the discipline; periodization and fundamental concepts; sources, scholarly approaches, and resources.

Reading Assignment:

1. Schaps, David. 2011. "History," in *Handbook for Classical Research*. Routledge. 155-174.
2. North, J.A. 2009. "Ancient History Today," in *A Companion to Ancient History* (ed. A. Erskine). Wiley. 89-98.
3. Pitcher, Luke V. 2009. "Writing about History in the Ancient World," in *Writing Ancient History*, I. B. Tauris. 1-24.

Week 2 (September 21) Greek history and historiography I: Herodotus

Seminar Topic: The origins of historiography; predecessors and contemporaries; Herodotus and his work; origins of literary history; methods, structure, ideology

Reading Assignment:

1. Hdt. 1.1-94 (preface, *logos* of Solon and Croesus); Hdt. 5.91.2-92h (Thrasylbulus anecdote)
2. Pelling, C.B.R. 2002. "Truth and Fiction in Plutarch's Lives," in id. *Plutarch and History: Eighteen Studies*, 143-70 (required: 143-52; the rest of the article is optional)
3. Fowler, Robert, 2006. "Herodotus and His Prose Predecessors," in: Dewald, Marincola (edd.), *The Cambridge Companion to Herodotus* (Cambridge, New York), 29-45 .
4. Forsdyke, Sara, 1999. "From Aristocratic to Democratic Ideology and Back Again: The Thrasylbulus Anecdote in Herodotus' *Histories* and Aristotle's *Politics*," *Classical Philology* 94: 361-372

Week 3 (September 28) Greek history and historiography II: Thucydides

Seminar Topic: Thucydides' aims as a historian; comparisons and contrasts with Herodotean historiography; war monographs; speeches and narrative; unique features of Thucydides' *History*

1. Thuc. 1.1, 1.21-23, 3.69-85, 5.26, 5.84-116
2. Rusten, Jeffrey S., "Thucydides and His Readers," in Jeffrey S. Rusten (ed.), *Thucydides* (Oxford 2009), p. 1-28
3. Hornblower, S. 1994. "Narratology and Narrative Techniques in Thucydides," in id. ed., *Greek Historiography* (OUP), pp. 131-66.

Week 4 (October 05) History without Historians: alternative sources for history

Seminar Topic: non-historical genres (e.g., biography, geography); epigraphy; numismatics; practical analysis of non-textual sources.

Reading Assignment:

1. Schaps 2011, Chapter 16 "Numismatics." 200-214.
2. Schaps 2011, Chapter 17 "Epigraphy." 215-234.
3. Stadter, Philip. 2007. "Biography and History," *Companion to Greek and Roman Historiography* [hereafter = *CGRH*] 528-540.
4. Engels, Johannes. 2007. "Geography and History," *CGRH* 541-552.

Week 5 (October 12) Roman History and Historiography

Seminar Topic: periodization and fundamental concepts; *res publica*, nobility, Roman imperialism, *principatus*, Roman empire, etc.); sources, scholarly approaches to Roman history; working with fragmentary texts.

Reading Assignment:

1. Flower, H., 2010. "Introduction: Periodization and the End of the Roman Republic," in id. ed., *Roman Republics* (Princeton University Press), 3-17.
2. Flower, H., 2010. "Toward a New Paradigm: Roman Republics," in id. ed., *Roman Republics* (Princeton University Press), 18-34.
3. Morstein-Marx, R. 2009. "Political History," in A. Erskine, ed., *A Companion to Ancient History* (Wiley), 99-111.
4. Selected Fragments of Early Roman Historians:
 - a. Testimonium: Cic. *De Or.* 2.51-53
 - b. Fabius Pictor: F3, F6, F22
 - c. Cato: F2, F76
 - d. Calpurnius Piso: F7
 - e. Coelius Antipater: F8, F36
5. Wiseman, T.P. 2007. "The Prehistory of Roman Historiography," *CGRH* 67-75.
6. Beck, H. 2007. "The Early Roman Tradition," *CGRH* 259-65.

* The numbering systems for fragments can be confusing; it's difficult to find the text you're looking for without a concordance among editions. We'll be using the numbers from *The Fragments of the Roman Historians* (2013), ed. T. J. Cornell. For convenience I'll upload the texts to OWL for you.

Week 6 (October 19) Roman Historiography: History or Literature? Part I: Caesar and Sallust

Seminar Topic: How to study Roman historiography; the Wiseman/Woodman approach and its critics; Sallust's worldview; the problem of authorial intention; traditional and postmodern readings of selected passages of Sallust's *Bellum Catilinae* (beginning, Crassus episode, ending).

Reading Assignment:

1. Feldherr, A. 2009. "Introduction," in id., ed., *The Cambridge Companion to the Roman Historians* (CUP), 1-8.
2. Batstone, W. W. 2009. "Postmodern Historiographical Theory and the Roman Historians," in A. Feldherr, ed., *The Cambridge Companion to the Roman Historians* (CUP), 24-40.
3. Lendon, J. E. 2009. "Historians without History," in A. Feldherr, ed., *The Cambridge Companion to the Roman Historians* (CUP), 41-62.
4. Caesar, *BC* 1.1-23
5. Raaflaub, K. 2009. "*Bellum Civile*," in M. Griffin, ed., *A Companion to Julius Caesar* (Wiley), 175-191.
6. Sallust, *Cat.* 1-13, 47-49, 58-61
7. Feldherr, Andrew. 2007. "The Translation of Catiline," *CGRH* 385-90.

Week 7 (October 26) Roman Historiography: History or Literature? Part II: Livy and Tacitus

Seminar Topic: *Annales* in the late Republic and empire; Livy's worldview and style (analysis: Manlius Torquatus episode); history-writing and the *princeps*; Tacitus' worldview and style (analysis: Tacitus' characterization of Tiberius).

Reading Assignment:

1. Livy's *praefatio*
2. Claudius Quadrigarius F6 (=Gell. *NA* 9.13) and Livy 7.9-11; Livy 7.10.1-8 (with Oakley commentary) in Latin.
3. von Albrecht, Michael. 1989. "Sullan and Augustan Historiography: Claudius Quadrigarius and Livy," in *Masters of Roman Prose from Cato to Apuleius* (Francis Cairns pub.), 86-101.
4. Woodman, A. J. 1988. "History and Alternative Histories," in *Rhetoric in Classical Historiography*. 160-196 (notes are 191-96).
5. Tacitus, *Ann.* 1.1-15, 6.51, 14.1-12 (see also [this comparison](#) with Suetonius' account)
6. Matthews, John. 2007. "The Emperor and his Historians," *CGRH* 290-304.

Final Exam: November 9 (3 hours)

Note: this schedule is subject to revision if necessary.