

THE UNIVERSITY OF WESTERN ONTARIO DEPARTMENT OF CLASSICAL STUDIES

CS 9000 Core Course 2023-2024

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 Latin Literature
- II. Greek and Roman History and Historiography
- III. Greek and Roman Archaeology and Material Culture

The material to be studied will be supplied by the faculty member responsible for each module. The course will be held for three hours each week. Following each module (based upon both Greek and Roman material) there will be an examination. There will be no final cumulative examination for the course.

Section II– Greek and Roman History and Historiography

Course Location:	see course website on OWL
Course Times:	see course website on OWL
Instructor:	see course website on OWL
Email:	bsteinbo@uwo.ca
Office:	Lawson Hall 3210
Office Hours:	W 12:00 -1:00 pm or by appointment
Course Website:	owl.uwo.ca

OBJECTIVE:

Our objective for this portion of the Core Course is two-fold:

- A) Content: In the first half of each session, we will try to gain a broad basic understanding of important subfields of Greek/Roman history and historiography
- B) Methodology: In the second half of each session, we will focus on one particular scholarly approach to problems in ancient history or historiography by critically examining an exemplary scholarly article)

EVALUATION:

At the end of this eight-week-long segment of the Core Course, students will receive a grade, which constitutes 33% of their final grade. The grade components of this Core Course segment are as follows:

1. Short Quizzes: 10%
There will be a number of short quizzes on the reading assignments of the respective week.
2. Participation: 20%
Class sessions will comprise lecturing, translating and class discussion. Students are expected to complete all translation and reading assignment, answer study questions (if provided), and to participate fully in class-discussion.
3. 2.5-hour Exam [January 31]: 70%
The exam will consist of translation (20%) and questions pertaining to the readings, lectures and class discussion (80%).

SYLLABUS:

November 15: Session 1 – Greek History:

Opening Discussion: What does Classics as a discipline mean to you?

Content: periodization and fundamental concepts (palace society, polis, Athenian democracy, etc.)

Methodology: What is history? How to do history? History of the discipline (history as the past, as practice, as narrative); sources; scholarly approaches; *Quellenforschung*

Assignment:

A.) Content:

Pomeroy Sarah B. (et al.), *Ancient Greece. A Political, Social, and Cultural History* (Oxford, New York; 2008²), p. vii-xi

B.) Methodology:

Hall, Jonathan. *A History of the Archaic Greek World, Ca. 1200-479 BCE*. (Malden, MA; 2007), p. 1-16, 282-289
Study questions

November 22: Session 2 – Greek Historiography: Herodotus

Content: Herodotus' method and objective (Hdt. 1.1-5); Herodotean question; predecessors and contemporaries (Homer; Hecataeus; Athenian tragedy; medical writers; sophists); Jacoby *FGrHist* (=BNJ); Herodotus' worldview

Methodology: Social memory approach: Herodotus' craft: social memory, and democratic ideology: The Thrasybulus Anecdote (Hdt. 5.92.e-h)

Assignment:

A.) Content:

Hdt 1.1-5 (In translation; only Preface and 1.5.3 in Greek)

Sheets, George A. (ed.), *Herodotus Book I* (Bryn Mawr, PA; 1993), p. 1-7

Hecataeus *FGrHist* (=BNJ) 1 T1-5, F1, F19 (F1 and F19 in Greek)

Flower, Michael A. and Marincola, John, *Herodotus. Histories. Book IX* (Cambridge 2002), p. 1-3

Fowler, Robert, "Herodotus and His Prose Predecessors," in: Dewald, Marincola (edd.), *The Cambridge Companion to Herodotus* (Cambridge, New York 2006), p. 29-45

B.) Methodology:

Hdt. 5.91.2-92.a; 5.92.e-h (In translation; only Hdt. 5.92 z-h2 in Greek)

Forsdyke, Sara, "From Aristocratic to Democratic Ideology and Back Again: The Thrasybulus Anecdote in Herodotus' *Histories* and Aristotle's *Politics*," *CP* 94 (1999) 361-372

Study questions for session 2

November 29: Session 3 – Greek Historiography: Thucydides

Content: Thucydides' method and objective (Thuc. 1.1, 1.21-23); Thucydidean question; speeches and events; particular vs universal; dating system; Thucydides' worldview

Methodology: Traditional philological-historical method: Plataea's relations with Thebes, Sparta and Athens

Assignment:

A.) Content:

Thuc. 1.1, 1.21-22, 1.23.5-6, 5.26 (In translation; Thuc. 1.1; 1.22, 1.23.5-6 in Greek)

Howard D. Cameron, *Thucydides Book I. A Students' Grammatical Commentary* (Ann Arbor 2003), p. 18-19, 41-6

Rusten, Jeffrey S., "Thucydides and His Readers," in Jeffrey S. Rusten (ed.), *Thucydides* (Oxford 2009), p. 1-28

Pelling, Christopher, "Thucydides' Speeches," in Jeffrey S. Rusten (ed.), *Thucydides* (Oxford 2009), p. 176-87

B.) Methodology:

Study questions

Thuc. 2.71, 3.55-56.2, 3.63.1-4 (In translation and 2.71.2 in Greek)

Hornblower, Simon, *A Commentary on Thucydides. Vol. I. Books I-III* (Oxford 1991), 357-9, 444-51, 458

Hammond, N.G.L., "Plataea's Relations with Thebes, Sparta and Athens," *JHS* 112 (1992) 143-50

December 6: Session 4 – Greek Epigraphy:

Content: Introduction to Greek Epigraphy. Forms and functions of inscriptions; reading inscriptions. publishing inscriptions. Examples: early graffiti ('Nestor's Cup'); dedication (memorial of Callimachus); funerary inscriptions (Athenian Casualty List, c. 447); Athenian decree (Prospectus of the Second Athenian League, 378/7)

Methodology: Source analysis of inscription: The "Decree of Themistocles"

Assignment:

A.) Content:

Study Questions

Schaps, David M. *Handbook for Classical Research* (New York 2011), 217-234 (Chapter on Epigraphy)

Attic and Ionic Alphabet in Woodhead *The Study of Greek Inscriptions*, 1981: 21

Attic Alphabet in Osborne & Rhodes *Greek Historical Inscriptions 478-404 BC*, 2017 xxvii

Graffiti: 'Nestor's Cup' (ML 1)

Photo of ML 1

Photo of reconstruction drawing

Translation of ML 1 by Faraone *ClAnt* 15 (1996) 78

Dedication: Memorial of Callimachus (IG I³ 784 = ML 18)

Memorial of Callimachus (ML 18)

Photo of ML 18

Photo of squeeze of ML 18

Translation of ML 18 by Catherine Keesling, "The Callimachus Monument on the Athenian Acropolis (*CEG* 256) and Athenian Commemoration of the Persian Wars" in M. Baumbach, I. Petrovic, and A. Petrovic, eds., *Archaic and Classical Greek Epigram* (Cambridge 2010), 109.

Funerary Inscription: Athenian Casualty List, c. 447 (OR 129 = IG I³ 1162)

Photo of IG I³ 1162

Translation of IG I³ 1162 (Attic Inscriptions Online)

Athenian Decree: Prospectus of the Second Athenian League, 378/7 (RO 22)

Photo of RO 22

B.) Methodology:

- Johansson, Mikael. "The Inscription from Troizen: A Decree of Themistocles?" *ZPE* 137 (2001): 69-92
Jameson, Michael H. "A Revised Text of the Decree of Themistokles from Troizen." *Hesperia* 31 (1962) 310-315.
Themistocles Decree translation
Photo of Themistocles Decree

January 10: Session 5– Roman History and Early Historiography

Content: Periodization and fundamental concepts (*res publica*, nobility, Roman imperialism, *principatus*, Roman empire, etc.); sources; scholarly approaches to Roman History

Methodology: How to study fragmentary early Roman historians. Origins, character and development of Roman historiography: Cicero's theory vs. the actual fragments of Fabius Pictor, Cato, Piso and Coelius Antipater. Popular and elite sources, senatorial genre, *memoria*, *annales* and *historiae*, etc.

Assignment:

A.) Content:

- Potter, David, *Ancient Rome. A New History* (New York 2009), p. 5-8
Morstein-Marx, Robert "Political History," in A. Erskine (ed.) *A Companion to Ancient History* (Blackwell Companions to the Ancient World, Malden, MA, 2009) 99-111

B.) Methodology:

- Selected fragments of Early Roman Historians (Testimonium: Cic. *De Or.* 2.51-53 (In Latin and in translation); FRH 1 (Fabius Pictor) F1, F5, F9, F31; FRH 3 (Cato) F1.2; F4.7a; FRH 7 (Calpurnius Piso) F7; FRH 11 (Coelius Antipater) F11, F46): (In translation)
Wiseman, T.P., "The Prehistory of Roman Historiography" in J. Marincola (ed.) *A Companion to Greek and Roman Historiography* 1 (Blackwell Companions to the Ancient World, Malden, MA, 2007) 67-75
Beck, Hans, "The Early Roman Tradition" in J. Marincola (ed.) *A Companion to Greek and Roman Historiography* 1 (Blackwell Companions to the Ancient World, Malden, MA, 2007) 259-65

January 17: Session 6 – Roman Historiography: History or Literature (Part I): Sallust

Methodology for Session 7 and 8: How to study Roman historiography: the Wiseman/Woodman approach and its critics

Content: Sallust's worldview and style; authorial intention;

Methodology: traditional and postmodern readings of selected passages of Sallust's *Bellum Catilinae* (beginning, Crassus episode, ending)

Assignment:

A.) Methodology for Session 7 and 8:

- Feldherr, Andrew, "Introduction," in A. Feldherr (ed.), *The Cambridge Companion to the Roman Historians* (Cambridge 2009), p. 1-8
Batstone, William W., "Postmodern Historiographical Theory and the Roman Historians," in A. Feldherr (ed.), *The Cambridge Companion to the Roman Historians* (Cambridge 2009), p. 24-40
Lendon, J. E., "Historians without History: Against Roman Historiography," in A. Feldherr (ed.), *The Cambridge Companion to the Roman Historians* (Cambridge 2009), p. 41-62

B.) Content:

- Sall. *BC* 1-13, 47-49, 58-61 (In translation; only Sall. *BC* 3 in Latin)
Woodman, Anthony J. & Kraus, Christina S., *Latin Historians* (Oxford 1997), p. 10-21

C.) Methodology:

- Batstone, William W., "Postmodern Historiographical Theory and the Roman Historians," in A. Feldherr (ed.), *The Cambridge Companion to the Roman Historians* (Cambridge 2009), p. 31-32, 35-36, 38-39
Study questions to Sallust

January 24: Session 7 – Historiography: History or Literature (Part II): Livy and Tacitus

Content: Livy's worldview and style; authorial intention;

Methodology: *Quellenforschung*: Livy's reworking of Claudius Quadrigarius' Manlius Torquatus episode

Content: Tacitus' worldview and style; authorial intention;

Methodology: psychological approach: Tacitus' characterization of Tiberius

Assignment:

A.) Content:

Livy's *Preface* (In translation)

Woodman, Anthony J. & Kraus, Christina S., *Latin Historians* (Oxford 1997), p. 51-56

B.) Methodology:

Quadrigarius fr. 10b PETER (= Aul. Gell. *Noc. Att.* 9.13) and Liv. 7.9-11 (In translation; only Liv. 7.10.1-8 in Latin)

Study questions to Livy

C.) Content:

Tac. *Ann.* 1.1-15, 6.51 (In translation; only Tac. *Ann.* 1.1., 1.4, 6.51.3 in Latin)

Grant, Michael, "Translator's Introduction," in Tacitus, *The Annals of Imperial Rome* (London 1996), p. 7-28

D.) Methodology:

Woodman, Anthony J. & Kraus, Christina S., *Latin Historians* (Oxford 1997), p. 103-109

Study questions to Tacitus

January 31: 2.5 hour exam (during class time)

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

POLICIES AND PROCEDURES:

1. Students should note that missed quizzes will be counted as zeroes. Make-ups will be granted **only** if you contact the instructor in advance or within 24 hours. The make-up will be scheduled as soon as possible after the missed quiz or assignment, usually before the next class.
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.

CLASS COMMUNICATION:

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

NOTE FROM THE DEAN OF ARTS and HUMANITIES: You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an antirequisite course. Lack of prerequisites may not be used as basis of appeal. If you are not eligible for a course, you may be removed from it at any time, and you will receive no adjustment to your fees. These decisions cannot be appealed.

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. Using texts written by an artificial intelligence generative system as one's own also falls under the definition of plagiarism (e.g., by entering a prompt into an artificial intelligence tool, such as ChatGPT, and using the output in a paper). Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

SCHOLASTIC OFFENCES:

In this course, students are permitted to use AI tools (such as Chat GPT) exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, however students are expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments should reflect the students' own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

STATEMENT ON THE USE OF PLAGIARISM-CHECKING SOFTWARE: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

ACADEMIC CONSIDERATION FOR ABSENCES

Please note that Western's policy on academic consideration is currently being reviewed and may change before this course begins. The policy as it is now can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

Students seeking academic consideration for any missed tests, exams and/or assignments worth 10% or more of their final grade must apply to the Office of the Dean (i.e., an academic counsellor) of their home faculty and provide documentation. Academic consideration cannot be granted by the instructor or department.

In addition to applying to the Office of the Dean of their home faculty, students seeking academic consideration must communicate with their instructors no later than 24 hours after the end of the period covered by the Student Medical Certificate, or immediately upon their return following a documented absence.

WESTERN 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/>

ACCESSIBILITY OPTIONS: Student Accessibility Services (SAS) plays a central role in Western's efforts to ensure that its academic programs are accessible for all students at the graduate and undergraduate levels. SAS arranges academic accommodation for classes, exams, internships and other course or program activities. SAS also provides digital and Braille textbooks, accessible campus transportation, learning strategy instruction for students with learning disabilities, access to computer labs that are equipped with assistive technology, referrals for assessments and other services, and bursaries for students who meet OSAP's eligibility criteria. You may wish to contact SAS at 519 661-2111 x 82147 or visit their website:

<http://www.sdc.uwo.ca/ssd/> for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

MENTAL HEALTH: Students who are in emotional/mental distress should refer to Mental Health@Western https://www.uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

GENDER-BASED AND SEXUAL VIOLENCE: Western University [is committed to reducing incidents of gender-based and sexual violence](#) and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced gender-based or sexual violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts, [here](#). To connect with a case manager or set up an appointment, please contact support@uwo.ca.

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NOTE: The course requirements and/or grade weighting might change if the course has to be offered remotely..