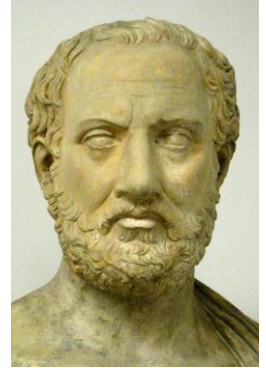


GK 9903B: GREEK HISTORIOGRAPHY Thucydides' Account of the Sicilian Expedition



Bust of Thucydides

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

This course will be conducted entirely in person.

DESCRIPTION & COURSE OBJECTIVES:

In this course we will read substantial portions of Thucydides' gripping account of the Sicilian Expedition (Book 6 and 7). Our goal is two-fold, to gain familiarity with the characteristics of the genre of Greek historiography and to learn to appreciate the historical and literary dimensions of Thucydides' endeavor.

History has three integral elements and can be defined as the past, as practice, and as narrative (cf. Jonathan Hall 2007: 8-11). Consequently, we will approach Thucydides' history of the Sicilian Expedition from all these different angles and examine, among other things, Thucydides' historical method (e.g. sources, historical reliability, use of speeches, etc.) and his narrative art (i.e. influence of other literary genres and employment of particular literary techniques such as vivid description, focalization, analepsis, sideshadowing, etc.). Ultimately, we seek to understand Thucydides' view of history and his objectives in narrating the Athenians' Sicilian Expedition in the way he did.

REQUIRED BOOKS:

Christopher Pelling. 2022. *Thucydides: The Peloponnesian War Book VI*. Cambridge Greek and Latin Classics. Cambridge: Cambridge University Press. (ISBN-13: 978-1316630211)

Christopher Pelling. 2022. *Thucydides: The Peloponnesian War Book VII*. Cambridge Greek and Latin Classics. Cambridge: Cambridge University Press. (ISBN-13: 978-1316630228)

Secondary readings and the pertinent sections of Thucydides' text will be made available on the course website on OWL.

RECOMMENDED BOOKS:

Simon Hornblower. 2008. *A Commentary on Thucydides. Volume III: Books 5.25-8.109*. Oxford: Oxford University Press (ISBN-13: 978-0199594450)

I will provide the relevant passages from Hornblower's quintessential commentary for each week on OWL. But if you have money to spare, I highly recommend ordering volume III of his series (ca. 120 \$ on Amazon.ca):

EVALUATION:

Preparation and Participation:	10%
Leading of Discussion Session:	5%
Midterm Test	20% [February 27]
1-Page Abstract:	5% [due on March 12]
Annotated Conference Paper (20 min.):	30% [10% for presentation; 20 % for final version]
Final Exam :	30% [exam period in April]

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NOTES ON GRADE COMPONENTS:

1. Students are expected to **prepare** 3-5 pages of Thucydides per week, including translation and grammar explanation with the help of the commentaries by Pelling, Taylor, Hornblower, and others, available 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 Thucydides around a number of special **discussion topics** (see detailed syllabus). The **discussion sessions** are based upon a particular passage in Thucydides and are meant to deepen our understanding of various aspects of Greek Historiography through selected articles and further ancient sources to be read by every student as part of the weekly reading assignment. **Each student** will pick **one** of these discussion topics, **present a critical summary** of the assigned articles (**15 min**), **generate questions** and **function as expert** 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 students will prepare a **20 min.-long conference paper** on a topic of their 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 12. 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 16, 2024.

POLICIES AND PROCEDURES:

1. If you miss an exam due to illness or provable personal crisis, **you must contact the instructor within 48 hours**. If you do not contact me, the grade of F will stand.
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).

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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..

HOW TO PREPARE FOR CLASS:

1. Use the text, commentaries and links to various lexica provided by Perseus to understand the challenging syntax and morphology of Thucydides' prose:
<http://www.perseus.tufts.edu/hopper/text?doc=urn:cts:greekLit:tlg0003.tlg001.perseus-grc1>
2. Use the grammatical and historical commentaries, provided for each week on OWL, especially:
CT = S. Hornblower, *A Commentary on Thucydides*. 3 vols. (Oxford 1991-2008)
HCT = A. W. Gomme, A. Andrews, and K. J. Dover, *A Historical Commentary on Thucydides*. 5 vols. (Oxford, 1945-81)
O&R = R. Osborne & P. J. Rhodes (eds.), *Greek Historical Inscriptions, 478-404 BC* (Oxford 2017)
Pelling VI = Christopher Pelling. *Thucydides: The Peloponnesian War Book VI*. Cambridge 2022
Pelling VII = Christopher Pelling. *Thucydides: The Peloponnesian War Book VII*. Cambridge 2022
Taylor = Martha C. Taylor (ed), *Thucydides's Melian Dialogue and Sicilian Expedition. A Student Commentary* (Norman, OK: University of Oklahoma Press, 2019)
Nagy = B. Nagy (ed.), *Thucydides Reader: Annotated Passages from Books I-VIII of the Histories* (2nd ed. Newburyport, MA 2012)
Cameron = H. D. Cameron, *Thucydides Book I: A Students' Grammatical Commentary* (Ann Arbor 2003)
Dover VI = K. J. Dover (ed.), *Thucydides Book VI* (Oxford 1965)
Dover VII = K. J. Dover (ed.), *Thucydides Book VII* (Oxford 1965)
3. Read the secondary reading for each week's discussion topic

N.B. This preliminary course outline is subject to revision if necessary

SYLLABUS

1. **January 9: Thucydides' objectives, methods, view of history**
 - a. Thuc. 1.1, 1.20-23, 5.26 (4 pages)
 - b. Cameron 18-19, 40-46
 - c. Nagy 1-6
 - d. Hornblower *CT* 1: 3-7, 56-66
 - e. Hornblower *CT* 3: 44-53
 - f. Rusten, Jeffrey S. 2009. "Thucydides and His Readers," in Jeffrey S. Rusten (ed.), *Thucydides*. Oxford, 1-28
 - g. Discussion: Pelling, C. B. R., "Thucydides' Speeches," in Pelling, C. B. R., *Literary Texts and the Greek Historian* (London; New York: Routledge, 2000), 111-121

2. **January 16: Thucydides and Epigraphy: Reasons for the Sicilian expedition & Is Thucydides a reliable historian?**
 - a. Thuc. 6.1, 6.6, 6.8 (2.5 pages)
 - b. Pelling VI
 - c. Taylor 81-99
 - d. Dover VI 1-2, 10-14
 - e. Hornblower *CT* 3: 258-263, 299-320
 - f. Photo of O&R 166
 - g. Discussion: Hornblower *CT* 3: 303-315
 - h. Discussion: O&R 166 (= ML 37 = *IG I³* 11)
 - i. Discussion: Chambers, M., R. Gallucci and P. Spanos. 1990. "Athens' Alliance with Egesta in the Year of Antiphon." *ZPE* 83: 38-63
 - j. Discussion: O&R 171 (= ML 78 = *IG I³* 93)

3. **January 23: Thucydides and Narratology I: Which story did Thucydides want to tell? How does he do it?**
 - a. Thuc. 6.9-14 (4 pages)
 - b. Pelling VI
 - c. Taylor 98-121
 - d. Dover VI 14-22
 - e. Hornblower *CT* 3: 320-337
 - f. Discussion: Rood, Tim. 1998. *Thucydides: Narrative and Explanation*. Oxford, 1-23
 - g. Discussion: Greenwood, Emily. 2017. "Thucydides on the Sicilian Expedition." In R. Balot, S. Forsdyke, and E. Foster, eds., *The Oxford Handbook of Thucydides*. Oxford, 161-177.

4. **January 30: Thucydides and Demagoguery**
 - a. Thuc. 6.15-18 (4.5 pages)
 - b. Pelling VI
 - c. Taylor 121-36
 - d. Dover VI 22-31
 - e. Hornblower *CT* 3: 337-353
 - f. Discussion: Macleod, Colin. 1983. "Rhetoric and History (Thuc. 6.16-18)." In Macleod, Colin. *Collected Essays*. Oxford, 68-87

5. **February 6: Relationship between Speeches and Events**
 - a. Thuc. 6.19-26 (4 pages)
 - b. Pelling VI
 - c. Taylor 136-47
 - d. Dover VI 32-36
 - e. Hornblower *CT* 3: 353-367
 - f. Discussion: Stahl, H.-P. 2003. "Speeches vs Course of Events in Books 6 and 7: Attitudes – Perceptions – Responses." In Stahl, H.-P. *Thucydides: Man's Place in History*. Swansea, 173-188.

6. **February 13: Thucydides and Narratology II: Marking the turning point of the siege of Syracuse**
 - a. Thuc. 7.1-6 (5 pages)
 - b. Pelling VII
 - c. Taylor 263-275 on Thuc. 7.1-7
 - d. Dover VII 1-7
 - e. Hornblower *CT* 3: 541-554
 - f. Discussion: Grethlein, Jonas. 2010. *The Greeks and Their Past: Poetry, Oratory and History in the Fifth Century BCE*. Cambridge, 240-254

7. February 20: Reading Week

8. February 27: Midterm Test

9. March 5: Thucydides' critical analysis of military defeat

- a. Thuc. 7.42-45 (4.5 pages)
- b. Pelling VII
- c. Taylor 329-339 on Thuc. 7.42-45
- d. Dover VII 31-45
- e. Hornblower *CT* 3: 617—630
- f. Nagy 115-122
- g. Discussion: Foster, Edith. 2018. "Military Defeat in Fifth-Century Athens. Thucydides and His Audience." In J. H. Clark & B. Turner, eds. *Brill's Companion to Military Defeat in Ancient Mediterranean Society*. Leiden, 99-122

10. March 12: Thucydides and Narratology III: The depiction of the naval battle in the Great Harbor

- a. Thuc. 7.69-71 (4 pages)
- b. Pelling VII
- c. Taylor 379-389 on Thuc. 7.69-71
- d. Dover VII 57-60
- e. Hornblower *CT* 3: 689-702
- f. Nagy 123-129
- g. Discussion: Bruzzone, Rachel. 2018. "Thucydides' Great Harbor Battle as Literary Tomb." *AJP* 139: 577-604

11. March 19: Thucydides and the historiography of trauma.

- a. Thuc. 7.72-75 (4 pages)
- b. Pelling VII
- c. Taylor 389-397 on Thuc. 7.72-75
- d. Dover VII 60-64
- e. Hornblower *CT* 3: 702-715
- f. Nagy 129-132
- g. Discussion: Morley, Neville. 2017. "Thucydides and the Historiography of Trauma." *KTÈMA* 42: 195-206.

12. March 26: Thucydides and Tragedy: Nicias and the utter destruction of the Sicilian Expedition

- a. Thuc. 7.83-87, 2.65.10-12 (4.5 pages)
- b. Pelling VII
- c. Taylor 407-420 on Thuc. 7.83-87
- d. Taylor 420-428 on Thuc. 2.65.5-13
- e. Dover VII 69-72
- f. Hornblower *CT* 3: 732-745
- g. Nagy 133-139
- h. Hornblower *CT* 1: 340-349
- i. Discussion: Macleod, Colin. 1983. "Thucydides and Tragedy," in Colin Macleod, *Collected Essays*. Oxford, 140-58.
- j. Discussion: Rood, Tim. 1998. *Thucydides: Narrative and Explanation*. Oxford, 183-201

13. April 2: Conference Paper Presentation I

14. April 10 [after last day of classes]: Conference Paper Presentation II

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