

Greeks, Romans and Barbarians CLAS 250W

Prof. Mary R. Bachvarova
Eaton 305
X-6984

mbachvar@willamette.edu

Office Hour: Friday 12:00-1:00 or email me to set up an appointment.

In this class we will survey the attitudes of Greeks and Romans towards their "barbarian" neighbors, comparing their information to what we can find out about these peoples from other sources, and the reception of the Greco-Roman tradition by modern Europeans. Our required readings will be focused on primary sources: Herodotus' *Histories*, Heliiodorus' *Aethiopika*, Caesar's *Gallic Wars*, and Tacitus' *Agricola* and *Germania*. These readings will be supplemented by discussions of secondary sources that exemplify different scholarly approaches to the material.

REQUIRED BOOKS

Aubrey de Selincourt, John M. Marincola, *Herodotus, The Histories* (2003), Penguin (014044908)
Moses Hadas, *Heliiodorus: An Ethiopian Romance* (1999), U Penn Press (0812216725)
S. A. Handford *Julius Caesar, The conquest of Gaul* (1983), Viking (0140444335)
H. Mattingly, S. A. Handford, *Tacitus, The Agricola and the Germania* (1971), Viking (0140442413)

OTHER READINGS

Some articles, chapters from books, and extracts from translations of primary sources are listed on the syllabus. In some cases, I instruct you to download them from the Hatfield website. Otherwise, they will be available on our WISE site, under "resources" -> "readings."

REQUIREMENTS

Daily Reading Journal Entries: 25%

For each class, you will have a question assigned about the day's reading, to be turned in via our WISE site, by 11:00 AM.

Participation: 10%

This includes attendance, participating in class discussions, and critiquing paper drafts. You are allowed two excused absences, **if you inform me in advance**.

Take-home Assignment: 10%

Secondary Reading Report: 10%

In-class presentation (7 minutes) on an assigned piece of secondary reading, based on your response to the "survey of interests," and leading a class discussion on how this reading helps us understand the reading assigned to the class as a whole for that day.

First paper: 20%

On Herodotus' *Histories*, 6-10 pp.

Second paper: 25%

On Heliiodorus' *Aethiopika*, Caesar's *Gallic Wars*, or Tacitus' *Agricola* or *Germania*, 6-10 pp.

Please return the "Survey of Interests" by Wed., JAN. 22.

PLEASE NOTE THE FOLLOWING DATES IN WHICH WE WILL HAVE NO CLASS

- Jan. 20: MLK Day observed
- March 17: FINAL DRAFT OF FIRST PAPER DUE 5:00 via WISE
- March 24-8: Spring Vacation
- April 16: Student Scholarship Recognition Day

OTHER IMPORTANT DATES

- Feb. 3: Take-home assignment due
- March 10: First draft of first paper due
- April 19: Northwest Undergraduate Conference on the Ancient World*
- April 28: First draft of second paper due
- May 5: Final draft of second paper due

American Institute of Archaeology Lectures (7:30, Paulus Lecture Hall)

- Jan. 16: "Kinet Hoyuk (Turkey) and the Archaeology of Eastern Mediterranean Seaports" (Martha Sharp Joukowsky Lecture), Dr. Marie-Henriette Gates, Professor of Archaeology, Bilkent University
- Jan. 30: Student Research Presentations
- Feb. 13: "Archaeology and Science at the Paisley Caves," Dr. Dennis Jenkins, Director, Northern Great Basin Prehistory Project, Senior Research Associate, Museum of Natural and Cultural History, University of Oregon
- Feb. 17: Dr. Timothy Beal, The Florence Harkness Professor of Religion, Case Western Reserve University (in Hudson Hall)
- March 11: "Sacred Spaces and Human Sacrifice: The Nasca Lines in their Cultural and Religious Context," Dr. Christina Conlee, Professor of Anthropology, Texas State University
- April 9: "Genetics and African prehistory: Possibilities and Challenges," Dr. Scott MacEachern, Professor of Anthropology, Bowdoin College

STUDENT LEARNING OUTCOMES

Writing-centered:

With successful completion of this class, you will be able to:

1. Craft a clear, detailed thesis telling the reader something new about the sources you use.
2. Present a complex argument clearly and in a logical order, with proper sign posting of your narrative.
3. Analyze perceptively multiple primary texts bearing upon a single topic, supporting your claims with effective analysis of evidence.
4. Incorporate and critique arguments of other scholars.

Thinking Historically MOI

With successful completion of this class, you will:

1. Understand how human consciousness, action and agency are historically embedded.
2. Perceive the relation of change and continuity in human experience.
3. Experience how the study of the past helps one to make sense of the present and to anticipate the future.

Classical Studies, Archaeology and History

With successful completion of this class, you will:

1. Demonstrate a critically informed understanding of the various cultures of the ancient Mediterranean world, including Greek, Roman, and/or Near Eastern civilizations.
2. Apply research skills and show familiarity with historical and archaeological approaches to the study of the ancient world.
3. Demonstrate evidence of critical thinking skills.
4. Demonstrate discipline-based and interdisciplinary writing and presentation skills.

	Date	Assignment
1	1/13	introduction
2	1/15	Herodotus, <i>Histories</i> , pp. 3-39 (§§1.1-85) Reading materials passed out in class, excerpts from Solon, Bacchylides and Pausanias (also on WISE, "materials for Hdt. pp. 3-45")
3	1/17	Herodotus, <i>Histories</i> , pp. 39-45 (§§1.86-95) C. Chiasson, "Herodotus' use of Attic tragedy in the Lydian <i>logos</i> ," in <i>Classical Antiquity</i> 22 (2003) 5-36
	1/20	MLK DAY OBSERVED, NO CLASS
4	1/22	Herodotus, pp. 45-82 (§§1.95-187) Turn in "Survey of Interests"
5	1/24	Herodotus, pp. 83-94 (§§1.188-216) Cyrus Cylinder, Old Testament
6	1/27	Herodotus, pp. 95-137 (§§2.1-111)
7	1/29	Herodotus, pp. 137-80 (§§2.112-3.24)
8	1/31	Herodotus, pp. 180-219 (§§3.25-3.114)
9	2/3	Behistun inscription TAKE-HOME ASSIGNMENT DUE 1:50 PM via WISE site
10	2/5	Herodotus, pp. 220-39 (§§3.115-160) extract from Hippocrates, <i>Airs, Waters, and Places</i>
11	2/7	Herodotus, pp. 240-79 (§§4.1-117)
12	2/10	Herodotus, pp. 279-325 (§§4.118-5.38)
13	2/12	Herodotus, pp. 325-67 (§§5.39-6.21)
14	2/14	Herodotus, pp. 367-412 (§§6.22-140)
15	2/17	Herodotus, pp. 413-53 (§§7.1-114)
16	2/19	Herodotus, pp. 453-500 (§§7.115-239)
17	2/21	Herodotus, pp. 501-39 (§§8.1-112)
18	2/24	Herodotus, pp. 540-85 (§§8.113-9.75)
19	2/26	Herodotus, pp. 585-603 (§§9.76-122) C. Walsen, "Two didactic strategies at the end of Herodotus' <i>Histories</i> ," in <i>Classical Antiquity</i> 28 (2009) 359-85 (download via Hatfield databases; use "journal titles" tab on main page)
20	2/28	Extracts from Ctesias' <i>Persika</i> J. Stronk, "Ctesias of Cnidus, a Reappraisal," in <i>Mnemosyne</i> 60 (2007) 25-58 (download via Hatfield database) Heliodorus <i>Aethiopika</i> pp. 1-15
21	3/3	Heliodorus <i>Aethiopika</i> pp. 16-100
22	3/5	Heliodorus <i>Aethiopika</i> pp. 101-185
23	3/7	Heliodorus <i>Aethiopika</i> pp. 186-270
24	3/10	FIRST DRAFT OF FIRST PAPER DUE. Bring 2 hard copies to class, and submit a copy electronically to the WISE site by 1:50.
25	3/12	D. Selden, "Aethiopika and Ethiopianism," in <i>Studies in Heliodoros</i> , ed. R. Hunter (1988), 182-232
26	3/14	Julius Caesar, <i>Gallic Wars</i> , pp. 28-57
27	3/17	NO CLASS, FINAL DRAFT OF FIRST PAPER DUE 5:00 via WISE
28	3/19	<i>Gallic Wars</i> , pp. 58-87
29	3/21	<i>Gallic Wars</i> , pp. 88-97 extracts from B. Cunliffe, <i>Greeks, Romans and Barbarians</i> (1988)

	3/24-28	SPRING VACATION
30	3/31	<i>Gallic Wars</i> , pp. 97-115 Early British sources on Caesar
31	4/2	<i>Gallic Wars</i> , pp. 115-46 extracts from Posidonius
32	4/4	<i>Gallic Wars</i> , pp. 146-70
33	4/7	<i>Gallic Wars</i> , pp. 171-200 (no Book 8)
34	4/9	Tacitus, <i>Agricola</i> §§1-16 extract from Tacitus' <i>Annals</i> , Boudica episode; opening of <i>History</i> E. Adler, "Boudica's speeches in Tacitus and Dio," in <i>Classical World</i> 101 (2008) 173-195 (download via Hatfield databases)
35	4/11	<i>Agricola</i> §§17-29
36	4/14	<i>Agricola</i> §§ 30-46
	4/16	NO CLASS, STUDENT SCHOLARSHIP RECOGNITION DAY
37	4/18	M. Bradley, "Tacitus' <i>Agricola</i> and the conquest of Britain: Representations of empire in Victorian and Edwardian England," pp. 123-57 from <i>Classics and Imperialism in the British Empire</i> , ed. M. Bradley (2010); READ ONLY pp. 123-43
	4/19	Northwest Undergraduate Conference on the Ancient World
38	4/21	Tacitus, <i>Germania</i> §§1-29 extracts from Seneca, <i>Epistle</i> 90
39	4/23	<i>Germania</i> §§30-46 T. Asad, "Introduction," pp. 9-19 from <i>Anthropology and the Colonial Encounter</i> , ed. T. Asad (1973)
40	4/25	S. Feuchtwang, "The Discipline and its Sponsors," pp. 71-102 from <i>Anthropology and the Colonial Encounter</i> , ed. T. Asad (1973)
41	4/28	FIRST DRAFT OF SECOND PAPER DUE. Bring 2 hard copies to class, and submit a copy electronically to the WISE site by 1:50.
42	5/5	SECOND PAPER DUE, 5:00 to WISE site

Willamette's Credit Hour Policy holds that for every hour of class time there is an expectation of 2-3 hours work outside of class. Thus, for a class meeting three days a week you should anticipate spending 6-9 hours outside of class engaged in course-related activities. Examples include study time, reading and homework assignments, and research projects.

Please tell me about any disabilities that will affect your participation in this course. I will respect any accommodations authorized by the Office of Disabilities Services.

Plagiarism and cheating is not tolerated in this class. For more information on the consequences see <http://www.willamette.edu/cla/dean/policies/plagiarism.html>.