

# Greeks, Romans and Barbarians Syllabus

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## Greeks, Romans and Barbarians CLAS 250W

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Office Hours: 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*, Heliodorus' *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, *Heliodorus: 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*: 30%

For each class, you will have a question assigned about the day's reading, to be turned in via our WISE site, by 10:30 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*: 5%

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

**Please return the "Survey of Interests" by Monday Jan. 28.**

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

JANUARY 25: Martin Luther King Day celebrated

MARCH 18: 1<sup>st</sup> Paper due

APRIL 24: SSRD

**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>.

### **Commitment to Positive Sexual Ethics**

Willamette is a community committed to fostering safe, productive learning environments, and we value ethical sexual behaviors and standards. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct—including discrimination, harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success, and we encourage affected students to talk to someone about their experiences and get the support they need. Please be aware that as a mandatory reporter I am required to report any instances you disclose to Willamette's Title IX Coordinator. If you would rather share information with a confidential employee who does not have this responsibility, please contact our confidential advocate at [confidential-advocate@willamette.edu](mailto:confidential-advocate@willamette.edu). Confidential support also can be found with SARAs and at the GRAC (503-851-4245); at WUTalk - a 24-hour telephone crisis counseling support line (503-375-5353); and via the University Chaplains (503-370-6213). If you are in immediate danger, please call campus safety at 503-370-6911.

### 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.

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	<b>Date</b>	<b>Assignment</b>
1	1/23	Introduction
	1/25	NO CLASS
2	1/28	Herodotus, <i>Histories</i> , pp. 3-45 (§§1.1-96) Reading materials passed out in class, excerpts from Solon, Bacchylides and Pausanias (also on WISE, "materials for Hdt. pp. 3-45")
3	1/30	C. Chiasson, "Herodotus' use of Attic tragedy in the Lydian <i>logos</i> ," in <i>Classical Antiquity</i> 22 (2003) 5-36, from WISE <b>Turn in "Survey of Interests"</b>
4	2/1	Herodotus, pp. 45-82 (§§1.95-187)
5	2/4	Herodotus, pp. 83-94 (§§1.188-216) Cyrus Cylinder, Old Testament
6	2/6	Herodotus, pp. 95-137 (§§2.1-111)
7	2/8	Herodotus, pp. 137-80 (§§2.112-3.24)
8	2/11	Herodotus, pp. 180-219 (§§3.25-3.114)
9	2/13	Behistun inscription TAKE-HOME ASSIGNMENT DUE 1:50 PM via WISE site
10	2/15	Herodotus, pp. 220-39 (§§3.115-160) extract from Hippocrates, <i>Airs, Waters, and Places</i>
11	2/18	Herodotus, pp. 240-79 (§§4.1-117)
12	2/20	Herodotus, pp. 279-325 (§§4.118-5.38)
13	2/22	Herodotus, pp. 325-67 (§§5.39-6.21)
14	2/25	Herodotus, pp. 367-412 (§§6.22-140)
15	2/27	Herodotus, pp. 413-53 (§§7.1-114)
16	3/1	Herodotus, pp. 453-500 (§§7.115-239)
17	3/4	Herodotus, pp. 501-40 (§§8.1-112)
18	3/6	Herodotus, pp. 540-85 (§§8.113-9.75)
19	3/8	Herodotus, pp. 585-603 (§§9.76-122) C. Welser, "Two didactic strategies at the end of Herodotus' <i>Histories</i> ," in <i>Classical Antiquity</i> 28 (2009) 359-85
20	3/11	FIRST DRAFT OF FIRST PAPER DUE. Bring 2 hard copies to class, and submit a copy electronically to the WISE site by 12:40.
21	3/13	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
22	3/15	Heliodorus <i>Aethiopika</i> pp. 16-108
23	3/18	NO CLASS, FINAL DRAFT OF FIRST PAPER DUE 5:00 via WISE
24	3/20	Heliodorus <i>Aethiopika</i> pp. 108-185
25	3/22	Heliodorus <i>Aethiopika</i> pp. 186-277
26	4/1	D. Selden, "Aethiopika and Ethiopianism," in <i>Studies in Heliodorus</i> , ed. R. Hunter (1988), 182-232
27	4/3	Julius Caesar, <i>Gallic Wars</i> , pp. 28-57 (Book 1)
28	4/5	<i>Gallic Wars</i> , pp. 58-87 (Books 2-3)
29	4/8	<i>Gallic Wars</i> , pp. 88-97 (4.1-19) extracts from B. Cunliffe, <i>Greeks, Romans and Barbarians</i> (1988)

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30	4/10	<i>Gallic Wars</i> , pp. 97-115 (4.20-5.23) Early British sources on Caesar
31	4/12	<i>Gallic Wars</i> , pp. 115-46 (5.24-6.28) extracts from Posidonius
32	4/15	<i>Gallic Wars</i> , pp. 146-70 (6.29-7.31)
33	4/17	<i>Gallic Wars</i> , pp. 171-200 (finish Book 7; no Book 8)
34	4/19	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	4/22	<i>Agricola</i> §§17-29
	4/24	SSRD
36	4/26	<i>Agricola</i> §§ 30-46
37	4/29	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
38	5/1	Tacitus, <i>Germania</i> §§1-29 extracts from Seneca, <i>Epistle</i> 90
39	5/3	<i>Germania</i> §§30-46
40	5/6	FIRST DRAFT OF SECOND PAPER DUE. Bring 2 hard copies to class, and submit a copy electronically to the WISE site by 12:40.
	5/13	SECOND PAPER DUE, 5:00 to WISE site