

**The University of Warwick  
Department of Classics and Ancient History**

# **Introduction to Greek and Roman History**



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Office hours: Monday, 3.00 – 4.00 pm; Wednesday, 11.00 – 12.00 am

## ORGANISATION

### AIMS AND OBJECTIVES OF THE MODULE

This course will use the examination of primary and secondary sources as a method of developing the vital skill of *analysis*. In lectures, essays and on the final exam, you are expected to reach *your own* general conclusions through a thoughtful and discriminating use of the evidence provided. One thing you will notice about the questions in the paragraph above is recurring solicitation of your thoughts on the subject. It will quickly become apparent in this course that there are few "right answers" and even fewer truths. The difference between a good answer and a bad one lies in the case you make, your treatment of the evidence, and your presentation of the argument. The course and lectures have been designed to provide a clear chronological framework of the main historical periods in the Ancient World with the following objectives:

1. To understand the development of the ancient world from the time when the *polis* was beginning to emerge as the most significant unit of social organization to the domination of the Mediterranean by the Roman imperial state.
2. To understand how different types of government evolved over time in various places from city-states such as Athens and Sparta to the city of Rome and the outlying areas of its Empire.
3. To appreciate both the similarities and distinctions between the ancient world and our own.
4. To introduce students to various types of evidence for Ancient History: primary sources of literature, archaeological and epigraphic materials, as well as modern scholarship and to the problems in exploiting this evidence, with the aim of understanding both the benefits and the limitations of these sources.
5. To develop skills in the acquisition and analysis of historical evidence, in the articulation of questions and theories based on this evidence, and in the presentation of conclusions in a clear and comprehensible form.

### ORGANISATION

The course consists of one 2-hour session each week (Tuesdays 4.00-16.00, room Lib1) and three seminars which are spread out in the term (Weeks 3, 7, and 9). Regular attendance at lectures and seminars is strongly advised since these are designed to introduce students to the key themes of the module, to highlight important evidence and its problems, and to clarify the issues which form the substance of modern scholarly debate. Of greatest importance, lectures are a chance for you to see the materials and participate in the discussions regarding the limitations of sources. This is essential to forming your thoughts and opinions for the essays and the exam (something that cannot be achieved by merely borrowing notes or a handout).

## SYLLABUS

LECTURES ARE HELD ON TUESDAYS, 14.00-16.00 IN LIBRARY ROOM 1

### *AUTUMN TERM*

Lectures are held on Tuesdays, 14.00-16.00 in Library room 1

#### **Autumn Term 2010**

**Seminars in weeks 3, 7 and 9.**

#### **Week 1**

Before the polis: Homer and the "Dark Ages"

#### **Week 2**

Archaic Greece: Colonization and the birth of the *polis*

#### **Week 3**

i. Meet the Spartans...

ii. The birth of democracy in ancient Athens

**Seminar 1: The *polis*: Ancient revelation or modern creation?** See sheet for times/groups

#### **Week 4**

The Persian Wars and the myth of Athens

#### **Week 5**

i-ii. Thucydides and the debate on Athenian imperialism

#### **Week 6**

The Peloponnesian War

#### **Week 7**

i. Crisis: the Aegean world in the early-fourth century

***Seminar 2: Disputatio, Athens vs. Sparta (all seminar groups participate in this lecture)***

#### **Week 8 \*\*\*ESSAY DUE, 23rd November at 12pm (before the lecture)\*\*\*\***

i. The emergence of the Greek peripheries

ii. Philip of Macedon

#### **Week 9**

i. Alexander and the Greeks

***Seminar 3: Athens as a model, or can a genuine democracy rely on imperialism?***

## **Week 10**

Alexander and Hellenism

**\*\*\*Return of essay marks and comment sheets will take place at the end of this lecture, if you are absent, then you will have to wait until the Spring term meetings (first week) to collect essay comments. The purpose of returning comments before the break is to allow students the time to prepare for the 5 minute meetings in the spring term, those who do not collect comments will therefore be at a disadvantage (even moreso for having missed a lecture!).**

## **Spring Term 2011**

**Seminars will take place WEEKS 2, 5 and 8**

### **Week 1**

Return of essays and Seminar Assignments

### **Week 2**

Rome, the Etruscans and the early Republic: 753-300 B.C.

***Seminar 1: Power to the People? Popular assemblies in Rome***

### **Week 3**

The Punic Wars and the development of Roman warfare

### **Week 4**

- i. Mistress or master? Roman imperialism and Hellenisation
- ii. The growth of Rome: agrarian crises and the rise of individual

### **Week 5**

Marius and Sulla: generals in Rome and abroad

***ii. Seminar 2: Disputatio, A day in a Roman court: Cicero's In Verrem, the provinces and maladministration.***

### **Week 6**

- i. Sulla's reforms and legacy
- ii. Cicero and the crisis of the republic

### **Week 7**

Pompey, Caesar and the first triumvirate

### **Week 8, Essay due**

Caesar and the twilight of the republic

***Seminar 3: The Catiline conspiracy***

### **Week 9**

The Ides of March

**Week 10**

Octavian's triumph

**Summer term 2011****Week 1**

Return of Essays

PLEASE SIGN UP IN ADVANCE ON THE SHEET POSTED OUTSIDE MY OFFICE

\*\* N.B. These times are for the return of essays only and are limited to 5 minute.

If you have further questions please come during office hours or make an appointment.

**Week 2**

Lecture: EADEM MAGISTRVVM VOCABVLA, Augustus and the principate

British Museum Trip, date TBC

\*\* Handouts for revision of monuments at the BM will be given at meetings in 1st week. I will be milling about at the BM (Greece and Rome wing or the Great Court) in the late morning/ early afternoon should you have any questions/ concerns.

**Week 3**

Lecture: The Julio-Claudians, AD 14-68

**Week 4**

Revision lecture

## GENERAL BIBLIOGRAPHY

### GENERAL REFERENCE

- S. Hornblower, A. Spawforth (2003), *The Oxford Classical Dictionary*, 3<sup>rd</sup> ed., Oxford: Oxford University Press. DE 5.09  
G. Speake (ed., 1994) *A Dictionary of Ancient History*, Oxford: Blackwell. DE 5.D4

### ATLASES

- P. Levi (1984), *Atlas of the Greek World*, Oxford: Phaidon. DF 16.L3  
T. Cornell, J. Matthews (1982), *Atlas of the Roman World*, Oxford: Phaidon. DG 16.C6  
C. McEvedy (2002), *The New Penguin Atlas of Ancient History*, 2<sup>nd</sup> ed., Harmondsworth: Penguin. D54.2 M2

## AUTUMN TERM: GREECE

### INTRODUCTORY READINGS

- T. Buckley (1996), *Aspects of Greek History, 750-323 B.C.: A Source-Based Approach*, London: Routledge. DF 214.B8  
P. Cartledge (1993), *The Greeks: A Portrait of Self and Others*, Oxford: Oxford University Press. DF 78.C2  
P. Cartledge (ed., 1998), *The Cambridge Illustrated History of Greece*, Cambridge: Cambridge University Press. DF 77.C2  
R. Osborne (2004), *Greek History*, London: Routledge. DF 77.08

### SOURCES

- M.M. Austin and P. Vidal-Naquet (1977), *Economic and Social History of Ancient Greece*, London: Batsford. DF 83.A8  
M. Brosius (2000), *The Persian Empire from Cyrus II to Artaxerxes I*, London: JACT. DS 281.P3  
M. Dillon, L. Garland (2000), *Ancient Greece, Social and Historical Documents from Archaic Times to the Death of Socrates*, 2<sup>nd</sup> ed., London: Routledge. DF 209.5.A6  
M. Crawford, D. Whitehead (eds., 1983), *Archaic and Classical Greece: a selection of ancient sources in translation*, Cambridge: Cambridge University Press. DF 209.5.C7  
C. Fornara (ed., 1983), *Translated Documents of Greece and Rome*, vol. I, *Archaic Times to the End of the Peloponnesian War*. Cambridge: Cambridge University Press. DF 222.F6  
P. Harding (ed., 1985), *Translated Documents of Greece and Rome*, vol. II, *From the End of the Peloponnesian War to the Battle of Ipsus*. Cambridge University Press. DF 214.F7  
\*P. Harding (2008), *The Story of Athens. The Fragments of the Local Chronicles of Attika*, London: Routledge.  
P. Rhodes (1986), *The Greek City States: A Sourcebook*, Norman: University of

Oklahoma Press. DF 81.G7

P.J. Rhodes, R. Osborne (2003), *Greek Historical Inscriptions 404 – 323 B.C.*  
Oxford: Oxford University Press. DF 231.A1

All the major historical sources are available in translation in the Loeb Classical Texts and Penguin Classics collections.

***FROM THE ORIGINS TO THE PERSIAN WARS (WEEKS 1-4)***

O. Murray (1993), *Early Greece*, 2<sup>nd</sup> ed., London: Fontana. DF 222.M8

R. Osborne (1996), *Greece in the Making, 1200-479 B.C.*, London: Routledge. DF 220.08

***CLASSICAL GREECE TO ALEXANDER (WEEKS 5-8)***

J.K. Davies (1993), *Democracy and Classical Greece*, 2<sup>nd</sup> ed., London: Fontana. DF 214.D2

N.G.L. Hammond (1975), *The Classical Age of Greece*, London: Phoenix. DF 214.H2

S. Hornblower (2002), *The Greek World, 479-323 BC*, 3<sup>rd</sup> ed, London: Routledge. DF 214.H6

R. Osborne (ed., 2000), *Classical Greece 500-323 B.C.*, Oxford University Press. DF 277.C5

\*P. Rhodes (2006), *A History of the Classical Greek World 478-323 BC*, London: Blackwell.

***ALEXANDER AND HELLENISM (WEEKS 9-10)***

A.B. Bosworth (1988), *Conquest and Empire, The Reign of Alexander the Great*, Cambridge University Press. DF 234.B6

P. Green (1990), *Alexander to Actium: The Hellenistic Age*, London: Thames & Hudson. DF 235.G7

G. Shipley (2000), *The Greek World after Alexander*, London: Routledge. DF 235.S4

F.W. Walbank (1992), *The Hellenistic World*, 2<sup>nd</sup> ed., London: Fontana. DF 235.W2

**SPRING TERM: ROME**

***INTRODUCTORY READINGS***

M. Beard, M. Crawford (1999), *Rome in the Late Republic*, London: Duckworth. DG 254.B3

M. Crawford (1992), *The Roman Republic*, 2<sup>nd</sup> ed., London: Fontana. DG 235.C7

F. Dupont (1993), *Daily Life in Ancient Rome*, Oxford: Blackwell. DG 78.D8

H. Flower (eds., 2004), *The Cambridge Companion to the Roman Republic*, Cambridge: Cambridge University Press. DG 235.C2

N. Rosenstein, R. Morstein-Marx (eds., 2006), *A Companion to the Roman Republic*, London: Routledge. DG 235.C6

H. H. Scullard (1982), *From the Gracchi to Nero: A History of Rome from 133 B.C. to A.D. 68*, London: Routledge. DG 254.S4

R. Syme (1939), *The Roman Revolution*, Oxford: Clarendon Press. DG 231.S9 (also available in electronic format).

T. Widemann (1994), *Cicero and the End of the Roman Republic*, London: Bristol

**SOURCES**

- B.W. Frier (1999), *Libri Annales Pontificum Maximorum: The Origins of the Annalistic Tradition*. Ann Arbor: University of Michigan Press, DG 205.F7
- N. Lewis, M. Reinhold (1993), *Roman Civilization: Selected Readings*, vol.1, *The Republic and the Augustan age*, 3<sup>rd</sup> ed., New York, Chichester: Columbia University Press. DG 13.L3
- K. Lomas (1996), *Roman Italy 338 BC- AD 200. A sourcebook*, London: UCL Press. DG 13.R6
- J. Sabben-Clare (1971), *Caesar and Roman Politics, 60-50 BC*. DG 261.S2
- R. Sherk (1984), *Rome and the Greek East to the Death of Augustus*. DG 13.S4
- D.L. Stockton (1981), *From the Gracchi to Sulla: Sources for Roman history, 133-80 B.C*. DG 254.S8

**FROM THE ORIGINS OF ROME TO THE PUNIC WARS (WEEKS 1-3)**

- T. Cornell (1995), *The Beginnings of Rome. Italy and Rome from the Bronze Age to the Punic Wars (c. 1000-264 BC)*, London: Routledge DG 209.C6
- G. de Beer (1969) *Hannibal. The Struggle for Power in the Mediterranean*, London: Thames & Hudson. DG 249.D3
- G. Forsythe (2005), *A Critical History of Early Rome. From Prehistory to the First Punic War*, Berkeley: University of California Press. DG 209.F6
- M. Fox (1996), *Roman Historical Myths. The Regal Period in Augustan Literature*, Oxford: Clarendon Press. PA 6019.F6
- E. Gabba (1991), *Dionysius and the History of Archaic Rome* Berkeley, Oxford: University of California Press. DG 233.G2
- A. Goldsworthy (2001), *The Punic Wars*, London: Cassell. DG 242.G6
- J. Heurgon (1973), *The Rise of Rome to 264 B.C.*, London: Batsford. DG 209.H3
- A. Keaveney (1987), *Rome and the Unification of Italy*, London: Croom Helm. DG 257.K3
- J.F. Lazenby (1996), *Hannibal's War*, 2<sup>nd</sup> ed., London: Aris & Phillips. DG 247.L2
- R.E. Mitchell (1990), *Patricians and Plebeians: The Origin of the Roman State*, Ithaca: Cornell University Press. DG 83.3.M4

**FROM THE CONQUEST OF GREECE TO THE GRACCHI (WEEKS 3-4)**

- W. Ball (2000), *Rome in the East: The Transformation of an Empire*, London: Routledge DS 45.B2
- B. Isaac (1992), *The Limits of Empire: The Roman Army in the East*, Oxford: Oxford University Press. DS 62.1.I8
- H.H. Scullard (1973), *Roman Politics, 220-150 BC*, 2<sup>nd</sup> ed., Oxford: Clarendon Press. DG 250.S2
- A.N. Sherwin-White (1984), *Roman Foreign Policy in the East*, Norman: University of Oklahoma Press. DG 231.3.S4
- D. Stockton (1979), *The Gracchi*, Oxford: Clarendon Press. DG 254.5.S8

**FROM SULLA TO CAESAR: THE CRISIS OF THE REPUBLIC (WEEKS 4-8)**

- C. Habicht (1990), *Cicero the Politician*, Baltimore, London: Johns Hopkins University Press. PA 6320.H2
- A. Keaveney (1982), *Sulla: the last Republican* DG 256.7.K3



- F. Santangelo (2007), *Sulla, the Elites and the Empire; A Study of Roman Policies in Italy and the Greek East*, Leiden, Boston: Brill. DG 256.7.S2
- D. Shotter (1994), *The Fall of the Roman Republic*, London. DG 254.S4
- T. Wiedemann (1994), *Cicero and the End of the Roman Republic*, London: Bristol Classical Press. DG 260.C5

***FROM CAESAR TO AUGUSTUS (WEEKS 9-10)***

- P. A. Brunt (1988), *The Fall of the Roman Republic and Related Essays*, Oxford: Clarendon Press. DG 254.B7
- W. Eck (2007), *The Age of Augustus*, 2<sup>nd</sup> ed., Oxford: Blackwell. DG 279.E2
- J. Edmondson (ed., 2009), *Augustus*, Edinburgh: Edinburgh University Press. DG 279.A.197
- M. Gelzer (1968), *Caesar, Politician and Statesman*, Oxford: Blackwell. DG 261.G3
- E. S. Gruen (1974), *The Last Generation of the Roman Republic*, Berkeley, London: University of California Press. DG 258.G7
- R.A. Gurval (1995), *Actium and Augustus: The Politics and Emotions of Civil War*, Ann Arbor: University of Michigan Press. DG 269.G8
- P. Matyszak (2006), *The Sons of Caesar: Imperial Rome's First Dynasty*, London: Thames & Hudson. DG 278.M2
- R. Seager (2002), *Pompey the Great: A Political Biography*, Oxford: Blackwell. DG 258.1.S3
- R. Syme (1939), *The Roman Revolution*, Oxford: Clarendon Press. DG 231.S9
- S. Weinstock (1971), *Divus Julius*, Oxford: Clarendon Press. DG 124.W3
- P. Zanker (1988), *The Power of Images in the Age of Augustus*, Ann Arbor: University of Michigan Press. N 5760.Z2

## SEMINARS

### PURPOSE

The function of seminars is to allow students to work together in groups and provide more in depth interactions with specific materials, sources and topics. To achieve this aim, the class will be broken into four seminar groups, each consisting of about a dozen students. Within each of these groups, students will be asked to explore specific topics, which will then be discussed and debated during a one-hour seminar. Within each group, a series of questions will be presented; students will be assigned a side (pro or con) as well as a question to which they should prepare notes for an answer. These notes, however, are for consultation only: Students should not read from a sheet of paper, as this would not facilitate a debate or an interesting discussion. Seminar material is fundamental importance to submitted essays and the final exam. The combined nature of seminar work means that it is very difficult for an individual who has missed a seminar to catch up on the information covered. Failure to attend also weakens the overall experience for the group.

### TIMING

Seminar groups will meet in WEEKS 3, 7 and 9. On weeks of seminars the lecture will take place from xxx-xxx only. For those of you who have been assigned to Groups 1A or 1B, your seminar will follow from 15.00-16.00. For those of you in groups 2 or 3, you will meet at a different time: Group 2 (xxx from 11.00-12.00 with Dr. Graham Room TBA) or Group 3 (TBA with Prof. Kevin Butcher room TBA); and are thus free to leave after the lecture end (at 15.00). In WEEK 7 there will be a combined debate during the lecture in which all groups will participate.

Students are invited to make a careful note of your group number (time & location), topic and stance (*pro* or *con*). This information will be provided on the handout 2 weeks before the seminar takes place (Weeks 1, 5,7). If you cannot attend a seminar at your assigned time please notify the lecturer no later than 5 days before the scheduled seminar.

### FORMAT

Seminar Groups: Each student will be assigned to one of the four seminar groups (for dates and times *see above*). These groups (ca. 12-14 students each) will remain consistent throughout the year.

Seminar Topics: Each seminar group will be assigned 3 topics for debate. For each topic there is a 'pro' or a 'con' approach & questions. 2-3 students will be assigned to each side of the debate for each.

For example: Seminar Group X: The beautiful and damned Library 1 xxxx, at xxxx

*Pro:*

Posh & Becks (Topic 1)

Madonna & Guy (Topic 2)

*Con:*

Colleen and Wayne (Topic 1)

Britney and Justin (Topic 2)

### PREPARATION

Seminars require extra time and reading, and students are strongly encouraged to plan their time accordingly. Information on topics and reading lists are

available online from the beginning of each term.

Collaborative work is helpful and encouraged. While there is not time for personal presentations, helpful notes include: your arguments, your supporting points, and specific examples from the sources, to back up your points. Students should remember that they will be debating this topic with their classmates, so it is worth considering the arguments of opposing side when formulating your answer.

Seminar topics are often considered in the determination of questions for the final exam, and they are an excellent chance to for further discussion and questions regarding lecture topics.

### **AUTUMN TERM, SEMINAR 1 (WEEK 3). THE POLIS: ANCIENT REVELATION OR MODERN CREATION?**

**Topic 1:** *Is there a physical definition of a polis? What similarities and differences evident in the appearance of Greek cities? Consider location, size, urban planning and public buildings.*

**Ancient sources:** Thucydides, I.10.2, II.15; Aristotle, *Politics*. VII.5.2.

Pro: What are pervading aspects of urban organisation in Greek cities?

Con: What are fundamental differences in the organisation and appearance of Greek cities?

**Topic 2:** *Who belonged to a polis? To what extent were different social groups allowed to participate in urban life? Consider categories of membership, women, slaves ... Use specific examples from various poleis to support your points.*

**Ancient sources:** Aristophanes, *Birds*, 27-48, *Lysistrata*, 15-19, 149-154, 1125-1127; Aristotle, *Politics* III.1.2; Xenophon, *Constitution of the Spartans*, I.3-4.

Pro: How was membership to a polis inclusive?

Con: Who was excluded from public life? How?

**Topic 3:** *Who wants to be in a citizen anyway? What were the benefits and obligations of polis membership? Consider social and politician ramifications of citizenship. Use specific examples from various poleis to support your points.*

Pro: Why would you want to be a citizen?

Con: Why wouldn't you want to be a citizen?

**Ancient sources:** Xenophon, *Constitution of the Spartans*, VII.10; [Aristotle], *Constitution of the Athenians*, VII.

### **BIBLIOGRAPHY**

M. Crawford, David Whitehead (eds., 1982), *Archaic and Classical Greece: a selection of ancient sources in translation*, ch. 1, pp. 27-51.

O. Murray (1993), *Early Greece*, ch. 4.

M.I. Finley (ed., 1984), *The Legacy of Greece, A New Appraisal*, pp. 22-36.

M.I. Finley (1986), *Early Greece: The Bronze and Archaic Ages*, 2<sup>nd</sup> ed., ch. 7-8, 69-105.

L.G. Mitchell and P. Rhodes (eds., 1987), *The Development of the Polis in Archaic Greece*, ch. 1, 3, 4, 5.

R. Osborne (1996), *Greece in the Making, 1200-479 BC*, ch. 4, 6.

R. Osborne (2000), *Classical Greece*, ch. 3.

## **AUTUMN TERM, SEMINAR 2 (WEEK 7): *DISPUTATIO* (IN LECTURE), ATHENS VS. SPARTA**

Seminar Assignments for topics as follows:

Topic 1 (Seminar Group 1 A)

Topic 2 (Seminar Groups 1 B)

Topic 3 (Seminar Group 2)

Topic 4 (Seminar Group 3)

Each seminar group will be broken into two smaller groups (one 'pro' one 'con', this will be recorded on the assignment sheet included in the week 5 handout). Within each of these small groups, there must be two appointed speakers to present the debate. We will have at least one more such debate this year, so those who are speakers in this event can count themselves finished in terms of performance.

Following each debate, we will experience Spartan government as we conduct a vote as to who the winners are. To do this we will also need to break down governmental roles. Groups 1A and B will represent the Spartan Assembly, Group 2 will function as the *Gerousia* and Group 3 will appoint two Kings.

**Ancient sources** for the three topics: Xenophon, *Constitution of the Spartans*; Plutarch, *Life of Lycurgus*.

**Topic 1: Sources on Sparta.** *What are sources? How did others view Sparta?* Consider ancient and modern perspectives on Sparta. Use specific sources to support your answer.

Pro: Who hails praises of Sparta? Why?

Con: Who defames Sparta? Why?

Both: What are the limitations of these accounts?

**Topic 2: The Spartan government.** *Was Sparta's government unique in terms of its organisation?* Consider the allotment of offices, membership, function and process of each branch of government (feel free to compare with other Greek governments).

Pro: What was praiseworthy and/or unique about the Spartan system of government

Con: What was problematic and/or unoriginal about Sparta's government?

**Topic 3. Social structure in Sparta.** *How was Sparta's society structured?* Consider the right and privileges of men, women, workers (slaves and *perioikoi*), as well as experiences such as marriage, child rearing an annual festival. Use specific laws, customs and events to support your answer.

Pro: What was miraculous about Spartan life, and how was Sparta's social

structure a contributing factor to Sparta's success?

Con: What was grim about Spartan life, and how did her social structure contribute to Sparta's downfall?

**Topic 4. Did Sparta fail?** Consider Spartan institutions and the underlying ideology of their social and political structures.

Pro and Con: *To what extent are Spartan institutions successful? To what extent do they represent a mirage?*

**ALL: Why was Sparta different?**

#### **BIBLIOGRAPHY**

M. Crawford, D. Whitehead (eds., 1982), *Archaic and Classical Greece: A Selection of Ancient Sources in Translation*, pp. 95-127.

O. Murray (1980), *Early Greece*, pp. 153-72.

M.I. Finley (1986), *Early Greece: the Bronze and Archaic Ages*, 2<sup>nd</sup> ed., ch. 9.

J. M. Hall (1997), *Ethnic Identity in Greek Antiquity*.

L.G. Mitchell, P. Rhodes (eds., 1997), *The Development of the Polis in Archaic Greece*, ch. 8.

R. Osborne (1996), *Greece in the Making, 1200-479 BC*, pp. 177-185.

#### **AUTUMN TERM, SEMINAR 3 (WEEK 9). ATHENS AS A MODEL, OR CAN A GENUINE DEMOCRACY RELY ON IMPERIALISM?**

**Topic 1. Athenian Democracy.** *How did Athenian democracy work? Does the Athenian system of government represent the interests of the demos?* Consider its basic constituents and how did they interacted. Use specific events to support your points.

**Ancient source:** [Xenophon], *Constitution of the Athenians*, I.1-3.

Pro: How was Athenian Democracy representative of the its population?

Con: What were the problems inherent in the Democratic process in Athens?

**Topic 2. The Delian League.** *What role did the Delian League play in shaping the Greek world? Do Greek politics in the fourth century and after illuminate the problems of the fifth?* Consider the Delian alliance and the events that followed. Use specific event to support your points.

**Ancient source:** Thucydides, V.85-113

Pro: What were the positive aspects of the Delian League for Athens and its fellow members?

Con: What were the negative aspects of this alliance for the member states?

**Topic 3. Pericles and his role.** *Were the Pericles polices and reforms a harbinger of greatness or decline?* Consider Periclean policies and reform, both as a as an inhabitant of Athens and as a citizen of a member state.

**Ancient source:** Thucydides, II.34-46.

Pro: How did Pericles reforms benefit Athens? Does his role fit within the Athenian democratic system?

Con: What were the downfalls in his polices? Does his role fit within the Athenian democratic system?

**ALL:** *Was Athens a democracy?*

### **BIBLIOGRAPHY**

J.K. Davies (1978), *Democracy in Classical Greece*, ch.4.

M.I. Finley (ed.), *Studies in Ancient Society*, pp. 1-25.

W.G. Forrest (1966), *The Emergence of Greek Democracy*, ch. 9-10.

S. Hornblower (2002), *The Greek World 479-323 BC*, 3<sup>rd</sup> ed., ch. 11.

A.H.M. Jones (1957), *Athenian Democracy*, ch. 5.

J. Ober (1998), *Political Dissent in Democratic Athens: Intellectual Critics of Popular Rule*, ch. 2.

## ESSAYS

Students are required to produce two essays during the module of about 2,500 words, one for each term. Essays should answer the question directly and completely; an analytical essay with clear and systematic arguments will receive more credit than a meandering narrative; arguments must be supported by evidence, both the primary sources and the conclusions of modern debates. Essays must be provided with proper bibliographical references, and be presented legibly; use of a word processor is a requirement. *Spelling and grammar must be of an acceptable standard.* For further guidance on essays, please refer to the Departmental Handbook, distributed at the start of the year.

### Some guidelines

Guidelines on the writing of essays and the proper use of citations can be found in the student's handbook from the Department of Classics and is provided on the department website. Moreover, these topics will be covered in study skills sessions as part of Roman Culture and Society.

- **Seeking information:** Use indexes to find the information which you consider most relevant to your essay and utilize bibliographies provided on handouts!
- **Book availability:** You alone are responsible for acquiring the information necessary to write an essay. It should come as no surprise that 4 days before an essay is due, books are scarce, so plan in advance.

**ESSAY PLANS:** Students are encouraged to submit essay plans (preferably via email) to the lecturer up to 10 days before the essay is due. Plans are meant to be simple and short (a few sentences), listing the topic and main arguments of the essay. Under each argument you should record the supporting primary sources (ancient literature and material evidence) and modern scholarship. It should also include an estimated word count. More than 50% of essays problems are related to structure, an essay plan can address these issues in advance.

**ESSAY SUBMISSION:** Essays should be submitted to the Classics office (H222) before 12pm. When submitting an essay, students are required to fill out a Green cover sheet, available from the Classics office, and to sign the essay submission register. If you do not follow these procedures, the official date of submission will be the date and time the form and essay are catalogued by the secretaries. **From 12.01pm onwards, essays will be treated as late.**

**DEADLINES:** If you think that you will have difficulty in meeting a deadline, it is vital that you arrange to see the Director of Undergraduate Studies (Dr Stanley Ireland) well in advance to explain the position and obtain consent for an extension to the deadline. While it is helpful to contact the module lecturer to apprise him/her of the situation; **be aware the module co-ordinator does not possess the authority to grant extensions.** A coincidence of essay deadlines for different modules will **not**, normally, be sufficient grounds for an extension: deadlines are announced well in advance and it is the student's responsibility to organize your work to ensure that you meet your different commitments on

time. The same applies to Essay questions, which are available online from the first day of term. If the internet goes down 48 hours before the deadline, this is not grounds for extension. For arrangements for extensions during 05-06 see memo displayed in the Classics Common Room (rm 225).

**NB: unauthorized late submission attracts a penalty of 5 POINTS each day,** e.g. an essay that is 2 days late will lose an entire class (a first class mark (e.g. 71) becoming a 2.1 (61); a 2.1 (e.g. 61) becoming a 2.2 (51), and so on.

**PLAGIARISM:** On submission of all assessed work, students are required to sign a statement to the effect that the submission represents their own work, with no *unacknowledged* or *disguised* quotations, passages, or opinions taken from secondary sources. This represents a promise that the essay does not contain plagiarism, which is a serious offence that will be heavily penalised, usually by a mark of zero. As a result, a student penalized for plagiarism will find it difficult to achieve more than a third-class mark for the module as a whole. For a fuller definition see the Departmental regulations concerning the presentation of assessed work; if in any doubt, seek advice from Personal Tutors or the module co-ordinator.

#### **QUESTIONS FOR THE FIRST ASSESSED ESSAY**

**DEADLINE FOR SUBMISSION IS 23<sup>rd</sup> NOVEMBER (Tuesday WEEK 8) AT 12 NOON**

*Reading lists below are a PLACE TO START, and are often basic and tested resources, they are a fraction of the material available. Part of 'independent research' is also extending your reading list to new and (where possible) more recent works.*

#### **AUTUMN TERM**

##### **1.To what extent (if at all) do Rome's histories rely upon Greek traditions?**

Choose two or three historians from the list below, considering carefully whether they are 'Greek' or 'Roman' in terms of their identity, intended audience, and perspective.

Cassius Dio (164/5-after 225 AD)

Polybius, *Histories* (ca. 200-118 BC)

Livy, *History of Rome* (ca. 64 BC -17 AD)

Sallust (86-35 BC) *The War against Jugurtha* .

Appian, *Roman History* (ca. AD 95-165)

Plutarch, *Lives of Fabius Maximus, Marcellus and the elder Cato*

(ca. AD 50-125)

J.D. Chaplin (2000), *Livy's Exemplary History*; Oxford. PA 6459.C4

P.S. Derow, 'Polybius, Rome and the East' in *Journal of Roman Studies* (1979) 1-15.

C.P. Jones (1971), *Plutarch and Rome*, Oxford: Clarendon Press. PA 4832.J6



C. Kraus & A. Woodman (1997) *Latin Historians*, Oxford: Oxford University Press. DG 205.K7  
 T. J. Luce (1977), *Livy: the Composition of His History*, Princeton: Princeton University Press. PA 6459.L8  
 D.A. Russell (1972), *Plutarch*, London: Duckworth. PA 4382.R8  
 P.A. Stadter, ed. (1992), *Plutarch and the Historical Tradition*, London: Routledge. PA 4385.P5  
 R. Syme (1964), *Sallust*, Berkeley: university of California Press. PA 6656.S9  
 P.G. Walsh (1961), *Livy. His Historical Aims and Methods*; Cambridge University Press, Cambridge. PA 6459.W2  
 F.W. Walbank (1972), *Polybius*, Berkeley, London: University of California Press. D 58.P6  
 - (2002), *Polybius, Rome and the Hellenistic World: Essays and Reflections*, Cambridge: Cambridge University Press. D 58.P6

## **2. Was the Roman Republic democratic?**

P.A. Brunt (1988), *The Fall of the Roman Republic and Related Essays*, pp. 240-258. DG 254.B7  
 H. Fowler (ed., 2004), *The Cambridge Companion to the Roman Republic*, Cambridge: Cambridge University Press. DG 235.C2  
 E.S. Gruen (1974), *The Last Generation of the Roman Republic*. DG 258.G7  
 F.G.B. Millar (1998), *The Crowd in Rome in the Late Republic*, Ann Arbor: university of Michigan Press. DG 254.2.M4  
 B. Rawson (1994), *The Cambridge Ancient History*, vol. IX, 2<sup>nd</sup> ed., pp. 438-467 D 57.C2  
 H.H. Scullard, *From the Gracchi to Nero* (5<sup>th</sup> ed., 1982). DG 254.S2  
 R. Syme, *The Roman Revolution* (1939). DG 231.S9  
 T.P. Wiseman, *The Cambridge Ancient History*, vol. IX (2<sup>nd</sup> ed. 1994), pp. 368-423 D 57.C2

## **3. Is Cicero a reliable historical source?**

E. Rawson (1983), *Cicero: A portrait*, 2<sup>nd</sup> ed., London: Bristol Classical Press. DG 260.C5  
 D. Stockton (1971), *Cicero: A political biography*, Oxford: Oxford University Press. DG 260.C5  
 L.R. Taylor (1961), *Party Politics in the Age of Caesar*, Berkeley: University of California Press. DG 262.T2  
 S. Treggiari (2002), *Roman Social History*, London: Routledge. DG 205.T7

## **4. Comment on the following passage from the historian Velleius Paterculus: “[The assassination of Tiberius Gracchus] marked the beginning in Rome of civil bloodshed, and of the licence of the sword. From this time on right was crushed by might, the most powerful now took precedence in the state, the disputes of the citizens which were once healed by amicable agreements were now settled by arms, and wars were now begun not for good cause but for what profit there was in them” (Velleius Paterculus II.3.3)**

A.W. Lintott (1992), *Judicial Reform and Land Reform in the Republic*, Cambridge: Cambridge University Press. DG 88.L4

J. Rich, 'The supposed manpower shortage of the later second century BC' *Historia* 32 (1983): 287-331.  
 H.H. Scullard, *From the Gracchi to Nero* (5<sup>th</sup> ed 1982). DG 254.S2  
 A.N. Sherwin-White 'The political ideas of C. Gracchus', *Journal of Roman Studies* (1982) 18-31.  
 D. Stockton, *The Gracchi* (1979) DG 254.5.S8  
 L.R. Taylor, 'Forerunners of the Gracchi' *Journal of Roman Studies* 52 (1962): 19-27.  
 T.P. Wiseman (1971), *New Men in the Roman Senate 129 BC- AD 14*, Oxford: Oxford University Press. DG 254.2.W4

### **5. How did the Punic Wars shape Roman imperialism?**

A.E. Astin (1967), *Scipio Aemilianus*, Oxford: Clarendon Press. DG 253.S4  
 J. B. Briscoe, *The Second Punic War* in *Cambridge Ancient History*, vol. VIII (2nd ed. 1989). D 57.C2  
 T. Cornell (ed., 1996), *The Second Punic War: A Reappraisal*, London: University of London Institute of Classical Studies. DG 247.C3  
 L.A. Curchin (1991), *Roman Spain: Conquest and Assimilation*, London: Routledge. DG 59.H6  
 A. Goldsworthy (2001), *The Punic Wars*. DG 242.G6  
 J.F. Lazenby (1996), *Hannibal's War: A Military History of the Second Punic War*. DG 247.L2  
 J. Rich and G. Shipley (eds., 1993) *War and society in the Roman World*, London: Routledge. DG 89.W2  
 A.K. Goldsworthy (1996), *The Roman Army at War 100 BC-AD 200*, Oxford: Clarendon Press. U 35.G6  
 E. Gabba (1976), *Republican Rome: The army and the Allies*, on-line resource.  
 L. Keppie (1984), *The Making of the Roman Army: From Republic to Empire*, Norman: University of Oklahoma Press. U 35.K3

### **6. What were the purposes of Sulla's reformation of the Senate?**

M. Beard, M. Crawford (1999), *Rome in the Late Republic: Problems and Interpretations*. DG 254.B3  
 P.A. Brunt, *The Fall of the Roman Republic and Related Essays* (1988). DG 254.B7  
 E. Badian, 'Waiting for Sulla', *Journal of Roman Studies* 52 (1962) 42-61.  
 - (1968), *Roman Imperialism in the Late Republic*, 2<sup>nd</sup> ed., London: Duckworth. DG 81.B2  
 A. M. Clay, *Sources of Roman History 133-70 BC* (2<sup>nd</sup> ed, 1986,).  
 E. Gabba, *Republican Rome: The Army and the Allies* (1976), pp. 142-150.  
 E. Gruen, *The Last Generation of the Roman Republic* (1974), pp. 6-46.  
 A. Keaveney (1974), *Sulla the Last Republican*.

### **7. Was the fall of the Roman Republic inevitable?**

P.A. Brunt, *The Fall of the Republic and Related Essays* (1988), pp 240-258.  
 E.S. Gruen, *The Last Generation of the Roman Republic* (1995).  
 J. Leach (1978), *Pompey the Great*, London: Croom Helm. DG 258.1.L3  
 F. Millar, *The Crowd in the Late Roman Republic* (1998).  
 R. Seager (2003), *Pompey the Great*.  
 H.H. Scullard (1982), *From the Gracchi to Nero*.

R. Syme (1939), *The Roman Revolution*.  
A.M. Ward (1977), *Marcus Crassus and the Late Roman Republic*.

**1. What were the primary factors in Greek colonization overseas? Refer in your essay to Thuc. I.13.1**

J. Boardman (1980), *The Greeks Overseas*. DF 251.B6  
A.J. Graham, in *Cambridge Ancient History* III.3, pp.83-162. D 57.C2  
O. Murray (1993), *Early Greece*, 2<sup>nd</sup> ed. DF 222.M8  
O. Murray (1990), S. Price, *The Greek City*. DF 82.G7  
R. Osborne (1996), *Greece in the Making, 1200-479 BC*. DF 220.08  
A. Powell (1995), *The Greek World*. 938 POW  
P.J. Rhodes (1986), *The Greek City States: A sourcebook*. DF 81.G7

**2. Compare the preamble of Thucydides' *Histories* with Herodotus'.**

G. Cawkwell (1997), *Thucydides and the Peloponnesian War*, London: Routledge. DF 229.T6  
W.R. Connor (1984), *Thucydides*, Princeton: Princeton University Press. PA 4461.C6  
S. Hornblower (1987), *Thucydides*, London: Duckworth. DF 229.T6  
J. Ober (1998), *Political Dissent in Democratic Athens: Intellectual Critics of Popular Rule*, Princeton: Princeton University Press, ch. 2. DF 277.03  
A. Powell (1988), *Athens and Sparta: Constructing Greek Political and Social History*, London: Routledge. DF 214.P6  
R. Thomas (2000) *Herodotus in context: ethnography, science and the art of Persuasion*, Cambridge: Cambridge University Press. D 58.H3  
A.J. Woodman (1988), *Rhetoric in Classical Historiography: Four Studies*, London: Croom Helm. DE 8.W6

**3. How did the outcome of the Persian Wars contribute to the outbreak of the Peloponnesian War?**

G. Cawkwell (1997), *Thucydides and the Peloponnesian War*. DF 229.T6  
W.R. Connor (1971), *The New Politicians of Fifth Century Athens*, Princeton: Princeton University Press. DF 277.C6  
J.K. Davies (1978), *Democracy and Classical Greece*. DF 214.D2  
G.E.M. de Ste Croix (1972), *The Origins of the Peloponnesian War*, London: Duckworth. DF 229.2.D3  
S. Hornblower (2002), *The Greek World, 479-323 BC*, 3<sup>rd</sup> ed. DF 214.H6  
A. Powell (1988), *Athens and Sparta*. DF 214.P6

**4. Was Athens really more democratic than Sparta?**

*Refer to bibliographies for Seminars Two and Three.*

**5. Discuss the role of Thebes in fourth-century Greece**

J.K. Davies, *Democracy and Classical Greece* (1978). DF 214.D2  
S. Hornblower, *The Greek World, 479-323 BC* (1983). DF 214.H6  
R. Sealey (1993), *Demosthenes and His Time: A Study in Defeat*, Oxford: Oxford University Press. DF 277.D3

L.A. Tritle (1997), *The Greek World in the Fourth Century*, London: Routledge. DF 231.G7

**6. What were the political consequences of the so-called “hoplite revolution”? (Aristotle, *Politics* 1289b, 1297b12ff., 1305a7ff.; Thuc. 1. 13)**

A. Andrewes (1956), *The Greek Tyrants*, London: Hutchinson. DF 222.A6

*Cambridge Ancient History. Plates to Volume III*, pp. 254-261.

O. Murray, *Early Greece*, 2<sup>nd</sup> ed. (1993). DF 222.M8

J. Ober (1996), *The Athenian Revolution. Essays on Greek Democracy and Political Theory*, Princeton: Princeton University Press. DF 277.02

R. Osborne, *Greece in the Making* (1996). DF 220.08

K. Raafaub, “Soldiers, Citizens, and the evolution of the Early Greek *Polis*”, pp. 49-59 in L. Mitchell, P. Rhodes (eds., 1997), *The development of the Polis in Archaic Greece*, London: Routledge. DF 81.D3

J. Salmon, “Political Hoplitest?”, *JHS* 97 (1977): 84-101.

H. Van Wees (2001), “The development of the hoplite phalanx: iconography in the seventh century”, in J. Whitley, *The Archaeology of Ancient Greece*, pp. 179-188. Cambridge: Cambridge University Press. DF 77.W4

**7. Was Alexander Great? Explain your case in terms of why or why not, he is deserving of this title.**

W.W. Tarn, *Alexander the Great* (1948), Cambridge: Cambridge University Press. DF 234.T2

A.B. Bosworth (1988), *Conquest and Empire: the Reign of Alexander the Great*. DF 234.B6

P. Briant (2002), *From Cyrus to Alexander: a History of the Persian Empire*, ch. 17-18, Winona Lake: Eisenbrauns. DS 281.B7

N.G.L. Hammond (1989), *Alexander the Great King, Commander and Statesman*, 2<sup>nd</sup> ed., Bristol: Bristol Press. DF 234.H2

- *Philip of Macedon* (1994), London: Duckworth. DF 233.H2

- *The Macedonian State: Origins, Institutions, History* (1989), Oxford: Clarendon Press. DF 261.M2

R. Lane Fox (1980), *The Search for Alexander*, London: Allen Lane. DF 234.L2

**SUMMER TERM**

**1. To what extent (if at all) do Rome's histories rely upon Greek traditions?**

Choose two or three historians from the list below, considering carefully whether they are 'Greek' or 'Roman' in terms of their identity, intended audience, and perspective.

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Sallust (86-35 BC) *The War against Jugurtha* .

Appian, *Roman History* (ca. AD 95-165)

Plutarch, *Lives of Fabius Maximus, Marcellus and the elder Cato*

(ca. AD 50-125)

J.D. Chaplin (2000), *Livy's Exemplary History*; Oxford. PA 6459.C4  
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 C.P. Jones (1971), *Plutarch and Rome*, Oxford: Clarendon Press. PA 4832.J6  
 C. Kraus & A. Woodman (1997) *Latin Historians*, Oxford: Oxford University Press. DG 205.K7  
 T. J. Luce (1977), *Livy: the Composition of His History*, Princeton: Princeton University Press. PA 6459.L8  
 D.A. Russell (1972), *Plutarch*, London: Duckworth. PA 4382.R8  
 P.A. Stadter, ed. (1992), *Plutarch and the Historical Tradition*, London: Routledge. PA 4385.P5  
 R. Syme (1964), *Sallust*, Berkeley: university of California Press. PA 6656.S9  
 P.G. Walsh (1961), *Livy. His Historical Aims and Methods*; Cambridge University Press, Cambridge. PA 6459.W2  
 F.W. Walbank (1972), *Polybius*, Berkeley, London: University of California Press. D 58.P6  
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 E.S. Gruen (1974), *The Last Generation of the Roman Republic*.  
 F.G.B. Millar (1998), *The Crowd in Rome in the Late Republic*, Ann Arbor: university of Michigan Press. DG 254.2.M4  
 B. Rawson (1994), *The Cambridge Ancient History*, vol. IX, 2<sup>nd</sup> ed., pp. 438-467  
 H.H. Scullard, *From the Gracchi to Nero* (5<sup>th</sup> ed., 1982).  
 R. Syme, *The Roman Revolution* (1939) chs. 1-5.  
 T.P. Wiseman, *The Cambridge Ancient History*, vol. IX (2<sup>nd</sup> ed. 1994), pp. 368-423

## **3. Is Cicero a reliable historical source?**

E. Rawson (1983), *Cicero: A portrait*, 2<sup>nd</sup> ed., London: Bristol Classical Press. DG 260.C5  
 D. Stockton (1971), *Cicero: A political biography*, Oxford: Oxford University Press. DG 260.C5  
 L.R. Taylor (1961), *Party Politics in the Age of Caesar*, Berkeley: University of California Press. DG 262.T2  
 S. Treggiari (2002), *Roman Social History*, London: Routledge. DG 205.T7

**4. Comment on the following passage from the historian Velleius Paterculus: “[The assassination of Tiberius Gracchus] marked the beginning in Rome of civil bloodshed, and of the licence of the sword. From this time on right was crushed by might, the most powerful now took precedence in the state, the disputes of the citizens which were once healed by amicable agreements were now settled by arms, and wars were now begun not for good cause but for what profit there was in them” (Velleius Paterculus II.3.3)**

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 J. Rich, 'The supposed manpower shortage of the later second century BC' *Historia* 32 (1983): 287-331.  
 H.H. Scullard, *From the Gracchi to Nero* (5<sup>th</sup> ed 1982).  
 A.N. Sherwin-White 'The political ideas of C. Gracchus', *Journal of Roman Studies* (1982) 18-31.  
 D. Stockton, *The Gracchi* (1979)  
 L.R. Taylor, 'Forerunners of the Gracchi' *Journal of Roman Studies* 52 (1962): 19-27  
 T.P. Wiseman (1971), *New Men in the Roman Senate 129 BC- AD 14*, Oxford: Oxford University Press. DG 254.2.W4

### **5. How did the Punic Wars shape Roman imperialism?**

A.E. Astin (1967), *Scipio Aemilianus*, Oxford: Clarendon Press. DG 253.S4  
 J. B Briscoe, *The Second Punic War in Cambridge Ancient History*, vol. VIII (2nd ed. 1989).  
 T. Cornell (ed., 1996), *The Second Punic War: A Reappraisal*, London: University of London Institute of Classical Studies. DG 247.C3  
 L.A. Curchin (1991), *Roman Spain: Conquest and Assimilation*, London: Routledge. DG 59.H6  
 A. Goldsworthy (2001), *The Punic Wars*.  
 J.F. Lazenby (1996), *Hannibal's War: A Military History of the Second Punic War*.  
 J. Rich and G. Shipley (eds., 1993) *War and society in the Roman World*, London: Routledge. DG 89.W2  
 A.K. Goldsworthy (1996), *The Roman Army at War 100 BC-AD 200*, Oxford: Clarendon Press. U 35.G6  
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 L. Keppie (1984), *The Making of the Roman Army: From Republic to Empire*, Norman: University of Oklahoma Press. U 35.K3

### **6. What were the purposes of Sulla's reformation of the Senate?**

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 P.A. Brunt, *The Fall of the Roman Republic and Related Essays* (1988).  
 - 'Waiting for Sulla', *Journal of Roman Studies* 52 (1962) 42-61.  
 - (1968), *Roman Imperialism in the Late Republic*, 2<sup>nd</sup> ed., London: Duckworth. DG 81.B2  
 A. M. Clay, *Sources of Roman History 133-70 BC* (2<sup>nd</sup> ed, 1986,). DG 254.B7  
 E. Gabba, *Republican Rome: The Army and the Allies* (1976), pp. 142-150. DG 256.2.G2  
 E. Gruen, *The Last Generation of the Roman Republic* (1974), pp. 6-46. DG 258.G7  
 A. Keaveney (1974), *Sulla the Last Republican*. DG 256.7.K3

### **7. Was the fall of the Roman Republic inevitable?**

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 E.S. Gruen, *The Last Generation of the Roman Republic* (1995). DG 258.G7  
 J. Leach (1978), *Pompey the Great*, London: Croom Helm. DG 258.1.L3

F. Millar, *The Crowd in Rome the Late Republic* (1998). DG 254.2.M4  
R. Seager (2003), *Pompey the Great*. DG 258.1.S3  
H.H. Scullard (1982), *From the Gracchi to Nero*. DG 254.S2  
R. Syme (1939), *The Roman Revolution*. DG 231.S9  
A.M. Ward (1977), *Marcus Crassus and the Late Roman Republic*. DG 260.C73