

Greek and Roman Studies 275
INTRODUCTION TO CLASSICAL STUDIES
Syllabus

General Information

Instructor: Kenny Morrell

Meeting Time and Place: Tuesdays and Thursdays from 9:30 to 10:45 p.m.; Palmer 205.

Office: Halliburton Tower (Gooch Hall) 403. I am generally on campus from 8:00 a.m. until 6:00 p.m. My scheduled office hours this semester will be on Mondays from 9:00 to 10:00 a.m.; Tuesdays from 9:00 to 10:00 a.m.; and Thursdays from 11:00 a.m. to 12:00 p.m. I am also happy to schedule a meeting at our mutual convenience. You may assume that I am available for consultation whenever I am in my office with the door open. If you find my door closed, I am either not in my office, or I am in my office but do not wish to be disturbed. Please do not knock.

Telephone: My office phone number is x3821; my home phone is 901-452-8669; and my cell phone is 202-257-6269. (Feel free to call between the hours of 7:00 a.m. and 10:00 p.m.)

Electronic communication: You can reach me by email at morrell@rhodes.edu. If the Rhodes system is down, you can also try to reach me at kennymorrell@gmail.com or kmorrell@chs.harvard.edu. My AIM screen name is PenfieldA481, and my Skype name is kennymorrell

Objectives:

As a course required of all majors and minors in Greek and Roman Studies, the overarching goal of our work this semester will be for students to gain an familiarity with the domains of knowledge and the skills, in which they must become proficient during their undergraduate experience. For those who have already begun their study of the ancient Greco-Roman world, this course will help them understand the connections among the areas of inquiry, provide background into the evolution of our discipline, and help them locate their particular efforts and interests in the broader context of GRS. For those who are new to the study of the discipline, this course will provide them with the basic knowledge and background that will make their subsequent engagement with the material more productive. More specifically, at the end of this course students

1. Should understand the nature of the textual information we study, including the media in which it originated, the modes of transmission, and the editorial processes that established what we have today
2. Should be familiar with some of the non-verbal sources of information (i.e., non-textual artifacts) practitioners in the discipline use to build current conceptualizations of the ancient Greco-Roman world
3. Should become aware of the fragmentary nature of the textual and non-textual artifacts that form the basis of the discipline and some the strategies scholars employ to address gaps in the material record

4. Should develop their ability to judge the relative value of different types of information in the interpretation of textual and non-textual artifacts

The material and topics we consider in the context of this course necessarily form only a subset of the overall scholarly work in the field. Below are some aspects that will fall outside of our purview this semester.

1. The acquisition of ancient Greek and Latin (among other ancient languages) as a means to engage textual information in the original languages

Students interested in developing these skills should enroll in the sequences of appropriate courses, e.g., Greek and Latin 101, 102, 201, 265, 291-5, 391-5.

2. A study of resources developed primarily as means of understanding and interpreting textual material such as lexica, scholia, and commentaries

Students will begin **using** such resources in the sequence of elementary and intermediate course in ancient Greek and Latin. The nature and evolution of these materials will become a focus of study in the advanced language courses beginning with Greek and Latin 265.

3. An introduction to interpretative approaches for textual and non-textual artifacts

Further exploration of interpretative perspectives on literary texts is a feature of Greek and Latin 265, 291-295, 391-395. Students will generally apply one or more of these approaches as part of their work in GRS 475.

Course Requirements:

Grading for this course will be based on the following components

Weekly: Class will meet twice a week on Tuesdays and Thursdays to discuss the readings and assignments. Students should come prepared to participate in the discussions by having worked through the readings and completed the appropriate assignments. I will not take attendance, so you **MUST** keep a journal where you can record your ideas, take notes, and document your attendance. I will also occasionally distribute study questions. You should record your responses to those questions and other short written assignments in your journal. You are free to use any format you wish, including digital files or a blog, but you must have access to these notes in class. For those who wish to use a conventional notebook, I recommend something a bit more substantial than a spiral notebook, for example, a laboratory notebook.ⁱ

Coming to class prepared to discuss the material, keeping a journal with your notes will constitute twenty percent of your final grade, ten percent for attendance and ten percent for your journal.

ⁱ These vary in quality and cost. I prefer those available from www.bookfactory.com. See, for example, the pocket lab and engineering notebooks in the 5.25 in. x 8.25 in. format (www.bookfactory.com/laboratory_notebooks/mini_lab_notebooks.html) or the project notebooks in the 8 in. x 10 in. version (www.bookfactory.com/laboratory_notebooks/project_notebooks.html).

- Projects: There will be two projects during the semester. The first will concern the editorial conventions and challenges of the manuscript tradition. It will consist of three parts, and you will work in teams. It will be worth forty percent of your final grade. The second will be an individual project and will involve the study of vase painting. It will be worth fifteen percent of your final grade.
- Reading: All students will read one of the major surviving works of literature from the ancient Greek and Roman cultures and provide a short synopsis of the textual tradition for that text. Students with training in ancient Greek or Latin may choose to read at least portions of that text in the original language. Students will make a brief presentation to the class on their work of literature. In the second week of the course, students will draw lots to determine when they will give their reports. This component of the course will account for ten percent of your grade.
- Examinations: There will be a final examination, which will represent fifteen percent of your final grade.

Primary Readings:

Homer, *Iliad* 1, 3, 18

Petrarch, *Bucolicum carmen* [Translated by Thomas G. Bergin (New Haven: Yale University Press, 1974)], "The Ascent of Mount Ventoux" [Translated by Mark Musa (Oxford: Oxford University Press, 2008)]

Pliny the Younger, *Epistulae*

Plato, *Ion*

Vergil, *Eclogae*

Main Secondary Readings:

Casson, Lionel. *Libraries in the Ancient World*. New Haven: Yale University Press, 2002.

Rasmussen, Tom and Nigel Spivey. *Looking at Greek Vases*. Cambridge: Cambridge University Press, 1991.

Reynolds, L.D. & N. G. Wilson. *Scribes and Scholars: A Guide to the Transmission of Greek & Latin Literature*. 3rd ed. Oxford University Press, 1991.

Thomas, Rosalind. *Literacy and Orality in Ancient Greece*. Cambridge: Cambridge University Press, 1992.

Additional Secondary Readings:

Barr-Sharrar, Beryl. [*The Derveni Krater: Masterpiece of Classical Greek Metalwork*](#). Princeton: American School of Classical Studies in Athens, 2007.

- Biers, William R. *The Archaeology of Greece: An Introduction*. 2nd ed. Ithaca: Cornell University Press, 1996.
- Carter, Jane B. "Ancestor Cult and the Occasion of Homeric Performance." In *The Ages of Homer*, edited by Jane B. Carter and Sarah P. Morris, 285-312. Austin: University of Texas Press, 1995.
- Cook, R. M. "The History of the Study of Vase-Painting." In *Greek Painted Pottery*³, 275-311. London: Routledge, 1997.
- Crane, Gregory, et al. "Beyond Digital Incunabula: Modeling the Next Generation of Digital Libraries." *Lecture Notes in Computer Science* 4172 (2006):353-366.
- Dickey, Eleanor. *Ancient Greek Scholarship: A Guide to Finding, Reading, and Understanding Scholia, Commentaries, Lexica, and Grammatical Treatises from Their Beginnings to the Byzantine Period*.
- Du , Casey, ed. *Recapturing a Homeric Legacy: Images and Insights from the Venetus A Manuscript of the Iliad*. Washington: Center for Hellenic Studies, 2009.
- Grafton, Anthony. "Prolegomena to Friedrich August Wolf." *Journal of the Warburg and Courtauld Institutes* 44(1981):101-129.
- Lonsdale, Steven H. "A Dancing Floor for Ariadne (*Iliad* 18.590-592): Aspects of Ritual Movement in Homer and Minoan Religion." In *The Ages of Homer*, edited by Jane B. Carter and Sarah P. Morris, 273-284. Austin: University of Texas Press, 1995.
- Lord, Albert Bates. *The Singer of Tales*. 2nd Edition. Harvard University Press, 2000.
- Lord, Mary Louise. "Petrarch and Vergil's First Eclogue: The Codex Ambrosianus." *Harvard Studies in Classical Philology* 86 (1982):253-276.
- Morris, Ian. "Archaeologies of Greece." In *Classical Greece: Ancient histories and modern archaeologies*, edited by Ian Morris, 8-47. Cambridge: Cambridge University Press, 1994.
- Morris, Sarah P. "A Tale of Two Cities: The Miniature Frescoes from Thera and the Origins of Greek Poetry." *American Journal of Archaeology* 93 (1989): 511-535.
- Muellner, Leonard. "The *M nis* of Achilles and the First Book of the *Iliad*." In *The Anger of Achilles: M nis in Greek Epic*, 94-175. Ithaca: Cornell University Press, 1996.
- . "The Simile of the Cranes and the Pygmies: A Study of Homeric Metaphor." *Harvard Studies in Classical Philology* 93 (1990): 59-101.
- Nagy, Gregory. *Homer the Classic*. Washington: Center for Hellenic Studies, 2009.
- Nevett, Lisa C. *House and Society in the Ancient Greek World*. Cambridge: Cambridge University Press, 1999.
- de Saussure, Ferdinand. *Course in General Linguistics*. Translated by Roy Harris. La Salle: Open Court, 1983.
- Smith, D. Neel. "Digital publication for digital libraries." *Digital Incunabula*, 2004.

Snodgrass, Anthony M. *An Archaeology of Greece*. Berkeley: University of California Press, 1987.

Wolf, Friedrich Augustus. *Prolegomena to Homer*. Translated by Anthony Grafton, Glenn W. Most, and James E. G. Zetzel. Princeton: Princeton University Press, 1985.

Woodhead, A. Geoffrey. *The Study of Greek Inscriptions*. 2nd edition. Norman: University of Oklahoma Press, 1992.

Schedule of Class Meetings and Topics

Week 1

Thurs., Jan. 13: Class [1]: Introduction to the course
Reading: Saussure, "The Object of Study," 23-35; "Representation of a Language by Writing," 44-54; "General Principles," 97-140; "Linguistic Value," 155-169

Week 2

Tues., Jan. 18: Class [2]: Discussion of Saussure
Reading: Casson, "The Beginnings: The Ancient Near East," 1-16
 Thomas, "Introduction" and "Literacy and orality," 1-28
 Homer, *Iliad* 1, 3, & 18

Thurs., Jan. 20: Class [3]: Discussion of literacy and orality
Reading: Lord, "Singers: Performance and Training," from *The Singer of Tales*, 13-29
 Thomas, "Oral poetry," 29-51

Week 3

Tues., Jan. 25: Class [4]: Discussion of Homer
Reading: Thomas, "The coming of the alphabet: literacy and oral communication in archaic Greece," 52-73 and "Beyond the rationalist view of writing: between 'literate' and 'oral,'" 74-100
 Woodhead, "The Origin and Development of the Greek Alphabet" and "Boustrophedon and Stoichedon," 12-34

Thurs., Jan. 27: Class [5]: Discussion of the Greek alphabet and social significance of the written word
Reading: Casson, "The Beginnings: Greece," 17-30
 Nagy, "Homer the Classic in the Age of Plato," in *Homer the Classic*, 354-386
 Plato, *Ion*

Thomas, "Orality, performance, and memorial," 101–127

Week 4

Tues., Feb. 1: Class [6]: Discussion of literacy and performance in the ancient world
Reading: Casson, "The Library of Alexandria," and "The Growth of Libraries," 31–60
 Thomas, "Literacy and the state: the profusion of writing," 128–157

Thurs., Feb. 3: Class [7]: Ancient scholarship and the Hellenistic period
Reading: Dickey, "Introduction to Ancient Scholarship," in *Ancient Greek Scholarship*, 3–17
 Nagy, "Prolegomena: A Classical Text of Homer in the Making," in *Homer the Classic*, 1–72
Project: Work on the first project begins

Week 5

Tues., Feb. 8: Class [8]: Alexandrian editors
Reading: Casson, "The Beginnings: Rome," and "Libraries of the Roman Empire: The City of Rome," 61–123
 Thomas, "Epilogue: the Roman world," 158–170

Thurs., Feb. 10: No class (Snow day)
Reading: Vindolanda tablets
 1. Work through the [online exhibition](#).
 2. Go to the [database of tablets](#) and enter the number of your assigned tablet (or tablets) into the field in the left sidebar under the heading, "Search Database." For questions about terms that appear in your tablet or tablets, consult the [reference area of the site](#).
 3. Read the "Category Introduction" appropriate to the tablet you are studying. These introductions come from Alan Bowman and David Thomas, *The Vindolanda Writing Tablets (Tabulae Vindolandenses II)* (London: British Museum Press, 1994). They are available on the Vindolanda site.
 4. For Thursday, February 17, be prepared to tell the class about your assigned tablet by describing the nature and content of the tablet and comment on how it contributes to our understanding of its cultural context.

Week 6

- Tues., Feb. 15: Class [9]: Discussion of literary production and transmission in the Roman world: others encounter the Romans
- Reading: Casson, "From Roll to Codex," and "Toward the Middle Ages," 124-145
Reynolds & Wilson, "Textual Criticism," 207-241
- Thurs., Feb. 17: Class [10]: Reports on the Vindolanda tablets
- Reading: Reynolds & Wilson, "The Greek East," 44-78
The following readings come from Dué, ed., [*Recapturing a Homeric Legacy: Images and Insights from the Venetus A Manuscript of the Iliad*](#)
Blackwell & Dué, "History and Homer in Venetus A," 1-18
Hecquet, "An Initial Codicological and Paleographical Investigation of the Venetus A Manuscript of the *Iliad*," 57-87
Bird, "Critical signs—drawing attention to 'special' lines of Homer's *Iliad* in the manuscript Venetus A," 89-115
[Venetus A](#) [Explore some of the digital images of the manuscript.]

Week 7

- Tues., Feb. 22: Class [12]: Discussion of Venetus A and the principles of textual criticism
- Reading: Reynolds & Wilson, "The Latin West," 79-121
- Project: First phase of the project is due
- Thur., Feb. 24: Class [13]: The evolution of content: a study of bucolic poetry
- Reading: Reynolds & Wilson, "The Renaissance," 122-163
Petrarch, *Bucolicum carmen* 1-4, 8, 9, 11
Lord, "Petrarch and Vergil's First Eclogue"
- Project: Second phase of the project begins

Week 8

- Tues., Mar. 1: Class [14]: Discussion of Petrarch
- Reading: Reynolds & Wilson, "Some Aspects of Scholarship Since the Renaissance," 164-206
Grafton, "Prolegomena to Friedrich August Wolf"

Thur., Mar. 3: Class [15]: Printed editions: Villoison's edition of Venetus A
Reading: *Prolegomena*, 43-52, 127-158, 188-202, 220-226

Week 9

Tues., Mar. 8: Class [16]: Discussion of Wolf and classical philology
Reading: Smith, "[Digital Publication for Digital Libraries](#)"
 Crane, et al. "[Beyond Digital Incunabula](#)"

Thur., Mar. 10: Class [17]: From modern critical editions to digital resources
Project: Second phase of the project is due

Week 10

Tues., Mar. 15: **Spring Break**

Thur., Mar. 17: **Spring Break**

Week 11

Tues., Mar. 22: Class [18]: Homer and the birth of archaeology
Reading: I. Morris, "Archaeologies of Greece," 8-47
 S. Morris, "A Tale of Two Cities," 511-535
 See the virtual wallpainting exhibition provided by the [Thera Foundation](#).
Project: Third phase of the first project begins

Thur., Mar. 24: Class [19]: The Theran frescoes and the relationship between the prevailing Zeitgeist and archaeological approaches
Reading: Biers, "The Minoans," 23-61, and "The Mycenaean," 62-96

Week 12

Tues., Mar. 29: Class [20]: Reports (1): Joe, David, Amy
Reading: Nevett, "Domestic space and ancient Greek society,"
 "Approaches to the material record," and "From pots to people: towards a framework for interpreting the archaeological record," 4-52
 Cook, "The History of the Study of Vase-Painting," 275-311

Thur., Mar. 31: Class [21]: What do material artifacts mean?
 The role of ceramics in classical studies

Reading: Cook, "Technique," "Inscriptions," "Chronology," and "The Pottery Industry," 231-262
 Hemelrijk, "A closer look at the potter," in Rasmussen, 233-256

Week 13

Tues., Apr. 5: Class [22]: Ceramic production
Reading: Coldstream, "The Geometric Style: Birth of the Picture," in Rasmussen, 37-56
 Snodgrass, "The First Figure-scenes in Greek Art," 132-169
Project: Third phase of the first project is due

Thur., Apr., 7: Class [23]: Protogeometric and geometric pottery
Reading: Rasmussen, "Corinth and the Orientalizing Phenomenon," in Rasmussen, 57-78
 Boardman, "The Sixth-Century Potters and Painters of Athens and their Public," in Rasmussen, 79-102
Project: Work on second project begins

Week 14

Tues., Apr. 12: Class [24]: Black-figure vase painting
 Overview of the [Robinson Collection](#). Information about the vases in the collection is available at the [Perseus Project](#).
Reading: Williams, "The Invention of the Red-Figure Technique and the Race Between Vase-Painting and Free Painting" and Burn, "Red Figure and White Ground of the Later Fifth Century," in Rasmussen, 103-118

Tues., Apr. 14: Class [25]: Reports (2): Nick, Matthew, Stephanie, Mills
 Discussion of trip to study museum collections; Red-figure painting
Reading: Spivey, "Greek Vases in Etruria," in Rasmussen, 131-150
 Trendall, "Farce and tragedy in South Italian vase-painting" in Rasmussen, 151-182

Sat., Apr. 16: Field Trip: Trip to the Robinson Collection at the University of Mississippi. We will plan on leaving Memphis at 9:00 a.m.

Week 15

- Tues., Apr. 19: Class [26]: Vase production in southern Italy
Reading: Martin Robinson and Mary Beard, "Adopting an Approach" in Rasmussen, 1-35
Reading: Barr-Sharrar, "The Derveni Krater," 30-46
- Thur., Apr. 21: **Easter and Passover Break**

Week 16

- Tues., Apr. 26: Class [27]: Reports (3): Jess, Robert, Rachel, Andrew
Reading: Lonsdale, "A Dancing Floor for Ariadne," 273-284
- Thurs., Apr. 28: Class [28]: Discussion of the place of classical studies in the context of liberal education

Week 16

- Wed., May. 6: Exam : Final examination
Project: Second project is due