

History 805: Historical Memory in the Long Roman Empire, Spring 2023

Thursdays 1:20-3:15, Memorial Library, Greek and Latin Reading Room

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Office hours: email for an appointment. I'm happy to meet with you but don't spend a lot of time in my office due to poor internet connectivity. Please get in touch and we will find a time to meet.

Course Description: This research seminar will focus on individual projects that explore various aspects of classical and medieval Greek historical writing or other forms of pre-modern historical writing. Possible topics include

Learning Goals:

This class has three main goals:

1. to develop expertise in an aspect of pre-modern historical writing,
2. to substantially complete a research paper,
3. to learn processes for writing easily and efficiently.

Activities & Assessment:

This course allows you to build your grade through successfully completing activities. All activities are graded as either meeting specifications and receiving full credit, or not meeting specifications and receiving no credit. All activities can be done as many times as you like in order to receive full credit.

To receive a grade of **B** the following activities are **REQUIRED**:

1. **Core Text Readings**
 - a. read the Core Texts
 - b. participate in conversations about them
2. **Supportive Engagement**
 - a. Engage in seminar conversations about individual research projects
 - b. Support the success of all the projects

To receive a grade of **A**, in addition to the activities for a **B**, choose **one** of the following:

1. **Research Option**
 - i. Complete an original research paper of approximately 6000-10,000 words
2. **Reading Option**
 - i. In addition to the Core readings, read at least one monograph or five articles each week and share your insights with the class
 - ii. Write either:
 1. six book reviews on titles of your choice, or
 2. An historiographic essay of 6000-10,000 words

Date	Topic/ Core Texts	Research Option Assignment	Reading Option Assignment/extra bibliography
9/7	Welcome		
9/14	<p data-bbox="349 352 711 380">Foundations</p> <p data-bbox="349 409 711 548">Marincola, John. <i>Authority and Tradition in Ancient Historiography</i>. Cambridge, 1997.</p> <p data-bbox="349 577 711 821">Kaldellis, Anthony, “The Byzantine Role in the Making of the Corpus of Classical Greek Historiography: A Preliminary Investigation.” <i>Journal of Hellenic Studies</i> 132 (2012): 71–85.</p> <p data-bbox="349 850 711 953">Neville, <i>Guide to Byzantine Historical Writing</i>. CUP, 2018, 1-44.</p>	Topic exploration	<p data-bbox="1136 567 1534 705">Marincola, John. <i>A Companion to Greek and Roman Historiography</i>. Malden: Blackwell, 2007.</p>
21-Sept	<p data-bbox="349 991 711 1018">Later Roman History Writing</p> <p data-bbox="349 1050 711 1331">Markopoulos, Athanasios. “From Narrative History to Historical Biography. New Trends in Byzantine Historical Writing in the 10th–11th Centuries.” <i>Byzantinische Zeitschrift</i> 102, no. 2 (2009): 697–715.</p> <p data-bbox="349 1360 711 1568">Burgess, Richard W. “The Origin and Evolution of Early Christian and Byzantine Universal Historiography.” <i>Millennium</i> 18 (2021): 53–154.</p> <p data-bbox="349 1598 711 1879">Torgerson, Jesse. “Time and Again: Early Medieval Chronography and the Recurring Holy First-Created Day of George Synkellos.” In <i>Time: Sense, Space, Structure</i>, edited by Nancy Van Deusen and Leonard Michael Koff,</p>	Project Description	<p data-bbox="1136 982 1534 1121">Kaldellis, Anthony. “Historicism in Byzantine Thought and Literature.” <i>Dumbarton Oaks Papers</i> 61 (2007): 1–24.</p> <p data-bbox="1136 1150 1534 1394">———. “Paradox, Reversal and the Meaning of History.” In <i>Niketas Choniates: A Historian and a Writer</i>, edited by Alicia Simpson and Stephanos Efthymiadis, 75–100. Geneva: La Pomme d’Or, 2009.</p> <p data-bbox="1136 1423 1534 1526">Macrides, Ruth, ed. <i>History as Literature in Byzantium</i>. Farnham: Ashgate, 2010.</p> <p data-bbox="1136 1556 1534 1730">Lilie, Ralph-Johannes. “Reality and Invention: Reflections on Byzantine Historiography.” <i>Dumbarton Oaks Papers</i> 68 (2014): 157–210.</p> <p data-bbox="1136 1759 1534 1892">Papaioannou, Stratis. “Byzantine Historia.” In <i>Thinking, Recording, and Writing History in the Ancient World</i>, edited by</p>

	<p>18–57. Presenting the Past 5. Leiden: Brill, 2016.</p> <p>Wahlgren, Staffan. “Past and Present in Mid-Byzantine Chronicles: Change in Narrative Technique and the Transmission of Knowledge.” In <i>Past and Present in Medieval Chronicles</i>, edited by Mari Isoaho, 34–42. Collegium: Studies across Disciplines in the Humanities and Social Sciences 17. Helsinki: Helsinki Collegium for Advanced Studies, 2015.</p>		<p>Kurt Raaflaub, 297–313. Malden: John Wiley & Sons, 2014.</p>
9/28	<p>Local Contributions</p> <p>Neville, Leonora. <i>Heroes and Romans in Twelfth-Century Byzantium: The Material for History of Nikephoros Bryennios</i>. Cambridge, 2012.</p> <p><i>Anna Komnene: The Life and Work of a Medieval Historian</i>. Oxford, 2016.</p> <p>“Why Did Byzantines Write History?” In <i>Proceedings of the 23rd International Congress of Byzantine Studies</i>, edited by Smilja Marjanović-Dušanić, 265–76. Belgrade: The Serbian National Committee of AIEB, 2016.</p>	Source & Question exploration	<p>Macrides, Ruth J. “The Pen and the Sword: Who Wrote the Alexiad?” In <i>Anna Komnene and Her Times</i>, edited by Thalia Gouma-Peterson, 63–81. New York: Garland, 2000.</p> <p>Howard-Johnston, James. “Anna Komnene and the Alexiad.” In <i>Alexios I Komnenos</i>, edited by Margaret Mullett and Dion Smythe, 232–302. Belfast: Belfast Byzantine Enterprises, 1996.</p> <p>———. <i>Historical Writing in Byzantium</i>. Kieler Felix-Jacoby-Vorlesungen 1. Heidelberg: Verlag Antike, 2014.</p> <p>Treadgold, Warren T. <i>The Middle Byzantine Historians</i>. New York: Palgrave Macmillan, 2013.</p>
10/5	<p>Approaches</p> <p>Spiegel, Gabrielle. “History, Historicism, and the Social Logic of the Text in the Middle Ages.” <i>Speculum</i> 65 (1990): 59–86.</p>	Source Exploration	<p>Loroux, Nicole. “Thucydides Is Not a Colleague.” In <i>Greek and Roman Historiography</i>, edited by John Marincola, 1–15. Oxford: Oxford University Press, 2011.</p> <p>Marincola, John. “The Rhetoric of History: Allusion,</p>

	<p>Greenwood, Emily. "Thucydides: Authorship, Anachrony, and Anachronism in Greek Historiography." <i>Classical Receptions Journal</i> 12, no. 1 (2020): 32–45.</p> <p>Luce, T. J. "Ancient Views on the Causes of Bias in Historical Writing." <i>Classical Philology</i> 84 (1989): 16–31.</p>		<p>Intertextuality, and Exemplarity in Historiographical Speeches." In <i>Stimmen Der Geschichte : Funktionen von Reden in Der Antiken Historiographie</i>, edited by Dennis Pausch, 259–89. de Gruyter, 2010.</p> <p>Gill, Christopher, and T. P. Wiseman. <i>Lies and Fiction in the Ancient World</i>. Austin: University of Texas Press, 1993.</p> <p>Woodman, A. J. <i>Rhetoric in Classical Historiography: Four Studies</i>. Portland: Areopagitica Press, 1988.</p>
10/7	Medeival Greek Study Day	Medeival Greek Study Day	Medeival Greek Study Day
10/12	Memory	Source Description & Challenge Assessment: (1-2pg)	<p>Assmann, Jan. <i>Cultural Memory and Early Civilization: Writing, Remembrance, and Political Imagination</i>. CUP 2011.</p> <p>Whitehead, Anne. <i>Memory</i>. London: Routledge, 2009.</p>
19-Oct		Preliminary source evaluation (2pgs)	<p>Spiegel, Gabrielle. "The Future of the Past: History, Memory and the Ethical Imperatives of Writing History." <i>Journal of the Philosophy of History</i> 8 (2014): 149–79.</p> <p>Clark, Elizabeth. "The Lady Vanishes: Dilemmas of a Feminist Historian after the 'Linguistic Turn.'" <i>Church History</i> 67 (1998): 1–31.</p> <p>Clark, Elizabeth A. <i>History, Theory, Text : Historians and the Linguistic Turn</i>. Cambridge: Harvard University Press, 2004.</p>
26-Oct	Independent work		

11/2	Critical path	Critical Path Presentations: Oral presentation of what you need to do to finish	Althoff, Gerd, Johannes Fried, and Patrick J. Geary. <i>Medieval Concepts of the Past: Ritual, Memory, Historiography</i> . Cambridge: Cambridge University Press, 2002.
11/9	Sample argumentation review	4-6 pages of argumentation text	Sklavos, Theoni. "Moralising History: The Synopsis Historiarum of John Skylitzes." In <i>Byzantine Narrative: Papers in Honour of Roger Scott</i> , edited by John Burke, 110–19. Melbourne: Australian Association for Byzantina Studies, 2006.
11/16	Sample argumentation review	4-6 pages of argumentation text	Holmes, Catherine. <i>Basil II and the Governance of Empire (976-1025)</i> . Oxford: Oxford University Press, 2005. Torgerson, Jesse W. <i>The Chronographia of George the Synkellos and Theophanes: The Ends of Time in Ninth-Century Constantinople</i> . Ends of Time in Ninth-Century Constantinople. Leiden: Brill, 2022.
11/23	Thanksgiving Give thanks for the progress you have made and all you have learned	Punch list	
11/30	Framing text	Several pages of framing text	
12/7	Revising	Bring everything you have	

Research Option assignment details:

We will discuss the progress of everyone’s project each week. Come prepared to tell us how it’s going. We will try to come up with possible solutions and helpful advice for the challenges each project faces. The following assignments will help keep you on schedule and may be incorporated into your final paper.

Project Description: This should provide brief answers to the following questions. It may take a question and answer format. Submit 1-2 pages. You will present your project description orally in class.

Who is the audience? What is the conversation you are entering? What is the length of the project? What is the professional purpose of the project (article, book chapter, conference presentation)? What question are you going to ask? What source base are you planning to use? If you know what basic point you are going to make, include that as well.

Source Description & Challenge Assessment: Describe the source base that you will use for your paper. How are you going to access this material? What difficulties do you anticipate in getting and understanding the material? Make an oral presentation to the class and submit 1-2 pages.

Source Evaluation: Having begun work with your sources, how do you expect to modify your project? **Either** write a source evaluation for your paper or give an oral presentation.

Critical path presentations: Based on the progress of your projects so far, assess what is most important for you to do in order to complete the project on time.

Argumentation Text: Bring 4-6 pages of your text to class for peer review.

Punch List: think through the list of the problems you need to solve and tasks you need to complete in order to finish the project.

Framing Text: Bring a paragraph to several pages of text that introduces, concludes, or shifts the argument in your project to class for peer review.

Revising: Bring your project to the class for peer review.

Assessment:

Successful writing requires self-assessment and evaluation. You will be responsible for assessing the quality of your work. All assignments are graded either full-credit or no credit based on whether they meet the basic specifications outlined above. We will schedule conferences in January to discuss your final papers.

Class conduct: We are here to support each other in the completion of our projects. We succeed when we all do well. As all of our projects face different methodological and logistic challenges, and we bring diverse skills and viewpoints to our work, we will progress at different paces. We will not make cutting comparisons between our projects or belittle the problems facing others.

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly

scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, field trips, individual consultations with the instructor, and other student work as described in the syllabus.

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

QUARANTINE OR ISOLATION DUE TO COVID-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

DIVERSITY & INCLUSION

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.