



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Culture e società
ACADEMIC YEAR	2023/2024
MASTER'S DEGREE (MSC)	CLASSIC STUDIES
SUBJECT	GREEK HISTORY AND HISTORIOGRAPHY (SEMINAR)
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50332-Storia antica
CODE	19028
SCIENTIFIC SECTOR(S)	L-ANT/02
HEAD PROFESSOR(S)	CUSUMANO NICOLA Professore Ordinario Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	9
INDIVIDUAL STUDY (Hrs)	180
COURSE ACTIVITY (Hrs)	45
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	1° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	CUSUMANO NICOLA Tuesday 12:00 13:00 studio del docente, Dipartimento Culture e Società, ed. 15, piano II, stanza 208. Gli studenti sono pregati di concordare preventivamente il ricevimento tramite mail e di specificare l'argomento.

DOCENTE: Prof. NICOLA CUSUMANO

PREREQUISITES	General knowledge of the most important topics related to Greek history and historiography. Knowledge of the various types of documents: literary, historiographical, epigraphical, iconographical and archeological sources.
LEARNING OUTCOMES	Knowledge and understanding Knowledge and understanding of the epistemological problems and application of the historiographical framework to the research of the Greek world; an awareness of the most important thematic issues of the discipline. Ability to apply knowledge and understanding and problem solving abilities Ability to access the ancient sources and to analyze them within the framework of the historiographical, socio-anthropological and cultural-historical categories of time, space and society. Critical awareness of knowledge issues The critical awareness of knowledge issues will be evaluated on the basis of the ability to trace, understand and comment on ancient sources and modern bibliographical references. Communication skills Ability to communicate the results of their studies clearly and unambiguously to specialist and no specialist audiences. Learning skills Ability to improve the understanding of the socio-anthropological and cultural-historical dynamics in Ancient Greece in a manner that may be largely self-directed or autonomous.
ASSESSMENT METHODS	Final oral test Final oral assessment: The discussion based oral assessment aims to test all aspects of knowledge and skills in the field of study. During the examination, the students are required to answer at some questions regarding the entire study programme with reference to the selected passages and the suggested reading list. The written examination questions assess a) the knowledge and understanding of the contents of the course programme b) the ability to apply an historiographical methodology to the analysis of the Greek world c) Communication skills d) Critical evaluation. The final grades range from 18 to 30 points. 30 - 30 cum laude a) Excellent knowledge of the course programme as well as a critical understanding of the course content b) Excellent ability to analyze Greek sources within the historiographical framework. c) Excellent use of specialized language d) Excellent ability to work independently. 27-29 a) Very good knowledge of the course programme as well as a critical understanding of the course content b) Very good ability to analyze Greek sources within the historiographical framework. c) Very good use of specialized language d) Very good ability to work independently. 24-26 a) Good knowledge of the course programme, as well as a critical understanding of the course content b) Good ability to analyze Greek sources within the historiographical framework. c) Good use of specialized language d) Good ability to work independently. 18-23 a) Sufficient knowledge of the course programme, involving a critical understanding of the course content b) Sufficient ability to analyze Greek sources within the historiographical framework. c) Sufficient use of specialized language. d) Sufficient ability to work independently.
EDUCATIONAL OBJECTIVES	The course objective is a profound knowledge regarding : a) epistemological and methodological peculiarities of ancient history; b) the most important historical-anthropological issues and debates within the framework of the discipline as well as an awareness of the problems related to these issues; c) Critical data processing capacity of Greek and Roman historiography and understanding of socio-political dynamics. After a critical introduction to the classical Greek Historiography (Hecataeus and Herodotus), the course concentrates on Thucydides as field of study. The most important aspects of the thucydidean historiography will be addressed. In order to enhance the coordination with other courses, encounter about interdisciplinary issues will be held (2h).
TEACHING METHODS	Lectures
SUGGESTED BIBLIOGRAPHY	È richiesta la conoscenza delle seguenti sezioni delle opere di Erodoto, Tucidide, Andocide, Eschine, Demostene, Aristotele (Politica, Retorica) e dell'Athenaion Politeia aristotelica: 1.Erodoto: libro I, 1-5 [proemio]; libro III, 80-88 [il dibattito costituzionale persiano]; libro V 36 [Ècateo]; libro V 65-78 [democrazia e libertà di parola]; libro VII 101-105 [Hellenikòn spartano]; libro VII 139 [il merito della vittoria contro i Persiani]; libro VIII 144 [Hellenikòn ateniese]; libro IX, 122 [l'ultimo capitolo delle Storie di Erodoto]. 2.Tucidide: a) tutta la sezione proemiale (incipit, archaiologia, capitoli programmatici e metodologici, i pathemata e le cause della guerra: Thuc. 1.1 – 1.23); b) il logos epitaphios, la peste, il terzo discorso di Pericle e il giudizio dello storico (Thuc. 2.34 – 2.65); c) il dibattito su Mitilene, la metanoia e l'antilogia di Cleone e Diodoto (Thuc. 3.35 – 3.50); d) il secondo proemio (Thuc. 5.25 – 26); e) Nicia e il controllo dell'assemblea (Thuc. 6.13 – 14). 3.Andocide, Sui Misteri, 96-98 [legge di Demofanto]. 4.Eschine, c. Timarco (or. I) 35 [come ci si comporta in assemblea]. 5.Demostene, c. Timocrate 148-151 [λιαστικ ç ρκος]. 6.[Aristotele], Costituzione degli Ateniesi, 9 [Solone e l'Eliea]; 20-22 [la riforma di Clistene]; 43 [ostracismo]; 7.Aristotele, Politica: 1253a [polis e giustizia]; 1273b36-74a23 [democrazia e

	<p>tribunali]; 1317a 40– 1318b [democrazia, libertà e uguaglianza]; 1281a40 – b10 [la saggezza collettiva della massa].</p> <p>8.Aristotele, Rhet. 1358b-59a [democrazia: giustizia o interesse?].</p> <p>Lo studio delle sezioni indicate sarà integrato da alcuni saggi forniti direttamente dal docente in formato pdf e caricati sul portale della didattica. Si tratta complessivamente di 12 testi connessi agli argomenti trattati a lezione e distribuiti in due gruppi: il primo contiene 8 saggi obbligatori; il secondo gruppo contiene 10 saggi tra i quali gli studenti selezioneranno 4, avendo cura di scegliere almeno due saggi in inglese e non più di uno dello stesso autore.</p> <p>Gruppo 1)</p> <ul style="list-style-type: none"> •P. Liddel, Democracy Ancient and Modern •H. Kelsen, Difesa della democrazia (estratto) •J. Ober, Classical Athens as an Epistemic Democracy •D. Cammack, Were the Ancient Greeks Epistemic Democrats? •J. Blok, Sortition and Democracy •M. Munn, Why History? On the emergence of historical writing •J. de Romilly, Investigating the Past. The “Archaeology” •N. Cusumano, I molteplici casi della sorte. Disastri della guerra e della natura in Tucidide <p>Gruppo 2)</p> <ul style="list-style-type: none"> •M.H. Hansen, The Nature of Athenian Democracy •D. Musti, Demokratia. Origini di un'idea (estratto) •G. Squillace, Decreto di Eucrate contro la tirannide •D. Cammack, Deliberation and Discussion in Classical Athens •T. Bejan, Two Concepts of Freedom (of Speech) •R. Nicolai, The Place of History in the Ancient World •S. De Vido, Il dibattito sulle costituzioni nelle Storie di Erodoto •N. Cusumano, Merito, responsabilità e incertezza nel dibattito su Mitilene (Tucidide III 39 ss.) •N. Cusumano, La speranza di avere altri figli: bios e democrazia nel logos epitaphios di Pericle •N. Cusumano, Vita di un impero. Tracce di metafore biologiche in Tucidide <p>Tutti gli studenti prenotati per l'esame sono tenuti ad inviare all'indirizzo mail del docente (nicola.cusumano25@unipa.it) la selezione dei saggi del secondo gruppo con almeno 48 ore di anticipo.</p>
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SYLLABUS

Hrs	Frontal teaching
2	Presentation of the course. Athenian democracy and classical historiography.
8	Democracy: responsibility and co-responsibility in the deliberative process.
3	Preface and methodological chapters. The prefaces in Hecataeus and Herodotus.
6	The methodological chapters. Pathos in Thucydides: 1.23.1-3. Peculiarities and role of the speeches in Thucydides. Archaology: the past and the analogy
4	Moments of decision in Thucydides: 5) the 'Mytilenaeon Debate' at Athens in 427, Thuc. 3.36-48 (a selection).
5	Three models of constitution. the Herodotean logos tripolitikos. Eucrates' decree against tyranny.
5	Democracy and knowledge. Must those who govern be competent? The reform of Clisthenes as a social network.
6	A critique of the ekklesia: Aristophanes' Acharnians. Power under accusation. Parrhesia and isegoria: consent and dissent in democracy.
6	There is no deliberative truth but a process of mediation of conflicts of opinion: Thuc. 3.49.1. Democracy and justice. How important is control over the courts for the government of the demos?