How did the Romans know their world? And how did they communicate their knowledge? How does the status of an individual affect their intellectual production? How did scholarly circles organize themselves? How did systems of writing and data visualization structure systems of thought? What do intellectual traditions reveal about Roman theories of cultural generation and regeneration? What kind of information is preserved and passed on, what kind forgotten? How does loss of knowledge occur? How did the Romans work together to compose, edit, and refine their works? How have generations of scholarship curated ancient material according to discursive categories? In this course students are introduced to intellectual life at Rome via an exploration of and wide variety of texts and objects from antiquity.
Exams, assessments, policy:

- **Weekly Selections.** (10%) Every week, email me two selections of text (can be secondary or primary) which particularly interest you. I will collect these and put them on a handout to distribute and work with in class, so please send them to me in good time (ideally the night before). You are exempt from this whenever you give a classroom report.

- **Classroom Reports.** (10%; 10%) Complete two classroom reports over the course of the semester: 1) scholarship report; 2) text report. Plan to speak for 10-15 mins. Summarize main points, analyze significance, and connect to broader themes of the course. Please make a handout.

- **Research Paper.** (25%) Develop a research question of your choosing, and produce a 15-20 page paper (double-spaced, Times New Roman, 12-point font, 1” margins; + bibliography). Meet with me before finalizing your research topic. Due at the final exam (date tbd).

- **Research Paper Presentation.** (25%) Present your research paper to the rest of the class during the final session. Your oral presentation should be 15-20 mins in length. Receive feedback from myself and your classmates to incorporate into your final paper.

- **Final Exam.** (20%) Identifications of key terms (list generated together in class over the semester); translation and interpretation of texts discussed in class. Date tbd.


“A speaker with an average rate of speech will take 2 mins to read 1 page of text (double-spaced, Times New Roman, 12-point font, 1” margins). An oral report of 15-20 mins (the standard length of time for conference papers in Classics) requires a script of 8-10 pages. You must write scripts for your presentations in this class.

**Scholar visits/skype sessions:** Given that this is a course about intellectual communities, I have invited several local and international scholars to speak with us about their expertise in person or via skype: Enrica Sciarrino (Cato); Leah Kronenberg (Varro); Stephanie Frampton (Roman Book); Joseph Howley (Aulus Gellius); Diana Spencer (Varro). Some of these will have to be outside of the usual class due to time differences/to fit schedules!

**Twitter:** I’ll be tweeting (@opietasanimi) images/texts pertinent to the course on the hashtag #romanintellect, and you’re welcome to join me if you like twitter (speaking of scholarly communities...). Twitterati whose work we’ll be using: Josephine Balmer (@jobalmer), Sarah Bond (@SarahEBond), John Dugan (@sicsicsinefine), Stephanie Frampton (@saframpton), Melissa Gustin (@Hosmeriana), Joseph Howley (@hashthagoras), Michele Kennerly (@mjkennerly), Elizabeth Marlowe (@ElizMarlowe), Andrew Riggsby (@AntiqueThought), Diana Spencer (@DianaJSpencer).
Lateness & Academic Integrity:
All work is due on the dates specified except in case of emergencies. If you are unable to attend an exam due to such an emergency, you must contact me before class. If I am not in my office, leave a message in the department office with Classics staff (617-353-2427), or email me (culik@bu.edu). Violations of academic conduct (such as plagiarism) will be reported to the Dean. For the code, see: http://www.bu.edu/academics/policies/academic-conduct-code/. Plagiarism is a serious offence, and benefits no one. If you are ever in a crisis over a paper or report and are tempted to plagiarize, come speak to me instead.

Disability & Accommodation:
Any student requesting accommodations based on disability should contact BU’s Disability Services: http://www.bu.edu/disability/.

SCHEDULE OF READINGS
The instructor reserves the right to make changes as she sees fit.
Readings available on blackboard (learn.bu.edu).

Week 1: 21st Jan. Introductions. Approaches. — no selections this week

- Thomas Habinek, “Tentacular Mind. Stoicism, neuroscience, and the configurations of physical reality” (pp64-83)
- Focus Passage: Cicero to Varro (Fam. 9.8)

- Kevin Young, “The Shadow Book,” (pp11-20) in The Grey Album: On the Blackness of Blackness
- Anna Carlotta Dionisotti, “On fragments in classical scholarship,” (pp1-33) in Collecting Fragments
- Anne Carson, “How Not to Read a Poem: Unmixing Simonides from Protagoras,” CP pp110-130
- Elizabeth Marlowe, “Introduction: Contradictions,” (pp1-7); “Indifference to Context,” (ch 2, pp37-52), in Shaky Ground

Test case 1) poetry:
- 1a) Ennius’ Annales (epic): “Ilia’s dream” = Skutsch 34-50
- 1b) Ennius’ Medea (tragedy): opening lines = TrRF II 89
  - Henry Jocelyn commentary (pp350-356); Robert Cowan, “A Stranger in a Stange Land: Medea in Roman Republican Tragedy,” (ch 3, pp39-52) in Heike Bartel and Anne Simon (eds.) Unbinding Medea

Test case 2) oratory: Julius Caesar De Poenis Coniuratorum = Malcovati pp391-392
- Henriette van der Blom, “The oratorical springboard: Caesar’s political career,” (ch 5, 146-180) in Oratory and political career; review by Hannah Čulík-Baird [IRS]

Test case 3) history: fragments of Q. Fabius Pictor = Cornell vol. 2 pp46-105

Optional 2): Browse through Henry Bardon’s *La Littérature Latine Inconnue* (Vol. 1: Republican; Vol 2: Imperial) = on lost literature (from the 1950s, an interesting idea much in need of a modern take); browse Maurice’s *The Writing of the Disaster* (trans. Ann Smock)


**Week 3: 4th Feb. “Inventing” Latin Literature.**

- *The Oxford History of the Roman World*, “Tables of events” p491
- *The World of Roman Song* review by Michèle Lowrie [BMCR]
- Dennis Feeney, “The Interface between Latin and Greek,” (ch 3, pp65-91); “A Literature in the Latin Language,” (ch 6, pp152-178) in *Beyond Greek* (2016)
- **Focus Passages:**
  - Cicero *TD* 1.3, *TD* 4.3; Cicero *Brut.* 71-73; Cicero *De Sen*. 44-46.
Week 4: 11th Feb. Cato the Elder. + skype session with Enrica Sciarrino (University of Canterbury)

- Cato’s De Agricultura in translation (Loeb; or Andrew Dalby 1998/2010 [reasonably priced kindle version of the latter])
- Browse through the testimonia and fragments of Cato’s other works; consider: which authors are most responsible for transmitting Cato’s historical fragments? does the transmitting language matter? do the nature of the fragments depend on the genre?
  - Cato’s Origines = Cornell vol. 2 pp134-243
  - Cato’s oratory = Malcovati pp12-97
- Focus Passages:
  - Cato De Agr. preface; De Agr. 156 (on cabbage) + 157 (on cabbage again); Gell. 6.4.7 on Cato Pro Rhodiensibus (Origines Bk 5); Cicero De Sen. 3; Cicero De Sen. 38; Cicero Off. 1.37; Nepos Cato 3; Livy 34.1-4.

Optional: Patricia Fara, “Preface” (xv-xvi); “Sanctity” (ch 1, pp1-29) in Newton: The Making of a Genius [v. interesting analysis of processes behind how an individual is made into a larger than life “genius”/“icon”]; cf. Cicero’s Cato De Senectute, Plutarch’s Cato

Week 5: 18th Feb. - no class “BU Monday”
**Week 6: 25th Feb. Genealogies.**

- Randall Collins, “Networks across the Generations,” in *Sociology of Philosophies* (ch 3, pp54-79)
- Paul Connerton, “Social memory,” (ch 1, pp6-40); “Commemorative ceremonies,” (ch 2, pp41-71) [well worth reading ch 3, “Bodily practices”] in *How Societies Remember*
- Mircea Eliade, “Archetypes and Repetition,” (ch 1, pp1-48) in *Cosmos and History*
- Harold Bloom, “Introduction,” (pp5-16) in *Anxiety of Influence*
- Steven Hinds, “Reflexivity: allusion and self-annotation,” (ch 1, pp1-16); “Repetition and change,” (ch 4, pp88-122); “Tradition and self-fashioning,” (ch 5, pp123-144) in *Allusion and Intertext*
- Harriet Flower, “The significance of *Imagines*,” (ch 1, pp16-31); “Defining the *Imagines*?” (ch 2, 32-59); “Ancestors at the Funeral: The *Pompa Funebris*,” (ch 4, pp91-127) in *Ancestor Masks and Aristocratic Power in Roman Culture* [this whole book is worth a read if you can]; Flower’s *Ancestor Masks* is about the positive remembrance of the past; cf. Flower’s *The art of forgetting* (2006), which is about rejecting as a group parts of the past you don’t like
- John Pollini, “Ritualizing Death in Republican Rome” (ch 1, pp13-68) in *From Republic to Empire*
- Hannah Čulík-Baird, “Tom Habinek on ‘generativity’ (SCS 2020),” [https://opietasanimi.com/2020/01/05/habinek/](https://opietasanimi.com/2020/01/05/habinek/)
- **Focus Passages:**
  - Polybius 6.53-54; Cicero *De Or.* 2.1-5; Cicero *De Am.* 1-5; Cicero *Pis.* 1-3; Vergil *Aen.* 5.553-576; Seneca *Ben.* 3.28; Martial *Ep.* 4.40; 5.35; 8.6; Pliny *NH* 35.4-6; Barberini Togatus [high res images courtesy of Melissa Gustin @Hosmeriana].

**Optional:** Johnny Ryan, “Part 1: Distributed network, centrigual ideas,” in *A History of the internet and the digital future*, esp. ch 1, “A concept born in the shadow of the nuke,” pp11-22; on Paul Baran using neurological theory to develop a centrifugal network which would eventually become the internet! the design of the internet is based on the human brain!!
Week 7: 3rd March. Varro. + Leah Kronenberg (Boston University) visit

- Grant A. Nelsestuen, “Creating the agronomical field of res rusticae,” (ch 2, pp31-72); “The Song of Faustulus: Pastures and Provinces in RR 2,” (ch 4); “Varro’s imperial estate and its intellectual contexts,” (ch 7, pp211-239) in Varro the Agronomist
- Giorgio Piras, “Cum poeticas multis uerbis magis delecter quam utar: poetic citations and etymological enquiry in Varro’s De lingua Latina.” In David Butterfield ed. Varro Varius, pp51-72
  - Varro RR book 1 (Loeb); LL book 5 (Loeb)

Focus Passages:
- Varro RR 1.1.1-11; RR 1.69.1-3; RR 2 preface, 2.1-3; RR 3.1-3; LL 5.1-9; LL 6.50; Cicero TD 4.67.


Week 8: SPRING BREAK
Week 9: 17th March. Intellectual personnel; social technologies.

- **Foreigners in Rome:**
  - John Dugan, “How to Make (and Break) a Cicero” (pp35-77) [on Cicero re: Archias and Philodemus]
  - Robert Kaster, “The Social Status of the Grammarians,” (ch 3) in *Guardians of Language*

- **Enslavement and extensibility:**
  - Thomas Habinek “Slavery and Class,” (ch 27, pp385-393) in *A companion to Latin literature*
  - William Fitzgerald, “The other self: proximity and symbiosis,” (ch 1, pp13-31) in *Slavery and the Roman Literary Imagination*
  - Rex Winsburg, “Slavery as the enabling infrastructure of Roman literature,” (ch 8, pp79-85) in *The Roman Book*

- **Écriture féminine?:**
  - Amy Richlin, “Introduction: In Search of Roman Women,” (pp1-35); “Emotional Work: Lamenting the Roman dead,” (ch 9, pp267-288) in *Arguments with Silence*
  - Raffaella Cribiore, “Women and Education,” (ch 3, pp74-101) in *Gymnastics of the Mind*
  - Emily Ann Hemelrijk “Patronesses of literature and learning,” (ch 4, pp92-139); “Women and writing: poetry, (ch 5, pp140-173); “Women and writing: prose,” (ch 6, pp177-197) in *Matrona docta*
  - Patricia Rosenmeyer, “Greek Verse Inscriptions in Roman Egypt: Julia Balbilla’s Sapphic Voice,” *CA* pp334-358
  - Eckhardt, Hella “Literacy and the Life Course: Gender,” (ch 10, pp176-189) in *Writing and Power in the Roman World*
  - Kristina Milnor, “Gender and Genre: The Case of CIL 4.5296,” (ch 4, pp191-232) *Graffiti and the Literary Landscape in Roman Pompeii*
  - Thomas Habinek “Roman Women’s Useless Knowledge,” (ch 6, pp122-126) in *The politics of Latin literature*
  - Cicero’s *Pro Archia* [Archias] and *In Pisonem* [Philodemus] in translation (Loeb)
  - Suetonius’ *De grammaticis et rhetoribus* in translation (Loeb); + Robert Kaster commentary

- **Focus Passages:**
  - Cicero *Arch*. 4-6; Cicero *Pis*. 68-75; Tac. *Ann.* 6.20-22; Suet. *Tib.* 62; Cicero *Att.* 13.21a1.2; Julia Balbilla; *P. Oslo inv. 1444*; *Oscan/Latin inscription (c. 100 BCE)*; CIL 13.8355; Ausonius *Ephemeris* 7; CIL 4.5296.

**Week 10: 24th March. Intellectual technologies.**

- Sarah Bond, “Did the Ancient Romans Use Infographics?” *Hyperallergic.com*
- *Time and Cosmos* (ISAW) volume, edited by Alexander Jones:
  - Daryn Lehoux, *Astronomy, Weather, and Calendars in the Ancient World* [browse: on parapeg mata]
  - Marden Fitzpatrick Nichols, “Plunder, Knowledge, and Authorship in Vitruvius’ *De Architectura* in Rome, Empire of Plunder: The Dynamics of Cultural Appropriation* pp93-108
  - Joseph Geiger, “Hebdomades (Binae?)” *CQ* pp305-309
- *Vitruvius De Architectura*: Book 1 (all); Book 2 preface +2.1; Book 5 preface; Book 9 (all); Book 10 preface, 10.1-4, 10.16. [read at least a few paragraphs in Latin to get a sense of the style; a preface and maybe one or two of more technical writing]
- Look through Ingrid Rowland and Thomas Howe’s illustrations to Vitruvius’ *De Architectura* [Mugar: NA2515 .V6135 1999]. Is there a reason to think that the treatise originally did nor did not have diagrams?
- **Focus Passages:**
  - Vittr. *De Arch*. Book 1 preface; Vittr. *De Arch*. 9.8.1; Livy 41.28; Pliny NH 3.16-18; Gell. 3.10; Herakleia sundial (Louvre: MA 2820) [Image: ISAW; *Time and Cosmos* no. 3]; Feriale Campanum (Naples) [Image: ISAW; *Time and Cosmos* no. 27]; Tabula Peutingeriana [Image: Österreichische Nationalbibliothek].

Optional: Daryn Lehoux (2012) *What Did the Romans Know?*
Week 11: 31st March. The Roman Book. + skype session with Stephanie Frampton (MIT)

- Stephanie Frampton, “Classics and the Study of the Book,” (ch 1, pp13-32); “The Text of the World,” (ch 3, pp55-84); “Tablets of Memory,” (ch 4, pp85-108); “Ovid and the Inscriptions,” (ch 6, pp141-162); “Conclusion: Texts and Objects,” (pp163-170) in Empire of letters
- Stephanie Frampton, “What to do with books in the De Finibus,” TAPA, pp117-147. [Project Muse]
- David Konstan, “Excerpting as a reading practice,” (pp9-22) in Thinking through excerpts: Studies on Stobaeus
- William Johnson, “Reading as a sociocultural system,” (ch 1, pp3-16), “Pragmatics of Reading” (ch 2, pp17-31) in Readers and Reading Culture
- Gregory Snyder, “Jewish and Christian groups,” (ch 5, pp122-216) in Teachers and Texts
- pick any two chapters in Jason König and Greg Woolf eds. Ancient Libraries
- Focus Passages:
  - Catullus 1, 68a.36-40; Cicero Fin. 3.7-10; Att. 16.6.4; Ovid Tr. 1.1; 3.1; Strabo 13.1.54; Pliny NH 13.23-24, Isidore of Seville Etym. 6.10; Martial Ep. 183-195; CIL 4.1173.

Be able to define the following terms: capsas, charta, codex, commentarii, cornua, coronis, diple, διφθέραι, κόλλη µαια, membrana, παράγραφος, pugillares, scapus, scrinia, σελίς, σύλλυβος, tabellae, umbilici.


**Week 12: 7th April. Collaboration, competition; performance.** + skype session with Joseph Howley (Columbia)

- Dupont, Florence, “*Recitatio* and the reorganization of the space of public discourse,” (pp44-59) in Thomas Habinek and Alessandro Schiesaro eds. *The Roman cultural revolution*
- Michele Kennerly, “The Cares of Quintilian,” (ch 6, pp159-185); “Past, Present, and Future Eloquence,” (ch 7, pp186-203); “Kissing Tiro; or, Appreciating Editing,” (pp204-212) in *Editorial Bodies*
- Joseph Howley, “How to Read the *Noctes Atticae*,” (ch 1, pp19-65); “Gellius in the History of Writing about Reading,” (ch 2, pp66-111); “Gellius on Pliny: Fashioning the Miscellanist and His Readerly Lifestyle,” (ch 3, pp112-156) in *Aulus Gellius and Roman Reading Culture*
- Johnson, William, “Pliny and the Construction of Reading Communities,” (ch 3, pp32-62); “Doctors and Intellectuals: Galen’s Reading Community,” (ch 5, pp74-97); “Fronto and Aurelius: *Contubernium* and Solitary Reader,” (ch 7, pp137-156) in *Readers and Reading Culture*
- Read in English the fragmentary preface to *Noctes Atticae*; Book 6 (all).
- **Focus Passages:**
  - Pliny *Ep.* 3.5; 5.17; 7.17; 9.34; Gellius 5.21; 7.13; 9.15; 11.17; 13.20; Apuleius *Florida* 18.

**Optional 1):** Liba Chaia Taub, Aude Doody eds., *Authorial Voices in Greco-Roman Technical Writing* (2009), esp. Laurence Totelin “Galen’s Use of Multiple Manuscript Copies in his Pharmacological Treatises.”

**Optional 2) Malcolm Heath** “Technography,” (ch 8, pp255-276) in *Menander: A Rhetor in Context*
**Week 13: 14th April. “Scribes and Scholars.”**

- Christine Thomas, *The Acts of Peter, Gospel Literature, and the Ancient Novel* (all; this is a short book with long appendices); an alternative to “textual stabilization” as Classicists often theorize it?
- Kristina Milnor, “Authorship, Appropriation, Authenticity,” (ch 3, pp137-190) in *Graffiti and the Literary Landscape*
- Hans Ulrich Gumbrecht, “Editing Texts,” (ch 2, pp24-40); “Writing Commentaries,” (ch 3, pp54-68) in *The Powers of Philology*
- James Zetzel, “Past and Present: From Caecilius Epirota to Valerius Probus,” (ch 4, pp59-78); “Dictionaries, Glossaries, Encyclopedias,” (ch 6, pp95-120); “Author, audience, text,” (ch 9, pp201-228), “Dictionaries and Encyclopedias,” (ch 10, pp229-252); “Commentaries,” (ch 11, pp253-278) in *Critics, Compilers, and Commentators*

**Optional:** James Zetzel, “Emendavi ad Tironem: some notes on scholarship in the 2nd c. AD,” *HSCP* 77, pp225-243

**Week 14: 21st April - no class “BU Monday”**
- *BARSC April 24th.* + session with Diana Spencer (University of Birmingham)

**Week 15: 28th April.**
- STUDENT PRESENTATIONS.

**Week 16:**
- Exam during exam period (date *tbd*); RESEARCH PAPER DUE.
For a general overview of Roman literature you may wish to read Elaine Fantham’s *Roman Literary Culture: From Plautus to Macrobius* (2nd ed: 2013) [Mugar: PA60003 .F36 2013; Čulík-Baird shelf]; or Gian Biagio Conte’s *Latin Literature: A History* (1995) [Mugar: PA6008 .C6613 1994]. Additionally, the *New Pauly* and the *Oxford Classical Dictionary* can be consulted for more information about specific authors, individuals, or concepts. However, please bear in mind, as Hayden White describes it, the “ultimately provisional nature of every generalization.” Look at the evidence and make your own assessment. Everything we think we know about the ancient world can be reinterpreted with new eyes.

Funaioli = Gino Funaioli’s *Grammaticae romanae fragmenta* (1907) 
https://catalog.hathitrust.org/Record/000875541


Malcovati = Enrica Malcovati’s *Oratorum Romanorum Fragmenta* (1955) [Čulík-Baird shelf]; steadily being replaced by Gesine Manuwald’s 2019 Loebs and the forthcoming FRRO project, but still has value


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1 While it is not traditional for first names to be used in bibliographies, following guidance produced by the Athena SWAN charter regarding gender equity in research, I have included the first and last names of scholars. I have two reasons for doing this: 1) studies show that when a reading list includes only surnames, students tend to assume that the scholar is male; 2) giving the first name of scholars who identify as women gives more awareness of their work in a field that still produces all-male panels, and all-male edited volumes. Many thanks to Jane Draycott (@JLDraycott) who provided me with the guidelines implemented at the University of Glasgow.


van der Blom, Henriette (2016) *Oratory and political career in the late Roman republic*. Cambridge: Cambridge University Press. [online via Mugar]; review by Hannah Čulík-Baird (2018) [JRS]


Bond, Sarah (Sept. 30, 2019) “Did the Ancient Romans Use Infographics?” *Hyperallergic.com*


Frampton, Stephanie (2019) Empire of letters: writing in Roman literature and thought from Lucretius to Ovid. New York: Oxford University Press. [online via Mugar]


Johnson, William (2010), Readers and Reading Culture in the High Roman Empire: A Study of Elite Communities. Oxford: Oxford University Press [online via Mugar]
Lowrie, Michèle (2009), Writing, Performance, and Authority in Augustan Rome. Oxford: Oxford University Press. [online via Mugar]


Kennerly, Michele (2018) *Editorial Bodies: Perfection and Rejection in Ancient Rhetoric and Poetics.* Columbus: The University of South Carolina Press. [online via Mugar; Čulík-Baird shelf]


Nelsestuen, Grant A. (2015) *Varro the Agronomist: Political Philosophy, Satire, and Agriculture in the Late Republic.* Columbus: The Ohio State University. [online via Mugar; Čulík-Baird shelf]


Richlin, Amy (2014) *Arguments with Silence: writing the history of Roman women.* Ann Arbor: The University of Michigan Press [online via Mugar]


Rosenmeyer, Patricia (2008) “Greek Verse Inscriptions in Roman Egypt: Julia Balbilla’s Sapphic Voice,” *CA* pp334-358 [jstor]


Sciarrino, Enrica (2011) *Cato the Censor and the Beginnings of Latin Prose: From Poetic Translation to Elite Transcription.* Columbus: Ohio State University Press. [online via Mugar; Čulík-Baird shelf]


Zetzel, James (1973) “Emendavi ad Tironem: some notes on scholarship in the 2nd c. AD,” HSCP 77, pp225-243