Course Co-ordinator: Dr Elizabeth Baynham
Room: MCLG 19
Ph: 61 2 49 215232
Fax: 61 2 4921 6933
Email: Elizabeth.Baynham@newcastle.edu.au
Consultation hours: TBA
Course Overview:
Course Coordinator: Dr Elizabeth Baynham
Semester: Semester 1 - 2007
Unit Weighting: 10
Teaching Methods: Lecture, Tutorial

Course Description.
Examines the origins and the early history of the Macedonian state, prior to an analysis of the reign of Philip II and his relations with the Greek states, down to his assassination and the accession of Alexander in 336 B.C. The course then examines Alexander's career as a general and statesman, the Persian and Indian campaigns, Alexander's personality, reputation and aspirations for godhead.

Course Rationale.
Interest in Alexander the Great and his father, Philip II of Macedon, has never flagged. To the Greeks and Macedonians, Alexander is a national icon, and he remains one of the most famous personages in world history, a hero in both Western romantic and literary traditions and in the Islamic Koran. Philip II transformed his country from a primitive state to a world-power and Alexander extended the power of Macedonia from the Aegean to the Indus, bringing in his wake Greek culture to the East. In broad terms, the study of Philip and Alexander is relevant to any study of imperialism or culture-shock; methodologically, it promotes understanding and analysis of a rich ancient and modern literary tradition. This course will contribute to BA program objectives of
1. an appreciation of the depth and breadth of knowledge in the humanities;
2. a capacity to think critically and creatively about society;
3. high level oral and written communication skills; and
4. responsiveness to the demands of the workplace and the broader community.

Course Objectives.
As a result of participating in this course, students should develop:

1. A sound knowledge and understanding of Greek history from the mid-fourth century to the death of Alexander.
2. An understanding of the strengths and weaknesses of the ancient historical traditions on Philip and Alexander.
3. Skills in the critical use and evaluation of ancient source material for gaining information, as well using modern studies in conjunction with the ancient sources.
4. An awareness of how a historical figure can be idealised and transformed according to the values and philosophies of a particular era.

5. The ability to express understanding and criticism of this and like topics in both written and oral form.

**Course Content.**

The country of Macedonia; its geography, resources and people

Macedonian history prior to the accession of Philip II

The Macedonian State; its institutions and army

The accession of Philip and the consolidation of his power

Macedonian expansion and imperialism

Macedonian archaeology and culture: the Vergina tombs

The ancient source traditions on Alexander

Alexander’s military genius

Alexander as a statesman

The personality of Alexander

**Assumed Knowledge.**

20 units at any level in Ancient History or History

**Course Evaluation.**

Informal evaluation includes assessing student feedback from internal Department written questionnaires which are geared to detail specific to the course as well as casual chats. Formal procedures include University monitored surveys and peer review.
**Contact Hours**
Lecture for 2 Hours per Week for the Full Term
Tutorial for 0.5 Hours per Week for the Full Term
Tutorials run fortnightly commencing in week 2.

**Assessment**
Essays / Written Assignments

**Two take-home assignments** or equivalent tasks = 40% total, 500 words each. The 'take-home' assignment is a research and writing task that requires short answers to a series of set questions, which necessitate using ancient literary sources. The questions will also be reviewed in follow-up tutorials which will analyse in depth the issues raised.

**One source-based assignment** = 30% 1,000 words

**One class test or equivalent task** (essay) = 30% 2,000 words. This is an individual research and writing assignment on a choice of topics.

For particulars, dates and times, refer to Course Guide following.

**Online Tutorial Registration:**
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard:** [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Written Assignment Presentation and Submission Details**
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**
- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
University Assessment Item Coversheet: All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/

By arrangement with the relevant lecturer, assignments may be submitted at any

To change your enrolment online, please refer to
http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus

• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct

• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus

• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Business and Law

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment
http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health
http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology
http://www.newcastle.edu.au/faculty/science-it/

Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au
Various services are offered by the University Student Support Unit:  

- **Date-stamping assignments**: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

**Special Circumstances**
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ http://www.newcastle.edu.au/policylibrary/000641.html

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.
Re-marks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: http://www.newcastle.edu.au/study/forms/

Return of Assignments
Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style
In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments; however, you will not be penalised for using another system, provided that you are consistent. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail  (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass  (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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</tbody>
</table>
Professor Bosworth is the author of your set text, *Conquest and Empire* and is one of the world’s leading experts on the reign of Alexander. I urge all students to attend this special lecture; it is particularly relevant to the assignment due in Week 9.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 19</td>
<td>The country of Macedonia: geography, people, resources and potential; Macedonian history before Philip</td>
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<tr>
<td>+2</td>
<td>February 26</td>
<td>The Macedonian State; institutions and army; Philip’s accession and his first year</td>
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<td>3</td>
<td>March 5</td>
<td>Philip consolidates his power: 358-352 B.C.</td>
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<tr>
<td>+4</td>
<td>March 12</td>
<td>The Expansion of Macedonia, the fall of Olynthus and Peace of Philocrates</td>
</tr>
<tr>
<td>*5</td>
<td>March 19</td>
<td>Philip the Statesman: Athenian/Macedonian diplomacy 346-340 B.C. The Battle of Chaeronea and the League of Corinth</td>
</tr>
<tr>
<td>+6</td>
<td>March 26</td>
<td>The Sources for Alexander the Great. Alexander’s early life and Philip’s assassination</td>
</tr>
<tr>
<td>7</td>
<td>April 2</td>
<td>Special Guest lecture by Professor A.B. Bosworth: the Fall of Philotas</td>
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<td></td>
<td><strong>Mid-Semester Recess: Friday 6 April to Friday 20 April 2007</strong></td>
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<tr>
<td>+8</td>
<td>April 23</td>
<td>Alexander’s genius as a general: an overview</td>
</tr>
<tr>
<td>*9</td>
<td>April 30</td>
<td>Alexander the Statesman; the foundation of cities, Alexander’s Iranian policy</td>
</tr>
<tr>
<td>+10</td>
<td>May 7</td>
<td>Opposition and Conspiracies</td>
</tr>
<tr>
<td>*11</td>
<td>May 14</td>
<td>The Indian Campaign; the quest for ‘Ocean’ and mutiny on the Hyphasis.</td>
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<tr>
<td>+12</td>
<td>May 21</td>
<td>The King’s last year</td>
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<tr>
<td>13</td>
<td>May 28</td>
<td>The personality of Alexander and the making of a myth</td>
</tr>
<tr>
<td>*14</td>
<td>June 4</td>
<td>No lecture; essay due</td>
</tr>
</tbody>
</table>

Examination period: Tuesday 12 June to Friday 29 June 2007
CLASS TIMES

Semester 1 - 2007
Activity Day Time Room Comments
Lecture Tuesday 11.00 AM - 1.00 PM [V10]
and Tutorial
  Tuesday 1.00 PM - 2.00 PM [V104] Commencing Week 2
  or Tuesday 2.00 PM - 3.00 PM [GP2-12/14]
  or Tuesday 3.00 PM - 4.00 PM [GP2-16] Commencing Wk 2

SET TEXTS

- COURSE WORKBOOK (available from NUSA, University of Newcastle, Callaghan campus)
- Quintus Curtius Rufus (John Yardley trans with notes by W. Heckel) The History of Alexander (Harmondsworth, Penguin, 1984)
- A.B. Bosworth, Conquest and Empire; The Reign of Alexander the Great (Canto, 1993)

RECOMMENDED


*Note that the Course Workbook will probably not be available until late July. Ideally it would be good for you to purchase all these books; however if finances are tight, buy Arrian and Bosworth over McQueen and Curtius (there is a chapter on Philip II in Bosworth) and the relevant extracts from Diodorus will be provided in the Course Workbook. Other useful books include:

Elizabeth Baynham, Alexander the Great: the Unique History of Quintus Curtius (Ann Arbor; 1998; pb 2004)
Paul Cartledge, Alexander the Great: the hunt for a new past (New York, 2004)
Robin Lane Fox, Alexander the Great (Penguin, 1973)
Peter Green, Alexander of Macedon (Pelican, 1974)

Philip II (London, 1994)
Alexander the Great: king, Commander and Statesman (Bristol, 1989)
The INTERNET

Philip and Alexander are industries, and you will find a plethora of sites devoted to the Macedonian conqueror and his famous father. Most are pretty superficial, and in general be very wary of sites which do not advertise an institutional and educational (ie edu) affiliation. Also in any discussion of a particular topic, look for references (particularly from the ancient sources) and bibliography, and keep in mind that there are no quality controls (ie formal refereeing processes, unless the source is an electronic journal, or press).

My favourite Alexander site is http://www.pothos.org/default.asp?

TUTORIALS

There will be some tutorials on general topics, which will enable a wide-ranging discussion and some that are based on source analysis of set passages. There is an abundance of ancient historical sources for the reigns of Philip II and especially Alexander the Great. In order to understand the historical complexities and personages involved, it is necessary for any student to be aware of the strengths and weaknesses of our historical traditions. The source analysis tutorials are designed to provide a methodology for approaching these historiographical aspects, as well as bring out other historical issues. Students are expected to have read the relevant passages and considered the attached questions. Students will also have the option of writing an Essay on Tutorial Topic 3 and/or Tutorial Topic 5, as an alternative to the set Essay topics.

Tutorial 1: Wk 2, Feb. 27, 2007

The Origins of the Macedonian Kings - history or propaganda? (Source Analysis)

Read:

Herodotus 8. 137-139. (See Document 1 in the documents on Philip II of Macedon in the Course Workbook).

Justin Bk. 7. 1-2 (see Terry Ryan's translation of Justin, Course Workbook)

Herodotus 5. 17-22 (Document 2, Course Workbook)

Justin Bk 7. 3-4 (Course Workbook)

Consider the following points:

What do the accounts of Herodotus and Justin have in common? How are they different?
Why would the Macedonian kings be eager to stress their family connection with the royal house of Argos?

What is the significance of the story about Alexander Philhellene and the Persian envoys? (Document 2, cf. Justin, 7. 3-4)

**Modern Studies**

Borza, E. N. *In the Shadow of Olympus: the Emergence of Macedon* (Princeton, 1990) pp80-84, p100ff. (Short loans)

_Before Alexander: constructing early Macedonia_ (Claremont, 1999) [Short Loans]


_A History of Macedonia_ Vol ii (Oxford, 1979), p3ff, 90ff (Short loans)

"The Sources of Justin on Macedonia to the Death of Philip", *Classical Quarterly*, 41 (1991) 496-508. (Short loans)

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**Tutorial 2: Wk 4: March 13, 2007.**

**The Consolidation of Philip's Power (General Topic)**

"For he (Philip) had learned from experience that what could not be subdued by force of arms could easily be vanquished by gold"

_Diodorus, 16. 54. 2-3.

Discuss Philip's use of diplomacy and military force in his relationships with Greek city states from 359-352 B.C. Was his success - and the consolidation of his state's power - owed more to one than the other?

You might like to consider a selection of the following issues for the discussion:

Philip's accession
The so-called "military revolution" and Philip's Illyrian campaign, 358
Philip's intervention in Thessaly
Philip's relationship with Athens
Philip's northern policies (Potidaea, Philippi, Thrace and Methone)
Philip's involvement in the Sacred War.
Recommended reading

See the extracts from Diodorus of Sicily on Philip II of Macedon, pp1-6 in the Course Workbook

Justin, Bks 7-9 (Course Workbook)

Modern Studies

The following monographs are particularly recommended:

McQueen, E. I. *Diodorus Siculus: the Reign of Philip II* (Bristol Classical Press, 1995) (Short loans)

Hammond, N. G. L. *Philip of Macedon*, esp. Chapters 3-5 (Short loans)

Borza, E. N. *In the Shadow of Olympus*, Chapter 9. (Short loans)

Ellis, J. *Philip II and Macedonian Imperialism*, Chapters 2-4. (Short Loans)

Buckler, J. *Philip II and the Sacred War*, Mnemosyne, Supplement 109 (Leiden, 1989). (Short loans)


Also,


The Marriages of Philip II (General topic: Major Essay alternative)

How important was marriage for Philip II as a diplomatic tool and what factors may have affected a wife’s status at the Macedonian court?

Reading:


*Women and Monarchy in Macedonia* (Norman, 2000) (Short loans)

The Historical Methods of the Extant Traditions and the So-Called Alexander Vulgate (Source Analysis)

Preliminary Note:

Most scholars believe that there is a tradition which is common to our main extant sources on Alexander’s reign. This common thread is particularly found in the narratives of Quintus Curtius, Diodorus Siculus, Justin’s Epitome of Trogus and a very late and incomplete text known as the Metz Epitome. The common strand also appears in Plutarch’s Life of Alexander and less frequently in Arrian - usually in his secondary material, which he calls his logoi - or "stories" of Alexander. This common tradition is sometimes known as the Vulgate - but it is important to remember that the term does not refer to the totality of Diodorus, Justin and particularly Curtius - who clearly used other sources, including Arrian’s main source, Ptolemy.

The common tradition is usually identified as Cleitarchus of Alexandria. Although Cleitarchus’ original history of Alexander’s reign has been lost, it was widely known in antiquity.

However, it also important to recognise that our existing sources are not simple “conduits” of the earlier writers. Each historian exercised selectivity and varying degrees of literary artistry in the choice and arrangement of the sources he used. Moreover, it is unusual for them to tell us who their source was at a given time; even Arrian does not always tell us his authorities at a given point. In other words, before we can name a tradition as "Cleitarchus" or "Ptolemy", we have to be aware of the creativity, the different methodologies and aims of the sources we have.

The aim of this combined tutorial will be to identify a common tradition in the selected episodes and also to highlight each extant tradition’s treatment of it. Both the following stories were very well known in antiquity and used to illustrate Alexander’s character.

**Episode 1: Alexander at Tarsus.**

This is the story of how Alexander collapsed with a violent fever following a swim in the chilly river Cydnus in Cilicia (summer 333 B.C.) and the dramatic cure effected by his family doctor, Philip the Acarnanian.
Read:
Diodorus 17. 31. 4-6
Justin 11. 8. 4-8
Arrian 2. 4. 7-11
Plutarch, Alexander, 19. 2-10

All the relevant extracts are contained in the Workbook

Consider:

What aspects of this story do each of our sources emphasise?
How do Curtius and Arrian exploit its dramatic potential?
What was the significance of Parmenion's intervention?
What is the historical importance of the story?

Episode 2: Alexander's Treatment of Sisygambis and the family of Darius.

Following Alexander's victory over the Persian king Darius at the battle of Issus in 333, the Macedonian army captured Darius' baggage train and his family whom he had brought with him and whom he had to abandon in his escape.

Read:
Diodorus, 17. 37. 3-6
Justin, 11. 9. 12-16
Plutarch, Alexander 21
Arrian, 2. 12. 3-8
Curtius, 3. 12.

All the relevant extracts are contained in the Workbook

Consider:

What are the aspects of the story, identified by Arrian as the "court tradition" (Ptolemy and Aristobulus) ?

What part of the story could ultimately derive from Cleitarchus? (found in Curtius, Diodorus and Arrian)

Why does Arrian include the story of the Persian Queen Mother's mistake? How is this consistent with his stated aims in 1.1 and 1.12?

Historically, what does the story suggest about Alexander's diplomacy and the position of Persian royal women?

Modern Studies.
For discussion of Cleitarchus and his transmission, see J. R. Hamilton, "Cleitarchus and Diodorus 17" in Greece and the Eastern Mediterranean in History and Prehistory, ed. K. Kinzl (Berlin, 1977) pp126-46 (Short Loans). For an account of the eyewitness or first generation historians, see Bosworth, Conquest and Empire, pp295-300, or Baynham, “The Ancient Evidence For Alexander the Great” in Brill’s Companion to Alexander the Great (Leiden, 2003) 1-29


The Burning of the Achaemenid Palace at Persepolis (General topic: Major Essay alternative)

Was Alexander's burning of the royal palace of Persepolis an act of deliberate policy or the result of a drunken debauch?

Reading
Arrian, 3. 18
Plutarch, Alexander, 38
Curtius, 5. 7
Didorus 17. 72

Modern Studies


Bloedow, Edmund F. "That Great Puzzle in the History of Alexander": Back Into "The Primal Pit of Historical Murk", in Rom und der Griechische Osten (Stuttgart, 1995) (Short loans). This article answers Badian's piece on Agis III.


You might also consult,
Green, P. Alexander of Macedon, pp.318-321 (short loans)
Lane Fox, R. Alexander the Great (chap. 18).

Baynham, Alexander the Great: the Unique History of Quintus Curtius, pp95-99 (Short Loans)
Tutorial 6: Wk 12: May 22, 2007

The Eyewitness Sources; "Telling the Story Straight"? (Source Analysis)

Compare and contrast the ancient sources on the death of Cleitus. What differences do you detect between the so-called "court tradition" and the Vulgate and can you account for them?

Read the following:

Arrian, 4.8-10, Curt. 8.1.19-52, Plut. Alex.50-52, Justin, Bk. 12. 6 (p113, Yardley).

All the relevant extracts are contained in the Workbook

Modern Studies,
N.G.L. Hammond, Three Historians of Alexander the Great (Cambridge, 1983) p103ff. (short loans)

Sources for Alexander the Great: an analysis of Plutarch's Life and Arrian's Anabasis Alexandrou (Cambridge, 1993) (Short Loans)

P. Stadter, Arrian of Nicomedia (Chapel Hill, 1980) (Short Loans)

Assignments

Take-Home Short Assignments.
The "take-home" short assignment is a research and writing task that requires brief answers to a series of set questions (such as defining terms, ancient institutions or finding information) that necessitates using ancient and modern authorities. The first assignment will be due in Week 5, the second in Week 9. All assignments MUST BE submitted by 5pm on the Tuesday of the week they are due, unless an extension has been granted by the Course Co-ordinator.

Take-Home Task 1: TERMS FOR DEFINITION

Due: Week 5: Length: ca. 500 words: Weighting: 20%

Define the following terms in a couple of sentences. It will strengthen your answer if you can give an example from an ancient source which demonstrates the term in context. In order to do this, you can consult the index of an ancient author’s work, which in some cases will give references, or modern scholars like Bosworth (who often gives examples in his footnotes). However, you also need to know English translations of these Greek terms in order to find them within an ancient historian’s text.

You might also find the Class Workbook, reference tools like the Oxford Classical Dictionary (3rd edition, edits. Hornblower and Spawforth), monographs like Bosworth, Conquest and Empire, Hammond, The Macedonian State, Heckel, Marshals of Alexander’s Empire and Carney, Women and Monarchy in Macedonia helpful. If you are having any difficulty obtaining material, please consult the lecturer.

somatophylax
kitaris
agema
paides basilikoi
proxenos
sarissa
pezetairos
satrap
proskynesis
hypaspist
prostasia
Take-Home Task 2: Ptolemy as a Historian on the Fall of Philotas

Due: Wk 9  
Length: ca. 500 words  
Weighting: 20%

1. How valid are Arrian's reasons for selecting Ptolemy's history as his principal source?

Arrian references: Preface - p.41; i.8, If = pp. 57-8; ii.I2, 3f = pp.l22-3; iii.3, 5 = p.I52; iii.26-27 = pp.l91-3

Page references are to the Penguin Arrian

2.  
(a). Compare Arrian 3.26.2 (p. 191) and Plutarch Alexander 49. Give one example of different emphasis in Plutarch from Arrian's digest of Ptolemy.

(b). When did Ptolemy become a royal Bodyguard?

(c). Suggest a reason why Arrian preferred Ptolemy's version of the fall of Philotas.

Other Reading

Ancient Sources
Curtius, 6. 7-11  
Plutarch, Alexander, 48-49  
Justin, 12. 5  
Diodorus, 17. 79-80

*NOTE: The extracts from Plutarch and Diodorus are contained in the Workbook

Modern Studies
Baynham, E, Alexander the Great: the Unique History of Quintus Curtius, pp171-180 (short loans)


The Marshals of Alexander's Empire (London, 1992)
Source-based analysis task: Take-Home Gobbets

A “gobbet” is simply a chunk of something – in this case, a piece of text. The source-based task or “gobbets” exercise is designed to promote understanding and pertinent commentary on ancient authors, and the various historical and historiographical issues they raise. Students will be expected to write informed notes on passages which are contained in this Course Guide.

The assignment is due in Wk 11; length 1,000 words (ca. 500 words per passage) Weighting: 30%

Some Points to Approaching Gobbets Analysis

* Place the passage in context; comment on where the passage appears and immediate background

* Refer to relevant supportive or contradictory ancient sources

* Discuss main historical issues, also the problems associated with a particular author and show knowledge of main modern thought on the area.

- Treat each passage separately

EXAMPLE GOBBET:
Arrian 3. 3. 1-2 (p.151 Penguin)

After these events, Alexander suddenly found himself gripped with a pothos to visit the shrine of Ammon in Libya. One reason was his wish to consult the oracle there, as it had a reputation for infallibility, and also because Perseus and Heracles were supposed to have consulted it....(2) But there was also another reason: Alexander (had a) pothos to equal the fame of Perseus and Heracles; the blood of both flowed in his veins, and just as legend traced their descent from Zeus, so he, too, had a feeling that in some way he was descended from Ammon. In any case, he undertook this expedition with the deliberate purpose of obtaining more precise information on this subject - or at any rate to say that he had obtained it.

EXAMPLE ANSWER

This passage highlights a number of important issues, particularly in relation to the historical Alexander’s imitation of his heroic ancestors and his divine aspirations. It also suggests certain aspects about Arrian’s methods as a historian.

Arrian, along with Plutarch, places Alexander's visit to the oracle after the foundation of Alexandria (as opposed to before, which is found in Quintus Curtius, Diodorus and Justin) in 331 B.C. At that time, the Persian satrap Mazaces had surrendered Egypt to Alexander, as he had inadequate numbers of troops to defend it; the native Egyptians welcomed the Macedonians as liberators from Persian rule and Alexander was careful to honour Egyptian religious practices.

As Arrian notes, the oracle of Zeus Ammon at Cyrene enjoyed a high reputation for accuracy among the Greeks and therefore any proclamation from it would carry considerable religious authority. Alexander’s imitation of his ancestors, especially Heracles was notorious and there are many examples of the king’s desire
to be identified with and surpass Heracles; he was depicted in sculpture and on coinage wearing the traditional Heraclean dress of the lion-scalp covering, while the capture of the Rock of Aornus on Alexander's entry in India was directly attributed in our main sources to the king's desire to outdo Heracles, as legend attested that the hero had been unable to take the Rock.

Moreover, Arrian stresses the link between Alexander's imitation and his own desire to have the oracle confirm his divine descent. Arrian is only too well aware of the political implications of this action, as is inherent in his comment that Alexander meant to say he had obtained the information he wanted; however, although at a later point in the text, he says he cannot say what Alexander said to the priests of Ammon or what was said to him in return, he is open-minded and ready to accept that Alexander received acknowledgement of his divine lineage. Although in his necrology or eulogy on the king in Bk 7, Arrian claims that Alexander's divine aspirations were a matter of policy, he clearly had a profound reverence of the divine himself and openly states that he feels that there was something more than human associated with Alexander's achievement. On the other hand, we might compare the Roman historian Quintus Curtius (4. 7. 28), who is quite contemptuous of Alexander's consultation of the oracle and who sees the king's behaviour as part of his increasing absolutism.

In modern times, the issue of Alexander's pothos - or longing has raised considerable discussion. Roman writers like Curtius and Justin also speak of the king's cupidio - or strong desire (but not in a sexual sense). Some modern scholars like Victor Ehrenberg (in Alexander and the Greeks, pp52-61) believe that the term was Alexander's own in order to describe what motivated him. Others (for instance A. B. Bosworth in his Commentary on Arrian, vol I., p62) are sceptical of this interpretation and see the term more as a literary device. However, since pothos/cupido often appear in a context which implies either Alexander's longing for achievement or to visit some exotic location, throughout our extant sources, the term was probably taken from the earliest generation of Alexander historians and remained a strong part of the tradition.

GOBBETS PASSAGES FOR ANALYSIS

Write informed notes on TWO of the following passages. I shall also be happy to advise any student who is uncertain about the methodology.

(1). Herodotus and Alexander Philhellen

That these princes, who are sprung from Perdiccas are Greeks, as they themselves affirm, I myself happen to know; and in a future part of my history I will prove that they are Greeks. Moreover, the judges presiding at the games of the Grecians in Olympia have determined that they are so; for when Alexander wished to enter the lists, and went down there for that very purpose, his Grecian competitors wished to exclude him, alleging, that the games were not instituted for barbarian combatants, but Grecians. But Alexander, after he had proved himself to be an Argive, was pronounced to be a Greek, and when he was to contend in the stadium, his lot fell out with that of the first combatant. In this manner were these things transacted.

Herodotus 5. 22
(2). The Macedonian Phalanx in Action:

Either:

(a). Alexander Against the Taulantians.
In the circumstances Alexander drew up his phalanx with a depth of 120 files. On either wing he posted 200 horsemen, biding them keep silent and smartly obey the word of command; the hoplites were ordered to raise their spears upright, and then on the word, to lower them for a charge, swinging their serried points first to the right, then to the left; he moved the phalanx itself smartly forward, and then wheeled it alternatively to right and left. Thus he deployed and manoeuvred it in many difficult formations in a brief time, and then making a kind of wedge from his phalanx on the left, he led it to the attack. The enemy, long bewildered both at the smartness and the discipline of the drill, did not await the approach of Alexander’s troops, but abandoned the first hills. Alexander ordered the Macedonians to raise their battle-cry and clang their spears upon their shields, and they, even more terrified at the noise, hastily drew back to the city.

Arrian, History of Alexander and Indica 1. 6. 2-4

Or:
(b). The speech of the exiled Athenian general Charidemus to King Darius III of Persia
“The Macedonian line is certainly coarse and inelegant, but it protects behind its shields and lances immovable wedges of tough, densely-packed soldiers. The Macedonians call it a phalanx, an infantry column that holds its ground. They stand man to man, arms interlocked with arms. They wait eagerly for their commander’s signal, and they are trained to follow the standards and not break ranks. To a man they obey their orders. Standing ground, encircling manoeuvres, running to the wings, changing formation - the common soldier is no less skilled than the officer.”

Quintus Curtius Rufus, Bk. 3. 2. 13

(3). Philip’s Network of Proxenoi

Even his (Demosthenes’) city was, however, unable to restrain its citizens from their urge towards treason, such was the crop as it were, of traitors that had sprung up at that time throughout Hellas. Hence the anecdote that when Philip wished to take a certain city with unusually strong fortifications and one of its inhabitants remarked it was impregnable, he asked if even gold could not scale its walls. For he had learned from experience that what could not be subdued by force of arms could easily be vanquished by gold. So, organising bands of traitors in the several cities by means of bribes and calling those who accepted his gold “guests” and “friends”, by his evil communications he corrupted the morals of the people.

Diodorus Siculus 16. 54

(4). The Battle of the Crocus Field.

Philip, therefore, as if he were the avenger of sacrilege, not of the Thebans, ordered all his soldiers to adorn themselves with laurel wreaths, and so made his way into battle as if the god himself were the commander (dux). The Phocians alarmed by guilty awareness of their crimes, upon seeing the insignia of the god, threw aside their weapons, took to flight, and paid the penalties for violated religious law (religio) with their blood and their lives.

Justin, Epitome of Pompeius Trogus 8. 2. 3-4
(5). The formation of the League of Corinth

He (Philip) spread the word that he wanted to make war on the Persians in the Greeks' behalf and to punish them for the profanation of the temples, and this won for him the loyal support of all the Greeks. He showed a kindly face to all in private and in public, and he represented to the cities that he wished to discuss with them matters of common advantage. A general congress, was accordingly, convened at Corinth. He spoke about the war against Persia and by raising great expectations won the representatives over to war. The Greeks elected him the general plenipotentiary of Greece, and he began accumulating supplies for the campaign.

Diodorus Siculus 16. 89

(6). Arrian's statement on his sources

Whenever Ptolemy and Aristobulus in their histories of Alexander, the son of Philip, have given the same account, I have followed it on the assumption of its accuracy; where their facts differ I have chosen what I feel to be the more probable and interesting. There are other accounts of Alexander's life - more of them, indeed, and more mutually conflicting than of any other historical character; it seems to me, however, that Ptolemy and Aristobulus are the most trustworthy writers on this subject, because the latter shared Alexander's campaigns, and the former - Ptolemy - in addition to this advantage, was himself a King, and it is more disgraceful for a King to tell lies than anybody else.


Essay Topics

This is an individual research and writing assignment on a choice of topics.

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Question 1: The Diplomacy of Philip II

Either:

(a) Discuss Philip's relationship with Athens from the Peace of Philocrates (346) to 340 B.C. Do you think his claim to want 'peace and alliance' with Athens was genuine, or was he more concerned with countering Athenian imperialism in the northern Aegean?

Reading

Ancient Sources


Short loans.

Modern Studies

J. R. Ellis, Philip II and Macedonian Imperialism (London, 1976). Short loans

*Note that this volume contains a number of key articles on Philip's diplomatic relations with Athens after the Peace of Philocrates.

Or

(b) N.G.L. Hammond in his biography, Philip of Macedon argues that Philip was aiming at the creation of a "Greek Community" in his settlement known as the League of Corinth. Discuss the formation and structure of the League. Do you agree that the League was a positive outcome and the work of a shrewd statesman, or are you more persuaded by Plutarch's view (Life of Demosthenes); namely that the Battle of Chaeronea saw 'an end to the freedom of the Greeks'? What military precautions did Philip take to ensure Macedonia's power on the Greek mainland?

Ancient Sources

Note Plutarch’s descriptions of Macedonian garrisons as “the fetters (pedai) of Greece”; see Aratus 16.6; Flaminus 10.2
Demosthenes 17. 3
Diodorus, 16. 89 (see Class Documents on Philip II)

Modern Studies

S. Perlman, Philip and Athens (Cambridge, 1983). Short loans
Question 2: The Historiography of Alexander

Explain how the historical methods and biases of Arrian and/or Quintus Curtius may distort our impressions of Alexander the Great. Which of the two historians do you consider to be the more historically ‘reliable’ and why? Be sure to use examples from the texts: you may choose whatever episodes you find interesting.

In your essay you might consider some of the following issues:

* the historian's sources and his use of them

* his literary interests and methods

* the influence of rhetoric (especially in relation to speeches)

* the influence of the historian's times and his philosophical and moral outlook.

Reading

* From Arrian to Alexander* (Oxford, 1988) Short loans

P. A. Stadter, *Arrian of Nicomedia* (Chapel Hill, 1980) Short loans


Question 3: Alexander's Generalship

Either

(a). Assess the political and military implications of Alexander's campaign on the Hydaspes river and the battle against the Indian king Porus in 326 B.C. Would you describe the victory as Alexander's "greatest military achievement", or has it been overrated?

Reading
Arrian, 5.8ff
Curtius, 8. 12-14
Diodorus Siculus, 17. 87-89
Justin, 12. 8

Modern Studies


Green, P. *Alexander of Macedon*, p390ff (short loans)
Or

(b) Cicero in the Pro Lege Manilia claimed that any great commander needed *scientia rei militaris* (knowledge of military affairs) *virtus* (valour) *auctoritas* (authority) and *felicitas* (good luck)

With detailed reference to at least TWO of Alexander's campaigns discuss Alexander's genius as a commander in the light of this comment.

Reading.
Read the ancient traditions on Alexander's campaigns which interest you *carefully*.
Also, see
Hammond, N. G. L. *Alexander the Great, King, Commander and Statesman* (Bristol, 1989)


**Question 4: The "Divinity" of Alexander**

Discuss the significance of Alexander's claims to godhead. Do you consider his aspirations to divinity were more personal than political, or the result of his court's propaganda?

This is a very broad and complex topic. You should focus on only *one or two* of the following issues in approaching the question.

i. The implications of Alexander’s visit to the oracle of Zeus Ammon at Siwah.

ii. The king's imitation of heroic and divine figures (Achilles, Dionysus, Heracles) as a driving force in his personality.

iii. The attempt to introduce the Persian protocol act of *proskynesis* as a practice for Greeks and Macedonians at his court.

iv. Alexander's alleged request for divine honours from the Greeks in 324 B.C.

v. The request to the oracle of Zeus Ammon to deify Hephaestion on his death in 324 B.C.

Reading

Ancient Sources
i. See Curt. 4. 7, Arrian, 3. 3-4, Diod. 17. 49.2-51, Plut. *Alex.* 26.6-27, J. 11.11

ii. The references are too diverse and scattered to list individually. Use the index references to Achilles, etc. in the translations of the main historical accounts. Key
episodes are Alexander’s punishment of Betis (Curt. 4. 6.25ff), Alexander’s visit to Nysa, the death of Cleitus and the siege of the rock of Aornus.

iii. See Arrian, 4.9-13, Plutarch, Alex. 54-55, Curt. 8. 5.

iv. Note that this event is not attested in the historical narratives. The chief references are to be found in the Athenian orators: Hyperides, Against Demosthenes cols 31-32, pp523-525 in Minor Attic Orators, Vol ii, trans. J. O. Burtt (Loeb Classical Library). Short loans Dinarchus, Against Demosthenes 1. 94, p243 in the same volume.

v. See Arrian, 7. 14, Plut. Alex. 72, Diodorus 17. 115. 6

Modern Studies


