

GREEK AND ROMAN HISTORIOGRAPHY

A. Reading

Read the text carefully.



Herodotus

Greek And Roman Historiography

History, in its broadest sense, is the totality of all past events, although a more realistic definition would limit it to the known past. Historiography is the written record of what is known of human lives and societies in the past and how historians have attempted to understand them. Of all the fields of serious study and literary effort, history may be the hardest to define precisely, because the attempt to uncover past events and formulate an intelligible account of them necessarily involves the use and influence of many auxiliary disciplines and literary forms. The concern of all serious historians has been to collect

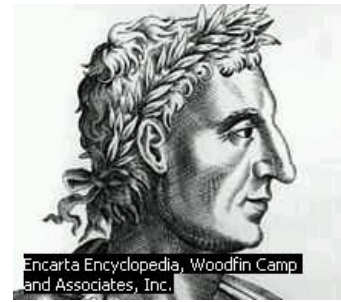
and record facts about the human past and often to discover new facts. They have known that the information they have is incomplete, partly incorrect, or biased and requires careful attention. All have tried to discover in the facts patterns of meaning addressed to the enduring questions of human life.

In the 5th century BC Herodotus, who has been called the father of history, wrote his famous account of the Persian Wars. Shortly afterward, Thucydides wrote his classic study of the Peloponnesian War between Athens and Sparta. These men recorded contemporary or near-contemporary events in prose narratives of striking style, depending as much as possible on eyewitness or other reliable testimony for evidence. They concentrated on war, constitutional history, and the character of political leaders to create pictures of human societies in times of crisis or change. The recognition by contemporaries of the extraordinary accomplishment of both historians gave their works an authority that influenced succeeding historians. They too would prefer recent events, consider visual and oral evidence superior to written (used only in ancillary ways), and assume that the most significant human expression was the state and political life. Antiquarian research into religion, customs, names, and art, based on documentary sources, was also part of Greek and Roman culture but was allied chiefly to philosophy, biography, and areas of specialized learning and was excluded from the main traditions of political history. No specialized training was considered necessary for historiography. The historian's education was that of any cultivated man: careful reading of general literature, followed by the study of rhetoric, the art of fluent and persuasive use of language that dominated ancient higher education. The ideal historian would combine rigorous truthfulness and freedom from bias with the gift of developed expression.

In the 4th century BC Xenophon, Theopompus of Chios (born about 378BC), and Ephorus continued the main traditions of Greek historiography in the Hellenistic period and extended its scope. Polybius, in the 2nd century BC, explained Roman history, political life, and military successes to his fellow Greeks, a subject also taken up by Strabo the geographer and Dionysius of Halicarnassus in the following century. The history of the Jews was placed in its Hellenistic and Roman context by Flavius Josephus, a Jewish aristocrat of Greek culture, who also defended and explained Jewish religion and customs. In the same period Plutarch wrote his biographies of famous Greeks and Romans, emphasizing dramatic, anecdotal materials in his depiction of exemplary character—individual lives regarded as illustrations of moral choices—and its effect on public life.

The prestige of Greek as a language of art and learning was so great that the first Roman historiography, even by Romans, was written in Greek. Cato the Elder was the first to write Roman history in Latin, and his example inspired others. Sallust, impressed by the work of Thucydides,

developed a brilliant Latin style that combined ethical reflections with acute psychological insight. His political analysis, based on human motivation, was to have a long and pervasive influence on historical writing. At the same time, Cicero, although not himself a historian, defined the prevailing ideals of historiography in terms of stylistic elegance and traditional moral standards applied to the events of public life. Latin historical writing continued in this mode with Livy, Tacitus, and Suetonius.



Cato the Elder

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Exercise

Answer the questions based on the text above.

1. What are the important of history and historiography?
2. Why did people call Herodotus as the father of history?
3. Who is Thucydides?
4. What are the main traditions of Greek historiography in the Hellenistic period?
5. What are the differences between the Greek and Roman Historiography?
6. Who is Cato the Elder?
7. How did Latin historical writing develop?
8. Is it true that Greek and Roman historiography emphasised in political history?

B. Vocabulary

Singular and Plural Nouns

Regular	Singular	Plural
For most words, simply a final <i>-s</i> is added to form the plural	song, hat, book, hand, bag, etc.	songs, hats, books, hands, bags, etc.
Final <i>-es</i> is added to words that end in <i>-sh, -ch, -s, -z, -x</i>	dish, watch, class, buzz, box, etc	dishes, watches, classes, buzzes, boxes, etc
For words that end in <i>-y</i> If <i>-y</i> is preceded by a vowel, only <i>-s</i> is added If <i>-y</i> is preceded by a consonant, the <i>-y</i> is changed into <i>-i</i> and <i>-es</i> is added	toy, boy, etc baby, lullaby, etc	toys, boys, etc babies, lullabies, etc
Some nouns that end in <i>-o</i> , final <i>-es</i> is added to form the plural Some nouns that end in <i>-o</i> , final <i>-es</i> is added to form the plural Some nouns that end in <i>-o</i> , either final <i>-s</i> or <i>-es</i> can be added to form the plural	echo, hero, potato, etc auto, video, radio, etc volcano, zero, tornado, etc	echoes, heroes, potatoes, etc autos, videos, radios, etc volcanoes/volcanos, zeroes/zeros, tornadoes / tornados, etc

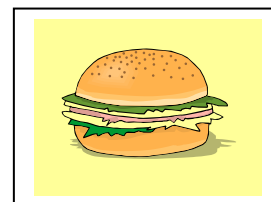
Some nouns that end in <i>-f</i> , simply final <i>-s</i> is added to form the plural	belief, chief, roof, etc	beliefs, chiefs, roofs, etc
Some nouns that end in <i>-f</i> or <i>-fe</i> , final <i>-ves</i> is added to form the plural	half, leaf, knife, life, etc	halves, leaves, knives, lives, etc
Some nouns have the same singular and plural forms	deer, fish, series, sheep, species, etc	deer, fish, series, sheep, species, etc

Irregular	Singular	Plural
The noun have irregular plural forms	man, woman, child, ox, mouse, foot, goose, etc	men, women, children, oxen, mice, feet, geese, etc
Some nouns that English has borrowed from other languages have foreign plurals	criterion, cactus, vertebra, analysis, index, bacterium, datum, etc	criteria, cacti/cactuses, vertebrae, analyses, indices/indexes, bacteria, datum/data, etc

Exercise

Write the plural forms of these words and make a sentence for each word!

- | | |
|---------------|----------------|
| 1. rug | 11. sandwich |
| 2. photo | 12. crisis |
| 3. syllabus | 13. shelf |
| 4. cake | 14. mango |
| 5. medium | 15. thesis |
| 6. monkey | 16. tooth |
| 7. tax | 17. memorandum |
| 8. ring | 18. course |
| 9. phenomenon | 19. piano |
| 10. fox | 20. river |



C. Grammar

Modal Auxiliaries

1. May

- a. Permission

may has the same meaning with *be allowed to*

Example: You *may* go home now

You *are allowed to* go home now.

May I borrow your book?

Am I allowed to borrow your book?

- b. Possibility

may has the same meaning with *perhaps* or *it is possible that*

The train is not coming yet now. He *may* come late

Perhaps, he come late

It is possible that he come late.

Note: *might* has the same meaning with *may*, but *might* is quite formal and polite

2. Can

a. Permission

Can has the same meaning with be allowed to or be permitted to

Example: Can I borrow your pen?

Am I allowed to borrow your pen?

Am I permitted to borrow your pen?

b. Capability

Can has the same meaning with be able to.

Example: I can to do it.

I am able to do it.

c. Sometimes

Can be has the same meaning with sometimes

Example: He can be very stubborn.

He is sometimes very stubborn.

Note: could has the same meaning with can, but could is quite formal and polite

3. Must

a. Obligation

Must has the same meaning with have to.

Example: She must leave this class now.

She has to leave this class now.

b. Probability

Must be has the same meaning with is is very probable that.

Example: He left the school an hour ago. He must be at home now.

It is very probable that he is at home now.

4. Should

a. Obligation

Should has the same meaning with ought to

Example: The exam comes nearer. So, you should study harder.

you ought to study harder.

b. Advice

Example: You should eat a lot of vegetables

c. Expectation

Example: The teacher explain the lesson carefully. The student should understand it.

d. Probability

Example: Because it is raining heavily, he should be late.

5. Will

Future time

Will has the same meaning with be going to.

Example: We will go to the dentist tomorrow.

We are going to go to the dentist tomorrow.



Life can only be understood backwards, but it must be lived forwards.

C. Grammar

Exercise

Fill in the blank with appropriate words.

Example: It looks like rain. We (close) _____ the windows and the doors.

It looks like rain. We **should close** the windows and the doors.

1. You (answer) _____ the call. It (be) _____ important.
2. Sally is looking at the test paper the teacher just returned. She looks like sad. She (pass, not) _____ the test.
3. Sorry, I didn't understand. (Repeat, you) _____ what you said?
4. When I was younger, I (run) _____ ten miles without stopping. But now I (run, not) _____ more than a mile or two.
5. It's not look like Rossy to be late. She (be) _____ here an hour ago. I hope nothing bad happened.
6. A: Where are you going?
B: I (go) _____ to the library. I (find) _____ any books about History of Indonesia.
7. Microwave ovens make cooking fast and easy. If you have one, you (cook) _____ this noodle in three minutes.
8. The teacher called on Sam in class yesterday, but he kept looking out the window and didn't respond. He (daydream) _____
9. You (clean) _____ this room before your mother gets home. She'll be angry if she sees all this stuff all over the floor.
10. I returned a book to the library yesterday. It was two days overdue, so I (pay) _____ a fine of Rp. 1000,-

